

Pragmatic Discourse of Givenness and Adverbial Clauses: Applied Linguistics Research Articles and Thai Undergraduate Students' Writing

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ABSTRACT

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This study examines the correlation between the theory of pragmatic discourse of givenness and CP adverbial clauses from the two datasets: Q1 SCOPUS applied linguistics research articles and Thai undergraduate students' writing. The first set was 24 applied linguistics research articles from journals of *English for Specific Purposes* and *English for Academic Purposes*. There were 45 tokens of adverbial clauses. Another set of data collection was 35 participants, majoring in English, whose English proficiency was A2 or elementary based on their *Oxford Placement Test*. The second dataset contained 31 tokens of CP adverbial clauses in descriptive and narrative writing. Data was analyzed using *Pearson Correlation* in SPSS29. The first section showed there was a statistically significant relationship between the theory of pragmatic discourse of givenness and CP adverbial clauses in applied linguistics research articles where the p-value was reported at 0.011. The reasons why CP adverbial clauses are used are due to giving the arguments from previous studies. This implied that the SCOPUS writers knew well how to use CP adverbial clauses regarding form, functions and genre. In contrast, the results in the second dataset showed there was a statistically significant relationship between the CP adverbial clauses and non-givenness produced by Thai undergraduate students where the p-value was reported at 0.001. Accordingly, Thai private university students whose English proficiency was elementary used CP adverbial clauses arbitrarily; non-reasonable. This implies that they knew form, but they did not know what are the function CP adverbial clauses which were applied in different genres. It is expected that the results in this study will help Thai undergraduate students improve their usage of CP adverbial clauses accurately and appropriately.

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INTRODUCTION

Nowadays, it is inadequate to study only coursework at universities. Students are offered new experience to conduct a mini-research project on their own interest. Conducting a research study allows the students to learn both theoretical concepts and examples from empirical evidence at the same time. Moreover, the students need to plan their methodology carefully in order to answer their research questions reliably. Pardede & Purnamasari (2021) summed up various usefulness of students' involvement in research, such as critical thinking, personal initiative and communication skills development, active learning, self-confidence, and engagement promotion. Due to this usefulness of a research study, Abun et. al. (2019) found that there was a statistically significant relationship between graduate students and positive attitudes towards conducting research studies where the p-value was reported at 0.00. The main reason to support their positive attitudes was an increase of their knowledge. Accordingly, this is viewed as part of the accomplishment in their life.

Bachelor degree students studying the English language, English Linguistics and Applied Linguistics, are required to conduct a mini-research project before the date of graduation comes. They are encouraged to choose the topic of their own interest, such as intercultural communication, speech acts and figurative language. However, everyone is required to submit a final research report. It is true that the students were taught how to conduct a research study, such as methodology, data collection and data analysis, but the subject of research writing is not formally taught by every university. Once the students asked their teachers about this matter, one of the recommended ways is to study from the published documents in the field.

The best example is a study of the target publication that the writers expect to publish their paper. To study from reliable and valid documents as in Q1 SCOPUS applied linguistics research articles are regarded a good practice. Each publication has an editor-in-chief who selects several reliable researchers to review the paper. Each research article is carefully reviewed by several experts in the field. Before the paper gets published, it is proofread by English native speakers. This ensures that both content and language in each research article are reliable and accurate.

In the past, a number of scholars employed research articles in the field of applied linguistics to study a variety of syntactic structures in English, such as passive voice, *that*-clause complements and adjective clauses (Ahmadi, Esfandiari and Zarei, 2020 and Lu, 2013). However, a number of previous studies reveals that learners of English as a Foreign Language (EFL) had the problems of using adverbial clauses for two reasons. The first problem was the overuse of adverbial clauses. The second one was the placement of adverbial placement in sentences (Gries & Wulff, 2021; Larsson, 2020). In terms of positions, adverbial clauses could be placed both in the initial and final position of the sentence, such as (1).

- (1) (a) *When we had dinner*, we talk about visiting our grandmother this weekend.
- (b) We talk about visiting our grandmother this weekend *when we had dinner*.

Examples (1a) and (1b) consist of adverbial clauses (the dependent clause) and independent clauses (the main clause). Despite placing them in different positions, the two examples are the same semantically. The truth value between the two sentences is identical. This means that the two events between having dinner and talking happen simultaneously. However, when comparing the two sentences again, example (1a) placed the longer piece of information at the final position of the sentence. This practice complies with the *theory of end-weight principle* where a longer piece of information is placed at the final position.

Linguistically, English is an end-weight structure (Smolka, 2017). The theory of end-weight principle was originated from the Prague school of Linguistics. This school combined the linguistic theories of structuralism and functionalism together (Halliday and Hasan, 1976). If the sentence structure in English is divided into two parts, which are VP premodifiers and VP postmodifiers, the information that is filled in the Spec T or the subject position is likely to be shorter (Eitelmann, 2016). However, the information placed at the final position is likely to be longer. If the sentence consists of adverbial clauses and independent clauses, the clauses that is longer is placed at the final position.

In addition, the theory of end-weight principle relates to the pragmatic discourse of given and new information in that the given information is placed at the subject position (Pribylová, 2019; Sanders and Canestrelli, 2012; Smolka, 2011; Smolka, 2017). The information in Spec T is usually summarized, nominalized or paraphrased to be shorter from the previous discourse. This could be a reason to explain why the subject is short, while the new information containing the longer piece is placed at the final position of the sentence (O'Neill, 2005; Smolka, 2017).

In contrast to the first assumption, the second assumption is that the English language linguistically follows the principle of iconicity of sequential events. Temporally, the event that happens first in the real world is expressed first. On the other hand, the event that happens later is written subsequently (Diessel, 2008; Ji, 2010), such as (2a).

- (2) (a) *After we watched movie*, we went to have dinner at our grandfather's house.
(b) We went to have dinner at our grandfather's house *after we watched movie*.

Example (2a) shows that the two events are placed sequentially according to the real-world event. Watching a movie is the first event, so it was reported first. Having dinner is the second event, so it was reported subsequently.

Aside from the principle of iconicity of sequential events, another theory is pragmatic discourse of givenness, referring to the placement of the given information that links with the previous discourse. On the other hand, the clause containing new information is placed at the final position, such as (3).

- (3) Peter planned to retire soon due to his physical problems. *After his retirement*, he will go back to his hometown at North Carolina.

The adverbial phrase in example (3) is landed in the initial positions as *topicalization*. It links with the previous discourse. The information of retirement is a given piece of information, so it is placed in the initial position for the reason of cohesion. This current

study tested the theory of pragmatic discourse of givenness and CP adverbial clauses in applied linguistics researcher articles whether they are correlated or not. If this assumption is true, the argument is likely to be a new information and it is likely to be placed at the final position of the sentence.

In generative grammar, adverbial clauses are analyzed by either PP prepositional phrases or CP complementizer phrases. The examples of prepositional phrases are *before*, *during* and *after*. On the other hand, the CPs headed as adverbial clauses are *when* and *while* (Radford, 2009). However, the problem is that EFL learners are overgeneralized that the adverbial heads *when* and *while* are syntactically analyzed as PPs.

A number of previous studies used a qualitative approach to study adverbial clauses in different genres. For example, Wongkittiporn (2021) used the genre of cookbooks in English to observe the system of adverbial clauses. In term of syntactic structures, the results showed that finite adverbial clauses occurred the most at 53.96 percent. The semantic denotations of temporal adverbial clauses occur the most at 84.65 percent. This is because cooking too long could affect the taste and the texture of meat. To follow recipe, the process must be sequentially given. The use of adverbial clauses is likely to follow the principle of iconicity of sequential events, referring to the sequential order of what happening in the real world, such as (4).

- (4) Add the garlic and cook until lightly toasted, about 30 seconds –it cooks very quickly, so be alert! *Right when the garlic starts toasting*, add the reserved carrots and celery and onions and give the whole thing a stir.

(Wongkittiporn, 2021, p. 96)

The adverbial clause in (4) when the garlic starts toasting is placed in the initial position to link with its previous information. Aside from that, Wongkittiporn (2022) studied the adverbial clauses in British Broadcasting Corporation (BBC) news, which were the sections of sports news articles. The results in his study showed that temporal adverbial clauses occur the most at 79.73 percents. The semantic denotations of temporal adverbial clauses in sports news articles occur the most frequent because sports event must be reported sequentially according to the duration of competition. Different genres, such as recipe and sports news articles, shows that temporal adverbial clauses are used frequently in these texts. While previous studies employed qualitative studies to study adverbial clauses, this study filled the gap by using a quantitative study to seek the correlation between the pragmatic discourse of givenness and CP adverbial clauses in English. The objectives of the study are: (1) To examine a statistically significant relationship between the pragmatic discourse of givenness and CP adverbial clauses in Q1 SCOPUS applied linguistics research articles; and (2) To examine a statistically significant relationship between the pragmatic discourse of non-givenness and CP adverbial clauses produced by Thai undergraduate students at a private university.

In that regard, the hypotheses are stated as follow:

1. There is a statistically significant relationship between the pragmatic discourse of givenness and CP adverbial clauses in Q1 SCOPUS applied linguistics research articles.

2. There is a statistically significant relationship between the pragmatic discourse of non-givenness and CP adverbial clauses produced by Thai undergraduate students at a private university.

LITERATURE REVIEW

This study tested the statistically significant relationships between different variables. The first one is the pragmatic discourse of givenness in CP adverbial clauses in Q1 SCOPUS applied linguistic research articles. The second one is the pragmatic discourse of non-givenness in adverbial clauses as produced by undergraduate students at a private university.

Adverbs refer to the modifiers of place, manner and time. They are various form of adverbs. It can be a word which has the inflectional morpheme *-ly* as in AdvP *usually*. They can be used in the form of adverbial phrase such as PP *in an hour* as in *Jane will reach here in an hour* (Swan, 2015). In generative grammar, adverbial clauses headed by *when* and *while* are syntactically analyzed as *complementizer phrases* or CPs (Radford, 2009), such as (5c).

- (5) (a) She left *yesterday*. AdvP (Temporal Adverbial Phrase)
 (b) She left *after I came home*. PP (Temporal Adverbial Clause)
 (c) She left *when I came home*. CP (Temporal Adverbial Clause)

The syntactic analysis of adverbials can be AdvP, PP and CP. They can be placed either in the initial position or the final position of the sentence. Moving these AdvP, PP and CP to be landed in the initial position of the sentence refer to *topicalization* or focusing on temporality.

Previous studies focused on the use of adverbial clauses by proficient EFL learners. Asawapannarai and Phoocharoensil (2018) studied concessive adverbial clauses, such as *while* and *whereas* as produced by Thai EFL learners. The participants are intermediate and advanced levels of Thai EFL learners. Both groups are students majoring in English at the most well-known university in Thailand. The results of the study were shown as follows:

Table 1. *Adverbial Connectors (Asawapannarai and Phoocharoensil, 2018)*

Connectors	Advanced Learners (%)	Intermediate Learners (%)
<i>However</i>	50.80	8.85
<i>But</i>	30.87	74.16
<i>Although</i>	7.72	13.98
<i>Nevertheless</i>	4.82	0.53
<i>While</i>	2.89	1.06
<i>Though</i>	1.61	1.06
<i>Yet</i>	0.64	0.35
<i>Whereas</i>	0.64	0.00

The adverbial connector, frequently used by advanced EFL learners, was *however* at 50.80 percent. On the other hand, the connector, frequently used by an intermediate level of EFL learners was *but* at 74.16 percent. The concessive connectors *whereas* and *while*

were always used in the final position of the sentence by both groups of EFL learners. In addition, approximately 90 percent of the word *however* is used in the initial position of the sentence by both groups of EFL learners.

Phoocharoensil (2017) studied adverbial clauses of results in the Corpus of Contemporary American English (COCA). In his study, there were four linking adverbials of results including *so, thus, hence* and *therefore*, which were gathered from the genre of academic proeses. The most frequent of linking adverbials of results is *thus* followed by *therefore*. The most frequent pattern of the linking adverbial *thus* and *therefore* is that they are used at the beginning of the sentence at 53 percent and 33.33 percent, respectively, as in *Thus, S+V*.

Previous studies used academic proeses and EFL advanced learners to study their use of adverbial clauses. This study contributed to the field by focusing on different groups of EFL learners as in EFL elementary students.

RESEARCH METHODS

The research design in this study was a quantitative study as described in Table 2.

Table 2. *Research Questions, Research Designs and Research Instruments*

Research Questions	Research Designs	Research Instruments
Is there a statistically significant relationship between the pragmatic discourse of givenness and CP adverbial clauses in Q1 SCOPUS applied linguistics research articles?	Quantitative Method	SPSS29 Correlation
Is there a statistically significant relationship between the pragmatic discourse of non-givenness and CP adverbial clauses as produced by Thai undergraduate students at a private university?	Quantitative Method	SPSS29 Correlation

Data Collection

The data collection in this study is Q1 SCOPUS applied linguistics research articles and Thai undergraduate students' writing. The applied linguistics research articles in this study were journals of *English for Specific Purpose (ESP)* and *English for Academic Purposes*. These two journals are highly-quality journals as indexed in the Q1 SCOPUS databases longer than a decade. A number of data collection in this study followed Ruiying and Allison (2004) who recommended that 12 research articles should be collected from each journal (Khani and Tazik, 2013; Ruiying and Allison, 2004). However, various topics regarding applied linguistics were selected to avoid bias in the process of the data collection. They included language use, teaching approaches, the use of technology in English language teaching and language assessments. Accordingly, the data collection in this study were 24 applied linguistics research articles from the two journals which were published from the years of 2022 to 2024.

The second dataset was Thai undergraduate students from a private university in Thailand. The participants in this study were 35 students who enrolled the course as offered by the Department of English Language called *Writing 1*. They got the level of *Oxford*

Placement Test at A2 equivalent to an elementary level. They were instructed to write two paragraphs. The first one was a descriptive paragraph. The second one was a narrative paragraph. A number of word count was approximately 150-word for each paragraph. The experiment of writing was three hours in a quiet classroom. The participants were not allowed to use all kind of electronic devices and dictionary while they were writing their given assignments. The topic of writing was *Bangkok as a Popular Destination* and *the Most Terrible Time in my Life*. The topics of writing were validated by three English instructors, where the percentage of agreement was reported at 100 percent. Approximately 10,000 words were produced by the 35 participants. 31 CP adverbial clauses using with *when* and *while* were found in their writing. The CP adverbial clauses in both datasets were coded by the following coding schema.

Coding Schema

The coding schema in this study was given below.

Table 3. *Pragmatic Discourse of Givenness and Adverbial Clauses*

Code 1	Code 2
Code 1 was given when a CP adverbial clause complied with pragmatic discourse of givenness.	Code 2 was given when a CP adverbial clause does not comply with pragmatic discourse of givenness.

The two codes are applicable with the two research questions. Therefore, the results of each question were comparable statistically.

Data Analysis

According to Woodrow (2014), if the p-value was equal or less than 0.05, this means that there was a statistically significant relationship between the two variables. In terms of syntactic analysis, the adverbial clauses in this study follows Radford (2009) who syntactically analyzed adverbial connectors *when* and *while* as CP.

To avoid bias of gathering the same set of information, the results of the pilot study were gathered from Q1 SCOPUS applied linguistics research articles called *System*. This stage helped check the possibility of conducting this research study. The following examples show that adverbial clauses are placed in the initial position to comply with the pragmatic discourse of givenness.

- (6) L2 educators face specific challenges when dealing with *AI writing tools* and should address these challenges as a means to enhance learner support. The undeniable capacity of *these powerful tools* to shape the future of education places a responsibility on teachers and education researchers to help students develop the skills and knowledge they need to succeed. *While the recent advancements in AI have revolutionized various aspects of language learning and teaching*, it is important to recognize how these innovations have built upon and influenced the development of Automated Writing Evaluation (AWE) systems, setting the stage for their critical role in L2 writing instruction.

(Karatay and Karatay, 2024, p. 1)

Example (6b) shows that the adverbial clause is placed in the initial position because it directly links with the information in the previous discourse.

RESULTS

This section reported the result of pragmatic discourse of givenness and CP adverbial clause in applied linguistics research articles as in Table 4.

Table 4. *CP Adverbial Clauses and Pragmatic Discourse of Givenness in Q1 SCOPUS Applied Linguistics Research Articles*

Correlations			
		CP Adverbial Clauses	Givenness
CP Adverbial Clauses	Pearson Correlation	1	.375*
	<i>Sig. (2-tailed)</i>		.011
	N	45	45

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows a statistically significant relationship between the pragmatic discourse of givenness and CP adverbial clauses in Q1 SCOPUS applied linguistics research articles. The p-value was reported at 0.011. The CP adverbial clauses are used to link with the previous discourse, such as (7).

(7) Moreover, in a longitudinal (2005–2016) analysis of research trends in the broader field of Applied Linguistics, the *semi-structured interview* was found to have noticeably increased as a research method during the study's analysis period. *While the semi-structured research interview has become a central method of inquiry in EAP research*, recent qualitative methodologies' scholarship has raised concerns that simplistic approaches to the research interview are pervasive and that interview data is both over-used and under-analysed.

(Junnier, 2024, p. 1)

Example (7) shows that the CP adverbial clause *while the semi-structures research interview* was reproduced as the given information to link with the same information with the previous discourse. This is explained why the CP adverbial clause was placed in the initial position. In addition to the CP adverbial clauses in applied linguistics research articles, the results of pragmatic discourse of givenness and CP adverbial clauses as produced by Thai undergraduate students, majoring in English, are reported in Table 5.

Table 5 shows the results of CP adverbial clauses and pragmatic discourse of non-givenness in Thai undergraduate students' writing. The p-value was reported at 0.001. There was a statistically significant relationship between non-givenness and CP adverbial clauses in Thai undergraduate students' writing in this study. Some examples are given in (8).

(8) (a) And at last reason is that Bangkok is full of *yummy street food*. *When tourists visit Bangkok*, they must try Som Tam, Khao Mun Gai and Pad Thai.

(b) I felt really depressed. I was about 8 years old *when I experienced this moment*.

Examples (8a) shows that there is no cohesion between the CP adverbial clause the information in the previous discourse. Example (8b) shows that the CP adverbial clause is placed in the wrong position.

Table 5. *CP Adverbial Clauses and Pragmatic Discourse of Non-givenness as Produced by Thai Undergraduate Students*

Correlations			
		CP Adverbial Clauses	Non-givenness
CP Adverbial Clauses	Pearson Correlation	1	-.581**
	<i>Sig. (2-tailed)</i>		.001
	N	31	31

** . Correlation is significant at the 0.01 level (2-tailed).

To sum up the results in this study, the Q1 SCOPUS writers knew how to apply CP adverbial clauses in terms of form, function and genre correctly. On the other hand, this linguistic competence is a lack among Thai undergraduate students with the English proficiency of elementary level.

DISCUSSION

Relationships between the Initial Position and CP *when* and *while*

According to Radford (2009), the adverbial connectors *when* and *while* are analyzed as CP complementizer phrases. The results in this study showed that there is a relationship between CP adverbial clauses and their initial positions of the sentence in applied linguistics research articles. It seems that the use of CP adverbial clauses in this is predictable and systemic. This reflects the theory of generative grammar in English linguistics. To theoretically reflect the CP adverbial clauses in applied linguistics research articles, they function as *topicalization*. It is the topic for the writers to elaborate, explain and make an argument.

Form, Function and Genre

The results in this study showed the statistically significant relationship between the pragmatic discourse of givenness and adverbial clauses in Q1 SCOPUS applied linguistics research articles. As mentioned by O'neill (2005), the pragmatic discourse of givenness refers to placing the given information that link with the previous discourse to create cohesion. The concessive adverbial clause *while* in applied linguistics research articles was used to link with previous information before the authors provide their own counter arguments in the independent clause.

While previous studies indicated the theory of end-weight principle and adverbial clauses, the results in this study show that the use of adverbial clauses in applied linguistic research articles is not actually about short before long information. However, the placement

of adverbial clauses in the initial position is about the linking between given and new information for the sake of cohesion, as exemplified in (9).

- (9) Thus, genre-families are represented in these tables according to their essential characteristics, though some genre-families do contain genres carrying additional purposes, such as reflections that are also often *evaluative*. *While evaluate is a function that seems to be especially important in this study of English-department writing, it is worth considering together with the Inform function, which is found across a majority of university writing according to another analysis of assignment function, audience, and genre.*

(Tasker, 2022, p. 52)

Example (9) shows that the given information *evaluate* is linked with the previous discourse which is the adjective *evaluative*. The contrastive information in adverbial clauses shows that the writers agree or admit the existence of such facts. However, the counter-argument in research articles is viewed as a new piece of information that is placed at the final position in order to counteract with the previous information.

If these SCOPUS writers are regarded as advanced learners of English, the results in this study complied with Phoocharoensil (2017). Advanced learners can use the concessive adverbial clause with the connector *while* more effectively than an immediately level of English learners.

As mentioned in the earlier chapter, form and function have different preferences in genres. Different pragmatic functions are applied with different genres. It is true that adverbial clauses in cookbooks follows the principle of iconicity of sequential order. This is because adverbial clauses of temporality are dominant in this type of text and ingredient must be put in order. Cooking too long may affect the taste of food When learning writing in the genre of process, especially cooking. The form of adverbial clauses should be taught with the principle of iconicity of sequential order when teaching the process writing.

In contrast, why the function of pragmatic discourse of given and new information is well applied with the genre of applied linguistics research articles. The research article is not only used to report facts, it is also used to counter argument when the new findings are discovered. When making a new argument, the writer usually provide the arguments that they want to counter before presenting their own arguments (Tian and Crossley, 2024). In doing it this, the function of pragmatic discourse of given a new information must be applied. This shows that form and function are different preferred in different genres as concluded below.

Table 6. *Form, Function and Genre*

Form	Function	Genre
Adverbial Clauses	Principle of Sequential Order	News Report, Recipe
	Pragmatic Discourses of Givenness	Research Articles

Table 6 could be applied pedagogically when the teachers teach syntactic structures to their students in context. Not only is the form of syntactic structure taught individually,

the English language teachers should consider about their functions and genres at the same time.

CP Adverbial Clauses and Thai Undergraduate Students' Writing

The results in this study shows that there was a statistically significant relationship between non-givenness and CP adverbial clauses in Thai undergraduate students' writing in this study. The p-value was reported at 0.001. The examples were reproduced as follows:

- (10) (a) And at last reason is that Bangkok is full of *yummy street food*. *When tourists visit Bangkok*, they must try Som Tam, Khao Mun Gai and Pad Thai.
(b) I felt really depressed. I was about 8 years old *when I experienced this moment*.

The results in this study complies with Gries and Wulff (2021) and Larsson (2020) who stated that learners of English as a Foreign Language (EFL) had the problems of using adverbial clauses in the wrong position of the sentence as clearly reflected in example (10). To comply with the pragmatic discourse of givenness, example (10) could be reproduced in example (11).

- (11) I felt really depressed. *When I experienced this moment*, I was about 8 years old.

The pragmatic discourse of givenness is problematic for students with A2 level. Those students who received the test result of A2 were called *Waystage* or *Elementary*. The test takers with the level of A2 could apply basic grammatical structures, such as present simple, continuous verbs, past simple. They can use comparatives and plan the future. However, this interpretation of the test results does not give the information about the cohesion between clauses and sentences.

CONCLUSION

This study investigated pragmatic discourse of givenness of CP adverbial clauses Q1 SCOPUS applied linguistics research articles in order to answer the following research question.

1. Is there a statistically significant relationship between the pragmatic discourse of givenness and CP adverbial clauses in applied linguistics research articles?
2. Is there a statistically significant relationship between the pragmatic discourse of givenness and CP adverbial clauses as produced by Thai EFL undergraduate students?

The answer is that there is a statistically significant relationship between the pragmatic discourse of givenness and CP adverbial clauses in applied linguistics research articles. The p-value was reported at 0.011. The CP adverbial clauses in applied linguistics research articles are always placed at the initial position as topicalization. This topic reports old information, such as the findings of the previous studies. The new information in an independent clause is the argument in the current study. The pattern is concluded as in (12).

- (12) (a) *While the previous studies in the field found that [...]*, this current study [...]

- (b) *While previous studies indicated that [...], this study would add [...]*
- (c) *Whie previous studies indicated that [...], it was disagreed in terms of [...]*

Although the results in this study is useful in terms of academic writing, the results of the study were limited to only the findings of applied linguistics research articles.

While SCOPUS writers knew how to use form and function of CP adverbial clauses in the genre of applied linguistics research articles, the university students whose level of English proficiency were elementary only know how to use the form of CP adverbial clauses in English. They could apply the function of CP adverbial clauses correctly. This means that the use of their CP adverbial clauses was arbitrary. The researcher in this study used two genres of writing, which are descriptive and narrative writing. The results appeared to be exactly the same. It can be noted that elementary EFL learners can know the form of adverbial clauses. However, the ability to apply them with the right functions and different genres remain difficulty.

Generalizing the results of the form and function in this study to other genres may not applicable to the optimal level. For the future study, it is reccommeded that using other genres to study adverbial clauses, such as new articles, would lead to something new to the field.

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