

Analyzing the Translations of Some English Circumstantial and Modal Adverbs into Turkish

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Analyzing the Translations of Some English Circumstantial and Modal Adverbs into Turkish

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ABSTRACT

Error analysis (EA) has attracted a great deal of attention in the ELT literature. However, little research has been conducted as to what the translation trainees' errors reveal about the efficiency of their educational background. This study aims to analyze the students' errors in their translations of adverbs from English into Turkish in order to explore translation accuracy by type and length of selected adverbs. Students at the English Translation and Interpreting Department at a private university in İzmir (n=30) participated in the study. The statistical analysis focused on translations of nine adverbs, three for each of three different types which appeared in students' assignments. The results showed no difference in students' success in translating adverbs correctly across types and length of adverbs; however, modal adverbs were more often misused or omitted than those of time and place adverbs. These findings were interpreted in the light of the relevant theories.

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This study aims to analyze students' translations of certain English adverbs into Turkish. The underlying reasons are twofold. First, the authors have observed that students make many errors in adverb translation. This is in line with the evidence in the ELT literature that learners have difficulty in distinguishing adjectives from nouns and verbs (Zyzik & Azevedo, 2009), and find it more difficult to produce adjectives and adverbs as opposed to nouns and verbs (Schmitt & Zimmerman, 2002). That is, as the students have difficulty in production, they may conceivably have similar difficulty in translation. Second, student feedback during classroom discussions as to why they misused or omitted adverbs in translations elicited three reasons: they failed to notice the adverb(s), they believed translation was not necessary, or they could find no suitable

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rendering. It was therefore hypothesized that the type and length of adverbs could be a factor in the students' performance. In this respect, the study was designed to explore the following questions: 1. Is there any variation in the distribution of correctly used, misused or omitted Turkish translations of time, place and modal adverbs? 2. Is there any variation in the distribution of correctly used, misused and omitted Turkish translations of one word versus multiple word adverbs? To this end, *more than 30 years ago*, *over the years* and *continuously* were selected as time adverbs; *all over the world*, *worldwide* and *below* as place adverbs, and *definitely*, *no doubt* and *more likely*, as modal adverbs (See Appendix). EA was employed to examine the distribution of the uses. Before describing the analysis, it is important to clarify the role of errors.

Corder (1967) values errors as invaluable for three beneficiaries: for teachers, as the adverbs provide them with clues on the progress of the students, for researchers, as they yield evidence as to how language is acquired, and for learners themselves, as they are learning resources. For practising instructors, correcting errors is regarded as important in supporting learning for three reasons (Amara, 2015): i. informing the teacher of the learners' progress, and therefore, what remains to be learned, ii. supplying evidence of how language is acquired, and the strategies employed in the learning process, iii. serving as a learning tool. As Scrivener (2005, p. 298) states, errors demonstrate that a student is "experimenting with language, trying out ideas, taking risks, attempting to communicate, making progress". The analysis of errors can serve two purposes: diagnostic and prognostic (Presada & Badea, 2014, p. 58). The diagnostic aim addresses the specific errors made, and causes; and prognostic aim concerns planning to avoid their repetition. This diagnostic study is an initial step, which may facilitate prognostic studies.

Corder (1967) viewed errors as inevitable in the language learning process, and coined the term *transitional competence* to indicate the essential dynamism and flux of the language learner's evolving system. Lennon (2008) stated, "in keeping with the structuralist linguistic model which underpins it, Contrastive Analysis (CA) refuses to admit the possibility of psycholinguistic causes of error". Unlike CA, in EA, Corder argues L1 is not the only source of learners' errors. Richards (1971) enlarged Corder's theory, by adding to interlanguage/ interference a third category: intralingual and developmental errors. Selinker (1972) highlighted two main contributions of Corder's study to L2 learning; the understanding that learners' errors are systematic, and that, rather than being negative/ interfering, they are a positive factor, indicating hypothesis testing.

Unfortunately, EA has its own limitations. Amara's (2015) description of these can be summarized as follows: i. the possibility of a preoccupation with errors in classroom by the instructor, leading to the overshadowing of correct utterances, ii. too much emphasis on production data, iii. the possibility of the strategy of avoidance being adopted by students, iv. focus on specific languages, overshadowing the universal aspects across languages. At this point, it should be stated that the authors agree with Lennon's (2008) complementary remark that it seems preferable, not only to study learners' errors, but to attempt to describe their language as a whole, so as to fully comprehend their *transitional competence*. With this understanding, due attention was given to improving the transitional competence in classroom activities.

EA is generally conducted from L1 to L2 to understand learner errors, whereas in our study, the analysis is based on translation from L2 into L1. Despite this difference, the trainee translators remain as learners of English, and their errors in translation, learner errors. However, as the direction of translation has changed, some analysis units have become redundant, i.e. the study was not concerned with transfer type, thus, intralingual and developmental errors. Error Type was semantic, not grammatical, in general. The four stages of the analysis are described under the Method.

In what follows, a literature review will discuss adverbs in Turkish and English, especially those analyzed here, as well as an overview of studies on adverbs and translation.

2. Literature Review

Regarding adverbs in Turkish, TDK (1988) defines adverbs as words affecting the senses of verbs, adjectives and other adverbs in terms of time, location, quantity, quality, and question etc. In her comprehensive paper on adverbs, Karahan (2013) highlights parallelism in the definition of adverbs by Banguoğlu (1940), Korkmaz (2003) and Ergin (1960), who all agree with TDK's (1988) definition of adverb as qualifying verbs, adjectives and adverbs. Turan (1998) adds gerunds and sentences, and Vardar (2007), postpositions and conjunctions. Apart from the varying definitions, there are some difficulties in both naming and in identifying the role of adverbs. *Belirteç* in Turkish remains inadequate as a definition as it only refers to the identifying function, ignoring adverbs' qualifying function. Some sources regard words like *özellikle* (especially), *gerçekten* (indeed), *belki* (perhaps) as adverbs, whereas others, as postpositions or modals, and these discrepancies indicate different interpretations of the qualifier-verb relation. Karahan (2013) attributes this categorical and naming confusion to the simultaneous historical influences of Arab and Western Grammar on Turkish, which led to conflicting definitions, contents and categorizations.

Adverbials vary widely, ranging from single words (ex. *herhalde*-perhaps), through noun phrases with/without suffixes (ex. *bu sabah*-this morning), and postpositional phrases (ex. *rağmen*-despite) to adverbial functions of adverbials (Göksel & Kerslake, 2005, p. 218). Structurally, they may be seen in the form of simple roots (ex. *hep*-always), adjectives (ex. *sert*-tough), derivations added to nouns (ex. *içeri*-inside), adjectives (ex. *karanlıkta*-in the dark), pronouns (ex. *bundan*-from this), and verbs (ex. *gittikçe*-by time), and compound adverbs (ex. *yalınayak*-barefoot) (Banguoğlu, 2004).

Adverbials can be seen under the following categories: Modal adverbials (ex. *gerçekten*-really), Circumstantial adverbials i. Time adverbials (ex. *Şubat'ta*-in February); ii. Place adverbials (ex. *havaalanından*-from the airport); iii. Manner adverbials (ex. *yavaşça*-slowly), Adverbials of quantity (ex. *son derece*-extremely), Adverbials of respect (ex. *bir bakıma*-in a way), Exclusive adverbials (ex. *yalnız*-only), Particularizing adverbials (ex. *en çok*-mostly) (Göksel & Kerslake, 2005).

Adverbs in general exhibit a variety of semantic concepts (Kovacci, 1999). Most taxonomies classify adverbs in terms of their meaning, though there are also specific groups of adverbs determined by their formal features, generally associated with certain semantic functions (Rabadán, Labrador, & Ramón, 2006).

In terms of syntax, adverbs in English and Turkish (Göksel & Kerslake, 2005; Sebzecioğlu, 2016) can modify the following linguistic items: sentences or clauses as a whole, a verb (in the main clause or a subordinate clause), adjectives, and other adverbs.

2.1. Circumstantial Adverbs (also known as circumstance adverbials)

Adverbs express concepts such as time, place, manner, reason, purpose, condition and concession (Göksel & Kerslake, 2005, pp. 220-234). In English, "circumstance adverbials are by far the most common class of adverbial" (Biber, Johansson, Leech, Conrad, & Finegan, 1999, p. 765). For the purposes of the study, only time and place adverbs will be illustrated with examples.

2.2. Time Adverbs

In Turkish, Özsoy (1999) divides the adverbs as follows: i. Simple adverbs: Simple adverbs indicating time are in the form of inflected (ex. *saat üçte*-at three o'clock) and uninflected forms (ex. *bugün*-today, *bu yıl*-this year).

ii. postpositional structures (*ilgeç* in Turkish): Bare case marker.(ex. *sırada*-during),-(y)a kadar, doğru (ex. *sabaha kadar*-until the morning), -Dan, sonra, önce, itibaren, beri (ex. *1973'ten itibaren*-since 1973).

In addition, Göksel and Kerslake (2005, p. 224) categorizes them under the following headings:

i. Location in time: clock time, days of the week, dates, seasons of the year, phrases expressing location in time (present-ex. *şimdi*-now), past (ex. *bir zamanlar*-then), future (ex. *yakında*-soon), *önce/ sonra* (ex. *20 yıl önce*-twenty years ago), recurrent time location (ex. *Pazartesi*-on Mondays)

ii. Duration: non-case marked noun phrase (ex. *üç yıldan beri*-for three years)

iii. Frequency (ex. *her zaman*-always)

iv. Other time adverbials: (ex. *artık*-any more, *bir an önce*-immediately)

In English, time adverbs express position in time, frequency, duration and relationship (Biber, Conrad, & Leech, 2002, p. 208).

The analyzed adverbs *more than 30 years ago* and *over the years* are categorized as location in time, and *continuously*, as frequency.

2.3. Place Adverbs

In Turkish, Göksel and Kerslake (2005, pp. 233-234) categorizes these under the following headings:

By locative case (ex. *Berlin'de*-in Berlin), by dative case marking (ex. *eve*-to home), by ablative case marking (ex. *havaalanından*- from the airport)

Directionally, it is used in bare form or with dative case marking, locative, ablative. The locative, dative and ablative forms of "her yer"-everywhere function as universal place adverbials.

In English, Biber et al. (2002, p. 208) state that adverbs of place express distance, direction or position.

The analyzed adverbs, *worldwide*, *below* and *all over the world* are categorized as directional adverbs.

2.4. Modal Adverbs

In Turkish, there are four types of modal adverbs: i. adverbials indicating the speaker's degree of commitment to the truth of the statement: (ex. *muhtakak/kesinlikle*-definitely), ii. adverbials indicating the speaker's attitude towards the situation described by a statement (ex. *umarım*-I hope), iii. politeness strategies, and iv. the modal adverb *meğerse*: its closest equivalent in English is usually "It turned out that..." (Göksel & Kerslake, 2005, pp. 218-219).

In English, the class of modal adverbs includes adverbs such as probably, certainly, possibly etc. Bellert (1977, as cited in Piñón, n.d.) noted two distributional aspects: 1. They cannot be negated. 2. They do not occur in the scope of negation. See the following examples:

1 (a) Certainly, they won the elections. (b) #Uncertainly, they won the elections.

2.(a) They certainly did not win the elections. (b) #They did not certainly win the elections.

The analyzed adverbs in the study, *definitely*, *more likely*, and *no doubt* are in the first group, which indicate the speaker's degree of commitment to the truth of the statement.

The study uses translation to analyze the research questions. The researchers agree with Ramón's (2009) view that "the translations of particular linguistic items can provide information about them, which is difficult to observe otherwise in a monolingual analysis. The studies on adverbs in literature are relatively underresearched. This may partly be due to the argument that though adverbs have various complex grammatical functions in sentences, they do not constitute the main parts of the sentence meaning (Ogura, Bond, & Ikehara, 1994, p.190). Similarly, few studies employed translation tasks to analyze the *adverbs* and translation of adverbs from L2 into L1. Of the studies focusing on the semantic aspects of adverbs in translations, among the others, Rabadán et al.'s (2006) study analyzed English *-ly* adverbs in Spanish translations. In a follow-up study, Ramón (2009) investigated translation of epistemic adverbs from English into Spanish through a parallel corpus and found that "the frequency of co-occurrence of the modal adverb

analyzed with modal verbs” is an “indicator of the degree of grammaticalization of the adverb”. Different forms of translating adverbs were analyzed, as seen in Susanti (2009), Pendit (2019). From a pragmatic perspective, Nadler-Akilav (2017) focused on the translation of the Hebrew adverb *ūlay* into Arabic, and its interpretation among medieval Jewish thinkers, and Weng (2018) analyzed the translation of the Chinese adverb “dao” into English. Mergen and Yetkin-Karakoç (2017) focused on the pedagogical aspects of translation, and compared the results obtained from the error analysis in the translation of modal verbs and modal adverbs, whereas in another study, Yetkin-Karakoç and Mergen (2017) analysed the translation of selected adverbs by their position in the sentence. There are also studies which investigated adverbs in machine translation such as Ogura et al. study (1994), in which the authors proposed a new “adverb classification based on adverbs’s grammatical functions, meanings”, and “preferred positions for English adverb generation in machine translation” through translations of humans and machine. As to the multi-word unit processing in machine translation, a study recommended the lexicon-grammar approach and OpenLogos semantico-syntactic rules for multi-word unit processing (Monti, Barreiro, Elia, & Napoli, 2011).

Regarding the length and use of English words and sentences by the learners of English, Şanal (2007) conducted a study based on the Louvain Corpus of Native English Essays (LOCNESS) database and the International Corpus of Learner English (ICLE), including a component from Turkey consisting of university students’ essays. It was found that on average non-natives use shorter words and shorter sentences. However, to the best of the authors’ knowledge, no study has been conducted so far concerning the correlation between the length of adverbs and translation accuracy.

In this study, we analyzed the translations of three types of adverbs (time, place and modal adverbs) by translation trainees. To best of the authors’ knowledge, this is the first study which used error analysis to examine the extent to which the type of adverbs influences the translation accuracy from L2 to L1, to provide further support to the studies in the literature.

3. The Study

3.1. The Method

Four of Corder’s (1974) five stages were applied to conduct EA: selection of a corpus of a language, identification of errors in the corpus, classification of the errors identified, and explanation of the causes of the errors. The last stage, error evaluation, was excluded. Firstly, the adverbs to be analyzed were categorized according to their function in the English text (See the source text in the Appendix). To this end, three types of adverbs (time, place and modal adverbs) were chosen from the text: *more than 30 years ago*, *over the years* and *continuously* (time adverbs), *all over the world*, *worldwide* and *below* (place adverbs), *definitely*, *no doubt* and *more likely* (modal adverbs). The errors observed in translation of these adverbs into Turkish were independently reviewed, in addition to the authors, by four other academicians, one being a native speaker of English, the others, ELT teachers with more than 10 years of experience. Uses were categorized into three groups: translated semantically/ pragmatically correct (correct use), incorrect (misuse) and not translated (omission). All linguistic manifestations of errors, along with the examples, are given in Table 1 in this section. Error Type was generally found to be semantic, not grammatical, as the translation was made from L2 into L1. For research question 1, ANOVA was performed, while for research question 2, Paired Samples *t*-Test was conducted.

3.2. Sampling and Data Collection

According to the classification of Ellis (1994), the focal group of the study was L2 learners. The participants (n=30) were second-year students from the English Translation and Interpreting Department at a private university, enrolled in the course “Translation of Texts on Social Sciences”. They learnt English as a foreign language during secondary education, and achieved the required grade in the officially recognized Foreign Language Exam (YDS) of Higher Education Council to qualify for university placement. Their level of English is at least B1, based on The Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Throughout the semester, they were reminded of the function and the consequent importance of adverbs. In line with Purposive Sampling, the document used was an authentic excerpt from English text on Starbucks Marketing Strategy (417 words). Although the text included many adverbs of different types, for the analysis we selected the same number of each of three types; the statistical analysis was limited to time, place and modal adverbs to increase the reliability. In addition, the selected adverbs were frequent in English and not polysemous, thus, relatively easy to translate. The students were asked to specify any difficulty in translating any item on the checklist report to be submitted before the class discussions, a measure designed to determine whether the detected errors were noticed by the students. Interestingly, on the checklists, there was no indication of difficulty in translating any of the English adverbs into Turkish for any reason. The translation task was given as assignment to be submitted in one week. The students were free to consult any dictionary, any on-line and/or printed source. Due attention was paid to prevent cheating, as confirmed by the Blackboard SafeAssign originality report. To ensure that the students were aware of their translational strategies and mistakes, in the class discussions, they were asked to report any mistakes in the use of adverbs and/or to explain why they omitted certain adverbs in the translation.

4. Results and Discussion

A total of nine adverbs of three different types (time, place, modal adverbs) were chosen. The translations of the adverbs were grouped as correct use, misuse and omissions, and separate ANOVAs (analysis of variance) were conducted on each category.

Table 1
General Distribution of Correct Use, Misuse and Omission of Adverbs

General Distribution	Time Adverbs			Place Adverbs			Modal Adverbs		
	continuously	more than 30 years ago	over the years	worldwide	below	all over the world	no doubt	more likely	definitely
Correct Use	N=17 56.3 %	N=9 30 %	N=23 76.7 %	N=16 53.4 %	22 73.3 %	N=21 70 %	N=28 93.7 %	N=5 16.7%	N=16 53.4 %
Misuse	N= 2 6.7 %	N=21 70 %	N=6 20 %	N=10 33.3 %	2 6.7 %	N=9 30 %	none	N=3 10 %	N=1 3.3 %
Omission	N=11 37 %	none	1 3.3 %	N=4 13.3 %	N=6 20 %	none	N=2 6.7 %	N=22 73.3 %	N=13 43.3 %

The first research question aimed to reveal whether the translation of adverbs was evenly distributed across three different types, and to investigate which type, if any, was given less importance.

To explore this question, we first examined the correctly-translated adverbs. By correct translation, we mean Baker's (1992/2011) word level and pragmatic equivalence. No interaction was found in the accuracy of translations according to types of adverbs (Time: $M=2.00$, $SD=.79$; Place: $M=1.73$, $SD=.74$; Modal: $M=2.03$, $SD=.89$). In other words, the analysis of participants' correct translations of time, place and modal adverbs yielded no statistically significant difference, $F(2,58)=1.45$, $\eta^2=.048$, $p=.242 > .05$, i.e., the participants were equally competent in their performance of translating the three types of adverbs.

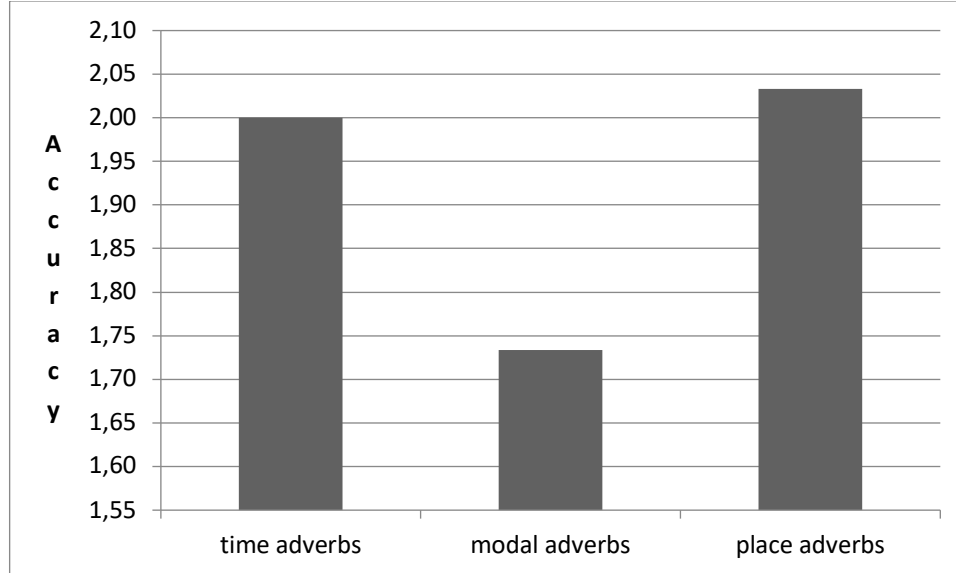


Figure 1. Correct use of adverbs

Secondly, we analyzed misuses in translations. The term misuse refers to incorrect translations in terms of Baker's (1992/2011) word level and pragmatic equivalence. An ANOVA test revealed that the difference between the number of incorrect translations of time, place and modal adverbs was significant, $F(2,58)=15.22$, $\eta^2=.344$, $p=.001$. A post hoc analysis showed that the highest number of mistakes was in translating time adverbs ($M=.83$, $SD=.53$), followed by place adverbs ($M=.63$, $SD=.62$). The fewest errors were those of modal adverbs ($M=.13$, $SD=.35$).

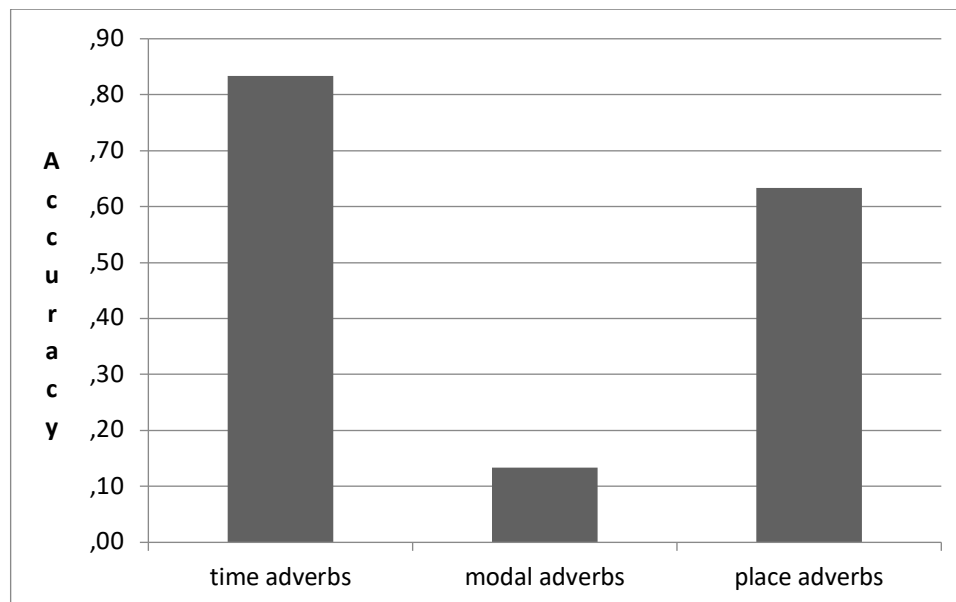


Figure 2. Misuse of adverbs

A closer look to the reasons of misuses of the selected adverbs revealed the following: Regarding time adverbs, the greatest number of misuses was seen (in 21 out of 30 students), for the phrase *more than 30 years ago*. There are two types of mistakes for the phrase: i. The students failed to use *more than*. ex. 30 yıl önce..., ii. They replaced *more than* with other quantifiers, namely the Turkish word, *yaklaşık* (nearly 30 years ago) and *daha* (as recently as 30 years ago), which caused a semantic shift. Such misuse has two possible causes. First, this adverb is part of a long subordinate clause in the source text, which might have caused a difficulty. Second, the time (more than 30 years ago) and place adverbs (in Seattle) are ordered contrary to conventional English word order in the related sentence, such that the place adverb precedes the time adverb.

Among the place adverbs, the difficulty was seen in the translation of selected adverb phrase *all over the world*. This is attributable to unnatural literal translations and marked as misuse (ex: dünyanın her tarafında), as well as semantically shifted phrases (ex. dünyadaki en iyi bilinen).

Regarding modal adverbs, the students mostly experienced difficulty in translating *more likely* (i.e. büyük bir olasılıkla), and ignored the comparative meaning, possibly due to the elliptical structure of the sentence "They thought real hard about promoting their company, and have decided that Starbucks is more likely to benefit if it employed unconventional strategies...". Native speakers would more easily infer the intended meaning "more likely compared to something else", resulting in a lower probability of omission. Such inference is compatible with Clahsen and Felser (2006), who stated that there is solid support in the literature for the argument that L2 learners/speakers lack the necessary grammatical cues to process language, compared to the native speakers, and thus rely more on lexico-semantic and pragmatic aspects of language, which account for the difference between native and non-native speakers. The misuses of "more likely" may also be attributed to limited exposure to the phrase in the learning process (Klages & Römer, 2002). The frequency of use, syntactic properties of adverbs and the proficiency level of the students may also account for such misuses (Pérez-Paredes, 2010).

Regardless of the type, the misuses of adverbs in all three types were seen in multi-word adverbs, underlining the argument that multi-word adverbs need special treatment in natural language processing (Volk, Clematide, Graën, & Ströbel, 2016). The fewest mistakes in the translation of three modal adverbs selected cannot be interpreted as a success, as these adverbs were generally omitted in translation.

Finally, the analysis of omission indicated that the participants were more likely to leave out modal adverbs ($M=1.13$, $SD=.82$) than place adverbs ($M=.33$, $SD=.61$) and time adverbs ($M=.17$, $SD=.38$). There was a significant difference between modal adverbs and time adverbs, and between modal adverbs and place adverbs, $F(1.67, 48.5)= 26.84$, $\eta^2=.481$, $p<.001$.

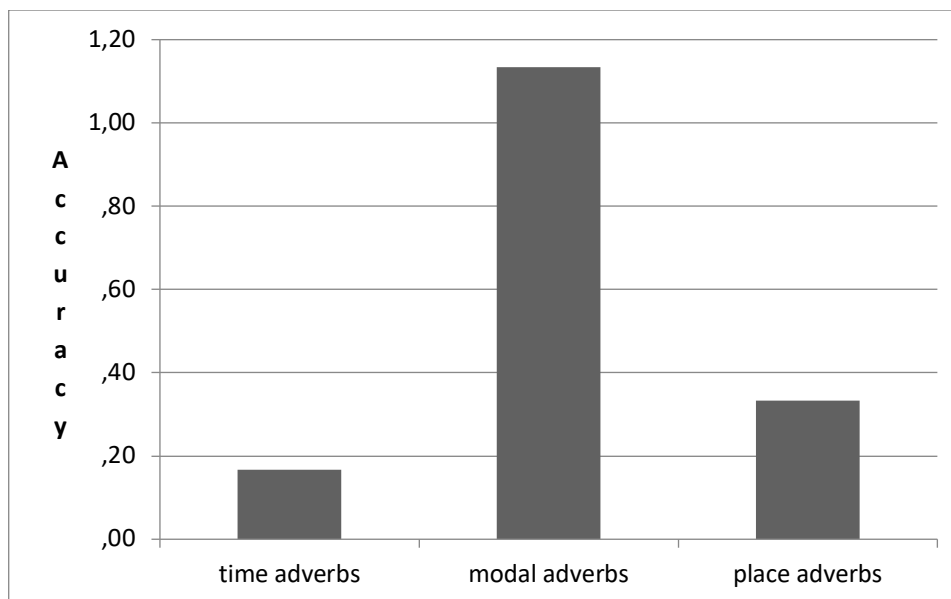


Figure 3. Omissions of adverbs

When the results were interpreted in relation to the misuses of modal adverbs, it was found that the students had difficulty in translating these; most made no attempt to translate, and simply ignored such adverbs, explaining the apparently few misuses. Secondly; they ignored the importance of the function of adverb(s) and failed to perceive them in the comprehension and transfer process.

The highest number of omissions in the translation of modal adverbs was for *more likely*, by 22 students, followed by *definitely* by 13, suggesting a tendency towards avoidance strategy, as confirmed in classroom discussions.

Omission may result from a simplification process observable in translations, as seen in Ramón's (2009) findings about pragmatic markers. She stated that "when modal adverbs are omitted it is often because they did not really add a modal nuance to the content, but rather acted as grammaticalized textual or pragmatic discourse markers" (Ibid., p. 93).

However, the omissions in our findings were not only attributable to this simplification process. Earlier research found that some adverbs may be omitted in translation due to word limitations or pressure of time (Rabadán et al., 2006, p. 3), but these cannot account for the errors in our study since neither limitation was enforced. At this point, one should bear in mind that, as Aijmer (2002, p. 97) stated, modality is a broad and fuzzy area, and modal categories do not necessarily have a direct correspondence across languages. This may create problems in identifying the possible reasons.

As seen above, the misuse of adverbs is traceable to the following three reasons, although these are by no means meant to be exhaustive. The first reason is difficulty in translation. This deserves special attention, as no difficulty was reported by students. The implication of this finding may be that since Turkish and English are syntactically different, such difficulties emerged due to the significant differences in the position of adverbs in two languages. This underlying reason of avoidance from the use of modals may be better understood by the findings by Klages and Römer (2002), which highlighted the discrepancy

between the use of modality in daily usage and in textbooks. As students are less exposed to modality in the teaching process, they are less likely to be able to accurately use and translate the related modal units. The difficulty in translation of modal adverbs also echoes the difficulty in translation of modal translation, as stated by, among others, Peters (1970), Eades (2011), Božana and Bogunovič (2011) and Wang (2016).

The second reason is ignoring the importance of the function of the selected adverbs. This may stem from the teaching practices in the learning process of foreign language, as confirmed by ELT teachers in the university. That is, from the beginning of their foreign language learning process, as learners of English, trainee translators have been continually taught that the indispensable part of a sentence is “who-did-what” or the formula “Subject + Verb + Object”. It seems that adverbs remain peripheral in this picture, and thus, may not occupy a key position in learners’ mind, causing a tendency to omit adverbs altogether. However, some adverbs seem to have major roles in some contexts (Szczyrbak, 2013; Giannino & China, 2018). The point of view held by the students that adverbs have peripheral function is compatible with Rabadán et al. (2006, p. 3) and Aijmer (2002, p. 97), who states that “since modality does not add anything to the propositional content of an utterance, it often disappears in the translation”. This may be a universal built-in mechanism in the mind, providing evidence that the human mind functions on the basis of “who-did-what”, a proposition which may be psycholinguistically tested through the translations of different language pairs.

A third reason may be that the students fail to notice that there are adverbs in the sentence, as frequently expressed by students during the classroom discussions. This claim seems to have some justification, especially when it comes to the modal adverbs, which are known to have a subjective aspect, but further studies are needed to confirm it. However, this argument seems less plausible as far as time and place adverbs are concerned, especially those including proper names and figures. This might be arising from the less frequent use of adverbs by non-native speakers. Such divergence in the number of adverbs between native and non-native speakers was demonstrated in the literature (Linnarud, 1986; Şanal, 2007). Being non-native speakers of English, the translation and interpreting students in our study might have used fewer adverbs because they simply did not notice their presence.

The position of the adverbs in the sentence (sentence-initial, in-sentence and sentence-final) is unlikely to explain students’ failure to notice their presence because findings in the study by Yetkin-Karakoç and Mergen (2017) refuted the possibility of this interaction. Whether the lack of perception of adverbs is associated with the lack of importance attached has yet to be tested. Failure to notice modals may also be correlated to the linguistic level of the students. Seen from this perspective, the beginner students are less likely to omit modal adverbs due to a possible lack of perception, as they are more likely to consult a dictionary than upper intermediate and proficient learners, and thus less likely to ignore them, as observed by the ELT teachers reviewing the data. A comparative study between the different level students would confirm or refute such a hypothesis.

Furthermore, the results in misuses and omissions are consistent in that participants performed significantly less well in translating modal adverbs, compared to the selected time and place adverbs.

Regarding research question 2, we investigated whether the length of adverbs influenced the accuracy of translations. It was hypothesized that the longer the adverb phrases, the more errors they would yield in translation, in line with Volk and Graën (2017) who argued that multi-word expressions may generally be problematic for parsing or other tasks in natural language processing. To explore this, the adverbs were categorized according to length, as one-word adverbs or multiple-word adverbs. It was ensured that both groups had an equal number of items. A Paired Samples *t*-test was performed to determine whether length made any difference in participants’ translations, which were grouped as correct use, misuse and omissions (See Figure 4, 5, and 6, respectively). Pairwise comparisons revealed no statistically significant difference in the accuracy of translations. In other words, the participants’ performance was similar regardless of length, $t(29) = .776, p = .444, > .05$. Similarly, the analysis of the

translations misused ($t(29) = -.891, p = .380 > .05$) and omitted ($t(29) = -.205, p = .839 > .05$) revealed no statistically significant difference, indicating that the length of adverbs was not a factor determining accuracy/ misuses/omissions.

The findings of this study contradicts the findings on multi-word prepositions that “the longer a preposition gets, the harder it becomes for a foreign student of English to use the whole pattern correctly.” (Yetkin-Karakoç, 2015, p. 74). There seem to be two possible causes as to why length was not a predictor in our case: The first is the difference of the analysis unit, which is an *adverb*, and the second, the direction of translation. Furthermore, selected multi-word adverbs were not complex in structure, thus, the findings about the difficulty of translation in our study may not be directly comparable to those of Volk and Graën (2017). Nevertheless, longer postpositions seem to pose more grammatical difficulties than longer adverbial phrases.

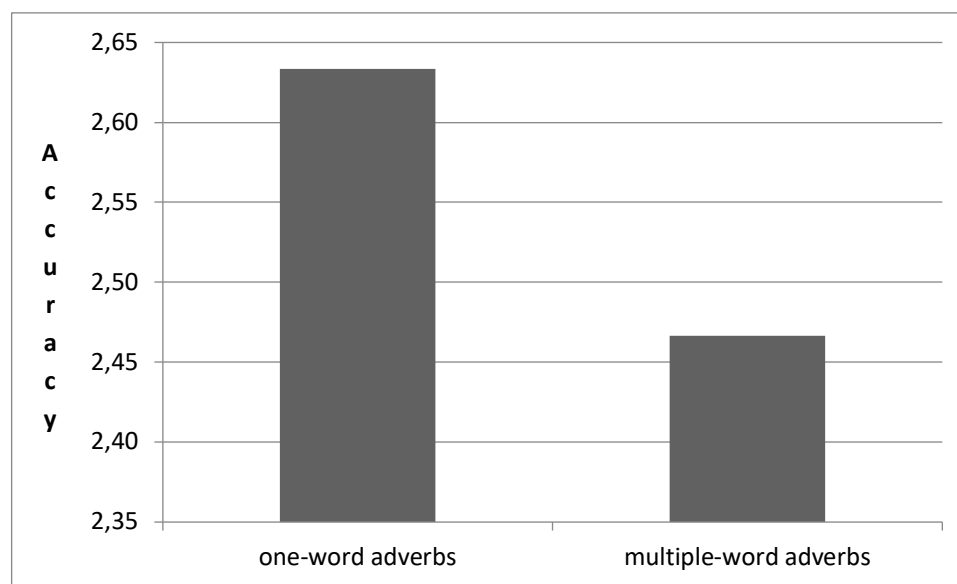


Figure 4. Correct use of one-word and multiple-word adverbs

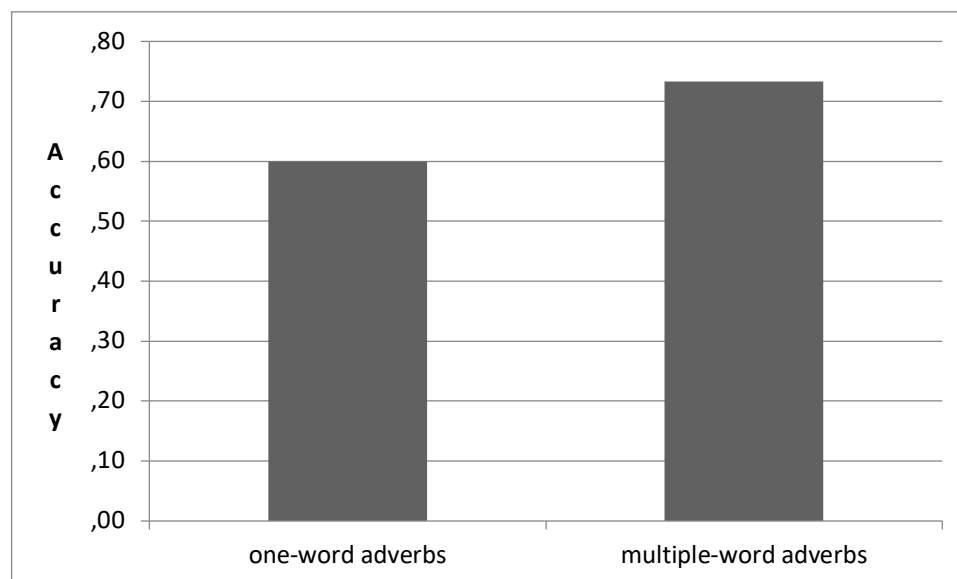


Figure 5. Misuse of one-word and multiple-word adverbs

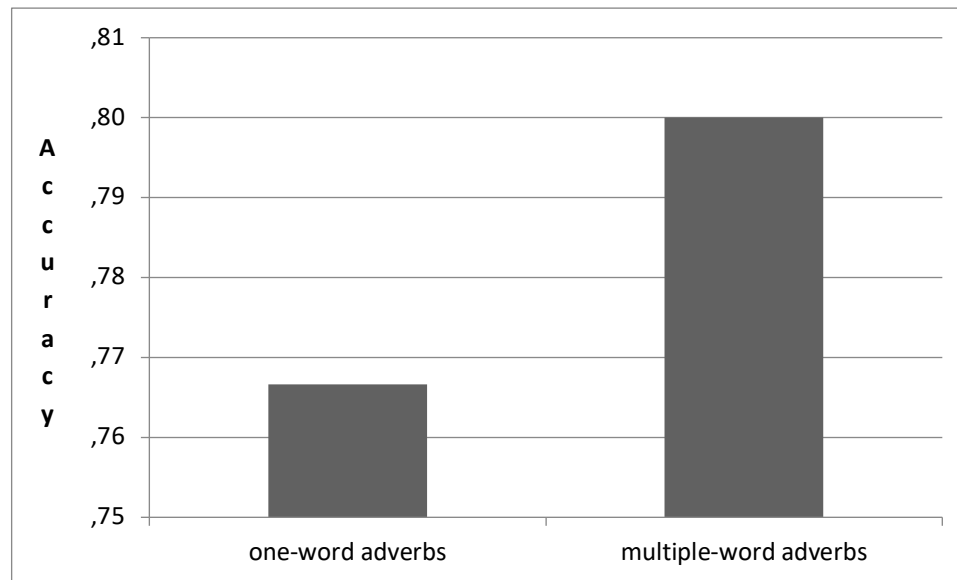


Figure 6. Omissions of one-word and multiple-word adverbs

5. Conclusion and Future Studies

In this paper, selected time adverbs, place adverbs in English as circumstantial adverbs, and modal adverbs (three per type), were examined in terms of the distribution of correct use, misuse and omission of the translation, and statistically analyzed. In the categorizations of correct uses and misuses, we took into account the semantic/pragmatic aspects of adverbs *per se* by word level and pragmatic equivalence, and did not regard their position in the sentence. Although the adverbs chosen were frequently used English adverbs, showing no polysemy, there were noticeable misuses and omissions.

The results of the first research question revealed that the correct uses showed no difference by type and length of adverbs selected, whereas significant differences were observed in the number of the misused translations and omissions of modal adverbs, as compared to the translations of time and place adverbs selected. This indicates that students experience greater difficulty in translating modal adverbs, which is compensated for by omission, resulting in significant difference in translations in terms of loss in accuracy and change in emphasis.

As for the second research question, the findings suggest that the length of adverbs appears to have no influence on the accuracy of Turkish translations.

Further studies can be conducted with different types of adverbs. A follow-up study could investigate the distribution of correct use, misuse and omission of the English translations of the same adverbs from Turkish into English, in which the interlingual/ intralingual errors are also expected to be important. In addition to the multi-word adverbs, it may be important to examine those with more complex structures and possible parsing difficulties.

The findings and conclusions in the study can be taken into consideration in the design of the curriculum for translator training. More frequent translation exercises with adverbs will help the students to realize that adverbs, as a word class, are not readily dispensable part of a sentence, providing greater student awareness of the issue.

As it is seen, this thought-provoking interdisciplinary study provides many and varied implications, and offers possible areas of future research focusing on translation of adverbs in ELT, translator training and practice and psycholinguistics.

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APPENDIX

Assigned Text-417 words

Starbucks Marketing Strategy Unconventionally Effective

By studying the Starbucks Marketing Strategy you will be able to apply the principle of success that worked for them in a big way. The history of Starbucks and its expansion give this company the respect of being a model for other businesses to look up to. Why not take full advantage of this icon?

From only one store more than 30 years ago in Seattle to its still growing empire today with thousands of outlets in the United States and in foreign countries, the Starbucks Coffee Company is no doubt a well-known success story all over the world.

The fact that it started as a small business enterprise that was able to continuously multiply over the years can be a huge motivation for small businesses anywhere in the world. Many business schools have studied the Starbucks marketing strategy and the business, itself, and have tried to detail why such techniques have worked for this company.

Many points can be attributed to the success of this innovative company from the holistically slanted Starbucks Mission Statement to the environmentally conscious Starbucks corporate Social Responsibility statement. But one thing is certain, if Starbucks comes up with a new viral marketing campaign - others companies should start taking notes.

Uniquely Starbucks Coffee Company

The Starbucks marketing strategy is not one commonly seen in many businesses today. Did you ever realize that it's rare (if not none) for you to find a Starbucks ad in a billboard, ad space, newspaper or poster in places where you can expect to see advertisements for most other establishments, even huge ones like McDonalds?

Now, Starbucks Coffee Company didn't just go for unconventional marketing strategies for the fun of it. They thought real hard about promoting their company, and have decided that Starbucks is more likely to benefit if it employed unconventional strategies (see viral marketing examples to see how others do "unconventional" successfully) that may be unique and seldom-tried, but most perfectly matched the concept that the company wanted to portray.

Points to Learn from the Starbucks Marketing Strategy

Every business can learn from another, especially if a particular business is one that has displayed tremendous success over the years. The Starbucks Corporation and its successful marketing strategies are definitely something that anyone interested in business can learn about. What sort of techniques did the company use, and how were these able to reach out and attract millions of people worldwide? Some of their best strategies are outlined below.

Access: <http://www.voteorus.com/starbucksmarketingstrategy.html>