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문학석사 학위논문

**The Use of a Conjunctive Adverbial
However in Native and Nonnative
Students' Argumentative Writing**

원어민과 비원어민의 논증적 글쓰기에 나타난
접속 부사 *however* 사용에 관한 연구

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The Use of a Conjunctive Adverbial *However* in Native and Nonnative Students' Argumentative Writing

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Abstract

The Use of a Conjunctive Adverbial *However* in Native and Nonnative Students' Argumentative Writing

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The present study investigates conjunctive adverbial (CA) *however* used in argumentative writing by native and nonnative students. Based on the function of *however* suggested by Celce-Murcia and Larsen-Freeman (1999), this analysis further seeks to examine the semantic and pragmatic functions of *however* in argumentative writing. The data in the study comes from ICNALE (International Corpus Network of Asian Learners of English), using native writer corpus with 89,959 words and a subsection of nonnative especially Korean writer corpus that is

divided into four sub-corpora based on their linguistic proficiency levels, all amounting to 135,199 words. To find out the usage of *however*, the study analyzes the distribution of contrast/concessive conjunctive markers along with the investigation of semantic and pragmatic functions of *however* and the positional distribution of *however* in the two groups.

The analysis shows that of the contrast/concessive CAs observed, native and nonnative writers commonly use *however* in their writing. Notably, nonnative writers present a skewed tendency toward the use of *however*. An increase in the use of *however* and a decrease in the use of conjunction *but* are observed as the rise in linguistic proficiency levels of nonnative writers. As regards the uses of *however*, it is demonstrated to perform four functions: presenting the writer's position in a topic sentence, expressing uncertainty and certainty, rejecting a previously made assumption, and displaying a contrast. To elaborate, presenting the writer's position in a topic sentence is relevant to the structure of argumentative writing. Expressing uncertainty and certainty, rejecting a previously made assumption, and displaying a contrast are found to be performing based on the relationship within sentences. Some exceptional uses of *however* were classified in the group of others. In addition, the positional distribution of *however* reflects a preference of *however* in sentence-initial position from both groups, especially nonnative writers with a heavy dependence on the position which is most likely a result of textbooks used in classrooms. Sentence-medial positions of *however* often seem to occupy a frequent use before a coordinate clause in both groups. Finally, the relation of the positional distribution with the uses of *however* indicates that presenting the writer's position in a topic sentence among

others employs *however* predominantly in initial position rather than non-initial position.

The findings of the current study reveal that *however* in argumentative writing does not only mark a contrast between propositions but serves several semantic and pragmatic functions that are pivotal in the argumentation of a text. It is shown that native and nonnative writers sometimes do make abrupt uses of *however* but such abruptness was more severe in nonnative writers' argumentative writing. Also, the study emphasizes the need for learners to be exposed to other types of contrast/concessive CAs in order to diversify their CA use as well as various ways of positioning *however*. This indicates that they need to be taught the distinctive usage of CA from textbooks in EFL classrooms.

Keywords: *however*, conjunctive adverbial, semantic and pragmatic functions, positional distribution, argumentative writing, argumentation, cohesion

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Chapter 1. Introduction

1.1 Motivation and Background of the Thesis

Writing is “a demonstration of the writer’s knowledge of forms and his or her awareness of the system of rules to create texts” (Hyland, 2009, p. 9), involving structured patterns through which writers guide readers through a text (Hyland, 2009). Relations of meanings within the text must be articulated thoroughly to establish cohesion which facilitates and improves the reader’s comprehension of the text (Gernsbacher, 1990; Halliday & Hasan, 1976; Leech & Svartvik, 1994). As such, cohesion has been recognized as important features of writing as it contributes to the total unity of ‘being a text’ (Halliday & Hasan, 1976).

Cohesion is achieved by the use of four different cohesive devices: reference, substitution, ellipsis, and conjunction (Halliday & Hasan, 1976). Among these, conjunction is a device not only used for “reaching out into the preceding (or following) text” (Halliday & Hasan, 1976, p. 226) but also for expressing “certain meanings which presuppose the presence of other components in the discourse” (Halliday & Hasan, 1976, p. 226). Depending on the relations occurred by the use of conjunction, it is subcategorized into the category of additive, adversative, causal, and temporal (Halliday & Hasan, 1976). Conjunction includes coordinating conjunction and subordinating conjunction along with conjunctive adverbials (CAs, henceforth) (Celce-Murcia & Larsen-Freeman, 1999).

CAs are essential in writing as they are one of the explicit markers of

cohesion (Liu, 2008). They serve as a marker as a means of forming the relationship between sentences. CAs are composed of a single word (e.g., *however*) as well as two or more words (e.g., *in addition*) (Liu, 2006). The use of CAs allows writers to add new information, show contrary relationships, indicate causal relationships, or present sequential relationships (Celce-Murcia & Larsen-Freeman, 1999). Writers can overtly use CAs to articulate the structure of their argument and in a way, affect readers' understanding of a text (Gao, 2016). That is, writers must possess a sensitivity that is beyond semantic and syntactic knowledge of the language to adequately use CAs (Milton & Tsang, 1993). These traits of CAs have attracted a number of studies in the past, mainly focusing its attention on their use in L2 writing by comparing them with the native norm (e.g., Altenberg & Tapper, 1998; Appel & Szeib, 2018; Bolton, Nelson, & Hung, 2002; Chen, 2006; Field & Yip, 1992; Gao, 2016; Granger & Tyson, 1996; Ha, 2016; Ishikawa, 2010; Lei, 2012; Milton & Tsang, 1993; Park, 2013a, 2013b; Yoon, 2006).

However, an adversative CA, carries contrastive meaning, and is used in academic writing more than any other CA belonging to the category of contrast/concession (Biber, Johansson, Leech, Conrad, & Finegan, 1999). *However*, using *however* is complicated for a number of reasons. *However* is unique in that it marks the connection between adversative and concessive relations (Rudolph, 1996). When it comes to the functions of *however*, it does not solely operate in one way but involves several functions of certainty versus uncertainty, semantic opposition, and topic change marker (Celce-Murcia & Larsen-Freeman, 1999). Unlike other CAs which tend to occur at specific positions, *however* is not restricted in any position of

a sentence (Altenberg, 2006; Rudolph, 1996; Wang, 2011).

Such characteristics of *however* have made it challenging for many L2 learners of English in different L1 backgrounds to use it in their writing. (Altenberg & Tapper, 1998; Crewe, 1990, Liu & Braine, 2005; Wang, 2011; Zamel, 1983). As Zamel (1983) asserts, the different grammatical weight of *however* poses difficulties as it is not interchangeable with *on the contrary* and *on the other hand* that serve similar semantic functions. Wang (2011) revealed that difficulties in the use of *however* may have been affected by the influence of the L2 in word choice.

Despite the previous studies, relatively little attention has been paid to *however* in particular as to how writers actually use the CA in the argumentation of a text. Most studies have highlighted native and nonnative contrasts in the use of overall CAs, all reflecting a concern on the frequency of CAs. Given the status of *however* in terms of its functions and syntactic positions, the current study confines itself to the analysis of *however* and extends the scope of the previous studies related to *however* by investigating in detail on the semantic and pragmatic uses.

The primary goal of the current study will be on investigating the use of *however* in native and nonnative students' argumentative writing. It aims to examine specific patterns in which the CA *however* occurs since problematic usage may not simply be accounted for the matter of overusing or underusing CAs (Charles, 2011a, 2011b). Before delving into the detailed usage of the CA, the study first seeks to analyze the distribution of contrast/concessive conjunctive markers, specifically, contrast/concessive CAs (Biber et al., 1999) in both groups so to find out their preferences in the use of CAs in argumentative writing.

The current study will therefore seek answers to the following questions:

1. Which contrast/concessive CAs do students use in their argumentative writing with respect to frequency?
2. How do native and nonnative students use the CA *however* in their argumentative writing?
3. What are the similarities and differences in the positional distribution of *however* in native and nonnative students' argumentative writing?

1.2 Organization of the Thesis

The organization of this thesis is as follows. Chapter 2 gives a review of the previous studies on CAs and CAs in L2 writing in particular. Then, the CA *however* is discussed along with a review of adversative CAs, the semantic and pragmatic approaches on *however*, and the sentential position of *however*. Lastly, the uses of *however* in writing are reviewed. Chapter 3 gives a description of the data, which is followed by a discussion of the methodology used in the study. The analysis of the current study is presented in Chapter 4 concerning the distribution of contrast/concessive conjunctive markers, the uses of *however*, and the positional distribution of *however*. Finally, Chapter 5 concludes by summarizing the findings and discusses the implications of the current study as well as suggestions for future studies.

Chapter 2. Previous Literature

In this chapter, the previous literature on *however* is reviewed. As *however* falls into the category of CAs, previous studies on CAs and the functions of CAs are overviewed in Section 2.1. Then, Section 2.2 reviews the previous studies regarding CA use which compare the uses of CAs in native and nonnative writing. Section 2.3 delves into the details of the CA *however*. First, it provides an overview of adversative CAs. Then, the semantic and pragmatic approaches of *however* and the sentential position of *however* are reviewed in relation to other CAs. Lastly, Section 2.4 deals with the studies concerning the uses of *however* from native and nonnative writers.

2.1 Previous Studies on Conjunctive Adverbials

CAs play an important role in writing. Understanding the use of CAs is vital, in that they help build up cohesion. Hence, knowledge of how CAs are used is significant in language use, particularly for second language learners of English (Liu, 2008). Their importance has been widely dealt with in the past few decades, and researchers have discussed them in reference grammars (e.g., Biber et al., 1999; Carter & McCarthy, 2006; Celce-Murcia & Larsen-Freeman, 1999; Huddleston & Pullum, 2002, Quirk, Greenbaum, Leech, & Svartvik, 1985). The terminology conjunctive adverbials is referred to in *The Grammar Book* of Celce-Murcia and Larsen-Freeman

(1999), but various terms have been used to refer to CAs including conjuncts (Quirk et al., 1985), linking adverbials (Biber et al., 1999), connective adjuncts (Huddleston & Pullum, 2002), and linking adjuncts (Carter & McCarthy, 2006).

Quirk et al. (1985) describe the semantic relations of CAs which are listing, summative, appositional, resultative, inferential, contrastive, and transitional. They argue that CAs “have the function of conjoining independent units rather than one of contributing another facet of information to a single integrated unit” (Quirk et al., 1985, p. 631).

Biber et al. (1999) explain that CAs serve to make semantic links between different lengths of discourse with the aim to create cohesion within the discourse. They specify six semantic categories of CAs: enumeration and addition, summation, apposition, result/inference, contrast/concession, and transition. It has been demonstrated by Biber et al. that CAs are common in academic prose owing to “the importance in academic prose of marking the connections between ideas and explicitly showing the development of logical arguments” (p. 562).

Celce-Murcia and Larsen-Freeman (1999) define CAs as complete adverbials which connect independent clauses, not to subordinate a clause. CAs are subsumed under logical connectors in that these are “types of cohesive devices, lexical expressions that may add little or no propositional content by themselves but that serve to specify the relationships among sentences in oral or written discourse” (Celce-Murcia & Larsen-Freeman, 1999, p. 519). They provide a list of CAs, which is a simplified version of Halliday and Hasan (1976), as shown in Table 2.1.

Table 2.1 List of CAs

Category	CAs
Additive	Emphatic: <i>in addition, moreover, furthermore, besides, also</i> Appositional: <i>that is, in other words, for instance</i> Comparative: <i>likewise, similarly</i>
Adversative	Proper adversative: <i>however, nevertheless, despite this, in contrast</i> Contrastive: <i>in fact, actually, however, on the other hand, at the same time</i> Correction: <i>instead, rather, on the contrary, at least</i> Dismissal: <i>in any case, anyhow, at any rate</i>
Causal	General causal: <i>therefore, consequently, for that reason, thus</i> Causal conditional: <i>then, in that case, otherwise</i>
Sequential	<i>then, next, first, second, last, finally, up to now, to sum up</i>

The list includes four broad categories: additive, adversative, causal, and sequential. In addition, the three categories of additive, adversative, and causal are further sorted into their specific systematization of possible subclasses (Halliday & Hasan, 1976). First, the distinction of additive CAs arises from emphatic, appositional, and comparative relations in the discourse. Adversative CAs include proper adversative, contrastive, correction, and dismissal. Lastly, causal CAs have general causal and causal conditional. Celce-Murcia and Larsen-Freeman put forward that sorting out possible meaning relationships into different classifications

is valuable. However, as CAs within the same category are often not interchangeable, there are difficulties in defining the meanings of individual CAs as well as erroneous CA use among second language learners.

In an attempt to provide new insights into categorizing CAs, Huddleston and Pullum (2002) divide CAs into pure and impure CAs. They argue pure CAs as those having “no other function than that of connecting their clause to the surrounding text (or context)” (Huddleston & Pullum, 2002, p. 777) like *moreover* and *also*. The subcategories of pure CAs include ordering, addition and comparison, elaboration and exemplification, and markers of informational status. Impure CAs, such as *nevertheless* and *therefore*, also have the function of pure CAs but these are sometimes recognized to combine that function with some other features. For instance, impure CAs can have a reduplicative role, where the relation expressed with the use of impure CAs merely exist without contributing to the truth conditions of the clause. Impure CAs contain categories of concession, condition, and reason/result.

Carter and McCarthy (2006) find that CAs “explicitly indicate the semantic relationship between two clauses or sentences or paragraphs” (p. 256). They classify CAs into the category of additive, resultative, contrastive, time, concessive, inference, summative, listing, and meta-textual. As CAs “are more frequent in formal styles and in writing” (Carter & McCarthy, 2006, p. 257), the use of CAs makes cohesive the links between sentences and develops cohesion and coherence of a text.

All in all, the ability to connect spans of discourse of different lengths is the main feature that distinguishes CAs from conjunction (Liu, 2006). The function of

CAs is only semantic while conjunction provides both semantic and syntactic links between clauses (Appel & Szeib, 2018; Liu, 2006). Therefore, removing conjunction at the clause level brings about grammatical unacceptability but the removal of CAs does not influence grammaticality (Appel & Szeib, 2018). The use of CAs allows listeners or readers to relate successive units to each other and contributes to a better understanding of a text (Altenberg & Tapper, 1998). For this reason, CAs are especially essential for learners of English (Liu, 2006) as their proper use counteracts texts lacking in 'logical lucidity' (Ishikawa, 2010).

2.2 Previous Studies on Conjunctive Adverbials in L2 Writing

Owing to the role of CAs as significant signposts in demonstrating how writers structure their texts (Leech & Svartvik, 1994), existing studies related to the use of CAs delved into the matter of how writers of different L1 backgrounds make use of CAs in structuring their L2 writing. They primarily relied on native and nonnative contrasts to highlight overuse, underuse, and misuse in native and nonnative speakers' writing (Altenberg & Tapper, 1998; Appel & Szeib, 2018; Bolton et al., 2002; Chen, 2006; Field & Yip, 1992; Gao, 2016; Granger & Tyson, 1996; Ha, 2016; Ishikawa, 2010; Lee, 2004; Lei, 2012; Milton & Tsang, 1993; Park, 2013a, 2013b; Yoon, 2006). In the perspective of L1 writing, studies have highlighted that as the linguistic development of native writers' grade level, their reliance on the explicit use of cohesive devices such as CAs diminishes but favors implicit CAs accompanied by

an increase in syntactic complexity (Crossley, Weston, McLain Sullivan, & McNamara, 2011; Shaw, 2009).

Field and Yip (1992) investigated the differences in CA usage between Australian students and Cantonese students. Students were asked to write argumentative writing in class, and it turned out that Cantonese students used CAs more often than Australian students. The researchers explained that the results could be attributed to the following two reasons. First, Cantonese students' overuse was explained by the fact that their writing task was done during class time. Since students had limited time in writing their essays, they showed a heavy reliance on the use of CAs to organize their writing. Second, they blamed the habits that students acquired from teaching for their overuse of CAs.

Milton and Tsang (1993) compared Hong Kong learners' use with native use from the Brown corpus, the LOB (Lancaster-Oslo/Bergen) corpus, and a corpus of computer science textbooks. The learners' data contained assignments written by undergraduates. They found out that Hong Kong learners highly overused CAs. Among the targeted 25 single word CAs, six CAs such as *lastly*, *besides*, *moreover*, *firstly*, *secondly*, and *consequently* had the highest rates of overuse. The overuse was mainly attributed to the textbooks that students were using, which is in line with the previous study by Field and Yip (1992).

Granger and Tyson (1996) tested a hypothesis that French learners would overuse CAs in a French mother-tongue sub-corpus of ICLE (International Corpus of Learner English) from French students writing in English. The investigation involved 108 CAs from the categorization by Quirk et al. (1985). The results could

not support the hypothesis as the findings did not show any overall overuse of CAs, but the researchers found some patterns in the French students' use of CAs. For instance, they underused *however* and *therefore*, overused *moreover* and *for instance*, and misused *anyway* in their writing. The researchers argued that French learners' overuse may be accounted for their L1 transfer and their misuse due to their misunderstanding of the semantic properties of certain CAs or lack of stylistic sensitivity in writing.

In a later study by Altenberg and Tapper (1998), which examined L1 influence on the use of CAs in L2 writing, the researchers compared Swedish learners' English with L1 Swedish essays and British students' essays. It was found out that Swedish learners tended to underuse CAs compared to the native students. When Swedish students used CAs, they preferred placing the words dominantly in the initial positions of the sentence. Also, L1 transfer in either the overuse or underuse of CAs could not be found in the study.

Unlike preceding studies, Bolton et al. (2002) studied CA use in Hong Kong learners and native British students along with usage data of published academic writing as a control corpus. They revealed that both British and Hong Kong students used less CAs while professionals employed frequent use of CAs. Despite the results, both learner and student groups overused certain CAs in their writing. For instance, Hong Kong learners overused *so*, *and*, *also*, *thus*, and *but*. British students tended to overuse *however*, *so*, *therefore*, *thus*, and *furthermore* in their writing.

Other studies investigated the use of CAs by particularly focusing on Korean students (e.g., Ha, 2016; Lee, 2004; Park, 2013b; Yoon, 2006). First, Yoon

(2006) studied the frequency and positions of CAs in Korean students writing in comparison with academic writing and Hong Kong students' writing from Bolton et al. (2002). The results revealed that Korean students overused CAs like other L2 students in the previous studies (Field & Yip, 1992; Milton & Tsang, 1993), and also that they placed CAs in initial positions. She observed that "students used connectors as handy traditional, organizational devices" (Yoon, 2006, p. 175) which explained the pervasiveness of placing CAs at the beginning of a sentence.

Park (2013b) conducted a study on CAs with the aim of comparing Korean university students' writing among three different proficiency groups with native speaker's writing from LOCNESS (Louvain Corpus of Native English Essays). Using a slightly adjusted list of CAs provided by Celce-Murcia and Larsen-Freeman (1999), the results showed that Korean students, in comparison with native speakers, overused CAs in all categories. To be more specific, the use of sequential CAs was at its highest among others followed by additive CAs. On the other hand, native speakers, though using less CAs than Korean students, depended more on adversative and causal CAs, suggesting a discrepancy between native and nonnative writers on how they structure and organize their writing. Korean students also displayed underuse of four CAs: *similarly*, *otherwise*, *instead*, and *rather*. Patterns of CAs in sentence-initial positions and the misuses of *therefore* and *moreover/furthermore* were observed, and Park puts forward that these results confirm previous findings (Field & Yip, 1992; Lee, 2004; Milton & Tsang, 1993; Yoon, 2006; Zhang, 2000). Based on the results of the study, she remarks that students in general need to improve using CAs in their writing to prevent committing

errors of misusing CAs.

Ha (2016) investigated the use of CAs in Korean undergraduates' writing and American undergraduates' writing taken from the sub-corpus of LOCNESS. Generally, Korean students tended to overuse CAs in all the semantic categories. Among the CAs, *so*, which is not frequently used in the academic style of writing (Ha, 2016), was found to be overused by Korean students. Since they showed a lack of register awareness in using certain CAs, Ha insists that students should be taught on how to use the CAs with “register-specific usage information” (p. 1099).

Observing the role of CAs in structuring a text, it has been discovered that L2 learners of English are prone to misuse or overuse CAs “to impose surface logicity on a piece of writing where no deep logicity exists” (Crewe, 1990, p. 320). Furthermore, L2 users struggle in the use of CAs which exhibit a lexical category of English (Larsen-Walker, 2017; Yeung, 2009; Yin, 2017). This difficulty can arise from the reason that adequate use requires the ability to locate potential ambiguity and add proper CAs to make such relations clear (Altenberg & Tapper, 1998).

2.3 Conjunctive Adverbial *However*

This section reviews the CA *however*. First, relations of adversative CAs by Halliday and Hasan (1976) are discussed. The second section addresses the semantic and pragmatic approaches of *however* followed by a discussion on the sentential

positions of *however*. Finally, the uses of *however* in academic as well as argumentative writing are presented.

2.3.1 Review on Adversative Conjunctive Adverbials

Halliday and Hasan (1976) have laid out four different relations of adversative CAs: adversative relation, contrastive relation, corrective relation, and dismissive relation. The first type adversative relation basically means ‘contrary to expectation’ (Halliday & Hasan, 1976). In adversative relation, cohesion can be found in the external and the internal planes (Halliday & Hasan, 1976). First, the external adversative relation is indicated by using *yet* as in the sentence below.

- (1) All the figures were correct; they’d been checked. Yet the total came out wrong.

(Halliday & Hasan, 1976, p. 250)

Adversativity revealed by the use of *yet* is referred to as an external adversative relation and has similar functions to words such as *but*, *however*, and *though* (Halliday & Hasan, 1976). However, each word is different from one another. For instance, *but* and *yet* are distinguished from their meaning components in that *but* involves the meaning of ‘and’ while *yet* does not (Halliday & Hasan, 1976). Furthermore, *however* is distinct from *yet* and *but* as it “can occur non-initially in the

sentence (in which case it can co-occur with initial *and* or *but*, but not with *yet*); and it regularly occurs as a separate tone group” (Halliday & Hasan, 1976, p. 250). In the internal aspect of adversative relation, the underlying meaning is maintained though the source of the expectation is found “in the current speaker-hearer configuration, the point reached in the communication process” (Halliday & Hasan, 1976, p. 253).

Contrastive relation describes *but* and *however* occurring “in a related though somewhat different sense” (Halliday & Hasan, 1976, p. 252). In this type of relation, “the meaning is not ‘despite’ but ‘as against’, ‘to be set against’” (Halliday & Hasan, 1976, p. 252). It is also noted that *yet* does not occur in this sense, by taking into consideration the following sentences where *yet* cannot be replaced by *but* and *however* (Halliday & Hasan, 1976).

(2) She failed. However, she’s tried her best.

(3) He’s not exactly good-looking. But he’s got brains.

(Halliday & Hasan, 1976, p. 252)

If *yet* which carries the meaning of ‘in spite of’ substitutes for *however* in Example (2), “it means ‘in spite of the fact that she’d tried her best, she still failed’” (Halliday & Hasan, 1976, p. 252). Halliday and Hasan note that the meanings of ‘in spite of’ and ‘as against’ can be paralleled only in the *although* type of dependent clause where *although* clause antecedes the main clause. When the *although* clause follows the main clause, on the other hand, the meaning of either ‘in spite of’ or ‘as

against' is expressed (Halliday & Hasan, 1976).

The internal aspect of contrastive relation denotes the meaning of 'as against what the current state of the communication process would lead us to expect, the fact of the matter is ...' (Halliday & Hasan, 1976). This is revealed by the expressions such as *in fact*, *as a matter of fact*, *actually*, and *to tell (you) the truth*, taking "the form of an assertion of veracity, an avowal" (Halliday & Hasan, 1976, p. 253).

Corrective relation has the sense of 'not ... but ...' with an internal cohesive relation (Halliday & Hasan, 1976). This way of correction is different from the avowal type in that "the latter is an assertion of 'the facts' in the face of real or imaginary resistance ('as against what you might think'), whereas here one formulation is rejected in favour of another ('as against what you have been told')" (Halliday & Hasan, 1976, p. 254). Expressions with this feature are *instead (of that)*, *rather*, *on the contrary*, *at least*, and *I mean* (Halliday & Hasan, 1976).

(4) He showed no pleasure at hearing the news. Instead he looked even gloomier.

(5) 'What a beautiful belt you've got on!' Alice suddenly remarked ... 'At least,' she corrected herself on second thoughts, 'a beautiful cravat, I should have said – no, a belt, I mean – ...'.

(Halliday & Hasan, 1976, p. 254)

According to Halliday and Hasan, the contrast that these sentences are drawing on are not identical. Example (4) shows a contrast between two alternative phenomena and Example (5) between two different formulations of the same phenomenon (Halliday & Hasan, 1976).

Dismissive relation denotes ‘no matter (whether ... or not; which ...), still ...’ (Halliday & Hasan, 1976). Dismissive expressions comprise of those meaning generalized to cover closed or open-ended set of possibilities (Halliday & Hasan, 1976). Closed dismissive relation “presupposes that some circumstances have been referred to which are then dismissed as irrelevant” (Halliday & Hasan, 1976, p. 254), shown in Example (6). Open-ended dismissive relation “always presupposes that something has gone before, remote though it may be” (Halliday & Hasan, 1976, p. 255), as in Example (7).

(6) We may be back tonight; I’m not sure. Either way, just make yourselves at home.

(7) ‘I say this isn’t fair!’ cried the Unicorn, as Alice sat with the knife in her hand, very much puzzled how to begin. ‘The Monster has given the Lion twice as much as me!’

‘She’s kept none for herself, anyhow,’ said the Lion.

(Halliday & Hasan, 1976, p. 254-255)

The conjunctive relations of adversative proposed by Halliday and Hasan

are summarized in Table 2.2.

Table 2.2 Conjunctive relations of the adversative type

Adversative relations ‘proper’ (‘in spite of’) (external and internal)	
Simple	<i>yet, though, only</i>
Containing ‘and’	<i>but</i>
Emphatic	<i>however, nevertheless, despite this, all the same</i>
Contrastive relations (‘as against’) (external)	
Simple	<i>but, and</i>
Emphatic	<i>however, on the other hand, at the same time, as against that</i>
Contrastive relations (‘as against’) (internal)	
Avowal	<i>in fact, as a matter of fact, to tell the truth, actually, in point of fact</i>
Corrective relations (‘not ... but’) (internal)	
Correction of meaning	<i>instead, rather, on the contrary</i>
Correction of wording	<i>at least, rather, I mean</i>
Dismissive (generalized adversative) relations (‘no matter ..., still’) (external and internal)	
Dismissal, closed	<i>in any/either case/event, any/either way, whichever ...</i>
Dismissal, open-ended	<i>anyhow, at any rate, in any case, however that may be</i>

2.3.2 Semantic and Pragmatic Approaches on *However*

However is representative of other adversative CAs that “signal that the speaker intends the explicit message conveyed by S2 to contrast with an explicit or indirect message conveyed by S1” (Fraser, 1998, p. 306). *However* is represented to have two functions, one of which is to reveal things “contrary to expectation in the light of what is said” (Quirk et al., 1985, p. 1098). Another function serves to “imply a contrast between situations described by two clauses” (Quirk et al., 1985, p. 1098). The CA belongs to the category of contrast/concession along with other CAs that “mark incompatibility between information in different discourse units, or that signal concessive relationships” (Biber et al., 1999, p. 878). When *however* is employed, elements of contrast and concession are conjoined (Biber et al., 1999).

(8) The elements of design and their interconnection into the process network are relatively easy to recognize and generalize, and so produce a common basis for all design activities. It is *however* the subtler aspects of weight, control and role which ‘colour’ the process. (ACAD)

(Biber et al., 1999, p. 881)

The above example contains *however* which operates to “highlight contrasting information which often lead to main points that academic authors want to make” (p. 881). Similarly, Peters (2004) contends that *however* “underscores a point of contrast” (p. 255).

Williams (1996) presents a discussion on *however* along with other CA expressions in English. To illustrate the function of the CA, Williams conducted a study by providing written contexts, which were collected from four million words of written text by a number of separate authors, to native speakers of English who were given CA options to choose from. Eliciting judgments of acceptability by respondents involved two types of tests: the first type consisting of two-sentence sequences and the second type with paragraphs. As for *however*, the CA is used where pragmatic contrast exists. Moreover, he notes that “where no clear formula can be read into propositional representations, and where no specialized pragmatic contrast can be read between propositions, *however* serves as a kind of default CA” (Williams, 1996, p. 72). When a speaker intends to make a pragmatic contrast, *however* is represented to a frame of “X; *however*, Y.” Consider this example:

- (9) For twenty-five years following the election of Lawrence and the formation of the ACCD, the Pittsburgh public and private sectors worked hand in glove to create what became known as the Pittsburgh Renaissance. A formal protocol for action never existed among the groups interested in rebuilding the city. Some improvements, such as smoke and flood control, were carried out primarily by the public sector. Others, such as the development of Mellon Park in the city center, came primarily from the charitable efforts of the private sector. Most, _____ while largely privately financed, required the cooperation and active

participation of both public and private interests. (43,231)

(Williams, 1996, p. 76)

Although Example (9) contains a contrast of the topics (i.e., *some, others* vs. *most*), the distinctions between the predicates are not stark (i.e., *primarily by the public sector, primarily from the charitable efforts of the private sector* vs. *both public and private interests*). As the context contains “considerable blurring of sharp contrasts” (Williams, 1996, p. 76), the acceptability of *on the other hand, by contrast*, and *in contrast* by respondents was zero in that these demand “a fairly strict adherence to specific, abstract formulas” (Williams, 1996, p. 77). In this respect, Williams delineates the following concerning the uses of *however*:

However may occur (a) where topics are perceived to be neither identical nor discrete and/or (b) where predicate terms are not perceived to be discrete. Non-discreteness in predicates appears chiefly in the data where contrasts are perceived as involving points along a continuum rather than true oppositions: *cold/hot* forms a true opposition, while *cold/colder* does not, despite the fact that the latter may be pragmatically contrasted in the appropriate circumstances, hence licensing the use of *but* or *however*. (p. 77)

With regard to the propositional frames given by Williams, Celce-Murcia and Larsen-Freeman (1999) state that *however* can be used almost generically wherever the speaker intends to make a shift of attention to a difference. They

specifically provide three different functions of *however* which are specified in the following examples from their book.

(10) We may go to Hawaii, or we may go to California. **However**, we have to find a way to escape the snow this winter. (Certainty versus uncertainty)

(11) Jill doesn't do well in school. **However**, her sister is a straight A student. (Semantic opposition)

(12) I lost \$20,000 in Las Vegas last week. **However**, let's talk about something else. (Topic change marker)

(Celce-Murcia & Larsen-Freeman, 1999, p. 533)

First, *however* is utilized in between sentences stating what is uncertain and what is certain. In Example (10), the first sentence represents uncertainty from the speaker which conflicts with the reality faced by him in the latter sentence. Second, it is used to display semantic opposition, as in Example (11). The fact that Jill's performance is bad at school is semantically opposed to her sister who gets straight As. The last function of *however* is similar to the way *but* is used in sentences (Celce-Murcia & Larsen-Freeman, 1999). As exemplified in Example (12), it serves as a topic change marker for the speaker to shift the focus to something else.

Swan (2005) states that *however* emphasizes a contrast between the points by making a comparison with the synonymous CA *nevertheless*. He mentions that

both *however* and *nevertheless* have similarities in that these two CAs are used to highlight the fact that the second point contradicts the first point. Although these words can be used interchangeably in contexts, *nevertheless* is differentiated from *however* in terms of formality (i.e., formality in *nevertheless*).

2.3.3 Sentential Position of *However*

CAs such as *however* link clauses and sentences in texts and utterances in discourse (Matthiessen & Thompson, 1988). Most CAs have variable clause position in English (Altenberg, 2006), but they tend to occur in the clause-initial position (Biber et al., 1999; Quirk et al., 1985). Considering their status, this tendency seems to be natural where the initial position abruptly relates a unit of discourse to the previous context (Altenberg, 2006). But to elaborate further, the classification of the positional distribution of CAs can be divided into a three-category system of standard initial, medial, and final position (Rudolph, 1996). Examples from Altenberg (2006) and Rudolph (1996) demonstrate the positional variance of *however*.

(13) ***However***, in Britain the situation was different.

(14) In Britain, ***however***, the situation was different.

(Altenberg, 2006, p. 11)

(15) For Charles had faults. He did not always write once a week; and he had a sinister fondness for spending the afternoons at Winsyatt in the

library, a room his uncle seldom if ever used. He had had graver faults than these, *however*. At Cambridge (...) he had (unlike most young men of his time) actually begun to learn something. (Fowles 17)

(Rudolph, 1996, p. 445)

The above three example sentences illustrate *however* in all different positions. Examples (13) and (14) are almost identical but the use of *however* in the sentence-initial and sentence-medial differentiate the meanings conveyed in the text. Example (13) contains *however* before a place adverbial whereas in Example (14), *however* is located parenthetically in the second position after a place adverbial. Two of the examples can be interpreted as having ‘multiple theme’ (Halliday, 1994).

Halliday (1994) referred to these as ‘thematic.’ That is, the point of departure or ‘framework’ of the message is indicated in both of the sentences but the meanings they convey are done in a different way (Halliday, 1994). He further discusses the notion of a textual theme and an ideational theme in which a textual theme refers to the CA signaling a contrastive relationship with the preceding discourse. An ideational theme is the place adverbial establishing a spatial framework for the remaining message.

Taking these roles into consideration, the main point of *however* from Example (13) is to signal a contrast and from Example (14) to attract attention to the spatial break of the discourse. *However* in the final position of a sentence is quite rare in its use. It is pointed out that the CA as used in Example (15) “refers backwards

to the earlier occurrence of *faults* by emphasizing the immediately preceding expression of *graver faults*” (Rudolph, 1996, p. 446). Therefore, when it occupies the final position of the sentence, its function is double (Rudolph, 1996).

Despite the basic three-categorical places of *however*, it can also be placed in the following six positions (Quirk et al., 1985). Figure 2.1 adapted from Quirk et al. (1985) indicates places in which a CA can be put in different positions: I (initial), iM (initial medial), M (medial), iE (initial end), and E (end).

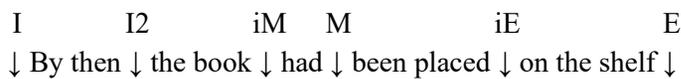


Figure 2.1 Adverbial positions in English

Adopting this classification, Altenberg (2006) examined the positional tendencies of some common English CAs by using an English-Swedish translation corpus. The researcher mainly dealt with CAs occurring in declarative main clauses. Altenberg confirmed that majority of the CAs such as *besides*, *in other words*, *in addition*, *even so*, and *furthermore* preferred sentence initial position, giving support to the previous studies by Biber et al. (1999) and Quirk et al. (1985). Nevertheless, there were few other CAs that had a tendency to occur at other positions. Table 2.3, simplified from the original table of Altenberg, shows several CAs which are likely to predominate in positions other than sentence-initial position.

Table 2.3 Positional tendencies of English CAs (%)

CA	I	I2	iM	M	iE	E	Total (n)
<i>on the contrary</i>	84	0	6	3	3	3	32
<i>on the other hand</i>	63	0	17	17	4	0	24
<i>nevertheless</i>	61	3	6	26	3	0	31
<i>instead</i>	58	0	2	2	29	10	52
<i>however</i>	35	21	11	18	6	9	190
<i>though</i>	0	10	12	2	7	68	41

It can be seen in Table 2.3 that particular CAs tend to prefer I (i.e., *on the contrary*, *on the other hand*), while some occur at M despite their preferences for I (i.e., *on the other hand*, *nevertheless*), and some have a strong tendency for E (i.e., *though*). Some CAs are never placed at E (i.e., *on the other hand*, *nevertheless*). Unlike these CAs, *however* is “extremely mobile without any clear preference for any position” (Altenberg, 2006, p. 15). Besides the position of I, it appears to be placed at I2 occupying 21% of the use which is followed by M with 18%. Though low in the percentage, the CA does appear in other remaining positions. Thus, the CA *however* is one of the CAs which is not fixed in certain positions (Altenberg, 2006; Rudolph, 1996).

2.4 The Uses of *However* in Writing

Charles (2011a) applied the use of corpus techniques to discourse analysis of analyzing CAs in advanced students' academic writing. Two corpora of native speaker theses in politics and materials science were compiled. The results revealed that the CA *however* tends to occur in combination with CAs of result, signaling the role of Problem-Solution pattern¹ in academic discourse. It was also shown that *however* had the highest frequency amongst CAs and when it is used, it operated as a “marker of the Problem” (Charles, 2011a, p. 56). The sentence containing *however* first initiates the Problem in the analysis, and the Response move, which is within the SPRE structure, is evaluated in the next sentence accompanied by the use of a result CA. Charles described two ways the sequence of *however* and CAs of result appear in academic writing: ‘*however... thus*’ and ‘*thus... however.*’ The first use of *however* is said to “provide a result statement which acts as a back-up to emphasize and support the statement of the Problem or Response” (Charles, 2011a, p. 57). The latter serves several functions in the SPRE discourse structure. It can be employed to assess the Response and signal the Problem move and summarize the Situation move at the same time.

In a corresponding study, Charles (2011b) additionally discussed the ends

¹ The Problem-Solution pattern was described by Hoey (1983, 2001), also known as Situation-Problem-Response-Evaluation (SPRE). The functions of these four moves are as follows: “the Situation gives necessary background information; the Problem describes the specific nature of an issue which requires attention; the Response provides information on how to deal with the issue, while the Evaluation, which is an optional move, assesses the effectiveness of the response” (Charles, 2011a, p. 55).

writers hope to achieve by employing *however*. It was shown that writers use the CA to deal with problems in the writer's own work, namely to justify the writer's own work and demonstrate professional competence. Also, *however* can be used to treat issues in the work of others when referring to other researchers' work. Specifically, it allows writers to criticize the work of other researchers, mitigate criticism, construct a gap, and discuss the development of a field.

Wagner (2011) examined six CAs namely *although*, *though*, *even though*, *however*, *nevertheless*, and *whereas* in academic writing. Of the tendencies that this research found out, most of the findings related to the use of the CAs were related to the position of initial and non-initial. One functional aspect of *however* could be investigated throughout the study concerning the collocates of the CA. She pointed out that native writers' use of *however* with another contrastive/concessive marker increases adversativity and thereby represented a 'double marking' characteristic which is a distinct feature in L1 writing.

Park (2013a) investigated the use of contrastive CAs² from two proficiency groups of Korean students in comparison with native speaker groups. Notable findings in both groups were observed in the overuse of *but* and *however*, which *but* is recognized as informal, and thereby suggested to use other alternatives to *but* (Park, 2013a). It even found some misuse of *however* in non-initial positions from native and nonnative writers, creating run-on sentences. However, in placing *however* in

² As noted by Park (2013a), *but* was included on the list of CAs as it frequently occurred in both groups' writing "that without this, it does not seem to be possible to fully understand the use of contrastive conjunctions in the data" (p. 64).

non-initial positions, native writers were more flexible in positioning the CA in various positions while nonnative writers tended to use the CA in limited positions.

Chung's (2013) study is based on the use of CA *however* and investigated its use in Korean EFL students' writing. The data used in the study was collected by the researcher and the participants were assigned 30 minutes to write an argumentative essay within 400 words of the given topic 'Korean soccer team's winning bronze medals: Exemption from 21-month military service.' The focus of the study was on finding how frequently L2 learners used *however* in their writing and how Korean students employed *however* with reference to the functions described by Celce-Murcia and Larsen-Freeman (1999). This study confirmed that Korean students frequently used *however* especially in the initial position of a sentence. Regarding the three different functions by Celce-Murcia and Larsen-Freeman, the study revealed that the CA was mainly used to show semantic opposition and sometimes, operated as a topic change marker but the function of certainty versus uncertainty was not found in its use by Korean students. The discussion further went on to deal with *however* with its counterpart *but* and Chung only found noticeable aspects of *but* in the idiomatic use of '*not only... but also....*'

So far, the overall definition and specific categorizations of CAs were reviewed together with the previous studies related to the use of CAs in native and nonnative writers. Also, it examined general functions of the CA *however* along with the distribution of where the CA can be placed in sentences. Considering the features of *however*, the current study thus aims to examine the semantic and pragmatic functions of the CA in argumentative writing by native and nonnative students.

Chapter 3. Data and Methodology

3.1 Data Description

The data used in the study comes from the International Corpus Network of Asian Learners of English (ICNALE), which is comprised of spoken monologue, spoken dialogue, written essays, and edited essays. ICNALE is one of the largest learner corpora publicly available with data of learners both in ESL/EFL regions (Ishikawa, 2013). It is a learner corpus of approximately two million words, containing speeches and argumentative writings produced by not only L2 learners of English in Asia but also native speakers of English. To be specific, native speaker data were collected from college students and contains a few gathered from English teachers and adults. Nonnative speaker data were compiled from college students. One of the unique features of ICNALE is that it is topic-controlled: participants were to produce either a speech or written material about common topics, namely, a) it is important for college students to have a part-time job and b) smoking should be completely banned at all the restaurants in the country. Also, the learner corpus from ICNALE is proficiency controlled. Learners are divided into four kinds of CEFR-linked proficiency bands as shown in Table 3.1 from ICNALE website.

Table 3.1 Mapping of the test scores on the CEFR proficiency bands

Levels	A2 (Waystage)	B1_1 (Threshold: Lower)	B1_2 (Threshold: Upper)	B2+ (Vantage or higher)
TOEIC	-545	550+	670+	785+
TOEFL	-486	487+	527+	567+
PBT TOEFL	-56	57+	72+	87+
iBT IELTS	3+	4+	4+	5(5.5)+
STEP	3+	2+	2+	Pre 1+
TEPS	---	417+	513+	608+
CET	---	4+	4+	6+
VST	-24	25+	36+	47+

For the purposes of the present study, only written essays from native and nonnative students were retrieved and examined. Written essays include 5,600 samples of 2,800 participants. The study particularly pays attention to Korean students and compares them with native speakers of English. Table 3.2 displays an overview of the corpora used in the study.

Table 3.2 Data corpora

	Native Writers	Nonnative Writers
Number of Essays	400	600
Number of Words	89,959	135,199
Mean Words per Essay	225	225
Mean Words per Sentence	24.07	13.89
Standardized TTR	36.44	32.66

Note. Standardized TTR = mean type/token ratio

As shown in the above table, native and nonnative writers differ in terms of

their number of words. Nonetheless, their mean text length is identical, amounting to 225 words per essay. Comparing the mean words per sentence in each group, native writers use more words in a sentence than nonnative writers. To put in another way, it can be noted that native writers' sentences are longer than nonnative writers. TTR (type/token ratio) is an indicator of lexical diversity but standardized TTR is presented in the above table as it is useful in comparing the two corpora of varying size. Table 3.2 suggests that native writers use more diverse words in their essay than nonnative writers. The details of the corpora from nonnative students' different levels are illustrated further in Table 3.3.

Table 3.3 Nonnative student corpora

	A2	B1_1	B1_2	B2+
Number of Essays	150	122	176	152
Number of Words	32,959	26,656	39,714	35,878
Mean Words per Essay	220	218	226	236
Mean Words per Sentence	14.32	12.19	13.46	15.64
Standardized TTR	32.15	32.75	33.46	32.16

Note. Standardized TTR = mean type/token ratio

Again, each nonnative group is of different size as displayed in the number of words. The length of the essays also differs among these groups. The B2+ group, which is recognized to have the highest linguistic proficiency over the other three groups, averages 236 words per essay. Essays from students with higher proficiency tend to be longer than those of less proficient writers. Further, the table suggests a fluctuation in the mean words per sentence among different levels. It can be inferred that nonnative students are using sentences that are shorter and choppier compared

to those of native students in Table 3.2. Lastly, there was no significant variation in the standardized TTR among the four groups.

3.2 Methodology

In this section, the methodology in studying the usage of *however* in native and nonnative students' argumentative writing is briefly outlined. Moreover, the procedures taken in the approach are described in detail by providing an overview of an analytic tool used in the study.

To find out native and nonnative students' preference in the use of contrast/concessive CAs in their argumentative writing, the study first examined their use of CAs by adopting the list of contrast/concessive CAs by Biber et al. (1999). This list has been adopted as it is regarded as one of the most comprehensive grammar references (Yoon, 2006). Since not all CAs were observed in the data used in the study, CAs of less frequent use in both groups were excluded. Therefore, the current study looked into 11 contrast/concessive CAs, slightly adjusted from the original list of 19 CAs from Biber et al. The study also analyzed the distribution of conjunction *but* to understand the overall distribution of contrast/concessive conjunctive markers in native and nonnative writers' argumentative writing.

Second, the study investigated the functional aspects of *however* considering the functions of *however* classified from Celce-Murcia and Larsen-Freeman (1999). Based on Celce-Murcia and Larsen-Freeman's function, the current

study further moved on to investigate the semantic and pragmatic functions that writers carry out in using the CA. In order to examine the semantic and pragmatic functions of *however*, this study took into consideration sentences that were adjacent to the sentence containing *however*. The analytic procedures were conducted by the use of WordSmith Tools 7.0 (Scott, 2019). Every concordance line was manually observed to find the functions of *however*.

Third, the study looked into the positional distribution of *however*. Unlike Chung (2013) which observed the use of the CA in the three-way system: initial, medial, and final positions, this study takes a further approach alongside these three positions by adopting the classification from Wang (2011) with a slight modification. The classification is divided into nine categories and it is more inclusive than Quirk et al. (1985) since it considers positions such as after the main clause and subordinate clause. Wang's positional distribution of *however* contains the following: in sentence initial position, after an initial subject, after an initial modal verb, after an initial main verb, after an initial main clause, after an initial adverbial, after an initial subordinate clause, before a subordinate clause, and in sentence-final position. The current study particularly paid attention to sentence-medial positions of *however* including positions after an initial subject, after an initial modal verb, after an initial main verb, after an initial adverbial, in an initial main clause, after an initial subordinate clause, and before a coordinate clause.

Chapter 4. Analysis

In this chapter, the distribution of contrast/concessive conjunctive markers in students' argumentative writing will be commented on first. Then, the semantic and pragmatic functions of *however* will be presented with respect to the functions described by Celce-Murcia and Larsen-Freeman (1999). Lastly, the positional distribution of *however* in both groups will be discussed.

4.1 The Distribution of Contrast/Concessive Conjunctive Markers

In this section, the distribution of contrast/concessive conjunctive markers is discussed. First, contrast/concessive CAs employed in argumentative writing are analyzed and their usage is compared between native and nonnative writers. Then, the distribution of *but* is studied as it is frequently used in both groups.

4.1.1 The Distribution of Contrast/Concessive Conjunctive Adverbials

The distribution of contrast/concessive CAs³ in native and nonnative students' writing can be found in Table 4.1. To better find out how both groups employed contrast/concessive CAs in their writing, the raw frequency was first counted. Then, the normalized frequency per 10,000 words was calculated to accurately compare the two groups. The percentage shows the amount of the contrast/concessive CAs used in the corpora.

Table 4.1 Contrast/concessive CAs in argumentative writing

Contrast/concessive CAs	Native			Nonnative		
	Raw frequency	Frequency per 10,000 words	Percentage	Raw frequency	Frequency per 10,000 words	Percentage
<i>however</i>	95	10.56	43	242	17.90	65
<i>though</i>	64	7.11	29	54	3.99	14
<i>instead</i>	14	1.56	7	34	2.51	9
<i>yet</i>	29	3.22	13	18	1.33	5
<i>on the other hand</i>	11	1.22	5	10	0.74	3
<i>nevertheless</i>	1	0.11	0	8	0.59	2
<i>in contrast</i>	0	0	0	3	0.22	1
<i>on the contrary</i>	1	0.11	0	2	0.15	1
<i>alternatively</i>	3	0.33	1	1	0.07	0

³ As mentioned earlier, the distribution observed in this study does not look into the overall contrast/concessive CAs as there is a myriad of synonymous words related to the function. *But* which is a counterpart of *however* is excluded in the list due to its role as conjunction.

<i>by comparison</i>	0	0	0	1	0.07	0
<i>conversely</i>	4	0.44	2	0	0	0
TOTAL	222	24.66	100	373	27.57	100

As can be seen in Table 4.1, *however* occupies the highest use among other contrast/concessive CAs in native and nonnative students' writing. However, native writers' use *however* is less than that of the nonnative writers with a relative frequency of 10.56, amounting for 43% of the overall contrast/concessive CAs. Nonnative writers employ *however* for 17.90 per 10,000 words, which accounts for 65% of the whole CAs. *Though* followed after *however* in both groups: 7.11 per 10,000 words for the native group and 3.99 per 10,000 words for the nonnative group. In studying the relative frequencies of *however* and *though*, nonnative writers show a skewed tendency in the use of *however* as the use of other contrast/concessive CAs are relatively low. For instance, there is a huge gap in the use of *however* and *though*, where *however* is used almost eight times more than *though*. Following *though*, native writers use *yet*, *instead*, and *on the other hand* with a relative frequency of 3.22, 1.56, and 1.22, respectively, all amounting to 25% of total usage. In a similar vein, nonnative writers use the same CAs in the sequence of *instead*, *yet*, and *on the other hand*, each accompanying a relative frequency of 2.51, 1.33, and 0.74, which sum up to 17% from the list.

The remaining contrast/concessive CAs in both groups reveal some differences in their usage. First, native writers appear to be not using *in contrast* and *by comparison*. Also, they rarely employ CAs such as *conversely*, *alternatively*,

nevertheless, and *on the contrary* as their relative frequency is below one. *Nevertheless* and *on the contrary*, in particular, are limited in their use in that only one instance from each CA is observed. Nonnative writers, on the other hand, did not use *conversely*. They seldom used *nevertheless*, *in contrast*, and *on the contrary*, all having more than one occurrence in the data. The least used CAs are *alternatively* and *by comparison* with only one instance observed.

These overall findings from both groups suggest that nonnative writers heavily rely on the use of *however* among other CAs to coherently link two differing propositions. However, native writers' use of the contrast/concessive CAs tend to be more spread out in its use, demonstrating that their ways of connecting units of discourse are not dependent on the use of one CA *however*.

Table 4.2 considers the distribution of the contrast/concessive CAs among the four different linguistic proficiency groups of nonnative writers.

Table 4.2 Contrast/concessive CAs in four groups of nonnative students' writing

Contrast/concessive CAs	A2			B1_1			B1_2			B2+		
	Raw frequency	Frequency per 10,000 words	Percentage									
<i>however</i>	38	11.53	62	32	12.00	62	75	18.89	65	97	27.04	67
<i>though</i>	11	3.34	18	8	3.00	15	12	3.02	10	23	6.41	16
<i>instead</i>	5	1.52	8	4	1.50	8	11	2.77	10	14	3.90	10
<i>yet</i>	5	1.52	8	4	1.50	8	6	1.51	5	3	0.84	2
<i>on the other hand</i>	0	0	0	1	0.38	2	5	1.26	4	4	1.11	2
<i>nevertheless</i>	1	0.30	2	3	1.13	5	4	1.01	4	0	0	0
<i>in contrast</i>	1	0.30	2	0	0	0	0	0	0	2	0.56	1
<i>on the contrary</i>	0	0	0	0	0	0	1	0.25	1	1	0.28	1
<i>alternatively</i>	0	0	0	0	0	0	0	0	0	1	0.28	1
<i>by comparison</i>	0	0	0	0	0	0	1	0.25	1	0	0	0
<i>conversely</i>	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	61	18.51	100	52	19.51	100	115	28.96	100	145	40.42	100

The four groups of nonnative writers employ *however* as the most frequent contrast/concessive CA in their writing. Also, their relative frequency of *however* increases according to their proficiency levels. For instance, the A2 group has a relative frequency of *however* with 11.53, the B1_1 with 12.00, the B1_2 with 18.89, and the B2+ with 27.04. The percentage of the use of *however* among the four groups is above 62%, the highest amounting to 67% in the B2+ group. The second most frequently used CA is *though* in all groups and again, the B2+ group uses it with the highest relative frequency of 6.41. Interestingly, following the B2+ group came the A2 group, which is the lowest proficiency level, using it for 3.34 per 10,000 words. The B1_1 and the B1_2 use it for 3.00 per 10,000 words and 3.02 per 10,000 words, respectively. What is notable from the relative frequencies *however* and *though* in all groups is that *however* occurs approximately four times or more than the use of *though* in the data, revealing a skewed tendency toward *however*.

In terms of contrast/concessive CAs used in their writing other than *however* and *though*, the A2 group appears to be occasionally using *instead* and *yet*. Five instances were observed from each CAs, with a relative frequency of 1.52. *Nevertheless* and *in contrast* are the least used CAs, where only one instance was observed, occupying 0.30 per 10,000 words. Some contrast/concessive CAs were never used such as *on the other hand*, *on the contrary*, *alternatively*, *by comparison*, and *conversely*.

Second, the B1_1 group uses *instead* and *yet* as the third frequent CA. Four instances from each CA amounted to a relative frequency of 1.50 with 8% of their use. Next comes *nevertheless* as the fourth frequently used CA and its relative

frequency of three instances is 1.13, occupying 5% of the use. Lastly, *on the other hand* had the lowest frequency of one instance in which its relative frequency is 0.38. The contrast/concessive CAs that were not used at all include *in contrast*, *on the contrary*, *alternatively*, *by comparison*, and *conversely*.

Unlike the previous two groups, it is the B1_2 and the B2+ group where diverse use of CAs is noted. Starting with the B1_2 group, *instead* is the third frequent CA with 11 instances of 2.77 per 10,000 words. After this comes *yet* as the fourth frequent and *on the other hand* as the fifth frequent CA, each with a relative frequency of 1.51 and 1.26. The sixth frequent CA is *nevertheless* and it is used 1.01 per 10,000 words. CAs with the lowest frequency are *on the contrary* and *by comparison*, accounting for a relative frequency of 0.25. Regarding the zero use of contrast/concessive CAs, there were three CAs not in its use: *in contrast*, *alternatively*, and *conversely*.

The B2+ group uses *instead* as the third frequent CA, similar to the B1_2 group, with 3.90 per 10,000 words. *On the other hand* followed this as it is used 1.11 per 10,000 words. Subsequent to the use of *on the other hand*, *yet* and *in contrast* are used with a relative frequency of 0.84 and 0.56. The lowest use of contrast/concessive CAs is observed from *on the contrary* and *alternatively*, taking 0.28 per 10,000 words. Finally, *nevertheless*, *by comparison*, and *conversely* were not used at all.

The results from these groups suggest that regarding proficiency levels, nonnative writers of A2 and B1_1 resort to limited use of contrast/concessive CAs whereas B1_2 and B2+ tend to use various types of contrast/concessive CAs.

Moreover, the total frequency of the contrast/concessive CAs in these groups indicates an increase in the use of CAs relative to increased proficiency levels.

4.1.2 The Distribution of Conjunction *But*

Conjunction *but* carries adversativity and it is the most general contrastive discourse marker with the most general meaning that can be used where *however* is acceptable (Blakemore, 1989, 2002; Fraser, 1990). Although *but* and *however* differ in terms of their grammatical status, *but* is analyzed to understand the full picture of how the two groups use *but* and *however* in their writing (Park, 2013a). Table 4.3 presents *but*⁴ as used in students' writing.

Table 4.3 *But* in argumentative writing

	Native		Nonnative	
	Raw frequency	Frequency per 10,000 words	Raw frequency	Frequency per 10,000 words
<i>but</i>	292	32.46	762	56.36
<i>however</i>	95	10.56	242	17.90

⁴ It only includes conjunctive uses of *but* and other grammatical functions of *but* are eliminated (*but* as a preposition and *but* as an adverb).

As the table shows, the raw frequency of nonnative writers' use of *but* is approximately three times more than the raw frequency of native writers' usage and this is also noticed in their relative frequency. Considering the amount of *but* and *however* used in students' argumentative writing, both groups strongly depend on the use of *but* which is interesting in the sense that *but* is "usually advised not to be used in formal writing" (Park, 2013a, p. 64). Nonnative writers with different proficiency levels reveal the following characteristics in Figure 4.1.

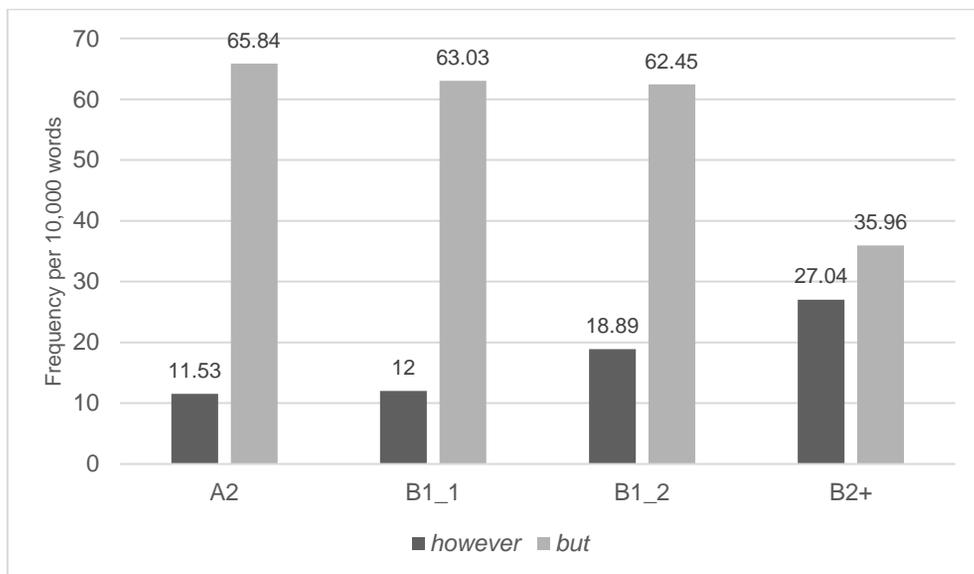


Figure 4.1 *However* and *but* in four groups of nonnative students' writing

The three groups, namely the A2, the B1_1, and the B1_2 group, present a striking reliance on the use of *but*. Significant changes in the use are observed in B2+ where learners relatively decrease the use of *but* and increase their use of *however* compared to other groups. This could be due to the fact that *however* being a CA

possesses more complexity in its use than conjunction *but*, and learners in the B1_2 group and the B2+ group begin to amplify employing *however* more than the A2 group and the B1_1 group. Overall, a corresponding increase in the use of *however* is observed according to a rise in learners' proficiency levels whereas a drop in the use of *but* is noticed in the data as well. In the data from nonnative students' writing, the traits found from the A2 group, a relative frequency of 65.84 per 10,000 words, can be attributed to the following Excerpt (16).

(16) I think the college student's part time job is important. Because of the tuition is getting higher. ***But*** all the parents get in trouble pay all the tuition. They are difficult to afford all the tuition for four years. So almost students have responsible for help their parents. ***But*** someone who the not rich is thinking I don't need to have a part time job then the person isn't needed to have part time job. Because doing the part time job is optional. Not duty. ***But*** I think the person go to college should better have part time job in every considered situation. First, they can help their parents who feel difficult to pay for their son's or daughter's tuition for four years. Of course, the money their earned can't fill all the tuition. ***But*** the money is not only touchable money. That is mind for their parents. And the money their earned can use their allowance. We can see this like small. ***But*** this is proud and big for them. I also agree this. Anyway, the second is they can go through out of the college. That

is important. It is easy to people who go to college thinking I'm a just student. ***But*** college students are not just student. College is a one of the small society. So college students are members of society. So I think college student's part time job is important. [Nonnative, PTJ, A2_0]

This excerpt contains six conjunctive uses of *but* which exemplifies an overuse of *but* in one particular writing. It can be understood that almost every single sentence that is placed after *but* is either representing a denial of expectation or a contrast to the previous sentence (Blakemore, 1989). The excessive use of *but* signals the incapability of effectively connecting arguments arising from low linguistic proficiency. Below excerpt from the B2+ group appears to be controlling the use of *but* which contains only two sentences with *but*.

(17) I think smoking should be completely banned at all the restaurants in the country. ... Second, as we all know the fact that smoking has a lot of bad aspects ***but***, it is very difficult to quit smoke by oneself. ... I am not saying that all smokers must give up smoking ***but*** they should avoid public place, and putting penalty will helpful. For those reasons I strongly say that smoking should be completely banned at all the restaurants in the country. [Nonnative, SMK, B2_0]

Here, the first underlined sentence with *but* seems to be inappropriately

used as it does not indicate a contrastive relation to the prior discourse but rather supplements what the bad aspects of smoking are. *But* in the second sentence is used to cancel the meanings conveyed in the prior discourse. Through the use of *but*, the writer modifies his statement by describing the original context that he intends to deliver. The native speaker from Excerpt (18) demonstrates another cancellative use of *but* in the beginning of a paragraph.

(18) Some people may argue these days that students should not take part-time jobs while attending college, **but** I disagree. I think that a large majority of students want to work anyway, for many reasons. Perhaps it may be to assist with repaying their parents for funding their education or maybe they need to pay for self-funding. Regardless of their motives, working part-time, aside from the monetary gains, allows students to gain important professional, social skills not found in college. ... [Native, PTJ]

Unlike the two excerpts from nonnative speakers' writing where *but* is located in the middle of paragraphs, *but* in Excerpt (18) does more than just canceling the former meaning. The fact that *but* appears in the first place to withdraw potential meanings derivable from the previous discourse builds a preliminary for the upcoming underlined topic sentence. It allows writers to emphasize elements by pinpointing the information with the use of *but*.

4.2 The Uses of *However*

This section examines the uses of *however* in native and nonnative students' writing. To investigate the use of CA, it does not solely consider the functions indicated by Celce-Murcia and Larsen-Freeman (1999) but also takes into account the purposes that writers carry out through the adverbial construction and marking of contrast. Finding the semantic and pragmatic functions of *however* in students' writing is conducted by a random sampling⁵ of 80 instances from native and nonnative students, respectively. As the nonnative students' group consisted of four linguistic proficiency levels, 20 samples from each level was extracted randomly and observed. Therefore, the uses of *however* in argumentative writing are based on samples of 160 instances in ICNALE.

However in this study is found to perform four functions, which are classified as presenting the writer's position in a topic sentence, expressing uncertainty and certainty, rejecting a previously made assumption, and displaying a contrast. The first semantic and pragmatic function, presenting the writer's position in a topic sentence, is carried out in compliance with the structure of argumentative writing. Other three semantic and pragmatic functions concern the functions related to sentence units.

⁵ Random sampling was conducted by extracting concordances from Excel spreadsheet. First, concordances of *however* retrieved from WordSmith Tools 7.0 were saved as a spreadsheet file. Random values were given to all concordances by using the RAND function. With the value, all data were sorted in ascending order and the top 80 instances from native and the top 20 instances from each group of nonnatives were used in the study.

4.2.1 Presenting the Writer's Position in a Topic Sentence

In argumentative writing, writers must have a statement on a given topic to convince readers that their argument presented is the most reasonable side to be on. Considering the purpose of this type of writing, it is crucial that writers' compelling arguments, namely topic sentences, are stated at the beginning of a paragraph. Some writers occasionally present their opinions in the middle of body paragraphs where they develop a discussion on the earlier topic sentences. However, the clearest way to organize a paragraph is placing a topic sentence at the beginning of a paragraph as it is simple, effective, and easier for writers to manage the reader's understanding of a paragraph (Arnaudet & Barrett, 1990). In the data, presenting the writer's position in a topic sentence involves the use of *however*. A clause or several clauses is laid to first establish a point to be rejected with *however*. Below excerpts are extracted from the two groups demonstrating how they employ *however* to present their position in a topic sentence.

(19) I don't know whether are not smoking should be banned at the restaurants in Japan because I have to admit that I don't know much about that country or its culture and therefore I feel that my opinion is not well informed enough to be taken seriously. ***However***, when it comes to smoking in public places in general, I feel that it is better to lean towards the side of banning it. ... [Native, SMK]

(20) These days, many college students tend to stay at home without having

part time job because of self improvement. Of course, this behavior gives them a lot of time that spend self improvement. ***However, I agree that college students have part time job.*** ... [Nonnative, PTJ, B1_2]

(21) "The students' duty is to focus on their studies," say most of the Koreans.

This is why many Korean parents assume the responsibility to fully take care of their children in terms of finance. Indeed, many Korean university students rely on their parents for tuition, and they rarely find their own place. ***However, I believe university students should at least have a part time job in order for them to have a pre experience of the society and learn to effectively manage their finance.*** ... [Nonnative, PTJ, B2_0]

In Excerpt (19), the writer starts an introductory paragraph by hesitating to make an opinion of banning smoking in Japan. By focusing on smoking in public places, the writer takes a position with the phrase *I feel* that it needs to be banned in public places which is prefaced by the use of *however*. The native writer's stance making is cautiously made, and the way of point-making involves steps that reveal the writer as qualified enough to produce the topic sentence. The writer refers to the writing prompt and further delivers qualifying statements that are relevant to the prompt.

In Excerpt (20), a nonnative writer begins an introduction with an attention-getter. It is stated that college students stay at home for their self-improvement. On

the other hand, the writer, who believes that a part-time job is beneficial for students, consents to an issue of having a part-time job. The nonnative writer's opinion is supported by the use of *however* at the front, followed by the phrase *I agree*. It should be noted that the arguments that are foregrounded before the writer's stance do not relate to discussing the importance of having a part-time job. The point of the arguments is putting stress on staying at home and self-improvement. Without referring to the prompt, the writer is abruptly presenting a position, indicating that nonnative students are vulnerable to point-making. Moreover, before delivering the main argument in Excerpt (21), the nonnative writer mentions the environment of Korean culture. The sentence that follows this starts with *However, I believe* which is the main idea that gives a clue to the readers what the writer is arguing about.

Though the use of *however* signals contrastive meaning to the former argument, those occurring immediately after the CA in argumentative writing suggests another semantic and pragmatic function of the word. This usage may be attributed to the genre of the written material. When it comes to the characteristics of argumentative writing, forming an argumentation is the most important function as texts can be represented in a three-stage sequence (Hyland, 1990). For instance, the first stage, which Hyland (1990) calls 'The Thesis Stage,' "introduces the discourse topic and advances the writer's proposition or central statement" (Hyland, 1990, p. 70).

Before claiming a position clearly, writers should guide the readers explicitly through the context that assists in the direction for writers to present their assertion with the use of *however* and this helps them proceed on building further

arguments. In the observed data, such a way of making the writer's claim by using *however* was usual in both native and nonnative writers. In addition, *however* with a personal pronoun followed by certain verbs are represented as a formulaic expression to frame writer's arguments in argumentative writing.

4.2.2 Expressing Uncertainty and Certainty

The data used in the study reveals that both native and nonnative speakers use *however* to connect statements marking uncertainty with those marking certainty. Though the CA signals a contrast between two of the sentences, actual use from writers reveals that it defeats the reader's expectations by demonstrating incompatible statements of uncertainty and certainty. This function can be explained by the word choice they make when displaying a proposition. Examples of *however* to link uncertain statements with certain statements are illustrated below.

(22) It is important for college students to have a part time job. Part time jobs provide real world experience which can complement one's studies. This experience may translate to job opportunities after graduation or not; *however*, the experience of working itself and the added insight into the reality of the working world will always be personally beneficial. ... [Native, PTJ]

(23) ... Also, there is another good point of doing part time job. If college

students do the part time job, they can feel economical society prior to getting a job. When they get a job, they may have problems that they have not experienced before. *However*, they can manage to do their job, if they have ever experienced the social life before. ... [Nonnative, PTJ, B2_0]

Native speaker from Excerpt (22) states one of the possibilities of part-time jobs with the modal verb *may*. The following sentence which contrasts with the preceding statement is foregrounded by the use of *however* which is mentioned with certainty. The context where the writer lists uncertain statements and certain statements supplements the former topic sentence and helps form a stronger argument in the introductory paragraph.

In Excerpt (23), nonnative writer argues another advantage of doing part-time jobs. Before making a contradiction to an argument, the writer first indicates a possible disadvantage of having a part-time job. It is also indicated through the use of *may* which plays a critical role in carrying uncertainty as the CA suggests that “the speaker takes the possibility for granted and is willing, further, to speculate on its possibility” (Diver, 1964, p. 331). The second sentence, linked to the previous sentence by the use of *however*, opposes uncertainty and simultaneously brings in a situation that is perceived as a reality.

In short, writers in the above excerpts are shown to be aware of the possibilities that contradict with the proposition of marking certainty. That is, the

writer draws on presenting two of the arguments where one of the utterances includes a marker of uncertainty (e.g., modal verbs of *might* and *may*) to firmly strengthen the logic in his writing. Arguments presented in this way allow writers to intentionally form a gap in order to show that they have the ability to fully display one's talent over the reader so as to escape from the fallacy themselves.

4.2.3 Rejecting a Previously Made Assumption

By using *however*, both groups of writers reject meanings delivered in the previous assumption. Writers demonstrate two of the statements A and B respectively, where B is related to the previous assumption A. The former assumption is negated by the use of the CA in the latter statement. It is a “rejection of a previously made statement (or previously held belief as recognized by the speaker)” (Dascal & Katriel, 1977, p. 161). Moreover, it “signals the cancellation of the potential consequence derivable from the prior discourse segment” (Bell, 2010, p. 1912). The following three excerpts exemplify *however* rejecting a previously made assumption.

(24) ... When smoking was first banned from restaurants in the United States, there was a huge outcry from both smokers and the owners of the eating establishments. Restaurant owners believed that business would plunge. Later studies showed, *however*, that there was no effect whatsoever on business performance figures, and that public opinion

strongly supported the move. Today, restaurants are cleaner and more hygienic, and provide an attractive atmosphere more conducive to leisurely conversation as a result of the ban on smoking. ... [Native, SMK]

(25) ... Therefore, it is important to have experience in a variety of through part time job. Those experiences will be a great future asset when we graduated from university. *However*, various experiences are not easy to do. Requires much time and effort. I was worked part time in a department 2 months ago. ... [Nonnative, PTJ, A2_0]

(26) ... Alcohol is such a major issue in college that smoking takes a back seat. In the last few years, *however*, smoking has become a hot topic. One of the reasons for this increased importance is the recognition that the college years are crucial in making or breaking an addiction. As a college student, I have seen firsthand the prevalence of smoking. ... [Nonnative, SMK, B1_1]

Excerpt (24) from the native writer cancels the prior sentence by the use of *however*. Before making a rejection of the previous assumption, the native speaker explains the situation grounded on the facts by giving an example of America. The statement is not based on the possible interpretations of the writer but from the real events that is validated enough to firmly establish a solid explanation in building an argumentation. *However* rejects the previous assumption through a reasonable

argument and further justifies that smoking ban does not affect business. The following consequences are also elaborated to support the writer's claims. The native speakers' use of *however* is systematic in that they first propose a plausible argument accompanied by a valid explanation which is rejected by the subsequent sentence containing *however* and further brings up a result of banning smoking.

The preceding statement before *however* in Excerpt (25) by a nonnative writer portrays the beneficial effects of having a part-time job. The advantage, which is based on the writer's assumption, provokes a necessity of having many experiences through part-time jobs. This sentence is negated by the following sentence with *however*. Yet, the argument with the CA lacks reasons and is not sufficient in canceling the former assumption. Thus, the expectation given by the writer and the following argument to reject this expectation do not connect with each other, forming an awkward relationship. Further details are brought up by the use of an incomplete sentence which may have resulted from the writer's incapability of structuring sentences.

Similarly, the sentence with *however* in Excerpt (26) is used to reject the former sentence. It has been noticed that the writer in this excerpt is showing a better use of the semantic and pragmatic function of the CA than the previous writer from Excerpt (25) in that the underlined propositions are at least associated with one another. However, what is notable in both of the excerpts is that the sentences with *however* are too short which hinders written fluency of their argumentation. Both of the excerpts from nonnative speakers also exhibit a common feature where they typify examples of their own situations to strengthen the arguments asserted with

however. The nonnative speakers' use of *however* is distinguished from native speakers as their way of laying out a logical basis for rejecting assumptions are mostly grounded on their personal experiences unlike native speakers use. To summarize the overall findings in this semantic and pragmatic function of *however*, it should be noted that extracts observed from nonnative students' writing under this category is not as clear as native students' use, suggesting their inability to perform well at writing tasks.

4.2.4 Displaying a Contrast

Other instances of *however* are used to display a contrastive relation. It is used to draw attention to the fact two of the arguments that are adjacent to each other contrast with each other. Simply put, *however* is placed in-between opposite arguments without canceling neither of the propositions. Excerpts (27), (28), and (29) represent its use to expose such relation.

- (27) ... This is to say that when an individual chooses to abuse alcohol, they are really only hurting themselves (as long as they are not driving). *However*, a person who smokes releases harmful chemicals into the immediate vicinity and is therefore endangering the lives of people around them. Clearly, this second case is much different from the first, and people should deal with these subjects accordingly. ... [Native,

SMK]

- (28) ... Interacting with people outside will provide them with a greater confidence and opportunities to see real world. People standing against the arguments, *however*, claims that the most of students will fail to allocate their time properly on balancing between study and work. Moreover, interacting with their peer students is very crucial while they are still developing their characteristics. ... [Nonnative, PTJ, B1_2]
- (29) In the Western countries, people who graduated from junior high school are independent from their parents. *However*, compared to those countries, Korea looks different. It is unique situation for Korean. Whereas Western students have a part time job when they are in schools, Korean students are forced to study rather than to have a part time job. ... [Nonnative, PTJ, B2_0]

Native speaker from Excerpt (27) asserts the influences of an individual abusing alcohol. On the other hand, the latter sentence beginning with *however* talks about the impacts of one's smoking. Two contrasting circumstances are specified to compare the degree of seriousness caused by the actions, enabling the writer to intensify his argumentation. After elucidating on the two situations, the writer emphasizes the importance of banning smoking in restaurants. Thus, contrastive relation is explicitly marked through the use of *however* which assists in highlighting different situations.

Excerpts (28) and (29) written by nonnative speakers also reveal contrastive relation through the use of *however*. Writers in these excerpts specify viewpoints from different aspects. The difference in the use of the CA from native speakers originates from the means of how they reveal conflicting arguments. Nonnative writers sequentially enumerate controversial points through *however* and the arguments all exclude the writer's opinion. Their argumentation ceases as soon as different points are listed but native speakers move on to consider the circumstances surrounding the issue of the writing.

4.2.5 Others

There were some exceptional uses of *however* that did not belong to one of the categories observed in the previous sections. Some instances from native speakers provided that they use *however* to shift the focus of the passage by addressing unexpected information in Excerpt (30), show double rejection to previous statements in Excerpt (31), and make negative repercussions to the entire context in Excerpt (32).

(30) ... I do concede that everyone can choose to go to smoking and non-smoking restaurants (if there any around) or not to go anywhere. On that basis we all make our decisions. *However* the poisons from smoking can float through the air and not only be inhaled by non-

smokers but they can also be on the skin and more important the food.
Now over a period of time this might be OK and then suddenly,
someone gets sick and eventually dies. But it is not necessary to take
the risk and we now know that chemicals from fags and food do not
mix well together, so it is best to keep the fags away from the food
altogether. [Native, SMK]

(31) ... This kind of responsibility developed over time makes for a happy
hiring official. It is important to note *however* that there are other ways
of impressing HR personnel, including internships, leadership in
university organizations, and volunteer work. *However*, a part-time job
builds both your resume and your income, and should be considered an
essential part of a university education. [Native, PTJ]

(32) I don't think that college students need to have a part time job because
our main responsibility is to study and get good grades. ... Many of
them tell me that they have made a lot of new friends through their part
time job, and I can say that I think that that is a bad thing. *However*, I
wonder how having a part time job has affected the studying habits of
these friends. I hope that they are not finding themselves so busy with
their part time job that they no longer can have enough time to do their
homework well and have some time to relax to. [Native, PTJ]

In Excerpt (30), the writer states that it is up to people whether or not they

go to smoking or non-smoking restaurants. The following sentence with *however* neither rejects nor contrasts with the preceding sentence. Instead, it brings up a new subject of poisons that are evoked from smoking. In a sense, dealing with such a content may seem appropriate as smoking is poisonous to smokers as well as nonsmokers. Yet, the contents that are described before and after *however* are not closely related to the overall flow of the writing. Therefore, this use of *however* is considered as shifting the focus of the passage by addressing unexpected information.

Excerpt (31) is unusual as two of the sentences containing *however* are equally rejecting previous statements. The first underlined sentence is negated from the second sentence and the second turns out to be invalid due to the following third sentence. Successive units of sentences with *however* allow writers to reject preceding contexts but simultaneously make a reversible effect of directing the context to the original assertion that having a part-time job is important for students.

However in Excerpt (32) does not make a contrastive relation to the previous sentence but rather to the entire context within the author's opinion toward part-time jobs. After the writer states that a part-time job is a bad thing, explanations to why it is bad are not illustrated. Also, details about the conclusion do not correspond to the overall context which is supposed to be wrapping up or summarizing the gist of the paragraph. Therefore, the contrast manifested in this excerpt is not a typical contrastive relationship of *however* that mainly performs a contrast of before and after *however*.

Native writers in these excerpts use *however* in other ways that are somewhat different from the semantic and pragmatic functions discussed in the

previous sections. Their style of writing is fluent, though how they use the CA to structure their argumentation is rather abrupt as observed in shifting the focus by using *however*. Perhaps, abruptness from native speakers can be attributed to the fact that they are as well college students like nonnative writers, and thus, the data may have some “inexperienced writers’ features that can be distinguished from more professional writers’ writing or academic journals” (Park, 2013a, p. 73). This suggests that such uses can be misleading for nonnative writers especially those who are poor at creating cohesion in their writing.

Three excerpts extracted from nonnative students below provide unclear uses of *however*.

(33) ... These innocent kids breathe in bad air because of irresponsible smokers. While they have a right to enjoy smoking, the kids also have a right to protect their health. **However** I know it is an extreme way to ban smoking completely at once. So I'd like to suggest a way. Not to make the cigarette smoke leak from the smoking room at the restaurant owner should make some places for the smokers outside the building. Because smokers and non smokers are at the same place even though they made some places for them in the restaurant. But we should bear in mind the fact that the most perfect way to prevent the secondhand smoking is to quit smoking. [Nonnative, SMK, A2_0]

(34) ... For example, as to the nonsmoking section and no smoking building

setting, there is no consideration about the smoker. This gives the inconvenience to the smokers. Of course, the cigarette smoke gives the very bad effect to the nonsmokers. **However,** the smokers moreover, it smokes with the maximum manner. If the place where it is designated is prepared, it can smoke in that place. ... [Nonnative, SMK, B1_1]

(35) ... Smoking affects not only the smoker but also the people around the smoker, so it is not smoker's own problem. People have their rights to say no in this situation. **However,** if it is happened in certain restaurant, it can be more seriously. Smelling the smog is not so pleasant for non smokers or even smokers sometimes. It is very disgusting and can never be welcomed at all. Smokers should know this and they should care others when they smoke. Therefore, it is necessary to make a law to control this problem. [Nonnative, SMK, B1_2]

The writer of Excerpt (33) seems to be lacking in structuring his argumentation. First, the writer mentions how innocent kids are influenced badly by smokers. The pronoun *they* in the subsequent sentence is awkward considering the fact that *they* should be referring to kids not adults. Moreover, the sentence with *however* is abrupt as it exposes his understanding of banning smoking. In a similar vein, Excerpts (34) and (35) demonstrate an inadequate use of *however*. Arguments initiated by the use of *however* in both excerpts are incomprehensible as it does not associate with the contextual meanings in the prior segments. Considering the

context, *however* in Excerpt (35) can be better understood when it is replaced by *moreover* as the statement is adding information to the previous sentence. Yet, nothing can substitute the CA in Excerpt (34) since the writer appears to be falling short of logical coherence of the overall writing. To summarize the findings from these excerpts, using *however* reflects incompetent writing ability from nonnative writers.

Table 4.4 displays the uses of *however* across native and nonnative students' argumentative writing.

Table 4.4 The uses of *however* across native and nonnative students

	Native	Nonnative			
		A2	B1_1	B1_2	B2+
Presenting the Writer's Position in a Topic Sentence	9 (11.25)	2 (10)	0 (0)	5 (25)	6 (30)
Expressing Uncertainty and Certainty	9 (11.25)	0 (0)	0 (0)	0 (0)	2 (10)
Rejecting a Previously Made Assumption	33 (41.25)	6 (30)	12 (60)	3 (15)	8 (40)
Displaying a Contrast	21 (26.25)	6 (30)	5 (25)	10 (50)	4 (20)
Others	8 (10)	6 (30)	3 (15)	2 (10)	0 (0)

TOTAL	80	20	20	20	20
	(100)	(100)	(100)	(100)	(100)

Note. Percentage is indicated in parentheses.

Overall, the semantic and pragmatic functions of *however* have been examined in the argumentative writing of native and nonnative students. Although *however* marks a contrast between propositions, it involves functions of presenting the writer’s position in a topic sentence, expressing uncertainty and certainty statements, rejecting a previously made assumption, and displaying a contrast, all playing an important role in the argumentation of a text. Some uses of *however* that did not fall under the categories were classified in the group “Others.”

4.3 The Positional Distribution of *However*

In terms of the sentential position of *however*, this section observes the positional distribution of the CA in native and nonnative students’ argumentative writing. Table 4.5 summarizes the findings which looked into the positional distribution of *however* in the basic three-way category division.

Table 4.5 Positional distribution of *however* in native and nonnative students' argumentative writing

	Sentence-initial (Raw frequency)	Sentence-medial (Raw frequency)	Sentence-final (Raw frequency)
Native	62% (59)	38% (36)	0% (0)
Nonnative	90% (219)	10% (23)	0% (0)

It can be seen from the table that none of the groups employ sentence-final position in actual use. Similarly, both groups utilize initial and medial position of the CA but nonnative speakers appear to be lacking in the use of medial position compared to native speakers since initial position figures ten times more than medial position. Nonnative writers' preference for sentence-initial position, which is in accordance with previous studies (Park, 2013a, 2013b; Yoon, 2006), can be grounded in the materials that students confront (Crewe, 1990; Field & Yip, 1992; Yoon, 2006). For instance, Korean English textbooks tend to place the CA mostly at the beginning of a sentence or clause despite American English textbooks which rarely positions it initially (Kim, 2017). Thus, the results from the current study in the positional distribution of *however* of L2 learners of English in Korea can be attributed to the teaching materials in classrooms.

Occurrences of sentence-medial positions of *however* suggest another difference in its use among native and nonnative speakers. Out of the seven categories which the study took into consideration such as after an initial subject, after an initial modal verb, after an initial main verb, after an initial adverbial, in an

initial main clause, after an initial subordinate clause, and before a coordinate clause, the argumentative writing from native speakers presented competence in using the CA in six different ways. On the other hand, nonnative writers were able to place it in five categories. Table 4.6 specifies the number of *however* in seven medial positions.

Table 4.6 The number of sentence-medial *however* in argumentative writing

	Native	Nonnative
After an initial subject	6	4
After an initial modal verb	1	0
After an initial main verb	0	0
After an initial adverbial	6	2
In an initial main clause	3	3
After an initial subordinate clause	2	2
Before a coordinate grammatical	18	7
clause ungrammatical	0	5
TOTAL	36	23

Table 4.6 indicates that native students prefer to place *however* in medial positions in the following order: before a coordinate clause, after an initial subject and adverbial, and in an initial main clause. In contrast, nonnative writers favor placing it before a coordinate clause, after an initial subject, and in an initial main

clause. It is interesting how both groups favor placing *however* before a coordinate clause. Examples (36) and (37) show an example use of *however* where the following clause is considered grammatically equal to the main clause. Example (36) is grammatical whereas Example (37) is an example of run-on sentences, showing a misuse of *however*. This way of using the CA has been shown as a noticeable feature in spoken English from native speakers where the use of *however* can be replaced by *but* (Wang, 2011). It can be partly explained by the similarity in the meaning of *however* and *but* which indicates that in writing, a writer's habit of using the former word as if it were a coordinate conjunction remains as an erroneous use before editing (Peterson, 2009).

(36) Public awareness is increasing *however* and many people, all over the world are starting to take a stand against smoking in public places including restaurants. [Native, SMK]

(37) We know this fact very well, *however* many smokers don't stop to smoke on their own. [Nonnative, SMK, B1_1]

However after an initial subject is used in Examples (38) and (39) by native and nonnative writers.

(38) The one bad thing, *however*, is that as expected, I do sometimes have some problems balancing my school and work life. [Native, PTJ]

- (39) Many adults, *however*, feel these after school jobs demand too much time and pull teens away from more important obligations, including school and family. [Nonnative, PTJ, B1_2]

When *however* follows the subject of a sentence, it can emphasize the initial element and by doing so, makes it effective in highlighting a contrast (Wang, 2011). It had the second-highest number of instances with six examples observed from native and four from nonnative speakers.

Regarding sentence-medial positions of *however* after an initial adverbial, in an initial main clause, and after an initial subordinate clause, native speakers favors using the CA after an initial adverbial over in an initial main clause and after an initial subordinate clause. Examples (40) and (41) provide the use of *however* after an initial adverbial and in an initial main clause, respectively. Concerning nonnative speakers' use among the three positions, a clear preference is not observed. An example of *however* after an initial subordinate clause is shown in Example (42).

- (40) Regrettably, *however*, relying on the common sense and decency of many (not all) smokers to not light up in restaurants is not enough. [Native, SMK]

- (41) It is important to note *however* that there are other ways of impressing HR personnel, including internships, leadership in university organizations, and volunteer work. [Native, PTJ]

(42) As we become a college student, *however*, we need to earn money by doing a part time job for pocket money at least. [Nonnative, PTJ, B2_0]

Example (43) below describes the use of *however* after an initial modal verb which nonnative writers never used in their argumentative writing. It is structured by the use of an initial subject with a modal/auxiliary verb followed by the CA which joins to the latter sentence.

(43) Ownership must, *however*, be clear in letting both their employees and customers know that smoking is permitted. [Native, SMK]

However in this position as well as after an initial subject and initial adverbial allow the previous part of the sentence to stand out (Wang, 2011). Also, it makes the reading of the sentence rhythmic (Wang, 2011). Although small in the number of occurrences, Table 4.6 suggests that nonnative writers are capable of showing this feature especially after an initial subject and the other two considerably lack in use.

In light of the semantic and pragmatic functions of *however* investigated in the current study, the relation of positional distribution based on the uses of the CA was analyzed further so as to observe whether carrying out the semantic and pragmatic functions of *however* is influenced by the positional variances in sentences. This is illustrated in Table 4.7.

Table 4.7 Relation of positional distribution based on the uses of *however*

	Presenting the Writer's Position in a Topic Sentence		Expressing Uncertainty and Certainty		Rejecting a Previously Made Assumption		Displaying a Contrast		Others	
	Sentence- initial position	Non-initial position	Sentence- initial position	Non-initial position	Sentence- initial position	Non-initial position	Sentence- initial position	Non-initial position	Sentence- initial position	Non-initial position
Native	8	1	5	4	17	16	14	7	6	2
A2	2	0	0	0	5	1	4	2	6	0
Nonnative B1_1	0	0	0	0	10	2	4	1	3	0
B1_2	5	0	0	0	3	0	7	3	2	0
B2+	6	0	1	1	8	0	4	0	0	0
TOTAL	21	1	6	5	43	19	33	13	17	2

Though all the functions employ *however* mostly in the sentence-initial position, a number of instances were observed in non-initial position such as five occurrences in expressing uncertainty and certainty, 19 in rejecting a previously made assumption, and 13 in displaying a contrast. Because these semantic and pragmatic functions of the CA indicate relationships based on the meanings conveyed within sentences, the use of *however* in three functions tend to be spread out in non-initial positions as well. Unlike these functions, presenting the writer's position is established on the structure of writing and on that account, a striking reliance on the use of the CA in sentence-initial position is observed with only one instance in non-initial position. It can be inferred that as presenting the writer's position needs to be delivered in a clear manner, capturing the reader's attention, writers resort to use *however* in sentence-initial position so to maximize these features.

To sum up, Chapter 4 has analyzed the use of *however* from native and nonnative writers. Specifically, the distribution of contrast/concessive conjunctive markers, the uses of *however*, and positional distribution of *however* have been discussed. In the hope of revealing specific discourse patterns between native students and nonnative students, the study suggested four semantic and pragmatic functions along with some other functions in the use of *however* carried out by writers of argumentative writing.

Chapter 5. Conclusion

The current study based on the use of *however* in native and nonnative students' argumentative writing tried to seek answers to the following questions: 1) Which contrast/concessive CAs do students use in their argumentative writing with respect to frequency? 2) How do native and nonnative students use the CA *however* in their argumentative writing? and 3) What are the similarities and differences in the positional distribution of *however* in native and nonnative students' argumentative writing?

The results were as follows: First, within the distribution of contrast/concessive CAs in native and nonnative writers, *however* is the most frequently used CA in both groups. Native writers use diverse contrast/concessive CAs in their argumentative writing whereas nonnative writers showed heavy dependence on *however*, signifying a skewed tendency toward it. In terms of nonnative writers' linguistic proficiency levels, the pattern of increasing use of *however* corresponding to their increased proficiency levels is observed.

Second, the study has examined the uses of *however* when it is utilized in argumentative writing. Adopting the three features of *however* from Celce-Murcia and Larsen-Freeman (1999), the study expanded the features by seeking the semantic and pragmatic functions of *however* that writers carry out by the use of the CA. Every concordance line was carefully observed to find specific patterns of its use.

The uses of *however* are categorized into four semantic and pragmatic

functions. When it comes to the paragraph organization of argumentative writing, *however* is used to present the writer's position in a topic sentence. Before placing the topic sentence, qualifying statements work as a preliminary context followed by the writer's position toward the writing prompt, signaling its use as a topic sentence of argumentative writing. Specific uses from native writers suggest that they cautiously present their position by the use of *however* as their point-making is accompanied by sufficient qualifying statements that are relevant to the prompt. Nonnative writers sometimes abruptly make their position by the CA without referring to the prompt and statements that are foregrounded before *however* are not related to discussing their positions.

Expressing uncertainty and certainty is used to construct a gap between possibility and reality. *However* links the statements that carry uncertainty with certainty. When the gap is made, both groups of writers opt to use *however* to demonstrate their competence that they are knowledgeable of "the possibility of drawing an erroneous conclusion" (Charles, 2011b, p. 124).

Rejecting a previously made assumption operates to cancel the meanings conveyed in the previous assumption by the use of *however*. Through *however*, assumptions that are derivable from the previous sentence are negated and canceled in the latter statement. Native writers provide reasonable evidence that are grounded on the facts to reject previous assumption by the use of *however*. Nonnative students argue with the arguments of their own examples to cancel previous assumption, and yet examples of this function from nonnative writers were not as clear as native writers' use.

Displaying a contrast involves the use of *however* to signify that two arguments contrast with each other. Unlike the function of rejecting a previously made assumption, it does not negate nor cancel prior propositions. The relationship of contrast highlights the arguments that can be incurred from the two opposite sides. Native writers under this function of *however* go on to elaborate their arguments after explicating two contrasting points while nonnative writers merely display a contrast by the enumeration of opposing points.

The group “others” comprise of other semantic and pragmatic functions of *however* from native and nonnative students’ writing. Native speakers use *however* to shift the focus of the passage by addressing unexpected information, showing double rejection of previous statements, and making negative repercussions to the entire context. Nonnative speakers, on the other hand, tend to inappropriately use *however* in several contexts. These, in general, demonstrated nonnative writers’ incompetence in their writing ability by the use of the CA.

Lastly, the positional distribution revealed that both native and nonnative writers were placed the CA initially and medially. Nonnative writers’ dependency on sentence-initial position of *however* was significantly higher than that of native writers. Analyzing specifically the medial positions of *however*, both groups preferred to use it before a coordinate clause which indicates an erroneous use incurred by equally perceiving *however* as *but* that are known to have a similarity in meaning. As for the relations of positional distribution according to the semantic and pragmatic functions of *however* examined in the study, the CA is mostly used in sentence-initial position to present the writer’s position in a topic sentence above all

other functions.

The current study is meaningful in several ways. First, the study proposes the semantic and pragmatic functions of *however* by comparing native and nonnative students' argumentative writing. The study also examined nonnative writers of different proficiency levels in the use of the CA. Though *but* is observed to have a high frequency, the effects of using *however* are reported to play a pivotal role in the argumentation of a text. Second, the study shows that both native and nonnative writers sometimes do exhibit abrupt uses of *however*. However, nonnative writers drew more attention in using the CA abruptly as they mostly demonstrated peculiar uses that interrupt the flow of their writing. Lastly, the study offers some pedagogical implications for teaching contrast/concessive CAs in EFL classrooms. As nonnative students heavily skewed in the usage of *however*, they should be taught to raise awareness of other CAs such as *though* and *yet* which shares the role of *however* to spread out its overuse. Also, textbooks that purport to assist students' acquisition of learning should be rendered to reflect various positions of *however* so that students can apply these usages in their writing. Notwithstanding the contributions of the current study, the findings could not provide statistically significant results as statistical analysis was not performed in the study.

Though CAs have been categorized under their semantic relationships among sentences, these are likely to be misleading as learners can regard CAs within each category as interchangeable (Celce-Murcia & Larsen-Freeman, 1999; Charles, 2011a, 2011b; Crewe, 1990). Therefore, learners need to learn the patterns of specific CAs (Zamel, 1983) so to enhance their fluency. Future studies regarding the uses of

however could be carried out to investigate the semantic and pragmatic functions in other written genres of a text. Studying the genre-based use of *however* would provide a comprehensive picture of the purposes of its use which cannot be solely explained by the semantic categories of CAs. Studies would enable learners to perceive the patterns of *however* in authentic texts and thereby contribute to a better understanding of the use of CA by grasping more than just the meaning of the individual CA.

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국문 초록

원어민과 비원어민의 논증적 글쓰기에 나타난 접속 부사 *however* 사용에 관한 연구

본 연구는 접속 부사(conjunctive adverbial) *however* 를 논증적 글쓰기에서 원어민과 비원어민이 어떻게 사용하는지 분석한 것이다. Celce-Murcia and Larsen-Freeman(1999)이 제시한 *however* 의 쓰임을 기반으로, 논증적 글쓰기에서 어떤 의미·화용적 기능(semantic and pragmatic function)으로 *however* 가 사용되는지를 분석하였다. 이를 위해 ICNALE(International Corpus Network of Asian Learners of English)에서 총 89,959 개의 단어로 이루어진 원어민 코퍼스와 비원어민의 하위 코퍼스 가운데 한국인 코퍼스를 사용하였으며, 후자의 경우는 언어 능력에 따라 네 단계 하위 그룹으로 나누어진 총 135,199 개의 단어로 이루어졌다. *However* 의 사용을 연구하기 위해 본 연구는 두 그룹에서 사용되는 대조/양보 접속 표지(contrast/concessive conjunctive markers)의 분포와 더불어 *however* 의 기능 및 위치적 분포에 대해 분석하였다.

분석 결과에 따르면 관찰된 대조/양보 접속 부사 중, 원어민과 비원어민들 모두 *however* 사용 빈도가 가장 높았으며, 특히 비원어민들은 *however* 의 사용에 대한 편향적 경향을 보였다. 또한, 비원어민들의

언어 능력이 증가함에 따라 *however* 의 사용 증가와 접속사 (conjunction) *but* 의 사용 하락이 관찰되었다. *However* 의 용례는, 네 가지의 기능을 하는 것으로 제시되는데, 주제문에 작가의 입장을 밝힐 때, 불확실성과 확실성을 나타낼 때, 이전에 만들어진 가정을 거절할 때, 그리고 대조를 드러낼 때 사용되었다. 구체적으로, 주제문에 작가의 입장을 밝힐 때는 논증적 글쓰기의 구조와 관련되었다. 불확실성과 확실성을 나타낼 때, 이전에 만들어진 가정을 거절할 때, 그리고 대조를 드러낼 때는 문장들 안의 관계에 기반해서 실행되었다. 일부 예외적인 *however* 의 용례는 기타 그룹으로 분류하였다. 또한, *however* 의 위치적 분포는 두 그룹이 *however* 를 문두에 선호하는 것을 보였는데, 특히 비 원어민들이 이 위치에 과도하게 의존하여 사용하였다. 이와 같은 사용은 교실에서 사용되는 교과서의 영향으로 보인다. 문중에 사용된 *however* 는 두 그룹이 등위절 (coordinate clause) 이전에 자주 사용하는 것으로 보여졌다. 마지막으로, 위치적 분포와 *however* 의 용례의 관계는 기능들 중에서 주제문에 작가의 입장을 밝힐 때 문두에 *however* 를 두드러지게 사용하는 것을 나타냈다.

본 연구의 분석 결과는 논증적 글쓰기에서 사용된 *however* 가 명제들 사이에서 대조를 표시하는 것뿐만 아니라 글에서 중추적인 논증을 하기 위해 여러 가지 의미·화용적 기능을 한다는 것을 드러낸다. 원어민과 비원어민들은 가끔 *however* 를 갑작스럽게 사용하는 것을 보이기도 하였는데, 이러한 갑작스러운 사용은 비원어민들의 논증적 글쓰기에서 보다 심각하게 나타났다. 또한, 학습자들이 접속 부사의 사용을 다

양화하기 위해 다른 종류의 대조/양보 접속 부사에 노출되어야 하고 *however* 를 다양하게 위치 시킬 수 있는 방법에 대해 배워야 한다는 교육적 함의를 갖는다. 이는 EFL(English as a Foreign Language) 교실에서 학습자들이 교과서를 통한 접속 부사의 뚜렷한 용법에 대해 가르침을 받아야 한다는 것을 시사한다.

주요어: *however*, 접속 부사, 의미·화용적 기능, 위치적 분포, 논증적 글쓰기, 논증, 응집성

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