

Conjunctive Adverbials Used by Iraqi Men and Women Authors

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Abstract

This paper highlights the main features of conjunctive adverbials and their occurrence in English academic prose. It accounts for the semantic roles of conjunctive adverbials, forms in which they are used, their positions within a sentence, and their frequency of occurrence in different registers with special reference to academic prose. It also tries to investigate possible differences in men's and women's use of conjunctive adverbials.

Keyword: conjunctive adverbials, linking adverbials, stance adverbials, circumstance adverbials, academic prose

استخدامات الظروف الموصولة للمؤلفين العراقيين من النساء والرجال

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المستخلص

يسلط هذا البحث الضوء على الخصائص الرئيسية للظروف الموصولة وظهرها في الكتابات الاكاديمية. يتناول البحث الدور الدلالي للظروف الموصولة، الاشكال التي يتم فيها استخدامها، موقعها في الجملة وكذلك تكرار ظهورها في نصوص مختلفة.

يستقصي البحث الاختلافات المحتملة في استخدامات الظروف الموصولة من قبل المؤلفين العراقيين من النساء والرجال. توصل البحث الى وجود اختلافات كبيرة بين المؤلفين النساء والرجال من حيث استخدامات الظروف الموصولة.

The definition of conjunctive adverbials

According to Crystal (2003: 96) conjunctive is "a term used in GENERATIVE PHONOLOGY to refer to a principle affecting the ORDERING of RULES". He (Ibid: 14) emphasizes the function of adverbials in linguistic studies as sentence modifiers or sentence connectors, such as *however, moreover...* etc.

Yule (2010: 83) proposes a definition of conjunctions as words such as *and, but, between* used to make relations and show connections between events. Greenbaum and Nelson (2002: 111) define conjunctions as clauses that are used to join units of equal status. In other words, linking adverbials refer to adverbs which are used to join ideas or clauses in spoken discourse or written text (website 1)

Conjunctive adverbials are part of speech that can be used to relate one clause to another. They also show two complete thoughts. Each clause can stand on its own as a sentence (website 2).

According to Pasch et al.(2003: website 3), "connectors are defined as linguistic items which signal a two-place relation between segments of text above the level of the phrase, i.e., between sentences or chunks of discourse, called 'connects'"

Quirk et al., (1985:440) divide adverbials into adjuncts, subjuncts, disjuncts, and conjuncts (conjuncts are the closest form of conjunctive adverbials). Then, they (Ibid: 634) discuss seven types of semantic classification under which linking adverbials are placed. These are subdivided into ten subcategories totaling seventeen groups as shown below:

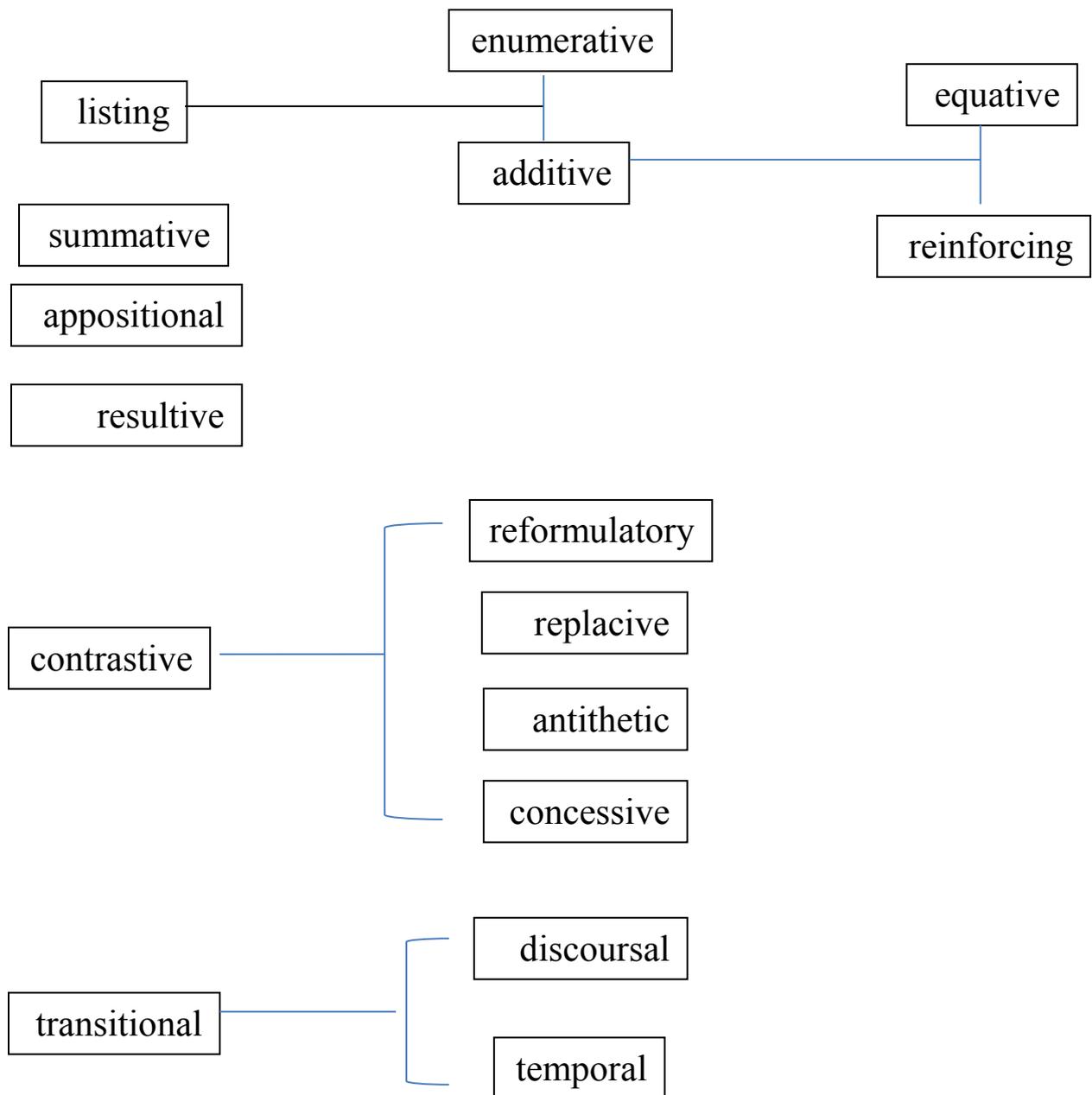


Figure (1) classification of adverbials

Quirk's classifications are similar to those of Biber et al.'s and Huddleston and Pullum's classifications. Biber et al.(2003: 354) classify adverbials into three different classes :

a- **Circumstance adverbials** give circumstantial information about propositions in clauses. They answer the following questions (why, where, when, how, how long, how much) and involve either obligatory adverbials or optional adverbials. Example

- I'll see you all *tomorrow morning*.

b- **Stance adverbials** show stance towards clauses. In other words, they add a comment on what or how they are saying it. Stance adverbials involve three categories (epistemic, attitude, and style adverbials). Example

- *Fortunately*, during my first few months here, I kept a journal.

c- **Linking adverbials** have connective functions which make the relationship between two units of discourse clear and have significant cohesive devices. Example.

- *Firstly*, she denied that Kate had meant the assumptions in the sense convicted.

Thus, linking adverbials serve a connective function, relating units of discourse of different sizes including sentences or units larger than a sentence such as a paragraph. Biber et al. (ibid) consider cohesion as important device though they are the markers of joining between the pieces of a text. Adverbials have a function of clarifying the relation between two units of discourse. Also, they consider that adverbial conjunctions have an interpersonal function, which provide the speaker/ writer's intention to constitute an appeal to the hearer/ reader. Biber et al. (ibid: 389-392) discuss six types of linking adverbials -which will be discussed in detail later- as shown below:

Table 1: Biber et al.'s classification of linking adverbials

Enumeration and addition	First(ly), second(ly), in addition, moreover, etc.
Summation	To summarize, in conclusion, to conclude, etc.
Apposition	Namely, that is, in other words, etc.
Result/ inference	Hence, therefore, thus, so, etc.
Contrast/ concession	However, in contrast, on the other hand, etc.
Transition	Now, meanwhile, by the way, etc.

This classification can also be found in Huddleston and Pullum (2002: 777) but with some differences. They differentiate between two types of linking adverbials: pure and impure. They assume that "pure connectives like "moreover" and "also" have no other function than that of connecting their clause to the surrounding text (or context)". The pure connectives have this joining function but related to other functions for example, that of coordinators. They clarify it with the adverb 'therefore', which can both connect clauses and show the reason why an action has occurred. They (ibid: 778-779) propose four types of pure connectives and three types of impure connectives. Pure connectives are: ordering, addition and comparison, elaboration and exemplification, and markers of informational status. Impure connectives include: reason/ result, concession and condition. Table (2) below highlights the similarities between Biber et al.'s and Huddleston and Pullum's classifications in spite of ignoring the category of summation.

Table 2 : A comparison between Biber et al.'s and Huddleston and Pullum's classification of linking adverbials.

Biber et al. (2003)	Huddleston and Pullum (2002)
Enumeration and addition	Ordering (pure)
	Addition and comparison (pure)
Summation	-----
Apposition	Elaboration and exemplification (pure)
Result/ inference	Reason/ result (impure)
Contrast/ concession	Concession (impure)
	Condition (impure)
Transition	Markers of informational status (pure)

According to Carter and McCarthy (2006: 256), linking adjuncts explicitly show a semantic relationship between two clauses or sentences or paragraphs. They present linking adjuncts into several types: additive, resultative, contrastive, time, concessive, inference, summative, listing, and meta-textual. They (Ibid) propose some possible misuses of linking adjuncts such as (on the contrary/ by contrast/ on the other hand, first(ly)/ at first, and last(ly)/ at last.

Celce- Murcia and Larsen- Freeman (1999:400), classify conjunctive adverbials into four types: additive, adversative, causal, and sequential. Their classification depends on Halliday and Hassan's (1976) analysis of conjunctions as a kind of cohesive devices.

In most studies of linking adverbials, there are four main properties, as follows (Biber et al,2002:358-360):

- Semantic rules that refer to which group these adverbials belong, for example addition or contrast.
- Frequency of occurrence and possible co-occurrence, i.e. either with each other or with other linkers such as coordinators and subordinators.
- Forms in which they are used. It is considered as the different possible syntactic realizations of linking adverbials.
- Positions refer to where the linking adverbials appear in the clause, (initially, medially, or finally).

The Features of Conjunctive Adverbials

1- Semantic Rules:

According to Quirk et al. (1985), Biber et al. (2002) and Huddleston and Pullum (2002), these conjunctive adverbials, with reference to the semantic roles, can be grouped as follows:

- a. Contrast/ concession:** It refers to items that reflect either contrast between information in various discourse units leading to the main point the writer wants to make, or concessive relations. In general, contrast adverbials express differences or alternatives between two pieces of information such as (*in contrast, on the other hand, however, nevertheless, though, yet, in any case, anyway, conversely, by comparison, ...etc.*). Example
- She was pretty, though he wouldn't go so far as to call her gorgeous.
- b. Enumerative and additive:** can be used to express the order of pieces of information. They join items together and indicate explicitly that two items are similar to each other like: *first(ly), finally, next, also, similarly, likewise, ...etc.* Example
- Finally, Sara looked down at her car and let a long weary sigh.
- c. Summative:** They often show that the text is concluding. They reflect that the author will summarize the information he/she has already shown. We always find these types of linking adverbs in conclusions, e.g.: *in conclusion, to conclude, to summarize, ...etc.* Example
- We may now summarize the contents of the reports.
- d. Result/ inference:** These conjunctive adverbials get our attention to conclusions and results such as *consequently, hence, thus, as a result, therefore, so, ...etc.* Example
- Thus, she stood and waited for what appeared to be the reading of a will.
- e. Apposition:** These conjunctive adverbials are used to reflect that a specific unit is to be regarded as a restatement of information previously mentioned. Also, they are used to show examples for a better illustration of what being explained such as *namely, for example, for instance, as an illustration, ...etc.* Example
- Suzy can play quite a few musical instrument, for example, the flute, the guitar, and the piano.
- f. Transition:** They show that the following information will not directly follow the previous item such as *by the way, now, meanwhile, incidentally, ...etc.* Example
- Meanwhile, we have lunch ready.

2- Realization Form:

Linking adverbials appear in a variety of grammatical forms. They can be realized by adverbs or adverb phrases. They do not occur in a simple form only such as *next, yet* (Hulkova, 2009: 37) or compound adverbs ending in-ly like *firstly, additionally*, or other compound adverbs like *furthermore, moreover*. They can also be prepositional phrases, noun phrases, finite and non- finite clauses such as *that is to say, what is more, that is*. (Biber et al., 2002:358).

3- Position within a Sentence:

This feature relates to the syntactic functions. Linking adverbials can occur at different positions in the clause: initial, medial, and final. Biber et al. (2002:359-360) assume that the initial position is the most common position of linking adverbials.

4- Frequency of Occurrence in Different Registers:

According to Biber et al. (2002:359), prepositional phrases and single adverbs are very common forms of adverbials, while other kinds of adverbs are very rare. Thus, prepositional phrases highlight a wide range of meanings. They are used as circumstance, stance, and linking adverbials.

Academic Prose Features:

An academic prose has highly nature compared to other registers that are rather remote from the general. Academic prose uses special terminology, complete sentences, formal language, passive voice and other different devices. Biber and Conard (2010:109-119) assume that academic prose needs to explain and analyze and it uses present tense more than past tense verbs. It also tends to have a higher frequency of nominalization.

Biber et al. (2002:359-360) argue that the initial occurrence is the most common position for linking adverbials not only with the register of academic prose, but also with conversation. Medial occurring is the highest proportion of occurrences in academic prose but rare in conversation. Their findings (ibid) show that the type of result/ inference occurs most frequently in both conversation and academic prose. But the type of result/ inference is followed by apposition and enumeration/ additive and summation in academic prose. However, oppositional linking adverbials indicate examples in order to support general claims. They (ibid) submit that the most frequently occurring linking adverbials are: however, thus, therefore, for example, and then. The initial position of linking adverbials is the most common with academic prose and with conversation. Medial position is the highest common occurrence in academic prose but rare in conversation. According to Philip Shaw (website 4), transitions like 'however' and 'therefore' are the most common in academic prose than markers such as 'firstly' and 'finally' and code clauses 'that is'.

Carter and McCarthy (2006:288-289) argue that academic writing reflects complex sentence patterns which involve a frequent use of all sorts of subordination, non- finite subordinates, phrases and elliptical subordinate clauses. They (ibid: 269) assume that post modified and complemented noun phrases are the most common in academic writing.

Iraqi Men's and women's use of conjunctive adverbials:

This research analyses twelve academic articles written by six men and six women who are non- native speakers of English. The articles are taken from different journals: The Journal of college of Education for Women, The Journal of college of Arts and The Journal of Alustath*.

Table (3) below shows the total number of conjunctive adverbials in articles written by Iraqi men and women authors. These are not chosen randomly but according to their frequency of occurrence in the sentences

	Men authors		Women authors	
	No	%	No	%
That is	24	16	24	9.75
Therefore	12	8	6	2.43
In other words	1	0.6	6	2.43
On the other hand	5	3.33	3	1.21
e.g.	21	14	19	7.72
For example	36	24	12	4.87
For instance	5	3.33	1	0.4
Whereas	3	2	0	0
In fact	0	0	6	2.43
i.e.	6	4	28	11.3
Thus	10	6.66	9	3.65
In addition	5	3.33	11	4.47
Although	7	4.666	2	0.81

However	13	8.666	14	5.69
Besides	2	1.33	3	1.21
So	0	0	8	3.25
Hence	0	0	8	3.25
Then	0	0	11	4.47
As result	0	0	13	5.28
Actually	0	0	7	2.84
Also	0	0	6	2.43
Moreover	0	0	3	1.21
Firstly	0	0	14	5.69
Secondly	0	0	15	6.09
In sum	0	0	2	0.81
On the contrary	0	0	3	1.21
Consequently	0	0	4	1.6
Yet	0	0	3	1.21
Finally	0	0	5	2.03
Total	150		246	

As can be seen, the first difference between men's and women's academic language is the total number of conjunctive adverbials used. Women authors tend to use more of these adverbials than men authors. Another considerable difference appears in the using of some conjunctive adverbials rather than others (for example, the abbreviation e.g., for instance). The frequency of occurrence of these conjunctions used by male authors is higher. As for the abbreviation, we notice that women authors tend to use it more than men authors. There are also some conjunctive adverbials not used by men authors, such as *in fact*, *so*, *hence*, *then*, *as result*, *actually*, *also*, *moreover*, *firstly*, *secondly*, *in sum*, *on the contrary*, *consequently*, *yet*, *finally*. In sum, it can be argued that the choice of conjunctive adverbials is individualistic, i.e. it depends on the writer to decide which ones he/ she uses.

Positions of Conjunctive Adverbials

As mentioned above, there are three main positions of conjunctive adverbials within a sentence: initial, medial, and final. According to Biber et al. (2002:359-360) the initial position is the most common one and can be considered as an unmarked position for conjunctive adverbials. Table (4) below shows the position of conjunctive adverbials .

	Men authors		Women authors	
	No	%	No	%
I	68	48.22	191	77
M	72	51.06	55	22,1
F	1	0.70	2	0.8
Total	141		248	

Conclusion

This research is concerned with the nature of the usage of linking adverbials in academic prose by Iraqi men and women authors. It shows that there are differences in the use of linking adverbials between men and women, the form of contextual achievements, excessive and underuses. The researcher has come up with the result that the differences between the two genders are not accidental. It can be assumed that there will be clear differences in the occurrence of conjunctive adverbials used by Iraqi men and women authors. It can also be concluded that Iraqi women authors use linking adverbial more than Iraqi men authors. This may be based on their emotive characters. Iraqi authors in general prefer to use, (*for example*, *e.g.*, *i.e.*, *that is*). They use '*i.e.*, *thus*' to draw the reader's attention to result or conclusion, while they use (*for example*, *e.g.*) to show how to give examples for good discussions of what has been explained. They use (*thus and therefore*) to show frequency. The category of

opposition is the common and more frequent use by Iraqi women and men authors, whereas this type of linking adverbials is used to show examples to support general claims.

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