Adverbs In Expressions of Disagreement: a Corpus Study

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Abstract

This study examined the occurrences of expressions of disagreement in the textbook and corpora namely Corpus of Contemporary American English (COCA) and British National Corpus (BNC). Besides, this study scrutinized the concordance lines in which disagreement occur to obtain other language functions that were usually used together in expressions of disagreement. It also studied the used of adverbs in expressions of disagreement. They were categorized based on semantic categories develop by Biber, et al. (1999). Some expressions of disagreement given in the textbook were not found in BNC. The findings from the corpora showed that the speakers tend to give opinions and reasons in stating disagreement. They, moreover, showed direct respect to the interlocutors in order to manage the relationship. These language functions were not found in the expressions of disagreement in the textbook. The adverbs that belonged to the categories of degree and stance were more salient than any other categories. The adverbs intensified the level of disagreement and represent speakers' certainty. Furthermore, the adverbs indicate speakers' attitude toward the issues of disagreement. It seemed that adverbs played a role in stating disagreement. However, no expressions of disagreement in the textbook contained adverbs.

Keywords : *expression of disagreement, corpus, adverb, interlocutor, and language function.*

Abstrak

Penelitian ini bertujuan untuk mengecek kemunculan ungkapan yang digunakan untuk menyatakan tidak setuju di buku teks dan korpus. Korpus tersebut adalah Corpus of Contemporary American English (COCA) dan British National Corpus (BNC). Selain itu, penelitian ini mengkaji ungkapan lain yang biasanya muncul ketika menyatakan tidak setuju dengan menganalisa baris konkordansi. Lebih dalam lagi, penelitian ini menganalisa adverbial yang muncul dalam ungkapan menyatakan tidak setuju. Adverbia dikategorikan berdasarkan klasifikasi yang dikembangkan oleh Biber, dkk (1999). Beberapa ungkapan yang muncul di buku teks tidak ditemukan di BNC. Penutur cenderung memberikan pendapat dan alasan ketika menyatakan tidak setuju. Mereka juga menunjukan sikap hormat kepada lawan bicaranya untuk menjaga hubungan. Hali seperti ini tidak ditemui di ungkapan menyatakan tidak setuju yang terdapat di buku teks. Adverbia yang berfungsi untuk menunjukan kadar dan kepastian dalam ungkapan tidak setuju merupakan fitur penting. Selain itu, adverbia yang merefleksikan sikap penutur juga menjadi fitur yang menonjol dalam menyatakan tidak setuju. Hal ini menunjukan bahwa adverbia memiliki peranan tersendiri ketika penutur menyatakan tidak setuju. Namun, semua ungkapan menyatakan tidak setuju di buku teks tidak memuat adverbia.

Kata Kunci : *ungkapan menyatakan tidak setuju, korpus, adverbial.*

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A. Introduction

A textbook plays a vital role in English learning in the class. As a source of learning, it provides texts whether spoken or written texts. All texts are intended to help students learn English. By exploring the texts, the students notice how English works. They get the models of what expressions the speakers use to carry particular functions. They get the model of language use through textbooks.

The issue of modeling language is also an important issue in language teaching. The language in the textbook is expected to represent the language used in communication. To do so, language used in the textbook can be checked in the corpus. Corpus is defined as a group of texts that was kept electronically.[2] Analyzing corpus can be one of the ways to decide what language should be given as a language model in the textbook. It is a part of developing materials for students. It, moreover, can be used in evaluating the textbook. Language in the textbook can be examined to see the similarities and differences of language use in the textbook and corpora. It can enrich the language use in the textbook. It makes the language in the textbook becomes more natural. Having exposed to natural language makes the students able to understand language in the real communication. The language that the students produce also will be natural. Thus, it supports the students for using language in communication.

The present study focuses on expressions of disagreement. It aims at checking whether expressions of disagreement in the textbook can be found in the corpora. When the expressions of disagreement in the textbook can be found in the corpora, it means the expressions are used in communication. Previous study shows that adverbs tend to occur when the speakers produced expressions of disagreement. Some adverbs represent to what extend the speakers agree or disagree. It shows how intense the speakers deliver his agreement is.[3] It seems that the adverbs carry particular functions in expressions of disagreement. Thus, this study also shows what language functions related to the existences of adverbs that occur in stating disagreement. In addition, the adverbs were categorized based on the semantic classification to find their roles in expressions of disagreement.

Expressions of disagreement are used in the dialogues in which the speakers disagree with the interlocutors. Carrying this function of course would potentially make the interlocutors give negative responses. It would be possible for the interactions to be damaged because the owners of the ideas feel their ideas are not accepted. Therefore, the speakers must manage the language carefully in order to convey their disagreement without potentially having conflicts with the interlocutors. In modeling expressions of disagreement, this function also needs to be considered. The expressions of disagreement in the textbook need to carry this aspect. Then, the students will notice it and practice to use the language. By doing so, it is expected that the students get the real model of language use that equip them for communication.

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[2]S Conrad, *Handbook of Research in Second Language Teaching and Learning. In E. Hinkel (Ed.), Corpus Linguistics and L2 Teaching* (Mahwah: Lawrence Erlbaum, 2005).

[3]R Mutiara, *Expressions of Disagreement in the Textbook and Corpora. Literacy, Linguistics and Language Education. Proceedings of the 2nd International Conference and Linguistics and Language Teaching.* (Yogayakarta, Indonesia, 2017).

Previous study that applied corpus study to analyze language use namely expressions of agreement in the five textbooks and corpus has been conducted by.[4] The corpus is Hong Kong Corpus of Spoken English (HKCSE). Out of 54 expressions, there are only 7 expressions that were found in HKCSE. Expressions in the the textbook occur in 1-10 words. However, expressions commonly found in HKCSE only consist of one word. Based on the findings from HKCSE, it also gives other expressions that are potentially used to express agreement.

In studying similarities and differences of a textbook, there are some available corpora that can be applied such as COCA (Corpus of Contemporary American English) and BNC (British National Corpus). Those corpora have different characteristics. The language in the corpora represents language produced by the speakers in different areas. BNC shows how speakers in the UK use English while COCA covers how speakers in the USA speak and write in English. The size of BNC is smaller than COCA. They also have different registers. However, both corpora have sections on spoken and written language.

In a corpus study, it is common to find the patterns of particular word(s). The words might tend to come with other words. If the words form grammatical aspects, they are called as colligation. For example, the word *stop* tend to occur with *smoking*. It creates the principle of gerund. If the co-occurences do not create grammatical aspects, they are defined as collocations for instance the word *conduct* collocates with *research* and form *conduct research*. The word which

is investigated might appear as a chunk. This chunk can be called as a bundle or an-n-gram. N here means the numbers of words in a chunk such as three, four, or five. The phrase *the research was conducted* is a chunk that consists of four words. The phrase *the research was conducted in* is a chunk of five words. Besides, one of the principles of corpus study is counting the frequency. The words with high frequency in the corpus usually gets special attention. It shows that the words are commonly used in real life. Such words or phrases would be considered in developing materials for language learning.

In doing a corpus study, the words to be searched can be set from the beginning. The words are related to the topic of analysis. The possible words and phrases to be set as the basis of analysis of expressions of disagreement are *disagree* and *not agree*. The words that tend to occur with them show how the speakers used the expressions in communication. They also might carry other language functions that are still related to disagreement. The functions might be used by the speakers to make the expressions of disagreement sound polite. It does not contain rejection. It tries to give more positive nuance to the conversation.

This study aims at studying the expressions of disagreement in the textbook for university students. It sought to answer the research questions below.

1. Do the expressions of disagreement in the textbook exist in COCA and BNC?

2. What are language functions that exist related to the co-occurences of adverbs and disagree and not agree?

3. To what semantic categories do the

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[4]A Seto, *'I Agree with You': A Corpus-Based Study of Agreement. 3L: Language, Linguistics, Literature, 15*, 2009.

adverbs belong?

The findings of the study can be used to improve the language used in the textbook to be more natural. In addition, it sheds light on the characteristics of conversation in which expressions of disagreement exist by describing what language functions tend to occur with them. It gives insight what aspects to be considered to represent the real use of communication in expressing disagreement.

The study applies a corpus study in which COCA and BNC were used as comparison corpora. Corpus study is useful to see patterns that are hard to observed through manual text analysis. [5] The textbook which is a source of data is a student's handbook used only for students in a private university in Jakarta. It consists of spoken and written texts. Disagreement is one of the language points on the textbook. The expressions occur in the spoken language. Because of this, the sub-section of corpora chosen in doing the analysis is spoken language. It was done to create a balance comparison. Therefore, the language studied in the textbook and corpora is spoken language.

Adverbs function to modify verbs, adjectives, and other adverbs (Pullum & Huddleston, 2002).[6] the adverbs can be divided into several semantic categories namely place, time, manner, degree, additive/ restrictive, stance, and linking. Adverbs that carry information of place can be seen as the ones that play roles to give information of position, direction,

or distance such as *there* and *backward*.

For adverbs that deliver information of time, they can be divided into categories of position, frequency, duration, and relationship. *Now* and *then* can be categorized as the ones that belong to category of time position. *Always* can play a role as an adverb to show frequency and duration. *When* might give information of relationship.

Adverbs that show manner mostly have the inflection of suffix *–ly*. It represents the ways some activities are conducted such as *quickly* and *well*.

To show degree means showing to what level the thing which is modified have this degree. There are two types of adverbs in this category i.e. intensifiers and downtoners. Intensifiers mean adverbs that show increasing degree such as *more*, *extremely*, and *totally*. Downtoners carry the sense of decreasing degree such as *slightly* and *quite*.

Adverbs that show additive means addition of something. It can be carried by *too* and *also*. Restrictive adverbs direct the participants in discourse to notice one element such as *especially* and *only*.

Adverbs that carry stance can be classified as epistemic, attitude, and style. Epistemic can carry the sense of certainty such as *probably* and *definitely*, reality such as *actually* and *really*, evidence such as *apparently* and *reportedly*, limitation such as *mainly* and *typically*, and hedges such as *kind of* and *like*. Adverbs that show attitude describe attitudes of the speakers towards particular issue such as *surprisingly* and *curiously*.

Adverbs that show stance have a function to report the way the speakers

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[5]A Partington, A Duguid, and C Taylor, *Pattens and Meanings in Discourse: Theory and Practice in Corpus-Assisted Discourse Study (CADS). Amsterdam: John Benjamins.* (Amsterdam: John Benjamins, 2013).

[6]D Biber et al., *Longman Grammar of Spoken and Written English.* (Landon: Longman, 1999).

utter the issue. It can be realized through *honestly* and *frankly*.

Adverbs that carry the functions of linking connect one part of discourse to another one. They are not discussed in this paper because the scope of current study does is not on the level of discourse.

The study is a corpus study with the focus of comparing and contrasting. First, the expressions of disagreement in the textbook were found. Then, those expressions were checked in COCA and BNC. The frequency was counted. To investigate the adverbs, the adverbs that tend to occur with the words *disagree* and *not agree* were searched. The words are those that occur four words to the left and right of *disagree* and *not agree*. Four words are considered as the ideal length of.[7] Because COCA and BNC have different sizes, the minimum frequency in searching *disagree* and *not agree* in COCA and BNC differ. The minimum frequency for COCA is ten while the least frequency for BNC is two. The adverbs included in the analysis is only the adverbs that modify disagreement in the sentences. An analysis of concordance lines, thus, was conducted. In doing so, the utterances surrounding the expressions of disagreement were also explored. It reveals what other language functions that tend to occur in stating disagreement. It shows how the speakers carry the functions to support their disagreement.

B. Discussion

There are four expressions of disagreement given as the models of language use found in the textbook. The expressions are

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[7]J Sinclair, S Jones, and R Daley, *English Collocation Studies: The OSTI Report.* (London: Continuum, 2005).

- *I'm sorry, I have to disagree.*
- *I'm sorry, I can't agree that.*
- *I'm afraid I disagree.*
- *I tend to disagree.*

The expressions were checked in COCA and BNC and it was found that *I'm sorry, I have to disagree*; *I'm sorry, I can't agree that;* and *I'm afraid I disagree* were not found in COCA and BNC. The expression of *I tend to disagree* occurs in COCA. Unlike the other expressions, *I tend to disagree* does not begin with clauses that function to show politeness such as *I'm sorry* and *I'm afraid*. Thus, such clauses were removed in the query. The result of the query can be seen in the table below.

Table 1: Frequency of the expressions of disagreement in COCA and BNC

Expressions	COCA	BNC
I have to disagree	67	2
I can't agree	257	0
I disagree	1,453	20
I tend to disagree	4	0

I disagree has the highest frequency in both corpora. It occurs for 1,453 in COCA and 20 times in BNC. *I have to disagree* can be found in both corpora. The occurrence in COCA is 67 while its occurrence in BNC is only two. *I can't agree* did not occur in BNC. However, its frequency in COCA reaches up to 257. *I tend to disagree* occurs 4 times in COCA. The size of COCA is bigger than BNC. It makes the frequency in the COCA is higher than in BNC. For the case of *I can't agree*, the occurrences in COCA is the second highest among all. However, it does not occur at all in BNC. It is different from the case of *I tend to disagree*. Similar to *I can't agree*, it doesn't occur in BNC. However,

its occurrence in COCA is not high. It seems that *I can't agree* is less popular in British English. It is more likely to be the feature of American English. It can be said that the language use in the book is closer to American English.

Collocations of *disagree* and adverbs in COCA

The adverbs that tend to appear with COCA were founds. After that, the concordance lines were examined. When the adverbs do not modify disagreement itself, the adverbs were excluded from the analysis. The results of adverbs that tend to occur on the right sides of *disagree* can be seen in the table below.

Table 2: Adverbs that collocate on the right side of *disagree* in COCA

Words	Frequency
more	74
just	45
strongly	43
completely	34
very	30
all	26
politically	18
totally	18
actually	16
obviously	11
profoundly	11
vehemently	10

Some adverbs carry high and low level of agreement. A low level of disagreement can be seen as in the following examples.

*Let me **disagree** just a little with David. What Republicans have going against them is history.*

*But I would **disagree** with Jonah just a little bit, because I think the president was aiming … .*

It seems that the speakers emphasize that even though they disagree, the level is not high. The speaker gave reason by giving his opinion after stating his disagreement.

Most adverbs carry high sense of disagreement by the occurrences of adverbs *more, strongly, completely, totally, obviously, profoundly, vehemently,* and *entirely* as in the examples below.

*I would first **disagree** you **strongly**. I think it did have spectacular results.*

*I **disagree completely**. I think is exactly what Reagan would do.*

*We **disagree totally**. I think that's just ridiculous arguments, you know.*

*I do **disagree**, **obviously**. I think we had a major judicial event today, one …*

*I **disagree profoundly** with Bill. I think what people will remember 20 years from now.*

*I **disagree** with it **vehemently** because I think, in that way, then.*

*Well, I **disagree** with that **entirely**. I think he is a role model.*

After the speakers produced utterances of disagreement, they gave their opinions shown by the phrases *I think … .* It is also possible to occur with conjunction *because*. They gave explanation to the

interlocutors why they disagreed.

Adverb *more* has the highest frequency among other adverbs as can be seen in the examples below.

*I couldn't **disagree more**. I think there is no chance of a problem.*

*No, I couldn't agree **more**. I couldn't **disagree more**, I'm sorry.*

Again, the speaker gave his opinion to

explain his disagreement. In the second example, the speakers produced the utterances *I couldn't **disagree more*** twice. This repetition shows the speaker heightened his disagreement. Then, the expression of apologizing follows. It might be speaker's way to show politeness and respect to whom he disagree with.

Disagree and *strongly* tend to be followed by the expressions of *I think/ I don't think* to show opinion as in the following concordance lines.

Figure 1: Concordance lines of collocations of *disagree* and *strongly*

Adverb *very* also functions to intensify the disagreement. It is followed by other adverbs. This case can be seen in the following examples.

*I **disagree very** strongly. I really think there's a crisis.*

*Well, again, I would **disagree very** seriously in that I think it is a **very** serious impediment.*

Like the previous case, the speakers also produced *I (…) think…* to show opinions.

It might occur with *much* to show level

of disagreement as follows:

*I do **disagree** with polls **very** much.*

In this case, the speaker used auxiliary *do* to form *do disagree*. It emphasizes the sense of disagreement that the speaker conveyed. The sense becomes stronger when the speaker used *very much* to modify *do disagree*.

To emphasize disagreement, the speakers might produce two utterances in which the speakers delivered the ideas of disagreement in both utterances. The examples can be seen in the following sentences.

Governor, I disagree with you. I ***disagree completely****. The president was simply saying my ability to pardon is complete.*

No I disagree. I ***disagree completely****. I disagree* ***completely****.*

I don't think that, I ***disagree****. I* ***totally*** *disagree.*

I ***disagree*** *with that* ***completely****. I don't agree with that.*

In the first, second, and third examples, the speaker mentioned disagreement which is not modified by adverbs in the first utterances. Then, they produced disagreement with adverbs *completely* and *totally*. The level of disagreement is higher in the second utterances in each example. In the third example, the speaker gave his opinion before stating disagreement. In the last example, expression of disagreement in which *disagree* is followed by adverb occurs first. Then, the speaker mentioned disagreement in the next utterance by using the verb *don't agree.*

Other adverbs such as *politically* and *actually* that do not show the level of disagreement also occur as follows:

I ***disagree*** *with him* ***politically****, but he's -- he's -- he's very ... .*

I disagree, actually, with that point that you raised, that it wasn't ... .

In the first example above, the speaker used contrastive conjunction *but*. It seems that the speaker tried to deliver good point in spite of his disagreement. The adverb *actually* in the second example shows how the speaker softens his disagreement.

There are more adverbs that occur on the left sides of *disagree*. It can be seen in the following table.

Table 3: Adverbs that collocate on the left side of *disagree* in COCA

absolutely	25
probably	23
kind	20
simply	20
still	19
maybe	16
slightly	16
much	14
fundamentally	14
course	14
personally	13
vehemently	12

Some adverbs that show how the speakers convey the high level of disagreement are *really*, *obviously*, *certainly*, *very*, *much*, *totally*, *strongly*, *vehemently*, and *completely*. The following sentences are the examples.

I ***really disagree*** *with that. I think this is a tragically common experience in many young women.*

We ***obviously*** *very much* ***disagree*** *on certain policy and certain things, but I really like him as a person.*

Well, I ***certainly disagree*** *with the way you framed that question, because President Clinton has been calling upon.*

We ***very*** *strongly* ***disagree*** *on the moratorium.*

And I will tell you, we obviously very

much disagree *on certain policies and certain things. But, you know, I really like … .*

I **totally disagree** *because I think the whole fact of settlement in itself is the essence of terrorism.*

I **strongly disagree**. *I think it's naive.*

… where I **vehemently disagree** *with his political and foreign policy advisers. This is bad foreign policy …*

Well, I -- Bill, I **completely disagree**. *I think it made the case stronger for witnesses.*

From the examples above, it can be seen that the speakers also mentioned their opinions and reasons and contrasted. Giving opinions can be seen from the phrase *I think*. However, it is possible for the speaker to give opinion without using such phrase like in the last example. Giving reason is shown by conjunction *because*. Contrasting is conducted by conjunction *but*. When the speakers used contrasting, he tried to see good points in spite of disagreement.

One of the adverbs that collocates with disagree is *strongly*. It potentially makes the interlocutors feel being attacked or rejected when the words *disagree* collocates with *strongly* were used. To avoid such situation, the speakers show respect by showing the respect directly as can be seen in the sentences below.

I -- I have a lot of respect for Joe, even though I **strongly disagree** *with him on a lot of things.*

I respect their views; I just **strongly disagree** *with them.*

With all due respect I have to **strongly disagree.**

I - even though I respect your guest's opinion, I **strongly disagree** *with it.*

In the first sentence above, the speaker intensified the respect that he mentioned by mentioning *a lot of respect*. In another case, the speaker shows that he accepts the thing even though he disagreed strongly as in the following sentence.

While I **strongly disagree** *with the court's decision, I accept it.*

In the other case, the speaker mentioned the reason as a detail description after he stated his disagreement as in the example below.

And I **strongly disagree**. *One reason I disagree is because … .*

The speaker tried to be reasonable to the interlocutors. By doing so, he expected the interlocutors to understand why he strongly disagreed.

Low level of disagreement in COCA is shown by the adverbs *kind* and *slightly* as in the following examples.

Yes, I think I **kind** *of* **disagree** *with you. Again, I think we are a place that should encourage learning.*

I do **slightly disagree** *with what Bob said, that's the reason why they're going to give.*

I agree with Mike and I **slightly disagree** *with Van.*

I **slightly disagree** *with Karl. I think this is a big problem for Romney.*

In the first example above, the speaker used the clause *I think* before stating disagreement. It does not make disagreement sound so strong. The speaker softened the language. In the second example above, the speaker used auxiliary *do*. In the first and last examples, the speakers mention their opinions in relation to disagreement.

Expressing respect in disagreement can be realized through the adverb

respectfully as in the following examples.

*Let me say this, I **respectfully disagree** with my colleague Mr. Friedman for the following reasons.*

*You know, I regretfully, regretfully and **respectfully disagree** with the, with former President Clinton.*

*I **respectfully disagree** with his policies, but I respect the office.*

In the first example, the reasons were mentioned after disagreement. In the second example, the speaker used the adverb *regretfully* also. It shows that disagreement was delivered in a polite manner in order to reduce negative impression that might be felt by the interlocutors.

Adverbs might occur to show time as in the following example.

*I'm afraid I have to **still disagree** with the president of the United States.*

In this example, the speaker used the clause *I'm afraid* to avoid disagreement sound frontal.

To show probability, the speakers used adverbs *probably* and *maybe* as can be seen in the following examples.

*John and I **probably** will **disagree** as to why people feel the way they do.*

*And **maybe** I'll **disagree** with you, but New York is a place that respects diversity.*

In the last example, the speaker shows contrast by using the clause which begins with *but*. In this clause, the speaker described that it is acceptable to have disagreement.

Adverbs *just* also are used as in the examples below.

*I respect their views; I **just** strongly disagree with them.*

*I'm sorry. I **just** have to **disagree** with you.*

*Well, I **just** happen to respectfully **disagree** with Suze Orman.*

*I just **simply disagree** with the final resolution. I think a jury should have decided and I think ... .*

In the examples above, the expressions of politeness namely showing respect and apologizing occur. The speaker, moreover, gave his opinion.

The adverb that shows certainty occurs as in of course as in the example below.

*Of **course**, we **disagree**. I wouldn't call it argue.*

After expressing disagreement, the speaker tried to create comfortable condition by saying *I wouldn't call it argue*. He realized that disagreement might trigger uncomfortable condition between him and the one whom he disagreed. To anticipate, he mentioned that disagreement is not an argument.

It is also possible that the speaker mentioned two times the disagreement by producing two utterances that shows disagreement as in the following example.

*I disagree. I **completely disagree.***

*I totally disagree with that. I **absolutely disagree** with that, that Putin is irrelevant.*

*I don't think that, I disagree. I **totally disagree**.*

In the first and third examples, the speaker intensified his disagreement. It was done by using the adverb *completely* in the first example. In the second example, both utterances use adverbs. And both adverbs (*totally* and *absolutely*) show high level of disagreement. Furthermore, giving opinion can be found in the last

example.

Other adverbs are *fundamentally* and *personally*. Like the others, giving opinions and reason co-occurs with expressions of disagreement as in the following examples.

*I just **fundamentally disagree** with. I don't think it's right … .*

*As far as being disruptive to the process, I **personally disagree** with him on that. I think any candidate with a good idea ought to … .*

Collocations of not agree and adverbs in COCA

There is only one adverb, *more* that fulfills the criteria of minimum frequency in COCA. Adverb more occurs for 12 times. It reveals the highest level of disagreement.

*I must say I could **not agree more** with what you're saying.*

*Oh, I could **not agree** with you **more**, Bill, because most crime is committed by repeat offenders.*

Like in other examples, the speakers gave a reason to support his disagreement.

Collocations of disagree and adverbs in BNC

After checking the concordance lines, there is no adverb that occurs on the right sides of BNC that fulfils the criteria. There are some adverbs that collocate to the left side of disagreement as can be seen in the table below.

Table 4: Adverbs that collocate on the left side of *disagree* in BNC

Words	Frequency
Totally	7
Just	2
Always	2
probably	2

The adverb *totally* which functions to show high level of disagreement has the highest frequency. The other adverbs have same frequency. The use of the adverbs can be seen in the following examples.

*No, I **totally disagree** with that!*

*Hello. I'd **just** like to **disagree** with the gentleman that said that er the, the child benefit should be.*

*Technical experts will **always disagree**, erm there was a time when I too would claim to be one of … .*

*I would **probably disagree** with what that figure should be … .*

The collocations of *not agree* and adverbs in BNC that have at least two occurrences were not found in BNC.

Based on the study of concordance lines, giving opinion is one of the language functions co-occur in stating disagreement shown by the phrase of *I think*. To find more evidence of this finding, the collocation of *I think* and *disagree* were found in COCA and BNC. There are 154 occurences in COCA and 2 occurences in BNC of this collocation. The figure below shows the concordance lines of *I think* and *disagre*

Figure 2: Concordance lines of the collocations of *disagree* and *I think* in COCA

do you say to that? LESTER: Well, I would **disagree**. **I think** that the movement that Sarah Palin has brought is real. I mean, among

that this is my view, and Chuck and Gwen probably may **disagree**, **I think** this is going to be an incredibly close election nationally. You know,

think we are -- and this is another issue that we **disagree** about -- **I think** we're less safe, not more safe. We have fewer allies, and

vetoes has to do with children's health insurance. But I **disagree**. **I think** there are some important domestic policy items on the agenda still.

understandings of how we are conducting the war. EASTON: I **disagree**. **I think** this is one of those cases -- I think he could of been criticized

a body count but we haven't made much progress. I **disagree**. **I think** there has not been much progress against their operational capabilitie

resolution, believe me, thats not... (CROSSTALK) MARK-SHIELDS: I **disagree**. **I think** that -- is there politics? Sure, theres politics. Are there poli

Well, your question assumes an awful lot. I would respectfully **disagree**. **I think** as they heard evidence over the past five days, they were clea

stuff, I'm thinking. BILL-WEIR-1ABC-NE# (Off-camera) I agree, I **disagree**, **I think** she's got the expensive stuff. RON-CLAIBORNE-1AB# (Off-car

the mayor and I usually agree. On this one, we **disagree**. **I think** you -- what the bills do is create a presumption that the illness, when

they have, take a look at their... GRACE: I **disagree**. **I think** he s going to come in with a stack of papers that he ran off

have concluded that going into Iraq was a mistake. I strongly **disagree**. **I think** it's naive. I think it's a mistake for people to believe that

I know a lot of people would say no, but I **disagree**. **I think** yes. (Footage-of-Submedi) KALEDIN: (Voiceover) According to analysts, these ads v

on this show all the time, but lve got to **disagree** with you. **I think** he s reacting to things that come out in the media and things the defense

I say that, you know, in principle, I **disagree** with them. **I think** that some of the struggles are very similar. I think there are some similar para

to legislate this. MEHLMAN: Alan, I would just respectfully **disagree**. **I think**, with the Democrats and Republicans, with people like Tom Harki

's what the Republicans did. MEHLMAN: Alan, I would **disagree**. **I think** Tom DeLay was speaking from the heart. He was speaking, based on

without any of this distraction. KRISTOL: I **disagree**. I **disagree**. **I think** they have paid a -- Rove - - four hours of testimony preparing for that

Semantic categories of adverbs

The adverbs above were categorized based on the classification developed by.[8] The adverbs were categorized in seven categories namely time, manner, degree, additive/ restrictive, epistemic stance, and attitude stance. More adverbs belong to category of degree. The categorization can be seen in the table below.

Table 5 : Categorization of adverbs based on [9]

Time	manner	degree	restrictive	epistemic stance	attitude stance
Still	strongly	more	Just	actually	respectfully
	obviously	much	simply	certainly	fundamentally
		very		probably	personally
		really		maybe	obviously
		profoundly		of course	politically
		totally		kind	
		completely			
		absolutely			
		slightly			

Adverb *still* in the category of time shows the time of event from the past up to now as can be seen in the example below.

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[8]Biber et al., *Longman Grammar of Spoken and Written English.*

[9]Biber et al.

*And I **still disagree** with that. It's very clear that this is group mentality.*

The adverb contains information of time position. It refers to disagreement that

started in the past and continues up to now.

The adverb *strongly* indicates that the speaker carry the sense of disagreement in a strong way as in the example below.

*I respect their views; I just **strongly disagree** with them.*

Adverb *strongly* occurs with *just* which functions to direct the listener to particular element in the utterance. Thus, *just* plays role to make the listener focus on the phrase *strongly disagree*. Before stating this utterance, the speaker shows that he still respects in spite of disagreement.

The adverb *obviously* might modify the verb *disagree* as in the example below.

Well, I obviously disagree with Nancy Pelosi's call for more tax increases.

It is also possible to occur with *very much* as in the following example.

*We **obviously** very much **disagree** on certain policy and certain things.*

The phrase *very much* itself carries high level of disagreement. When it occurs with *obviously* and forms *obviously very much*, it makes the level of disagreement become higher.

Category of degree contains adverbs that belong to intensifiers namely *more,*

much, *very*, *really*, *profoundly*, *totally*, *completely*, and *absolutely*. *Totally*, *completely*, and *absolutely* create the maximum sense of disagreement.

Adverbs *more* always occur with *couldn't disagree* or *could not disagree*. According to Cambridge dictionary online, 2017, this expression refers to high level of disagreement. This phrase is a formal language to express disagreement. The concordance lines of *couldn't disagree/could not disagree (...) more* can be seen as in the figure 3.

Figure 3: Concordance lines of the collocations of *couldn't disagree/could not disagree* and *more* in COCA

-- but going back to the military for just a moment. I couldn't **disagree** with Paul **more**. Everything I've seen from the president, wheth

right to say no. HODA-KOTB# No way. KATHIE-LEE-GIFFORD# All right. I could not **disagree more**. HODA-KOTB# Anyway, he burst on t

doesn't sound like a huge amount for the crime. MICHAEL-BLUTRICH# I couldn't **disagree more**. ANDERSON-COOPER# Do you think y

to the most likely next president of the United States. KRISTEN-SOLTIS-AND# I couldn't **disagree more**. JOHN-HEILEMANN# We're sho

end, it's going to hurt the Democratic party. JAMES-CARVILLE# I couldn't **disagree** with Matthew **more**. The Senate passes it, they have

much less leverage because we shot ourselves in the foot. HARMAN# I couldn't **disagree more** there. Kerry had 30 years experience i

an accident. VELEZ-MITCHELL# Well, Listen, Courtney Kerr... BIENNE# I couldn't **disagree** with you **more**. Sorry to jump in. I could not

couldn't disagree with you **more**. Sorry to jump in. I could not **disagree** with you **more**. women from an early age have been taught a

what actually is going to set them up for success. HOSTIN# I could not **disagree more** with Mel, my friend, and with Mayor Bloomberg

force to us end up like that. BECKEL# I just -- I couldn't **disagree more**. TANTAROS# It's inevitable. If you spend money you run out of

Disagree and *more* might come as a bundle to form *disagree more*. It is also possible for *disagree* occurs as *disagree with*. The phrase *disagree with* was followed by pronoun. Then, *more* comes as in the first line of concordance lines (*couldn't disagree with Paul more*).

Furthermore, it might occur with the adverb *just* as an emphasizer as follows:

*I just couldn't **disagree** with your guest **more**, and many people that have shared his reaction.*

In both examples, *more* are not followed by adjectives. However, there are some occurrences in which adverbs namely *strenuously* and *profoundly* as follows.

*Bill, I just can not **disagree** with you **more** strenuously.*

*I couldn't **disagree more** profoundly.*

The phrase *couldn't disagree more* itself means the maximum level of disagreement. The sense becomes higher when the adverb *absolutely* occurs as follows.

*I absolutely couldn't **disagree more**.*

Very might be followed by *much*, *clearly*, *respectfully*, *strongly*, and *hard* as in the example below.

*Well, I **very** respectfully **disagree** with my good friend, whom I respect enormously, John McCain.*

Adverb *very* occurs with *respectfully*. It might be caused that whom the speaker disagreed is his good friend. To maintain their relationship in spite of disagreement, he used the phrase *very respectfully*. Even, the speaker still addressed the one he disagreed as *whom I respect enormously*. It can be seen that the speaker tries hard to convey his respect to the interlocutor.

Adverb *really* might occur with *fundamentally* to emphasize the way of disagreement as in the following example.

*We **really** fundamentally **disagree** with.*

It might appear to emphasize disagreement itself as the example below.

*Well, Tom, I **really disagree** with you on that. I think that our Congressmen are increasingly out of touch.*

Adverb *much* might be proceeded by the adverbs *very* or *pretty*

*I pretty **much disagree** with everything you say and do.*

The level of disagreement conveyed by *pretty* is not as high as *very*.

Adverb *totally* might occur with adverb *just* which functions to emphasize the maximum level of disagreement as follows.

*See, I just **totally**, I just **totally disagree** with that type of thinking.*

Adverbs *completely* might be preceded by two adverbs such as in the following case.

*We just literally **completely disagree** about abortion.*

The adverb *completely* shows the highest level of disagreement. By using several adverbs, the speaker emphasized that it is true that they have the highest level of

disagreement.

Adverbs *absolutely* and *profoundly* collocate with *disagree* and it never occurs with other adverbs.

Adverb *slightly* is the only one that belongs to a downtoner. It functions to give low level of disagreement. *Slightly* always precedes the verb *disagree* as follows.

*Let me **slightly disagree** with Cliff.*

Adverbs *just* and *simply* belong to the category of restrictive. Other adverbs such as *totally*, *fundamentally*, *respectfully*, and *strongly* tend to collocate with just as follows.

*I **just** totally **disagree** with that.*

In the example above, it was used to direct interlocutor's attention to high level of disagreement. The adverb just might also occur with the phrase agree to disagree as in the following example.

*We **just** agree to **disagree** on a lot of the issues.*

Both parties realize that is impossible to make agreement. To emphasize this condition, they agree to disagree.

Adverb *simply* might come as the only adverb in the sentence or it might collocate with adverb *just* as follows.

*Well, I just **simply disagree** with that conclusion.*

Some adverbs that are categorized as epistemic stance are *actually*, *certainly*, *probably*, *maybe*, *course*, and *kind*.

The speakers emphasize that the disagreement is true by using *actually* as in the example below.

*I **actually disagree** though.*

It seems that the interlocutors did not think or predict that the speaker disagreed. To notice this thing, the speaker used

actually in his disagreement.

Some adverbs exist to describe to what extend the speakers are certain such as *certainly*, *probably*, and *maybe*. *Certainly* shows high level of certainty and it can occur with another adverb i.e. *personally* as in the following sentence.

I **certainly** *personally* **disagree** *with hunters in many ways.*

Probably and *maybe* do not have level of agreement as high as *certainly*. *Probably* might occur with *just* and *obviously* as follows.

Doug and I **probably** *just* **disagree.**

However, *maybe* never occurs with any other adverbs as follows.

Well, I think there **maybe** *Duncan and I* **disagree**.

Of course might occur with *totally* as in the example below.

Of **course**, *I* **disagree** *totally with the comments from San Francisco.*

The speaker shows high level of disagreement which is emphasized by the adverb *of course*.

Adverb *kind of* delivers the sense of imprecision of disagreement as in the example below.

I actually **kind** *of* **disagree** *with because the border wall that Trump appears to be giving up.*

Adverbs that show writers' stance are *respectfully*, *fundamentally*, *personally*, and *obviously*. *Respectfully* might occur with adverbs *just* and *regretfully*. In the following example, the speaker shows his attitude of respect.

Miss Shalala, **respectfully**, *I* **disagree** *with you.*

Fundamentally might be preceded by adverbs *really*, *just*, and *honestly* as in the example below.

Gerri, I honestly **fundamentally disagree** *with you.*

Honestly can be categorized as the adverb of style. It means the speaker used the language in stating disagreement in honest way. The speaker uttered the sentence which shows his attitude of fundamental towards disagreement in honest way of speaking.

Personally can be preceded by *just*. It also can occur with *more* as follows.

I **personally** *couldn't* **disagree** *more.*

Obviously can be used to deliver how the speaker shows the attitude as in the example below.

Obviously, *I* **disagree** *with the judge because I think it would have been helpful to show that ... .*

The speaker also used the language to show his attitude towards disagreement by using the adverb *politically* as follows.

Now you and I **disagree** *with each other* **politically**, *but would you throw me a kidney, Jedediah?*

Pollitically can be mentioned as adverbs that represent speakers' point of view (Pullum and Huddleston, 2002).

Implication to language teaching

All main expressions of disagreement given in the textbook occur in COCA. It shows that those expressions used in daily life for doing communication in English speaking community. However, *I can't agree* and *I tend to disagree* were not found in BNC. It seems this expression is less common. It could be better if other expressions which have higher frequency in COCA and BNC are used as language models in the textbook.

Other expressions which tend to occur

with expressions of disagreement are giving opinions, giving reasons, and showing respect. The speakers do not wait until the interlocutors ask for opinions and reasons. They directly give them to support their disagreement. Their disagreement will sound more logic and they expect the interlocutors understand their disagreement by knowing their logic. Because expressions of disagreement is likely trigger the interlocutors to feel negative emotions such as shames or angry, the speakers try to show respect in expressing disagreement. Showing contrast by using *but* is also intended to prove that the speakers see good points even though they disagree. The description above reveals the nature of disagreement in conversation. It is suggested that this nature should be accommodated in the expressions of disagreement in the textbook.

The occurrences of adverbs in utterances of disagreement indicate that it is the characteristic of disagreement. In one utterance, two adverbs might occur at the same time. More adverbs of manner were found in expressions of disagreement and most of them function to intensify degree of disagreement. It can be said that most of disagreement modified by adverbs of manner show high level of disagreement. For the speakers, it is necessary to let the interlocutors know the level of disagreement.

Adverbs that carry the function of restrictive indicate that the speakers make disagreement as the focus of utterances and they would like the interlocutors realize this issue. Stating level of certainty also becomes the concern of the speakers. Another concern is telling their attitude in giving disagreement. The speakers also show attitudes of respect. It is also possible for them to tell that disagreement is their personal point of view. Furthermore, they might mention how fundamental the disagreement is.

C. Conclusion

Studying expressions of disagreement modeled in the textbook in relation to their co-occurences in corpora gives more insight on how expressions of disagreement occur in natural communication setting. Some expressions of disagreement in the textbook are less common in real life. It might be better to find more frequently used expressions and make these expressions as the models in the textbook. These expressions will be more likely to find in communication. Giving such expressions in the lessons will equip the students with skills of disagreeing in communication. In addition, other language functions accompany expressions of disagreement such as giving opinions, reasons, and respect. All of them support the function of disagreeing and maintain relationship with the interlocutors. Expressions of disagreement tend to occur with adverbs. The adverbs were used to show time, manner, degree, restrictive, and stance (epistemic and attitude). In some cases, two adverbs might occur. Sometimes two utterances that contain expressions of disagreement were produced at the same time to prove how strong the level of disagreement is.

Further study can investigate on how the interlocutors respond the expressions of disagreement. Particularly, it might study whether disagreement with different level gets different responses from the interlocutor. It will obtain more characteristics on the nature of expressions of disagreement. Such findings will give richer input for

developing materials of expressions of disagreement for the students.

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