



Investigating the Frequency of Adverbials and the Effects of their Positions in Literary Texts

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Abstract

This study sheds light on the frequency of adverbials in literary texts. It highlights the most frequent location of adverbial in different literary genres. This research emphasises the importance of the certain positions of adverbials in literature. The researcher hopes to reveal the relationship between the position of adverbials and particular literary techniques. It attempts to show how adverbials spread in literary texts. It aims at presenting percentages of adverbial places. The study clarifies the effect of using adverbials in a certain position. Furthermore, the researcher of the present study assumes that the initial position is the most frequent location in poetry, it is used more than the other sites. The researcher also hypothesizes that the initial position is commonly subject-verb or subject-operator inversion. This position emphasises certain settings, reasons, purposes, etc. On the other hand, this study is limited to literary texts. The researcher selects a poem, play, short story, novella, and novel. He chooses one sample from each literary genre. It excludes the scientific ones. It only reveals the frequency of adverbials' locations and the effects of adverbials' places.

The study consists of four chapters. The first chapter reveals the statement of the problem, research questions, hypotheses, aims and the scope of the study. Chapter two tackles the theoretical background of adverbial in English. The third chapter sheds light on the practical side of the present study. It tackles the percentages of adverbials' places in novels, novellas, plays, short stories, and poems. Chapter four is a summary of the present thesis. It offers conclusions, recommendations, and suggestions for further studies

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التحقيق في تواتر الظروف وتأثير مواقعها في النصوص الأدبية

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المستخلص :

تلقي هذه الدراسة الضوء على تواتر الظروف في النصوص الأدبية. يسلط الضوء على الموقع الأكثر شيوعاً للظرف في الأنواع الأدبية المختلفة. يؤكد هذا البحث على أهمية موقع معين من الظروف في الأدب. تأمل في الكشف عن العلاقة بين الموقع والتقنيات الأدبية الخاصة. يحاول أن يظهر كيف انتشرت الظروف في النصوص الأدبية. ويهدف إلى عرض النسب المئوية للأماكن الظرفية. توضح الدراسة تأثير استخدام الظروف في موقع معين. علاوة على ذلك، تفترض هذه الدراسة أن الوضع الأولي هو الموقع الأكثر تكراراً في الشعر، ويستخدم أكثر من المواقع الأخرى. يفترض البحث الحالي أيضاً أن الموقف الأولي عادة ما يتسبب في قلب ترتيب الفعل أو الفاعل. يؤكد هذا الموقع على إعدادات وأسباب وأغراض معينة، إلخ. من ناحية أخرى، تقتصر هذه الدراسة على النصوص الأدبية. تختار قصيدة، مسرحية، قصة قصيرة، رواية، ورواية. يختار البحث الحالي عينة واحدة من كل نوع أدبي. يستنتج تلك العلمية. تكشف الدراسة فقط عن نسبة مواقع الظروف وتأثيرات أماكن الظروف. تتكون الدراسة من أربعة فصول. يكشف الفصل الأول بيان المشكلة وأسئلة البحث والفرضيات والأهداف ونطاق الدراسة. يتناول الفصل الثاني الخلفية النظرية للظرف باللغة الإنجليزية. يلقي الفصل الثالث الضوء على الجانب العملي للدراسة الحالية. ويتناول النسب المئوية لأماكن المغامرين في الرواية والرواية والمسرحيات والقصص القصيرة والقصيدة. الفصل الرابع هو ملخص الأطروحة الحالية. ويقدم الاستنتاجات والتوصيات والاقتراحات لمزيد من الدراسات.

الكلمات المفتاحية : تواتر , الظروف , النصوص , الأدبية

1.Introduction

1.1 Statement of the Problem

The adverbial positions constitute an essential role in English. Adverbials are put in different places, each place has a certain effect or purpose in literary texts. There is a particular site that is responsible for changing the sentences process. It gives emphasis, contrast, intention, etc. On the other hand, a certain position of adverbial indicates destination, it gives end focus. (Web1) However, adverbials in initial, medial, and final positions have particular purposes. Putting an adverbial in the initial position can sometimes cause changes in the sentence order. (Quirk et al,1972,p. 427). Thus, the present study checks the percentages of each location in various literary texts. It measures which is the most common site in different selected literary genres. The research highlights the effect of initial position in the syntactic form and semantic function of sentences. Furthermore, it makes a connection between certain literary devices and the adverbials' positions. It shows which adverbial position within a literary device is commonly used in literature.

1.2 Research Questions

- 1-Which literary genre has the most frequent adverbials at the initial position than others?.
- 2-What is the literary type that has a medial/final position more than the initial one?

1.3 Research Hypotheses

1- It is hypothesised that poetry has the most frequently initial position. Poets use the initial adverbial position in poetry more than other positions, since the initial place of adverbials is commonly utilised for emphasis. Poets usually try to highlight each line of poems. They sometimes use adverbials initially which lead to inversion. They try to emphasise time, place, process, etc.

2-It is assumed that the medial and final locations of adverbials are used more than the initial in fiction particularly in novels, since writers try to give more details in this literary genre.

1.4 The Aims of the Research

- 1-Presenting a theoretical background of adverbials including definitions, approaches, positions, etc.
- 3- Showing the relationship between adverbial position and the literary devices.
- 2-Providing the learner/reader with adverbials in different literary techniques.

4- Offering the percentages of adverbials in various literary types.

1.5 Limitation of the Study

The study is restricted to adverbial positions in literary texts..This research investigates the frequency of adverbial positions in different literary genres. It excludes the scientific and legal texts.

1.6 Value of the Study

This study may prove to be significant for the following reasons:

- 1- The study will provide up-to-date information about adverbial position which can be useful for the researchers as it can pave the way for further research on this topic.
- 2-This study will be beneficial in showing the frequency of adverbials in English literary texts and presenting the importance of adverbials within different literary techniques as well as clarifying how adverbial places function in these literary devices.

1.7 The Procedures

- 1-Presenting adverbials theoretically.
- 2-Offering the use of adverbial within various literary techniques.
- 3-Showing the frequency of adverbials at initial, medial, and final positions in literary texts.
- 4-Analysing the data, presenting conclusions, recommendations, and suggestions .

1.8 The Model Adopted

Quirk et al 1985 is chosen as a model for this study since it covers all the fundamental issues and it points out the weakness of learners because it tackles the subject in details. Eventually, this model achieves the goals of the research.

2. Adverbial's Definitions

Adverbials are words, phrases, or clauses that provide information about when, where, how, or why things happen. (Huddleston, 1984,p. 4).In English, adverbials normally take the form of adverb phrases, prepositional phrases, noun phrases, or adverbial clauses. (Bruce, 2006,p. 1). According to Greenbaum, they have subordinate role with other sentence elements (Greenbaum and Quirk, 1990,p. 176) as in:

- (1). They fully appreciate the problem. In comparison, specific types of adverbials are seen to have a superior role to sentence elements:
- (2) For my personal observation, Mr. Froster neglects his children (Weinhold, 2005,p. 3). On the other hand, some adverbials serve to conjoin two utterances or parts of an utterance expressing the semantic relationship:
- (3). You haven't answered my question; in other words, you disapprove of the proposal. (Greenbaum and Quirk, 1990,p. 186).

2.1 Approaches to Adverbials

Grammarians are different in their views of adverbials. Close(1975:30) has distinguished adjuncts, disjuncts, and conjuncts as clause element adverbials without explaining the modifier category. However, he has considered degree adverbials (intensifier subjuncts) as one subcategory of adjuncts. Grammarians such as Thomson and Martinet (1986,p. 47), Eastwood (1994,p. 260), and Parrott (2002,p. 38) have observed adverbials in a way somehow similar to Quirk et al. (1985,p. 267). To illustrate, they have considered their classification of adverbials as a combination of meaning, function, and position. For example, adverbials denoting degree have been viewed in regard to the items they modify and their position in the sentence. Again, there is no distinction between the clause element adverbial and the modifier categories. Moreover, Chalker (1984,p. 189) has also built her explanation of adverbials on a combination of meaning, position, and function. Unlike the previous three, adjuncts, disjuncts and, conjuncts are based on their relatedness to sentence structure. Unfortunately, neither the modifier nor the clause element adverbial categories are being distinguished. For example, in the discussion of degree adverbials, it is true that Chalker explains the items these adverbials modify such as adjectives, adverbs, verbs, indefinite pronouns, and numerals. To conclude, what distinguishes Quirk et al.'s treatment of

adverbials from that of others is that they have made distinct the clause element adverbial category from the modifier one, elaborating more on what characteristics the former has and how to distinguish among its subcategories: adjuncts, subjuncts, disjuncts, and conjuncts. According to Greenbaum and Quirk (1990,p. 162) and Quirk et al (1985,p. 501), adverbials fall into four main types in terms of their grammatical functions: adjuncts, subjuncts, disjuncts, and conjuncts.

2.2 The Position of Adverbials

2.2.1 Initial Position

In this position, An adverbial is the first word in a sentence. It precedes the subject of the sentence. Generally, adverbials that are sentence modifiers have a front-position. They are usually separated from the rest of the sentence by a comma (Eckersley and Eckersley, 1960,p. 261). Still, there are many adverbials for the purpose of emphasis or contrast occur in the front position, although their usual places might be in another place. In other words, they are not restricted only to this one position (Hornby, 1976:165).

proposal like that.

(4) Naturally, I could not agree to a

proposal like that.

(5) I could not, naturally, agree to a

occasionally.

(Eckersley and Eckersley 1960,p. 261-2)

(6) I go there

2.2.2 Medial Position

Adverbials placed in this place are generally put with the verb. Adverbials of frequency are an essential class occupying this location. Many of them may be placed in other or alternative places in the sentence. (Eckersley and Eckersley, 1960,p. 264) (Hornby, 1976,p. 165). Moreover, Frank (1993,p. 147) states that the mid position is of close modification of the verb. The place of an adverbial with the verb varies according to the number of auxiliaries that accompany the verb.

1. *Verbs with no auxiliaries*
verb)

A. *the verb (be) (after the*

(7) *She is sometimes late.*

B. *all other verbs (before the verb)*
late.

(8) *She sometimes comes*

2. *Verbs with one to three auxiliaries (after the first auxiliary)*
late.

(9) *She has sometimes come*

(10) *She has sometimes been coming late.* (Frank, 1972,p.

166)

Another place indicated by Thomson and Martinet (1986,p. 39) is before or

after an auxiliary when used alone:

(11) *Yes, we sometimes do/ We do*

sometimes. (As an answer to: do you work late?)

2.2.3 Final Position

This place is the most natural one for adverbials. A large number of them are placed in this position (Eckersley& Eckersley, 1960,p. 266). This position is "less emphatic than initial position, but more emphatic than mid-position" (Frank, 1993,p. 147). Adverbials used in final location, follow the verb and any complement(s) they may have. (Frank, 1972,p. 169). Besides, there is no restriction to the number of adverbials in this position; two or more may follow each other.

(Hornby, 1976,p. 165).

(12) He sang that song well.

(13)*He sang well that song.

(14) She sings well.

(Ibid: 165-6)

An important rule

to remember about an adverbial position is not placing them between the verb and its object. These are not generally separated in an English sentence.

(15) *I very much like my job.*

(16) *I like my job very much.*

(17) **I like very much my job.*

(Swan, 1984, p. 20, 21)

2.3 The Relationship between the Position of Adverbial and its Meaning

It is a famous fact that the location of an adverbial and the meaning it carries are interconnected with each other. Miller and Brantley (1993, p. 107) state "placing the adverbial in another position may change the entire meaning of the sentence".

2.3.1 Space Adverbials

Be/come/go + noun subject can follow the adverbials "Here and there" (18) Here is Ann.

(19) There goes our bus.

(In the examples above, here/there carry more stress than when they are placed after the verb. There is also a difference in meaning.)

(20) Ann is here. (=she is in this room/

building/ town) but

(21) Here is Ann. (=implies that she has just

appeared or that we have just found her) (Thomson and Martinet, 1986, p. 54)

2.3.2 Adverbials of Time

In sentences that contain two verbs, or adverbials should be placed in such a position that may not cause ambiguity, especially in the written language (i.e. to make clear to which verb or the adverb is belonging). Adverbs expressing time or manner are troublesome in this respect. Such sentences should be recast to make the meaning clear.

will be put in the final position

(22) She mentioned finding the money

yesterday.

There is a tendency to interpret such an adverb in the final position as belonging to the second verb. If the adverb is intended to modify the first verb, the sentence can be corrected:

(23) Yesterday she

mentioned finding the money. (Frank, 1993, p. 149)

2.3.3 Adverbials of Manner

If manner adverbials are moved from its place into another, their meaning will be alternated as they are shown in the following sentences.

(24) They secretly decided to leave the country. (The decision was secret)

(25) They decided to leave the country secretly. (The departure was to be secret) Changing the adverbial

'foolishly' from its position to the end of the sentence will lead to the variation of meaning.

(26) He foolishly answered the questions. (=answering was foolish/it was foolish of him to answer at all.

(27) He answered the questions foolishly. (=his answers were foolish). (Thomson and Martinet, 1986, p. 52, 53).

2.3.4 Adverbials of Frequency

Alternating the adverbials of frequency from their site into another, will lead to the variation of meaning as they are shown in sentences (28) and (29).

28) We hit him in public often. Means the frequency with which we hit him in public.

(29) We hit him often in public. Stresses on the place where they beat her often. (Lakoff, 1970, p. 185)

2.3.5 Adverbials of Degree

The adverbial

"Just" like "only" usually comes before the word it qualifies or it immediately precedes the verb.

(30) I will buy just one.

(31) I shall just buy one.

Sometimes this change of order leads to a change in meaning:

(32) Just he signed here.

(=this is all he had to do)

(33) He signed just here. (= he signed in this

particular spot)

(Thomson and Martinet, 1986, p. 54)

- 60) (34)The fire almost destroyed the whole building. (=but it did not) (35)The fire destroyed almost the whole building. (=most of) (Frank, 1993,p. 149).

2.4 Characteristics of Adverbial

Grammarians have dealt cautiously with adverbial and considered it a complex area of English grammar. Adverbials have different syntactic realisations. In addition to the adverb's morphological characteristic, as the most important one (i.e. the majority of them have the derivational suffix-ly), adverbials can also be mobile and optional (though some of them are obligatory and some others found in are fixed position). (Quirk and Greenbaum, 1973, p. 125), (Leech and Svartvik, 1975,p. 197).

2.4.1 Mobility

Herndon (1970:94) states that "most adverbials are extremely mobile" and, in some cases, deciding whether a given form is an adverbial depends on whether it moves easily from one position to another. The large number of adverbials can have different positions in a sentence (Hornby, 1976,p. 165). The high mobility helps its members to occupy different positions in the SVO sequence which can't be happened with the other elements.

- (36) Usually her mother enjoys parties very much. (Initial)
 (37) Her mother usually enjoys parties very much. (Medial)
 (38) Her mother enjoys parties very much, usually. (Final) (Quirk et al, 1985,p. 51)

There are also some adverbials that occupy positions that can't be occupied by other adverbials of the same subclass. Let us take time adverbials "soon and tomorrow and those of manner well and skillfully" in the following sentences:

- (39) They will play chess.

Time: (soon) (soon) (soon) *(soon) (soon)
 well
 (tomorrow)
 (skillfully) (Stageberg, 1971: 216)

Manner:
 Time: (Tomorrow)
 Manner: (skillfully)

2.4.2 Optionality

Every simple declarative sentence contains two syntactic components that are basic in the clause/ sentence (i.e. subject and predicate are obligatory) and one or more adjuncts (of place, time, manner, etc.). Adjuncts are noncompulsory dispensable elements. Their removal does not affect the grammaticality of the clause/sentence. This can't be applied to Subject and Predicate, as their remove will distort the sentence. Subject and predicate are, therefore, called nuclear, and adjuncts extra nuclear elements. (Lyons, 1968,p. 334). Adverbs are the most peripheral. Their position is most frequently final. They are usually optional and mostly mobile. It is possible, for example, to omit the adverbial (usually) in the above example.

- (40) He put the toys upstairs. (41)
 Her mother enjoys parties very much. (Quirk et al, 1985,p. 51)

There are some adverbials can not be deleted from their location. They are important elements in completing the meaning of the sentence. The space adjunct (upstairs) in the example (40) can not be deleted because it is obligatory, it is an essential item to the completion of the sentence answering, "Where must he put the toys?". The following sentences reveal the importance of obligatory adverbials.

- (42) He must put all the toys upstairs immediately.
 (43)*He must put all the toys immediately.
 (Quirk et al, 1985,p. 52, 499) (44) The path goes round
 the field. (Obligatory) (45) *The path
 goes. (Crystal, 2003,p. 221) (46) They are
 here. (Obligatory) (47)*They are.(The
 predication is incomplete. The adverbial should be present in the sentence)

2.5 The Characteristics of Adverbials within the Literary Texts

2.5.1 Fronting

Fronting is a process where an element is put initially for a certain reason. In other words, it is the term that applies to instances of stylistic movement in which an element of a given structure is extracted from its normal / unmarked position (in the middle or end of that structure) and placed in an unusual/ marked position. An obligatory adjunct can be fronted. It moved from its normal position which is unmarked to the initial position.

(48) 'Here is no water, but rocks'. (Eloits: the waste land:33). The following four types of sentence components can be fronted, namely (i) obligatory adjunct, (ii) optional adjunct, (iii) direct object, and (iv) object complement. Each of these constituents is separately handled below:

(1) Obligatory Adjunct Fronting :the obligatory adjunct fronting can be seen in the following sentences:

(49). Here is no water but only rock (Eliot's "The Waste Land" 331)

(50). In my beginning is my end. (East Coker:1)

It is noted that the adverbials in previous examples, which function as obligatory adjuncts are moved from their final / unmarked positions to initial / marked positions. This is to say that when the above sentences retrieve their unmarked forms, they read as follows.

(51) No water is here but only rock. (Nofal, 2011,p. 54)

(2) Optional Adjunct Fronting: Adverbials in general are characterized by a type of positional mobility that is not typical of other types of sentence elements. For example,

(52) By the waters of Leman I sat down and wept ("The Waste Land" 182).In this instance, the adverbials are moved from their unmarked places (sentence finally) to a marked position at the opening of the sentences. Due to the fact that adjuncts can be stacked, it is possible to front the optional adjunct occurring in a given structure as can be seen in the following example, where three such adjuncts are fronted:

(53). In this decayed hole among the mountains.

The difference between fronting of obligatory adjuncts and fronting of optional adjuncts is that the former is usually accompanied by SV inversion, whereas the latter does not involve any kind of inversion. Both obligatory and optional fronting are used as a matter of front focus. (Nofal,2011,P. 55)

2.5.2 Ellipsis enables the abbreviation of sentences by omitting items that are retrievable from the context. In colloquial speech, which poets in general extensively use, ellipsis gives precision and brevity. The stylistic variety of ellipsis in poetry includes the following grammatical elements: (i) ellipsis of subject pronoun (ii) ellipsis of the copula "be", (iii) ellipsis of lexical verbs, (iv) ellipsis of subject pronoun plus the copula be and (v) ellipsis of relative pronoun plus the copula be. The following is a representative example:

They are

(54) But in the lamplight, Δ Δ downed with light brown hair! ("Prufrock": 63-5). (Nofal,2011,p. 59)

2.5.3 Clefts and Extraposition

Clefts and extraposition have similar structural and functional properties. They are both thematically marked, in that the theme slot is employed by the pronoun 'it'. Yet, they are treated separately. They both have it as their initial element, followed by the copula be, an additional constituent (the highlighted element in clefts, and the remaining part of the predicate of the main clause in extraposition) and a subordinate clause. (Web 2)

Extraposition: highlights the subject of the sentence by reducing a subordinate clause from the subject position to the end of a sentence. For example, the subject clause in (55) That he left in such a hurry, is extraposed finally in the sentence (56).

(56) It is no surprise that he left in such a hurry. This mechanism is done with the help of the pronoun "it".

The criteria for distinguishing between clefts and extraposition is clarified in the following tips:

1-Deleting the pronoun 'it'.

2-Moving the final clause to the beginning of the sentence.

3- If the structure obtained is grammatical, the original construction will be an instance of extraposition, while if the construction got is grammatically wrong, the original structure will be a cleft as they are clarified in the following sentences:

Cleft: (57) "It was a bright yellow jacket that Henry bought yesterday". (58) un-cleaving "* That Henry bought yesterday was a bright yellow jacket". Extraposition (59) "It is no surprise that he left in such a hurry". Reinstatement (60) "That he left in such a hurry is no surprise".

(Perez- Guerra,1982,p. -1819).

3.Data Analysis and Discussion

3.1Introduction

This research deals with discovering the frequency of adverbial positions in different literary texts. It reveals their rate in initial, medial, and final locations. It shows the importance of these locations in literature. In other words, why the writers uses a certain position of adverbial in presenting their ideas. The study also shows their occurrence in various literary techniques such as, fronting, inversion, cleft-sentences, ellipsis, etc. It clarifies the adverbial characteristics within these processes by choosing a sample of each literary genre.

They are shown as follows:

The Poem is 'The Waste Land' by Eliot(1922)

The Play is 'The Entertainer' by Osborne, J(1961)

The Short Story is 'Cat in the Rain' by Hemingway, E(1923)

The Novella is 'Under the Garden' by Greene, G(1986)

The Novel is 'Where Angels Fear to Tread' by Froster, E(1905)

3.2 The Frequency of Adverbials in Literary Texts

3.2.1 The Percentage of Initial Location

According to the sample selected, it appears that poems construct the highest percentages in the adverbial initial position. Poets put adverbials initially in the lines of their poems to emphasise some adverbials of time, place, process, etc. The poet tries to put something important at the beginning of the sentence/clause. The percentage of initial adverbial position in the poem is more than their percentages in other literary genres. The adverbials can be fronted for textual targets. They are textually interesting. They also attract the attention of readers to certain settings. Additionally, temporal and spatial adverbials are considered to be setting adverbials. They are syntactically in marked position.

Adverbials of time are realised by noun phrases and they are put initially. They are more emphatic. Writers sometimes use adverbials of time initially in order to make a connection with what's mentioned in the previous sentence. E.g. For the 1st hour the team seemed evenly matched. Then came the turning point in the game as Ed. Scored. The degree of markedness is tied to the type of the verb contained in the sentence as it is stated by (Thomas, G. 1991,p. 2). Yet, some adverbials can't be fronted in a clause. Fronting can involve obligatory and optional adverbials. Adverbials of time also occur at the beginning of a sentence particularly when there are other kinds of adverbials at the end of the sentence. For instance, On Sunday, I started another puzzle because I was bored. Fronting can involve inversion which is used by writers as a deviation device for persuasion. It comprises transposing a structure constituent from its usual position towards the beginning resulting marked position. The inversion shows a concentration on a certain image or idea by giving it pride of place. It is observed that initial positions in literary texts are occupied by disjuncts. Non-finite adverbial clauses occur initially in novels, novellas, and short stories.

For instance, alone in his room, she switched on the light. The initial adverbial clauses precede the main clauses. Adverbials of position and direction occurring initially in a clause/sentence cause subject-verb inversion. E.g. away went the car like a whirlwind. In literary genres particularly the style of drama, the playwrights use particles initially for dramatic purposes which causes an inverted form of subject-verb. e.g. out came John. The following table (3-1) shows the frequency of adverbials at an initial position.

The Percentage of Adverbials at Initial Position. Table (3-1)

Name of literary genre	No of initial Position	Percentage
Poem	30	55.6
Drama	34	7.6
Short Story	4	6.8
Novella	40	11.3
Novel	140	12.1

3.2.2The Frequency of Medial Position

The medial position can be observed by a single adverb, noun phrase, or prepositional phrase. The temporal adverbials can be realised by prepositional phrases in a medial position. In some literary texts, the medial location is separated by a comma. For example, ‘Philip, with his bad temper, he returned to Stella’. However, the prepositional phrases that are located in the medial position are fewer than those occupied by single adverbs.

Some adverbials are typically located medially, such as never, already, etc. The medial position sometimes contains a cleft sentence which is used particularly in written English because it marks unambiguously the focus of information that can usually be done in speech by means of contractive stress and intonation. For instance, It was Denny that Jim found last night. Adverbials occur in the medial position within the cleft-sentence. Cleft sentence construction is a means of focusing information. This criterion is made by two clauses. It is a tool for moving the concentration to a cleft structure. (Quirk et al, 1985,p. 504). Cleft sentences can express different textual meanings. Adverbials occur medially before words modify.

Narrative texts use adverbials as modifiers of other words, simply because writers give more details and modifications about terms they describe. In the medial location, adverbials are put before the negative particle ‘not’. If they emphasise the negative. For example, I certainly don’t agree. Adverbials can follow the main clauses. They occur medially. When adverbials of place and time occur together. Locative adverbials precede the time adverbials. They occur after the verb and its complement. Manner adverbials occur in the middle when they are located in passive form. The table (3-2) below reveals the frequency of medial position adverbials in various literary texts.

The Percentage of Adverbials at Medial Position. Table (3-2)

Name of literary genre	No of medial Position	Percentage
Poem	9	16.6
Drama	208	46.9
Short Story	9	16.6
Novella	162	45.7
Novel	593	51.4

3.2.3 The Frequency of Final Position

Some literary genres are occupied by adverbials at a final position. They will be the main focus of the message. For instance, I visit him sometimes. In literary genres, writers use adverbials of time initially or finally. They rarely use them medially. It is seen that boosters are usually put medially or finally but they never occur initially in the literary samples. Manner adverbials occur finally in active sentences.

The Percentage of Adverbials at Final Position. Table (3-3)

Name of literary genre	No of Final Position	Percentage
Poem	15	27.7
Drama	201	45.3
Short Story	41	75.9
Novella	152	42.9
Novel	420	36.4

3.3 Discussion

The present research shows the frequency of various adverbial locations in literature as it is shown in the tables mentioned previously. It shows the percentages of initial, medial and, final positions in each literary text. It appeared that poets use initial location more than other adverbial places. They attempt to focus on adverbials more than other sentence elements. They highlight adverbials that have various semantic roles, such as time, space, reason, purpose, condition, etc. Transmitting adverbials from their unmarked position which is medial or final into the initial location (marked position) will attract the attention of the reader to the setting, process, reason, etc. (Eliot, T) uses adverbials initially 55% of his poem 'The Waste Land'. He tries to attract the attention of his readers to these adverbials. These initial adverbials are realised by single words, or phrases that can be noun phrases, prepositional phrases or even clauses (finite/non-finite). This location sometimes causes inversion which can be either subject-verb inversion or subject-operator. It can also be seen within elliptical clauses.

However, narrators use adverbials medially, or finally more than the initial site. These adverbials are observed by adverbs, phrases or, even as clauses. The narrative texts are characterised by using adverbials in their normal position. Writers can use adverbials within cleft-sentences.

4. Conclusions

it is concluded that poets use adverbials at the initial position more than other literary genres. Obligatory and optional adverbials are fronted a lot in poetry. They can also occur initially with verbless clauses when they occur within adverbial clauses. Furthermore, adverbials are put at the initial position in the inversion process. It is inferred that narrators use adverbials so much in telling short stories, novellas and, novels. In these literary genres, adverbials of manner, place, time, reason, etc. are used medially or finally. These adverbials are also located medially in cleft-sentences and extraposition. While the adverbials occur finally so as to give end-focus and destination. They are commonly put in their unmarked position.

5. Recommendations

It is necessary to provide EFL learners with adverbials positions in literary texts in order to enable learners with adverbial locations and the importance of these positions in literature. In other words, it is important to know the frequency of adverbials in a literary text by presenting this grammatical subject. Furthermore, the learner should be supplied with adverbials within certain literary techniques. It is important to clarify which literary genre has initial adverbials more widely than other sites and state the reasons beyond this position. In other words, it is essential to the causes of markedness. The learner should make a connection between grammar and literature.

6. Suggestions for Further Research

Taking into consideration the results obtained, suggestions for future research might be put forward as follows

- 1-A study can be carried out to investigate the pragmatic aspects of the adverbials' categories.
- 2-A contrastive study can be constructed between English RCs and their counterparts in Arabic to find out areas of errors resulting from the interlingual transfer.
- 3-A research can be chosen as the sequential order of adverbials in English and Arabic.

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