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**Faculty of Arts and Philosophy**

**Sentence Adverbials in Written Academic Discourse**

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# ZADÁNÍ BAKALÁŘSKÉ PRÁCE

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Z á s a d y   p r o   v y p r a c o v á n í :

Cílem bakalářské práce je analyzovat používání větných příslovečných určení v textech akademického diskursu. Na základě studia odborné lingvistické literatury studentka nejprve popíše jednotlivé typy těchto příslovečných určení, a to co se týče formy, pozice a funkce; poté bude konjunkty a disjunkty dále kategorizovat a zaměří se na účel jejich používání v akademických textech. Pro účely analýzy vytvoří jazykový korpus zahrnující věty, které obsahují větná příslovečná určení a které budou vybrány z několika různých textů, aby nebyly příliš ovlivněny jednotlivými idiolekty. Po zpracování kvantitativní a kvalitativní analýzy bude svá zjištění interpretovat se záměrem posoudit vliv těchto jazykových prostředků na celkový efekt daného textu.

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**Aarts, Bas. 2011. Oxford Modern English Grammar. Oxford: Oxford University Press.**
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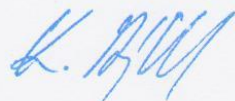
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V Pardubicích dne 30. listopadu 2016

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**Annotation**

This bachelor thesis deals with sentence adverbials specifically in written academic discourse. The first chapter is dedicated to explaining the basic term sentence adverbial and its function and types. The second chapter focuses on conjuncts, their division by function and describing their purpose. The following chapter contains the description of disjuncts and their division by function and purpose as well. The last chapter of theoretical part is focused on written academic discourse in relationship to sentence adverbials. The aim of the practical part is to focus on frequency as well as positioning of sentence adverbials in academic texts written by native English speakers in comparison to non-natives.

**Key words**

Sentence adverbials, academic discourse, conjuncts, disjuncts

**Anotace**

Tato bakalářská práce se zabývá větnými příslovečnými určení užívanými v akademickém diskursu. První kapitola je věnována vysvětlení základního pojmu větné adverbium, jeho funkci a typologii. Druhá kapitola je zaměřena na konjunkta, jejich dělení a účel. Další kapitola obsahuje popis disjunkt a jejich dělení podle funkcí a účelu. Poslední kapitola teoretické části se zabývá psaným akademickým diskursem s ohledem na užívání větných adverbií. Účelem praktické části je zaměřit se na frekvenci a pozice větných adverbií v akademických textech a porovnání těchto dvou faktorů mezi rodilými a nerodilými mluvčími.

**Klíčová slova**

Větné příslovečné určení, akademický diskurs, konjunkta, disjunkta

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**Abbreviations**

AC - Additive Conjunct

AD - Attitudinal Disjunct

APC- Appositive Conjunct

CC - Contrastive Conjunct

LC - Listing Conjunct

MD - Modal Disjunct

RC - Resultative Conjunct

SC- Summative Conjuct

# Introduction

In my paper, I would like to focus on the usage of the sentence adverbials in written academic discourse. Moreover, I would like to put the English native speaker's usage of said adverbials in comparison to people with English as their second language and decipher possible similarities and differences. For such comparison, six academic texts were chosen at random, three of those written by native English speakers and three by non-native speakers. These were used for the practical part of this paper as a basic material for the analysis.

The reason for choosing texts at random for this work was to stay objective and that is also the reason why there is an equal number of texts for each native and non-native speakers, or in this case writers. Therefore, the analysis cannot be affected by subjectivity or possible inadequate quantity under any circumstances as the texts were not previously reviewed and sorted, neither were they read and chosen on purpose.

The theoretical part explains the terminology necessary for this work, terms such as sentence adverbials and their further division into categories of conjuncts and disjuncts and their subcategories. The differences between written and spoken discourse and their properties are also discussed in this part as well as the terms coherence and cohesion. The knowledge gained in this part also covers the information about the academic style in general. Overall, all the necessary explanations are covered in this part and their understanding will be vital for the latter analysis.

In the practical part, I will find out in which position the sentence adverbials are used the most often and their frequency in respect to their categories and subcategories. All factors will be considered with the aim of comparing, whether if English is our mother tongue or a second language has any impact on how and when we use sentence adverbials. Not only will the research focus on the frequency of each category, but also the overall frequency meaning the number of pages on which there the needed 40 occurrences  per author found. That should give us an insight into the possible differences in the usage of sentence adverbials as well as if the sentence adverbials depend on the extent of every person's vocabulary.

The aim of this thesis is to either confirm or disprove the following statements. Above and all, the difference in usage and frequency of sentence adverbials used in written academic

discourse is not dependent on whether the author is a native speaker of English language or has English as a second language but more on each and every individual and their personal feel for the writing as well as their own composition of text. The second statement being that some categories are used more frequently than others in written academic discourse based on its objectivity versus subjectivity. And lastly to confirm that the sentence adverbials predominantly stand in the frontal position, sometimes in the middle position and rarely in the final position in the sentence.

# 1 Sentence adverbials

Firstly, the term adverbial must be explained. Grammatically speaking, an adverbial is a word or a group of words which modifies either verb or a sentence. However, as this work is about the sentence adverbials, the attention is paid only to those adverbials modifying sentences. More specifically to those, that are not essential to the proposition, however well-needed for the discourse to be clear, coherent and cohesive. When considering multi-word adverbials, those may be for example adverb phrases or adverbial clause whereas single-word adverbials must be approached carefully as they can be a part of the sentence working as a sentence element or being adjunct.

## 1.1 General function

Sentence adverbials are generally used to make the whole discourse coherent, but also cohesive. That means that their primary purpose is to give a reader/listener a clear indication of what the relationship between particular propositions, ideas, pieces of information or even parts of discourse is. This function is essential for the formal discourses such the academic studied in this paper.

## 1.2 Types of sentence adverbials

In the paper, several authors and their classification of adverbials will be mentioned as they approach the question of adverbials differently. According to Quirk et al. (1985), adverbials are one of the elements of the clause structure along with subject, verb, object and complement. The division of adverbials considered in this work is by their distinctive grammatical functions. The four main grammatical functions of adverbials are adjuncts, subjuncts, conjuncts and disjuncts, the main purpose of this thesis being the latter two. Conjuncts suggest a relationship of two parts of the speech or writing and conjoin them. On the other hand, there are disjuncts which showcase and imply the author's attitude and understanding of the propositions.

# 2 Conjuncts

This category is described and defined by more than one authors, however, each author names this category differently. Moreover, the division into semantic categories varies too. The term conjuncts used in this paper is also used by Quirk and Greenbaum (1990) who further define the term "… conjuncts serve to conjoin two utterances or parts of an utterance, and they do so by expressing at the same time the semantic relationship (e.g. of time or contingency) obtaining between them." (p. 184) Then there is another major grammarian, Biber et al. (2000), who label them as linking adverbials and who also suggest their functions are "…to state the speaker's/writer's perception of the relationship between two units of discourse. They explicitly signal the connections between passages of text". (p. 875)

In other sources, the conjuncts, as well as disjuncts, might be found as a part of other categories such as Swan's (2005) category discourse markers which explain both terms in a similar manner, however, the discourse markers does not include only conjuncts and disjuncts but other elements too and so the overall description is not suitable to be used in this paper.

## 2.1 Division by function

The classification is taken on a semantic level and it slightly differs in two major grammar books, Biber et al. and Quirk et al. First of all, both grammars mostly agree when considering the function and representatives of given semantic roles. What differs the most is the classification into categories and subcategories.

In each category of this paper, there is an explanation of the differences of the terms used as well as any other differences that might have an effect on clear categorization in terms of purpose of conjuncts. First and foremost, this paper uses a division slightly different to both grammars, yet much closer to the one with six categories by Biber et al. instead of seven categories by Quirk et al. The categories used in this paper are additive, contrastive, listing, resultative, summative and appositive conjuncts which are explained below respectively and are not divided any further with the exception of the group of resultative adverbials. Those are further divided into two subcategories – resultative and inferential conjuncts – yet in this thesis, the two belong to only one group and thus in analytical part, both subcategories will be referred to as a part of resultative conjuncts.

## 2.1.1 Additive conjuncts

The group of additive conjuncts may be found under various other terms such as Biber et al. using the term 'linking adverbs of addition' or 'listing additive adverbials' by Quirk et al.- however, for the purpose of this paper, the term additive conjunct is going to be used hereinafter.

As the name of this group suggests itself, this group of conjuncts does have the sole purpose of adding a new piece of information to the preceding text/proposition or of, explicitly, showing that the following sentence is similar to the previous one using the adverb *similarly*. (Biber, 1999, p. 876) The examples of additive conjuncts, besides already mentioned *similarly*, are *again, also, furthermore, moreover, in addition to, what is more, above all* or *on top of it all* etc. (Biber, 1999, p. 876)

The division by Quirk et al. is slightly different to the one in this paper as he, as well as Biber et al., recognizes additive adverbials as a subcategory of listing conjuncts together with the adverbials of enumeration, whereas the division used in this paper recognizes these two groups as separate main categories of conjuncts. Despite the differences in divisions, the same conjuncts are considered when discussing the purpose of adding new information. (Quirk, 1985, p. 634)

In general, this group of adverbials is very limited yet conveying an exact relationship between sentences. When considering the meaning, there is not any ambiguity and a reader/listener is given a simple signal that the writer/speaker is expressing another idea that is closely related to the previous discourse to make the point come across either stronger or to just simply imply that the propositions, ideas or even arguments are complimenting each other in the same realm. Usually, the newly added information in form of a sentence is not necessarily essential to the proposition and that is why it is necessary to use the additive conjuncts to underline the fact that there is more to add to the preceding sentence as without them, a reader/listener might get confused as to why the writer/speaker stated another information and what is the relationship to the previous one if there is any.

Also, when considering single-word adverbials such as *also,* one needs to be very attentive to the usage of these words. Not only can they function as conjunct but in many cases, the adverb functions as an adjunct and becomes a part of the sentence. Thus, only the adverbs set

off from the sentence by comma and conjoining two ideas rather than two sentences are considered a conjunct in this paper.

## 2.1.2 Contrastive conjuncts

The group of contrastive conjuncts might be found under various other terms – e.g. Biber et al. use the term 'adverbials of contrast and concession' - however, the conveyed meaning is, with negligible differences, the same. For the purposes of this work, the term contrastive conjunct is going to be used henceforth which is the term also used by Quirk et al.

As the name of this category accurately suggests, these adverbials are used to put two ideas in contrast to one another. More precisely the purpose is to give a reader/listener the signal that the second idea/proposition is contrasting the preceding one. That does not necessarily mean only the previous sentence but more importantly, it might be the whole paragraph representing one idea/statement/argument. Not only with additive single-word conjuncts one must be careful, the same rule applies to this category – hence considering only adverbials separated from the sentence by coma and the words implying relationship between two ideas instead of sentences.

As already mentioned, Biber et al. (1999) imply that this category covers not only the adverbials of contrast but also of concession. He explains that this particular category "…is broader than many other categories of linking adverbials, containing items that in some way mark incompatibility between information in different discourse units or that signal concessive relationship." (p. 878). The examples of the contrast are *on the other hand, in contrast to, alternatively* or *on the contrary* etc. On the other hand, we have adverbials conveying concessive relationship expressing reservation about the preceding idea such as *nevertheless, however* or *although* etc. (Biber, 1999, p. 878)

On the other hand, Quirk et al. (1985) divide the category of contrastive adverbials even further into four subcategories - namely reformulatory, replacive, antithetic and concessive. Also, he covers much more adverbials, or more specifically adverbs, which might borderline with other categories as well as with being an adjunct or a sentence element. (p. 635-636) However, this paper does not divide the contrastive adverbials any further than subcategories by Biber et al and even so, uses a collective term contrastive conjuncts.

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### 2.1.3 Listing conjuncts

The group of listing conjuncts might be found under various other terms – e.g. usage of the term 'linking adverbs of enumeration' by Biber et al. or 'listing enumerative conjuncts' which is the term used by Quirk et al. – however, for the purposes of this work, the term listing conjunct is going to be used hereinafter.

This type of conjuncts is used to put any number of pieces of information into an order chosen by the writer/speaker. For this purpose, the most common word class used is ordinal numbers that tell us the position on any kind of list, either just simply enumerating the propositions/ideas or putting them in a certain order. Examples are *first, second* and so on, continuing the numeric row. Moreover, the addition of the suffix -ly to the ordinal numbers occurs quite often – e.g. transforming *first* to *firstly* etc. Other examples are *lastly, finally, to begin with* or *last of all* etc. As Quirk et al. (1985) suggest, this category is open (p. 634-635).

When considering the order, the linking conjuncts may have three purposes. First one is to simply put real-life events and time sequences into an order as they follow timewise. On the other hand, we have abstract ideas or pieces of information which might not have any connection to each other, yet the writer/speaker uses these adverbials to distinguish in the text where one idea/information ends and another begins. (Biber, 1999, p. 876) And lastly, the writer/speaker uses these adverbials to put ideas into an order as he/she sees logical or to sort them out by importance. For example, in the argumentative essays, each argument can stand on its own but if one wishes to make the whole context coherent and well-understandable, the utilization of such adverbials may be very helpful just to ensure that readers/listeners do not get lost in the arguments and know which reasoning comes with which argument and also the importance of said arguments.

Although Quirk et al. consider mentioned conjuncts as a subcategory on the same level as additive adverbials and labels them collectively listing conjuncts, this paper recognizes listing as well as additive conjuncts as separate categories. Therefore, the listing adverbials in this thesis equal the enumerative conjuncts of Quirk et al. and Biber et al.

## 2.1.4 Resultative conjuncts

For the purpose of this paper, resultative conjunct is the term used henceforth to refer to this particular group which might be found under various terms – e.g. 'resultive conjuncts' used by Quirk et al. and by Biber et al. too.

As Biber et al. (1999) explain, the purpose of a resultative conjunct is to show that the second unit of discourse states the result or the consequence of preceding unit with regards to either logical or practical relationship. (p. 877) In practice, what it means is that at first, there is an action which might lead to a certain outcome or multiple outcomes. Those are stated in the second unit usually beginning with the resultative conjunct to ensure the reader's/listener's understanding of the connection between the two units.

In addition to the terminology of Biber at al., Quirk et al. (1985) recognizes the inferential conjuncts as a separate group, even though he acknowledges the similarities. Biber et al, on the other hand, already categorize both as one category. The term inferential comes from a noun inference which means a deduction. However, the inferential adverbials do not explicitly express a result or a consequence, but they may function as signs of summary or for example a reinforcement. Therefore, it is important to be cautious when categorizing the inferential conjuncts and be apprehensive of these adverbials not strictly belonging to just one group. The examples of such adverbials are *in other words, in that case, so, then, otherwise, else.* (p. 638)

Even though Biber et al (1999) do not divide inferential and resultative conjuncts separately, he still recognizes the similarities as well as differences, however, he puts them into one category. This paper also recognizes both as one category which will be referred to as resultative conjuncts. Beside the already mentioned inferential conjuncts, this category includes resultative *accordingly, consequently, hence, thus, therefore, now, so, as a result, as a consequence* etc. (p. 877)

## 2.1.5 Summative conjuncts

The summative conjuncts can be used for more than one purpose. First of all, they represent a group of adverbials typically used to ensure the proper closure to the previous idea. They also work as an indication that a unit of discourse is intended to be concluded with a summation of the major points of that particular discourse. (Biber, 1999, p. 876) These sentence adverbials are mostly formal and a typical feature of academic style of discourse, written and spoken,

where it is necessary to use summation and closure mainly to make sure the listeners/readers understand the main ideas covered by preceding text/speech.

As Quirk et al. (1985) suggest, the summative conjuncts' main goal is not only to sum up the previous points but also to introduce an item that embraces the preceding ones. Thus, these adverbials may not only pinpoint and repeat the main ideas but also conclude the previous discourse - e.g. *Yesterday he lost his wallet as well as keys and he did not pass his exam. All in all, he had a bad day*. (p. 637) In this example, *all in all* is a summative conjunct concluding the series of events. However, considering this specific purpose, there is a very thin line between the adverbials of summation and resultative adverbials and one needs to be very careful not to get them mistaken them for one another as the relation outcome might be fatal for the correct understanding.

Generally, this group is considerably limited and is almost exclusively used formally, hence being commonly used in academic discourse. This group contains formal adverbials such as *thus, in conclusion, to sum up, to conclude or to summarize* and words considered less formal/semiformal such as *all in all, altogether, then or overall*. As already mentioned above, the thin line between resultative and summative conjuncts can be crossed very easily as it can be with a conjunct *therefore*, which might be used for both, concluding as well as stating a result. Therefore, it is necessary to pay attention to the meaning and the whole context as such to be able to distinguish which category the word belongs to and therefore which relationship is conveyed.

The criteria applied to ensure the clear distinction of the resultative and summative conjuncts are needed. To clarify the purpose of such adverbial, the context will play the most important role. Therefore, if the conjunct refers to an outcome of previous discourse unit, the adverbial will be classified as resultative. On the other hand, when the conjunct insinuates the closure and summation of the preceding proposition, the adverbial will be sorted into the category of summative conjuncts.

## 2.1.6 Appositive conjuncts

Appositive conjuncts is a very specific group which is recognized as a separate category by both major grammar books, Biber et al and Quirk at al. The purpose for using these adverbials

is to indicate the following unit of discourse is about to express the content of the preceding unit or to rephrase the same idea of the preceding unit. (Quirk, 1985, p. 637)

The adverbials often use for this purpose are *namely*, which can be abbreviated to *viz., in other words, for example*, which might be shortened to *e.g.* or *eg, specifically* or *which is to say* etc. This group of conjuncts is very limited, yet it is taken as a separate group. However, Quirk acknowledges the similarities of appositive conjuncts and summative, as he claims that even though appositive conjuncts are used in some cases, they quite often implicate the summation of the previous unit of discourse. (Quirk, 1985, p. 637) Whereas Biber et al. (1999) explains the appositive adverbials as conjuncts that "…show that the second unit of text is to be treated either as equivalent to or included in the preceding unit." (p. 876) leaving no space to interpret the purpose as summative. This thesis works with Biber's understanding of this issue, thus, simply view the adverbials to belong to this group exclusively.

As hardly ever they are not, these adverbials are all considered, with one exception, as a property of this category, therefore every found occurrence will be classified as an appositive conjunct. In borderline cases, such as with an adverb specifically, the purpose will be considered. If the word insinuates the illustration of the previous proposition, then it will fall into category of apposition. However, if it is a sentence element developing another sentence element, it belongs to the category of adjuncts, therefore, not taken into consideration for this paper.

# 3 Disjuncts

This category is yet again described by more authors, however, only Quirk et al. and Biber et al. are used as the main sources for this part of the thesis. When considering the term 'disjunct', the same is used by Quirk at al. while Biber et al. names the same phenomenon 'stance adverbials'. However, the both major grammarian explain the term very similarly with only slight nuances.

Biber et al. (1999) explain the stance adverbials as a category that "…have the primary function of commenting on the content or style of a clause or a particular part of a clause" and further divides this category into three subcategories – epistemic, attitude and style.(p. 853-854) However, only the first two are considered in this paper. Then there is Quirk et al. (1985) with very similar understanding of the term, explaining the term as one that "have a superior role as compared with the sentence element; they are syntactically more detached and in some respect 'superordinate', in that they seem to have a scope that extends over the sentence as a whole." (p. 613) The disjuncts are also perceived as "…independent syntactic structures within another syntactic structure" (Espinal, 199, p. 727) which is a statement that in a way compliments the claim by Qurk that disjuncts are somewhat 'superordinate'.

## 3.1 Division by function

As well as there are differences in names of this category, there are differences in the terms used for the further division. For a better overall understanding of this paper, possible terms are mentioned in each chapter describing the same phenomenon.

In this paper, the disjuncts are further divided into two categories. The first category is called the modal disjuncts and its purpose is to give reader/listener an author's comment evaluating the propositions or expressing the degree of certainty. The second category is named the attitudinal disjuncts and as the name of the term suggests, their predominant purpose is to express the author's personal attitude and his/her judgment of a particular proposition or a part of the discourse.

### 3.1.1 Modal disjuncts

The term modal disjunct might be found under various terms - e.g. Quirk et al. use the term 'style disjuncts' or Biber et al. use 'epistemic stance adverbial'- however, the

conveyed meaning is, with negligible differences, the same. For the purposes of this work, the term modal disjunct is going to be used henceforth.

The modal disjunct is often an implicit comment on language itself and provides reader/listener with information about the certainty, limitations or an overall evaluation of the particular statement, in form of a sentence, which the disjunct is attached to. (Quirk, 1985, p. 440) Moreover, these disjuncts suggest the degree of truth as a condition under which the writer/speaker is convinced of what is being written or said is true. This word class is taken as a closed one. (Quirk, 1985, p. 620)

Quirk et al. (1985) divide this category further more into two separate subcategories – conviction and degree of doubt. The logical explanation of these terms is in their names - hence category of conviction covering adverbials expressing writer's/reader's conviction of the truthfulness of the statement such as *certainly, indeed or clearly* etc. That leaves the category degree of doubt expressing, as the name says, a certain amount of doubt such as conveyed by adverbials *apparently, perhaps or seemingly* etc. (p. 615)

When taken into consideration the name, modal disjuncts are similar in meaning to modal auxiliary verbs, moreover, they may become a part of a disjunct such as in the sentence *Maybe, there is something wrong*. Under usual circumstances, the word *may* behaves as a modal verb or is a part of the construction of the word *maybe* functioning as rather adjunct, however, in this sentence, it becomes a disjunct expressing the uncertainty of the writer/speaker about the following proposition. Overall modal disjuncts may be used to convey the same meaning as modal auxiliary verbs. (Biber, 1999, p. 549) Also, one needs to be very careful when deciphering whether the adverb is a disjunct or an adjunct in general, they look the same but disjunct is not a part of the sentence whereas adjunct is.

When considering the form in which the modal disjunct can be found, the most common form is a one-word expression such as the adverbial *maybe* in the example mentioned above or other – e.g. *perhaps, surely, undoubtedly* etc. The multi-word expressions are in this case not so common and to some extent even avoided as there is usually its one-word equivalent which is used rather than its longer version. (Huddleston, 2002, p. 576) However, some examples of multi-word modal disjunct is *in fact, quite likely, according to* or *frankly speaking* etc.

### 3.1.2 Attitudinal disjuncts

For the purpose of this paper, Attitudinal disjunct is the term used hereinafter to refer to this group which might be found under other terms such as 'content judgement-of-content disjuncts' used by Quirk et al. or 'attitude stance adverbial' by Biber et al..

An attitudinal disjunct predominantly conveys writer's/speaker's personal evaluation of given statement's content. There are many possible types of such evaluation and since this paper focuses on a written academic discourse, only the types corresponding to this style are going to be taken into consideration – e.g. passing judgment in terms of whether the event or action is unexpected, right, preferable or otherwise. (Huddleston, 2002, p. 974)

According to Quirk et al. (1985), this specific word class is closed and most of these adverbials are very formal, thus widely used in an academic style of writing. (p. 617) Moreover, they are used as subjective input from which the reader/listener may get the writer's/speaker's wishes and overall attitude towards the statement.

As attitude is a complex subject, it is possible to decipher numerous attitudes/emotions of the writer/speaker about the statement from just one adverbial. To give an example, the clause *Unfortunately, they were not able to come up with a better idea.* might help. The adverb *unfortunately* possesses negative connotation on its own so based on this fact, it can be concluded that the writer was either disappointed, was not expecting such outcome or thought of the situation as not ideal. With attitudinal disjuncts, one needs to be very perceptive of the whole context to be able to distinguish the attitude/emotion precisely. (Huddleston, 2002, p. 131)

When compared to the modal adverbials, attitudinal disjuncts do not have any further specific division as such, although every person may divide them unconsciously by their connotation from negative to positive. However, it is a personal choice of taste and perception as every person is different and connects multi-meaning words to different attitude and/or emotion. Therefore, it is not easy to generalize, hence why not even linguists usually do so.

# 4 Academic discourse

## 4.1 Written vs spoken formal English

When speaking about the English language, there are great differences between written and spoken language and there are many factors that need to be taken into consideration such as mode, register, style etc. As this thesis is dedicated to the written academic discourse, the main focus will remain on the formal written discourse, however, for comparison and better understanding, other terms will be explained as well.

What must be introduced first is the term discourse. This term "applies to both spoken and written language (literary and non-literary), in fact to any sample of language used for any purpose"(Leech, 1982, p. 133). Moreover, when analyzing spoken and written language, the mode has to be considered as this tool helps to distinguish whether it is one or the other. To be more specific, the mode "…has to do with the effects of the medium in which the language is transmitted. The obvious distinction for English is between the auditory and visual medium, that is, between speech and writing."(Leech, 1982, p. 133) As Leech et al. draw attention to, neither writing or speech is better than the other and each has its own functions in society as well as are in different forms, moreover, each demonstrates different linguistic characteristics. Even though speech came first, historically speaking, and is used much more frequently both are equally important ways of communication in nowadays society.

Focusing on writing, there are some advantages as well as disadvantages in comparison to spoken language. First and foremost, when writing, there is no immediate feedback. Moreover, the lack of intonation, pauses, stress, body language etc. is missing, thus, making it more difficult for the audience to engage themselves as well as it is harder for the writer to use tools in texts to replace those missing indications of importance and writer's stance and attitude. One of the tools used for the replacement is already mentioned sentence adverbials, another useful tool can be for example sentence structure. Opposing to the previously mentioned disadvantage, writing can be thoroughly thought through and well prepared as there is no time pressure. That, as suggested by Leech et al., might play a major role in the quality of the discourse, therefore, written discourse is taken as more "correct" and more worthy of studying. (Leech, 182, p. 134)

Another aspect of comparison is also the grammar. As already mentioned, the text can always be thought through and well prepared, whereas speech as a natural way of communication is affected by circumstances such as environment, time or audience etc. As the greatest results,

there may be a lack of clear sentence boundaries in speech, on the other hand, grammatical sentences are a norm for a written discourse. In written text, there are clear boundaries where one sentence ends and another begins. Also, speech uses simpler structure and is usually less complex when talking about subordination as well as about clause elements, yet one of the reasons is the mentioned circumstances which do not need to be mentioned in a sentence and is clear from the situation (Leech, 1982, p. 136-137).

When considering the situation or rather the purpose of each speech and writing, the register plays a major role in the whole process of writing or speaking. The formality and its characteristics slightly differ between spoken and written language, in this case, this paper focuses only on written discourse. The register, meaning the degree of formality, is dependent on the genre and the function of the text – e.g. academic discourse requires highly formal approach, whereas a letter to a friend is expected to be written in day-to-day informal language. As this work is dedicated to the academic style, the focus is on the characteristics of a formal writing. In written language, the attributes of the formal register are the complexity of sentences or usage of terms and overall vocabulary used - e.g. using single - word verbs such as *to solve* rather than its phrasal-verb synonym *to deal with*; using more formal expressions such as *purchase* rather than daily-language synonym such as *buy*. Other tools used for the academic discourse and its register are the coherence and cohesion which are very important in formal genres.

## 4.2 Coherence and cohesion

The sentence adverbials are a powerful tool when it comes to the coherence and cohesion of the discourse and its flow. The difference between these two terms must be explained to better understand the purpose of the sentence adverbials.

As Bass et al. (2006) suggests there are more levels on which the coherence can be found and explained the first being discourse coherence which "…has to do with temporal relationships, with the binding or anchoring of the reference point of each clause by some time referred to in the preceding discourse." and "is a matter of the logic of the discourse, and consists precisely in attaching each clause to some segment of the preceding discourse by such a rhetorical relation." (p. 260) Another level is the attention on which "…coherence is a matter of topical relevance, so discourse coherence is maintained by attaching each clause to a preceding segment of discourse, in narrative an episode with a common line of events, and in non-

narrative a thread, a set of statements sharing a common topic." (Bass, 2006, p. 261) Therefore, the coherence is the systematic as well as the logical connection of the whole discourse and not only the connection but also consistency.

On the other hand, there is cohesion. Biber et al. (1999) explain it as a term that "…refers to the integration which is achieved between different parts of a text by various types of semantic and referential linkages." He also gives an example to understand the term better "For example, 'chains of reference' are a common phenomenon of both spoken and written discourse, whereby clauses in sequence are referentially linked. The components of the chain are different kinds of referring expressions (e.g. pronouns, proper nouns, repeated noun phrases, synonyms) referring to the same real-world entities". (p. 42) McNamara adds that "Cohesion refers to the degree of semantic overlap between concepts in text or discourse. Cohesive cues are grounded in explicit linguistic elements." (McNamara,2013, p. 586) Thus, in contrast to coherence, cohesion works on a grammatical level and ts ensures the connection and consistency between the sentences and paragraphs rather than the whole ideas and propositions as coherence does.

# 5 Analysis of sentence adverbials in written academic discourse

In the present thesis, before carrying out the research, it is necessary to set out the criteria for further analysis. The main criterion was the frequency rate of both conjuncts and disjuncts. Further criterion was the positioning of found occurrences in the sentences. The thesis does not only compare the difference between positioning and frequency of conjuncts versus disjuncts but also the difference in usage of them by native and non-native speakers, or in this case writers. Moreover, the frequency with which they use particular semantic categories. For the purpose of this thesis, six texts were chosen at random, three of which are written by native English speakers and three by people with English as their second language. From each text, 40 occurrences were found systematically, meaning they were not chosen randomly. Therefore, I am able to compare the frequency of those occurrences per pages it took to find the lot of 40 findings.

Overall, both quantitative as well as qualitative research will be carried out. The quantitative investigation deals with the frequency rates and positioning of conjuncts and disjuncts and their distribution within semantic categories whereas the qualitative examination will be focused on findings within each semantic category. The whole research is carried out with respect to the written academic discourse as all six of the texts are of academic genre. Furthermore, all of them are a university thesis written by students. The texts are of equal importance for the reason of staying objective with the findings.

## 5.1 Conjucts

Firstly, the analysis will focus on conjuncts and its findings. The research is carried out on the semantic level and covers the frequency of each category of conjuncts in all texts, examples of most common occurrences and the overall positioning of each category as well.

The first table shows the number of occurrences of each category and the difference between the frequency in usage of each category by native and non-native authors of the analyzed theses. The content of this table will be further analyzed further in this paper.

Table 1. – Conjuncts:categories

| CATEGORY | NON-NATIVE SPEAKERS | NATIVE SPEAKERS |
|---|---|---|
| ADDITIVE CONJUNCT | 7 | 32 |
| APPOSITIVE CONJUCT | 17 | 8 |
| CONTRASTIVE CONJUCT | 34 | 21 |
| LISTING CONJUCT | 7 | 9 |
| RESULTATIVE CONJUCT | 22 | 18 |
| SUMMATIVE CONJUNCT | 4 | 5 |

The second table gives us an overlook on the frequency of each positioning also divided by whether used by a native or a non-native writer for better comparison. The final position is not in the table as there were no findings of such occurrence. The content of the table will be further analyzed in following chapters of this thesis.

Table 2. – Conjuncts:positions

| | FRONTAL POSITION | MIDDLE POSITION |
|---|---|---|
| NON-NATIVE SPEAKERS | 48 | 43 |
| NATIVE SPEAKERS | 84 | 9 |

### 5.1.1 Additive conjuncts

Additive conjuncts were found only seven times out of 120 occurrences in Czech texts, whereas they were used much more often by native speakers – specifically 32 findings also out of 120.  That makes a total of occurrences to be 39 out of all six texts. The reason why the non-native speakers did not use as many additive adverbials is that when adding information, they rather used a conjunction or an adjunct in general. That is why there is such an abysmal difference in found occurrences between the texts written by native versus non-native writers.

The most frequently used additive conjunct out of all was *further* (e.g. D3 or E15) which was written only by the native speakers and they used it all together twenty-one times out of 32 findings. The unequal usage can be seen when comparing each text. To be more specific, the average number of additive conjuncts in Czech texts is 2.33 which is incredibly small number when comparing to 10.66 which is the average calculated from all three English theses. Also, the inequality of multi-word versus single-word adverbials must be pointed out, as out of 39 findings, only four of them (e.g.. D13, E19, E23 and F28) were multi-word conjuncts. See examples of other single- and multi-word additive conjuncts below.

*C2:6 Especially young, unmarried women drawn a suspicion among the people – **moreover,** when women's primary roles and duties were to to take care of the household and raise children.*

*D14: **Additionally**, demographic variables (viz., age, ethnicity, and SES) were gathered to control for the possible effect they may have on the relationships of interest.*

*E23: **In addition to political polarization**, dissatisfaction with democracy, and rampant inequality, El Salvador also contends with widespread insecurity.*

*F28: **In addition to providing student's with mentors and role models who share their cultural heritage**, the authors have outlined several suggestions for fostering resilience in the academic arena.*

One of the additive conjuncts is the word *also* for which the criteria must have been set in advance as this word may function as a conjunct but also as an adjunct. Therefore, the criteria set was if *also* is separated by commas and outside of the clause/sentence, it is considered a conjunct such as in sentence A9, whereas if the word is clearly a part of the clause or sentence, it is considered an adjunct and thus not counted in this research. In general, the research has shown that *also* working as a conjunct is not a frequent occurrence as out of the total of 38 additive conjuncts, there is only one case in which also is used as a conjunct and that is in already mentioned sentence A9. The same criteria applied to all other additive conjuncts, however, beside *also*, there was a negligible amount of cases of adverbials, more specifically adverbs, working as an adjunct. The only other word that could possibly function as a conjunct but was found mostly used as an adjunct was *again*. Nevertheless, there were four occurrences of *again* functioning as a conjunct – C7, C15, C38 and C40 (as can be seen, all used by only one writer).

To sum up, the group of additive conjuncts was a category used the most unequally when comparing native and non-native writers, however it is necessary to consider this category as the most bilateral. Even though the adverbs (not counting multi-word adverbials) in this category may be used as conjuncts, and they are by the native writers, they can also be used as an adjunct which is preferred by non-native writers. The native speakers mostly used the adverbs that might count into this category also as adjuncts though.

### 5.1.1.1 Position of additive conjuncts

When speaking about the position of additive conjuncts, the preferred position by both Czech and English writers is the frontal position with 36 occurrences which majorly overshadows the middle position represented by only three examples from sentences C15, C25 and C26. These conjuncts were not even once used in the final position, seeing as it would not have the targeted purpose of indicating the addition of new information.

### 5.1.2 Contrastive conjuncts

The group of contrastive conjuncts is the category with the most occurrences found out of all categories of sentence adverbials. Out of 120 findings in Czech theses, 34 of them were categorized as contrastive conjuncts and out of 120 findings in English theses, there were 21 occurrences belonging to this category. Therefore, the overall number of contrastive conjuncts is 55 out of the total of 240 from all chosen texts. The reason for this group to be the most numerous one is most likely due to the fact, that all texts are of academic discourse, hence the need to analyze, explain and mainly compare facts, opinions and, more importantly, the results. The average of contrastive conjuncts found in the Czech texts is 11.33 and the average written by English native speakers is 7.

Again, even in this case, the criteria must have been set for distinguishing whether the adverbial functions as a conjunct or whether it is a part of the clause/sentence. The same criteria as for the additive conjuncts were applied once more, meaning that to be considered a conjunct, the adverbial must be separated from sentence by commas, otherwise not counted. This rule applied only to single-word adverbials which have multiple functions such as *however, though* etc. The rest such as *on the other hand* and other have predominantly the function of the conjunct, therefore, there was no need to set a criterion.

The most common contrastive conjunct used was *however* (e.g.. A2, B16, C6, D6, E10, F2 etc.) which was found forty-two times out of 55 findings. More specifically, the non-native writers utilized this adverbial twenty-seven times, while the native writers used the same word fifteen times. Furthermore, it is the overall most used sentence adverbial of the whole research. The examples of other found contrastive conjuncts are:

*A25: **On the other hand,** many people swear not because they want to reduce their pain, but because they want to be offensive.*

*E34: **To the contrary**, after his assassination the country's first clandestine radio stations emerged as part of the insurgency's strategy,…*

*F26: **Conversely,** she argues that they can alienate and isolate the student even further by ignoring the student's need for inclusion.*

When dealing with the frequency of single-word contrastive conjuncts versus multi-word ones, the difference is yet again abysmal. In only seven cases, the conjunct was a multi-word adverbial such as in already mentioned example A25, whereas the rest was a single-word adverbial. This result might be slightly misleading, as majority of found occurrences are already mentioned adverbial *however*.

### 5.1.2.1 Position of contrastive conjuncts

When it comes to a position of contrastive conjuncts, the preferred place to put the adverbial is yet again the frontal position. Overall, the result does not come as surprising as it is logical to put the contrastive adverbial in between two compared propositions and at the beginning of the second proposition to signal that that is where the contrast starts. Consequently, the number of occurrences found in the middle position is 21, on the other hand ,there is number 34 standing for all the findings of contrastive conjuncts found in the frontal position. However, the difference is not as distinct and it always depended on the writer's feel and wording of the proposition into sentences, no matter if it was a native or a non-native speaker.

### 5.1.3 Listing conjuncts

The category of listing conjuncts is one of the least represented in all six theses. On the other hand, the difference in number of the found occurrences between texts written by native and non-native speakers is one of the least prominent. The Czech authors used only 7 listing

conjuncts out of 120 sentence adverbials, while the English authors used 9 of these adverbials. The average of the Czech writers is 2.33 and the average of the native speakers of English language is 3.

As with other categories, there had to be criteria set prior to the research. Again, the adverbial had to be separated from the rest of the clause or sentence by commas and had to clearly indicate a beginning of a new proposition to be considered as a suitable for this category. The reason for the listing conjuncts to be one of the least frequently used is that in many cases, they were written as a part of the sentence, mainly when talking about the ordinal numbers.

The most common listing conjunct used was *lastly* which was used six times (e.g. D21, E21), however this particular adverbial was used only by the native speakers. The Czech speakers leaned towards using ordinal numbers or adverbials derived from them such as *first of all* (e.g. C1), *firstly* (e.g. B19), *secondly* (e.g. B20) etc.

When comparing single-word versus multi-word listing conjuncts, there is inequality which is well-founded, as the category of listing conjuncts overall covers mostly single-word adverbials. The multi-word conjunct was used only once out of 16 occurrences and that was in sentence:

*C1: **First of all**, the life expectancy of the English immigrants in New England was higher comparing the life expectancy in England during the 17th century.*

The rest of the 15 findings were all single-word adverbials such as:

*B3: **Initially,** attention is paid to the frequency of occurrence of idioms and idiom variation.*

*B19,20,21: **Firstly**, —idioms are understood as a type of multiword expression; **secondly**, idioms are conventionalized expressions; **thirdly**, idioms are often nonliteral, which means that the meaning of idioms is not the sum of its constituents.*

*F22: **Lastly,** she describes a sense of purpose as having (p. 2) "a belief in a bright future,…*

### 5.1.3.1 Position of listing conjuncts

For this category, the research has shown that the frontal position is the most effective and the most sought as the purpose for using listing conjuncts is naming and listing new proposition, therefore, the frontal position is the most useful for giving a signal that the new proposition or

idea is about to be stated. This reflects on the outcome of the research where listing conjunct is used in the middle position only three times, whereas there are 16 occurrences where the conjunct is in the frontal position. However, the number of findings in the middle position is a bit misrepresenting as there are semicolons which basically end the previous proposition, yet they do not function as a full stop, therefore, the following text cannot be considered as a start of a new sentence – hence the sorting of occurrence B20 and B21 into the category of middle positioned adverbials.

## 5.1.4 Resultative conjuncts

The category of resultative conjuncts is represented by both the Czech and the English authors with nearly the same amount of occurrences. The non-native speakers used this type of adverbials twenty-two times out of the total of 120 findings and the native speakers did not stay far behind with 18 occurrences. Overall average for the Czech writers is 7.33 and the average of English writers is 6. This category is also one of the more frequently used. The reason for resultative conjuncts to be utilized for the academic discourse is quite simple, the facts and comparisons are made and the explanations of outcomes are well needed for the reader to understand the final relationship, the outcomes and the results of not only researches but also the facts and what it means for the rest of the proposition.

The overall most common resultative conjunct used in all six theses is the adverbial *thus* which was found twenty-two times and was almost equally spread between Czech and English writers with 12 occurrences written by native speakers and the remaining 10 by non-native speakers. The second most used resultative adverbial was the conjunct *therefore* which was found twelve times in all theses. Leaving us with only 5 other conjuncts used – see examples below:

*A3: **As a consequence of this event**, the English spoken in London and East Midlands was gradually adopted as the official variety of English.*

*B24: **As a result of this feature**, an idiom normally resists interruption and re-ordering its parts.*

*E30: **As a result**, media lack a diversity of viewpoints.*

The writers used predominantly single-word adverbials using resultative conjuncts, however, this fact may be slightly misleading as 34 occurrences were consisting of two conjuncts –

*therefore* and *thus*. Consequently, there were only 4 findings of multi-word adverbials, three of them being already listed above.

As previously stated in the theoretical part, the category of resultative conjuncts and the category of summative conjuncts are close to each other and the line between the categories is almost non-existing for some adverbials such as *therefore*. The criteria were if the conjunct expresses the outcome or the result, it shall be sorted into the category of resultative adverbials and if the conjunct hints that the preposition is at the end or sums the preposition, then it shall be sorted to the category of summative conjuncts. However, the criteria are still not objective as every person might understand the context differently, therefore, further in the analytical part, there is a chapter dedicated solely to borderline cases and my personal understanding of them – hence why they were sorted out to which category.

## 5.1.4.1 Position of resultative conjuncts

The position mostly preferred by both English and Czech writers is the frontal position, even though in this case, the difference between the frontal and the middle position was not as eye-catching. The resultative conjuncts were used twenty-three times in the frontal position and 17 occurrences were used in the middle position. The results of the research for this group does not come as a surprise as frontal position seems to be the overall preferred one, yet in this category, the conjuncts state the outcome or the result of the same proposition, therefore commonly used in the middle position as well.

## 5.1.5 Summative conjuncts

The summative conjuncts is the category with the least findings out of all categories of conjuncts. The total of occurrences is only 9 which is, furthermore, the second overall category with least findings of sentence adverbials right behind the attitudinal disjuncts. The total of 9 occurrences consists of 4 findings in the Czech theses and 5 of them written by English speaking authors which makes this category the most equal with nearly same amount of findings in three versus other three texts. The average of findings per a non-native person is 1.33 and for the natives it is 1.66.

The fact that the summative conjuncts are the least frequent category out of all six categories of conjuncts might be connected to the fact that for this research, the first 40 occurrences were counted in and worked with meaning that only theoretical parts of theses were used to reach the set amount of occurrences per thesis. Therefore, not many summations were necessary – hence not many findings with the summative purpose. Another factor that might be perceived as a disadvantage for this category was the fact already mentioned above when analysing the resultative conjuncts – the borderline cases.

The adverbial used the most as a summative conjunct was the word *therefore* which is the main borderline adverbial of the whole research. According to my understanding, this adverbial was categorized as a summative conjunct four times as represented in A20 or D17. See other examples of adverbials used below:

*A16: **In the conclusion**, the term slang refers to colloquial as well as vulgar English.*

*D1: **Overall**, depression rates in adolescents are estimated between 5% and 15% (Costello, Erkanli, & Arnold, 2006),...*

*E20: **In sum**, the objective of this dissertation was to interrogate the usefulness and emancipatory potential of digital communication technologies in alternative media for contesting power,...*

Even though there are not as many occurrences, I still decided to put a comparison of frequency of single-word versus multi-word adverbials. The total of 3 findings were multi-word conjuncts which are previously mentioned A16 and E20 and the remaining example is:

*B4: **After all**, in any case, by and large, put up with, as dead as a doornail, smell a rat, a friend in need is a friend indeed, good morning, etc. are units that differ considerably in terms of their ―structural complexity, their lexical, morphosyntactic, syntactic and semantic organization as well as their discursive function.*

The remaining 6 findings are a single-word adverbials such as also already mentioned D1 or for example D15 which also uses the conjunct *overall*.

Yet again, the criteria must have been set mainly for validating the single-word adverbials as a part of this category. Similarly, the adverbial was considered to belong to this category when clearly separated from the rest of the clause or sentence by a comma.

### 5.1.5.1 Position of summative conjuncts

However small the amount of occurrences of this category is, there is still quite noticeable difference between using the adverbials in frontal versus the middle position. Only one out of 9 occurrences was placed in the middle of the sentence and that is the sentence A40 presented below this paragraph. The remaining 8 occurrences were found in the frontal position which, again, makes sense as the summative conjuncts have the sole purpose of indicating that there is about to be a summation of previous proposition or more commonly whole idea or a set of them.

*A40: Fucking is not an independent element, but always modifies another sentence element,* **therefore** *has one of the syntactic features of an adverb and can be classified as one in case it occurs before a verb, an adjective, and an adverb.*

### 5.1.6 Appositive conjuncts

Appositive conjuncts is a category with a fair amount of occurrences, mainly in the theses written by non-native speakers. The total number of findings belonging to this category is 25 where 17 of them were found in the three texts by non-natives and the remaining 8 in the theses written by people with English as a mother tongue. The average of the findings in the Czech theses is 5.66 in comparison to the three English theses for which the average is 2.66.

As this is a quite specific yet wildly used group of conjuncts, there have been specific criteria set for this category. For an adverbial to be considered a conjunct, it had to be either distinctly separated from the sentence or followed by a proper clause. In many cases, the same adverbials might be followed by a noun phrase or a set of either nouns, or adjectives, therefore not functioning as a correlation for two or more proposition but only elaborating on one idea which is not the purpose of sentence adverbials. Moreover, if giving examples in brackets with the short version preceding, the words were still not considered as a part of this category. These criteria led to many cases being discarded and not counted in the overall research.

As mentioned in a theoretical part about appositive conjunct, they are commonly used in their short version and that was of the unintentionally confirmed statements. To give more specific numbers, five examples of such findings were used. However as stated above, there were

many cases were the adverbial was followed by only a noun phrase/set of noun or adjectives and that applied mostly when the abbreviations were used in the middle of the clause or sentence, abbreviations used not to disrupt the word flow. The examples of abbreviated appositive conjuncts are:

*A9: Also, the formality of a situation is not fixed, it changes in the course of time, **e.g.** the relationship between students and teachers have changed over the past decades and become more informal.*

*B9: The former property refers to opaque meaning**, i.e.** the meaning is figurative*

As for the use of full versions of appositive adverbials, the conjuncts such as *for instance* (e.g. B6, B29*), in other words* (e.g. E1, E7*), for example* (e.g. A22, D12) or *in short* (C16 or B5) were used. While in other categories, the single-word adverbials usually overshadowed the multi-word ones, it was vice versa for this category. The actual result is there were not any findings of single-word appositive adverbials corresponding to the criteria.

## 5.1.6.1 Position of appositive conjuncts

To sum the results of the research concerning the position of appositive conjuncts, only five times out of the total of 25 occurrences were of middle position, leaving the 20 occurrences being of frontal position. Moreover, only Czech writers put the adverbials into the middle position, whereas the English authors preferred and used only the frontal position. There were many cases of same expressions used in the middle position, however, they were not suitable for the research as they did not correspond with the criteria set for this category.

## 5.1.7 Examples of borderline cases

As mentioned above, there is a very thin line between understanding some of the categories. In this case, the most difficult to determine where adverbs belonging to two categories at the same time – to resultative and summative conjuncts. Even though the rules were set, it is almost impossible to ensure that everyone would sort out all of the occurrences into the same categories. Therefore, as this research was carried out by me, I was making a subjective choices depeding on what I felt was a better fit for each of the borderline case. Just to mention the criteria, if the adverbial expresses an outcome or a result of the preceding proposition, it is

considered a resultative conjunct, if it rather sums the previous proposition, it is considered a summative conjunct. See examples below:

*A10: There is also a special sociolinguistic term called metaphorical shift assigned to situations during which the formality of the language changes without corresponding change in the situation and the change is **therefore (RC-middle position)** apparent.*

In my opinion, the example above shows *therefore* as a resultative conjuct. There are criteria described and if those are met than that they are apparent is an outcome – hence category RC.

*A34: What the fuck having structure similar to wh-questions can **therefore (RC-middle position)** be, according to him, classified as an idiom.*

This example shows, in my opinion, something very similar to the first example. There are criteria set that if the phrase has similar structure to wh-questions that the result is they are possibly classified as an idiom.

*A40: Fucking is not an independent element, but always modifies another sentence element, **therefore (SC-middle position)** has one of the syntactic features of an adverb and can be classified as one in case it occurs before a verb, an adjective, and an adverb.*

In this case, I believe the understading depends on the reader's knowledge of the topic as well. The author explains the features of word and then sums it by repeating general knowledge of the linguistic topic. Thus, I sorted this occurrence into the category of summative conjuncts.

There are many more examples and occurrences and beside the adverbial *therefore*, there was also problematic *thus*. This part of the research was not as objective as might be expected but that is because there are no precise criteria which would list the occasions when is used which.

## 5.2 Disjuncts

Secondly, the analysis will focus on disjuncts and its findings. Again, the research is carried out on the semantic level and consists of frequency of both categories of disjuncts in all six theses, examples of occurrences and the outcome of the research about frequency of positioning of both categories.

The table below shows the amount of occurrences for both categories and the difference between the frequency of usage of each category with respect to whether it was written by a native or a non-native speaker. The content of this table will be further analysed further in this paper.

Table 3. – Disjuncts:categories

| CATEGORY | NON-NATIVE SPEAKERS | NATIVE SPEAKERS |
|---|---|---|
| **ATTITUDINAL DISJUNCT** | 1 | 2 |
| **MODAL DISJUNCT** | 28 | 25 |

The second table gives us an overview on the frequency of both positions and further divided by the texts written by native versus non-native speakers for better comparison. There were no findings of occurrence of the final position, therefore, the final position is not included in the table. The content of the table will be further analysed in following chapters of this thesis.

Table 4. – Disjuncts: positions

| | FRONTAL POSITION | MIDDLE POSITION |
|---|---|---|
| **NON-NATIVE SPEAKERS** | 21 | 8 |
| **NATIVE SPEAKERS** | 22 | 5 |

### 5.2.1 Modal disjuncts

The category of modal disjuncts is represented by quite many occurrences, to be more specific, this disjunct was found fifty-three times out of 120 occurrences. This group of sentence adverbials was used quite equally by both native and non-native authors. The Czech writers used modal disjuncts twenty-eight times and there were 25 findings written by English authors. The average frequency of usage by non-native speakers is 9.33 followed closely by the average of native speakers which is 8.33.

The overall most frequently used modal disjunct was *according to* which was found thirty-seven times, 19 occurrences by Czech authors and the remaining 18 by English authors. This adverbial is second most used of all sentence adverbials behind the conjunct *however*. The reason for the disjunct *according to* to be as frequent is quite obvious when considering the research analysed university theses as a part of an academic discourse. The theoretical part of each thesis is based on the approved resources and it is necessary to refer to each source mainly when paraphrasing which is a prominent part of the thesis as a style.

With the adverbial according to making the majority of the findings for this group, there were only 16 different adverbials remaining. Also with a fair amount of findings, the adverbial *in fact* was used by both native and non-native. However, the rest of the modal disjuncts is quite colourful – see examples below:

*6A: **In fact**, Michael Swan says that the standard language is one of the dialects of the language…*

*A30: It may simply not be older than that, or **perhap**, the expression carried such a strong taboo it was forbidden to write it down in the Middle Ages*

*E9: **Clearly**, then, better understanding the role of digital technologies in alternative media and activism is critical because ICTs are more than just tools;…*

*E27: **Indeed**, the last decade has witnessed a serious erosion of press freedom throughout the region".*

Also, the comparison of single-word versus multi-word adverbials is slightly biased, again mainly by the fact that there are *according to* and *in fact* forty-five times present which leaves us with only 8 other occurrences. However, all of the remaining 8 findings are a single-word modal disjunct.

As for the categories of conjuncts, the criteria must have been set for this category as well. Moreover, the same criterion already used for categories of conjuncts was applied for modal disjuncts as well – it must be evident that the adverbial is out of the scope of the sentence to be considered as disjunct. Mainly commas played an important role in deciding whether the adverbial belongs to this category or not. However, there were cases in which the commas were missing, yet the adverbial was clearly and distinctly representing the judgement of the truthfulness of the proposition, therefore also sorted into this category.

### 5.2.1.1 Position of modal disjuncts

When it comes to a position of modal disjuncts, they were predominantly placed in the frontal position, specifically forty-two times out of 53 occurrences. That leaves us with 11 findings being placed in middle position such as C30, D2 or E37. Therefore, not only for the conjuncts, but also for the modal disjuncts, it applies that the frontal position is the most frequent and perceived as the most efficient.

### 5.2.2 Attitudinal disjuncts

Out of all of the categories of sentence adverbials, the attitudinal conjuncts were used the least. There were only 3 occurrences found, the first one by a non-native author and the remaining two by native speakers. The average of frequency is incredibly low – 0.33 per text by Czech author and 0.66 per text by English speakers. See all findings below:

*A28: There are several other acronyms such as Forced Unsolicited Carnal Knowledge and the badge with Fuck had to, **supposedly**, be worn by convicted rapists.*

*D22: **Unfortunately**, the intrinsic stressors of adolescence, a developmental period marked by rapid maturational changes, shifting societal expectations,…*

*D30: **Unfortunately**, research reports that only four out of 10 young people are said to be "doing well" and that a majority of youth in the United States…*

The results concerning the frequency in use of attitudinal disjuncts did not come as surprising simply because in the academic discourse, the text is expected to be as objective as possible, more so the theoretical part which is the part of the theses analysed due to systematically finding occurrences beginning from the introductions. Attitudinal disjuncts is the representative of mainly subjective input of the writer/speaker and that is something to avoid in the thesis in general. As the amount of findings is extremely limited, there will be no further paragraph describing the difference of the frequency between single-word and multi-word adverbials found in the research.

However small amount of findings there is, this category had also previously set criteria. Once again, if the adverbial was separated from the rest of the clause or sentence, it was

considered a disjunct and if it was functioning as a sentence element being a part of the sentence, it was ruled out.

## 5.2.2.1 Position of attitudinal disjuncts

Even though the number of findings is close to non-existing, for the purpose of overall statistics of this research, the positions of the attitudinal disjuncts must be taken into consideration. This time all of the occurrences are listed above, therefore as can be seen, only one of the adverbials stands in the middle position and it is also the only finding in all Czech theses, the remaining two were found in one of the texts representing English speakers and both were placed in the frontal position.

# 6 Overall comparisons

Even though every category has been analysed and explained in the chapters above, for the conclusion to be drown and for better overview, this short chapter will include the final comparisons. Firstly, the comparison of frequency of conjuncts versus disjuncts will be discussed with respect to whether the author has English as a mother tongue or whether English is the second language. Secondly, the focus will move on the frequency of each category and the overall order from least to most frequently used category again with respect to the level of English of authors. And lastly, the positions of conjuncts and disjuncts will be compared and analysed with the same respect to the language of authors.

First of all, let us have a look at the overall numbers of frequency of conjuncts and disjuncts. As can be seen in the table below, there is hardly any difference between how many times the native and non-native speakers used conjunct and disjuncts. In both cases, only a quarter of all occurrences were disjunct. That might come as a surprising fact as some might expect, however, there are more than one reasons. The first reason is that there are more categories and therefore bigger spectrum of adverbs and adverbials that are conjuncts. Secondly, the conjuncts are a category very much needed for the academic discourse as it gives the reader explanations of the connection between prepositions, facts or ideas, whereas disjuncts are more personality-based, therefore, not as objective as needed for this type of discourse.

Table 5. - Sentence adverbials:conjuncts vs disjuncts

| SENTENCE ADVERBIALS | NON-NATIVE SPEAKERS | NATIVE SPEAKERS |
|---|---|---|
| **CONJUNCTS** | 91 | 93 |
| **DISJUNCTS** | 29 | 27 |

Table 6 gives us an overview of frequency of each category yet again, however this time, there are all categories of conjuncts and disjuncts. The category used the most by the Czech authors ii contrastive conjuncts whereas native speakers preferred to use more additive conjuncts, those are paradoxically the categories where there is the most abysmal difference in numbers of occurrences. However, the second most frequent category was agreed on by both native and non-native speakers and that is modal disjuncts, mainly because of the already mentioned adverbial *according to*. Third most frequent categories differ once again, for the non-native speakers, the third is resultative conjuncts whereas for the natives, it is contrastive

adverbials. Forth are appositive conjuncts for the non-native writers and resultative for native. Next are additive conjuncts with the same number as listing used by Czech speakers and listing conjuncts by English speakers. The third to last are appositive conjuncts for the natives. Further on, the order is the same for both Czech and English speakers going respectively - summative conjuncts and attitudinal disjuncts. Overall, the major difference lays in the most frequently used category by authors.

Table 6. – Overview of frequency of sentence adverbials

|  | AC | AD | APC | CC | LC | MD | RC | SC |
|---|---|---|---|---|---|---|---|---|
| **NON-NATIVE SPEAKERS** | 7 | 1 | 17 | 34 | 7 | 28 | 22 | 4 |
| **NATIVE SPEAKERS** | 32 | 2 | 8 | 21 | 9 | 25 | 18 | 5 |

When looking at the table below, it could be stated that when considering the positions of disjuncts, there is not much of a difference. The major differences that cannot be overlooked are when comparing conjuncts. The gap between where the natives and the non-natives were placing the conjuncts is hard to miss and also difficult to explain. However, there might be one factor that plays a tremendous role and that would be the fact that the non-native authors' most frequently used category was contrastive conjuncts whereas native authors used additive conjuncts the most. The contrastive factor can be easily put to the middle of the sentence, whilst additive conjuncts are more effective when in the frontal position. Overall, the results always depend on the particular academic text that is chosen to be analysed, therefore, there cannot be a precise and 100% certain statement made.

Table 7. – Overview of positions

|  | **NON-NATIVE SPEAKERS** | **NATIVE SPEAKERS** |
|---|---|---|
| **CONJUNCTS-FRONTAL POSITION** | 48 | 84 |
| **CONJUNCTS-MIDDLE POSITION** | 43 | 9 |
| **DISJUNCTS-FRONTAL POSITION** | 21 | 22 |
| **DISJUNCT-MIDDLE POSITION** | 8 | 5 |

Finally, let us consider the number of pages that it took each author to use 40 sentence adverbials. Firstly, the three theses written by non-native speakers, all of them being Czech. As for the text A written by Stýblová, it took her 19 pages counted from the introduction. Text B was written by Hradilová and the 40 occurrences were found on the total of 8 pages only. The last of the three is the text C where the author Sekáčová needed 25 pages to reach my required number of 40 findings. Continuing with the three texts written by authors with English as a mother tongue, the first out of three is text D where Coffee used 40 sentence adverbials on 31 pages. Followed by Harlow, the sentence adverbials needed for the research where found on 30 pages of text E. And last, the text F written by Edwards had first 40 sentence adverbials scattered across 19 pages.

As surprising as it might be, the non-native authors needed less pages than the natives to use a sentence adverbial forty times. However, that might be the result of non-native speakers feeling like they should use them often for the whole text to be coherent and to showcase their capability of using them, whereas the native speakers use them whenever they are necessary to use the adverbials.

# Conclusion

Sentence adverbials are an inseparable part of speech and writing whatever the discourse. I decided to write about sentence adverbials in order to understand its usage as well as its efficacy. I was also in treat to learn new sentence adverbials to add a variety of them to my vocabulary to make my writing and speech not so repetitive. Even though the sentence adverbials is a very expansive topic, I did not select only a few of them but I focused on all categories further restricted only by the academic discourse in research meaning that the adverbials were of formal register.

Before explaining each category separately, it was necessary to define terms such as sentence adverbial, academic discourse and make a comparison between written vs spoken English. Also, the register of discourse must have been mentioned to understand the difference between formal, semi-formal and informal language to ensure the clarity in practical part where the formal sentence adverbials were in focus due to the thesis targeting the topic within the academic discourse which is one of the most formal genres.

Sentence adverbials are divided into two categories, conjuncts and disjuncts and each of those is divided even further. A conjunct is an adverbial which adds information to the original proposition and which connects the sentence with the preceding part of the discourse. Conjuncts are further divided into six categories – additive, appositive, contrastive, listing, resultative and summative. An additive conjunct has the sole purpose of adding a new piece of information to the previous proposition, an appositive conjunct restates, rephrases and gives examples to the preceding proposition. On the other hand, there are contrastive conjuncts which, as the title suggests, puts a new piece of information to the opposition or the contrast to the preceding proposition or idea. The fourth category is listing conjuncts which are used to put proposition into an order. The last to categories are resultative and summative conjuncts, resultative used to indicate that the new information is the outcome or result of some sort whereas summative conjunct is used to sum up and to give an overview of preceding discourse. Conjuncts are followed by already mentioned disjuncts with their further division into modal and attitudinal adverbials. The term disjunct itself proposes speaker's/writer's belief and attitude towards the proposition. Modal disjuncts help to express speaker's/writer's belief of the truthfulness of the proposition whereas attitudinal disjuncts

express speaker's/writer's attitude to the proposition, whether he/she thinks it is positive or negative, etc.

Another important part of the whole thesis was to explain the term academic discourse and its features. First of all, the difference in mode of discourse was explained, therefore the features of spoken English ware compared to written English. The terms register was explained to be one of the main aspects of writing and speaking as it is dependent on the situation in speech and genre in writing, register meaning the degree of formality. The academic style is highly formal which calls for formal vocabulary, proper complex sentences etc. With respect to this discourse, the cohesion and coherence were the topics touched upon as well. Coherence is very important as it organizes and connects the sentences and mainly the ideas on an abstract level whereas cohesion also connects the parts of discourse but on a grammatical level.

After all the necessary terms were explained, the research was carried out. First and foremost, six randomly chosen texts were reviewed and analysed. From each text, forty occurrences were systematically chosen for the research making in the total of 120 findings per three texts of the authors with English as a second language and the same number of findings per the remaining three text written by authors with English as their mother tongue. There was a qualitative as well as quantitative research. The qualitative part of the research showed that there is not as abysmal difference between both native and non-native authors as for each category of conjuncts and disjuncts, the findings were overall quite similar and the adverbials varied but not drastically. However, the quantitative research brought much more information. Firstly, it indicates that the native authors used the sentence adverbials wherever needed, whereas the non-native writers were using them much more often to make sure that there is no proposition left without the indicator of relationship. Secondly, the frequency of occurrences in each category of conjuncts and disjuncts was analysed. The results pointed out the overall most frequently used categories to be contrastive conjuncts and modal disjuncts. What else does this part of the research did not fail to show was the almost non-existing use of attitudinal disjuncts which was expected seeing as the attitudinal disjuncts are perceived as an attribute of subjectivity. Lastly, the quantitative analysis gave us an answer to the question of positions of analysed sentence adverbials. Both categories were preferred in the frontal position, which is not a surprising result seeing as when adding another proposition or adding something to the previous proposition, the frontal position in the sentence is the best indicator that there is more to come and it is going to be in some way related to the preceding discourse. However, what was not expected was the huge gap between the preferred position

by non-native versus native speakers. Non-native authors were much more willing to put a conjunct in the middle position whereas the natives utilized conjuncts basically only in the frontal position.

Above all the planned research, I was met with an interesting fact, and that was difference between use of single-word versus multi-word adverbials. Thus, every category contains a paragraph dedicated to comparing the frequency of use single versus multi-word sentence adverbials, moreover the comparison is also done with respect to the language being either first or the send language of authors.

Overall, the research had its shocking outcomes such as positions of conjucts as well as it confirmed some of the statements, for example that attitudinal disjuncts are not a category suitable and used for this type of discourse or that the overall frequency of using sentence adverbials is not dependent on whether the person has English as a mother tongue or a second language and is more dependent on every individual.

# Resumé

Předmětem této bakalářské práce jsou větná adverbia v psaném akademickém diskurzu a vysvětlení podkladových termínů pro analýzu, která se zabývá zkoumáním jednotlivých skupin větných adverbií užitých v bakalářských prací univerzitních studentů.

Teoretická část této práce se člení na čtyři hlavní kapitoly, které se věnují jednotlivým termínům. První kapitola se zabývá termínem větné adverbium a vysvětluje co to vlastně větné příslovečné určení je, jaké jsou jeho charakteristiky a funkce. Tyto informace je nutné uvést hned zpočátku za účelem porozumění následujících kapitol. Samotný termín příslovečné určení vyjadřuje slovo či skupinu slov, které rozvíjí sloveso či celou větu. Jelikož se tato práce soustředí na větná adverbia, v potaz byly tedy brány pouze ta rozvíjející věty. Důležité je také zmínit, že tato větná příslovečná určení nejsou nezbytnou součástí věty, právě naopak a většinou je to zdůrazněno pozicí na počátku věty a ve většině případech také oddělením adverbií od věty čárkami. Větným příslovečným určením může být samostatné příslovce či příslovečná fráze (např. *na druhou stranu*). Hlavní funkcí větných adverbií je signalizování vztahu dvou vět či propozicí nebo dokonce myšlenek, popřípadě přístup autora k dané propozici. Větná příslovečná určení se dále člení na konjunkta a disjunkta, což jsou další dvě hlavní kapitoly této práce.

Druhou kapitolou jsou konjukta. Termín konjukt značí větné příslovečné určení, které má tedy za úkol spojit věty a hlavně propozice či myšlenky. V anglickém jazyce je možné setkat se s různými termíny označující totožný pojem, nicméně v této práci je užíván pouze termín konjunkt a na ostatní možné pojmenování stejného jevu je pouze upozorněno. Tato skupina je dále členěna do šesti kategorií. Jelikož český jazyk nemá překlady pro tyto kategorie, není možné použít přesného termínu a bude použit tedy nejpřesnější možný překlad a vysvětlení.

První kategorií je přídavné příslovečné určení (v anglickém jazyce additive conjunct). Úkolem tohoto konjukta je, jak už sám název naznačuje, signalizovat, že následující věta přidává nové informace k předchozímu výroku. Toto příslovečné určení může být využito k poukázání na podobnost nové informace s propozicí, či jej lze využít k důraznější argumentaci nebo upozornit, že následující informace je uvedena v návaznosti na předchozí výrok, což je nejčastější využití. Druhou kategorií jsou kontrastivní příslovečná určení (v anglickém jazyce contrastive conjuncts). Ta mají jediný úkol, a to vyjádřit, že následující informace je v opozici k předchozímu výroku či celé myšlence. Následující kategorie rozebírá pořadová příslovečná určení (v anglickém jazyce listing conjuncts). Tato adverbia jsou

využívána k řazení propozicí či myšlenek. Řazení může být provedeno podle časové či logické posloupnosti, dle autorova uvážení, a nebo dle důležitosti. Čtvrtou uvedenou skupinou jsou důsledková příslovečná určení (v anglickém jazyce resultative conjuncts). Tato adverbia mají za úkol dát najevo, že následují informace je výsledkem či důsledkem předchozí propozice. Za účelem vyjádření souhrnu se používají příslovečná určení shrnutí (v anglickém jazyce summative conjuncts). Nejčastější využití těchto adverbií je v závěrečných větách, které shrnují předchozí informace. Mimo to také mohou shrnovat či uzavírat pouze předcházející výrok a tím pádem se vyskytovat kdekoliv v textu či mluvě. Ačkoliv tato skupina je zdánlivě lehká pro určení, je nutno tomu věnovat mimořádnou pozornost, protože v anglickém jazyce jsou některá adverbia příslušící do této skupiny shodná s těmi, využívanými pro příslovečná určení shrnutí (např. therefore). Poslední kategorií, která je uvedena, jsou příslovečná určení apozice (v anglickém jazyce appositive conjuncts). Ty se používají v případě, že si autor přeje propozici zopakovat za použití jiných slov nebo pokud si přeje uvést příklad k předchozímu výroku.

Třetí kapitola se věnuje disjunktům. V českém jazyce žádná taková skupina není a proto pro nerodilé mluvčí, ne pouze české, bylo nutné vysvětlit všechny náležitosti. Pod termín disjunkt se skrývá větné příslovečné určení, které vyjadřuje postoje a přesvědčení autora k danému výroku. Bez disjunktů věta ani propozice neztrácejí smysl, ale vytrácí se osobní přístup autora. I tato skupina je dále dělena a to do dvou kategorií. První z nich jsou modální disjunkty (v anglickém jazyce modal disjuncts), které mají za úkol vyjádřit autorovo přesvědčení o míře pravdivosti dané propozice. Druhou kategorií jsou potom příslovečná určení postoje (v anglickém jazyce attitudinal disjuncts), která naopak vyjadřují postoj, hodnocení a přesvědčení autora. Může se jednat o shledání výroku pozitivním či negativním, očekávaným či neočekávaným, vyhovujícím či nevyhovujícím atd. Jelikož tato kategorie vyjadřuje velmi osobní a tím pádem subjektivní postoj, je pro akademický diskurz nevyhovující a její využití v akademickém kontextu lze málo kdy najít.

Poslední kapitolou teoretické části je popsání a vysvětlení psaného akademického diskursu a jeho aspekty. První termín, který je v této kapitole vysvětlen, je pojem diskurs. Tento termín označuje využití jazyka za jakýmkoliv účelem, ať už psaného či mluveného. Dále tato kapitola vysvětluje rozdíly právě mezi mluveným a psaným anglickým jazykem. Důležité bylo upozornit hlavně na rozdíly. Psaný diskurs je znevýhodněn oproti mluvené formě převážně co se týče gestikulace, řeči těla, intonace, důrazu na důležité informace ve sdělení a také v tom, že psaná verze nemá bezprostřední zpětnou vazbu. Zároveň také mluvený jazyk je

převážně situační, kdežto všechny informace vyplývající ze situace musí být v psané verzi sepsány v případě, že si autor přeje, aby čtenáři byli obeznámeni. Ačkoliv již zmíněné aspekty mluveného jazyka jsou nevýhodou pro psaný diskurs, ten zas má výhodu v tom, že jej lze připravit předem, lze všechny informace promyslet předem, popřípadě v průběhu psaní je upravovat. Dalším termínem, který bylo zapotřebí vysvětlit, byl pojem registr, který označuje rozdílné využití formálnosti jazyka ve vztahu k účelu, k jemuž je jazyk použit. To například znamená, že pokud se bavíme pouze s našimi kamarády, či si s nimi píšeme, diskurs bude velmi neformální a naopak když budeme žádat o zaměstnání, komunikace na přijímacím pohovoru bude vyžadovat velmi formální jednání. Formálnost bývá vyjádřena slovní zásobou, používáním odborných termínů, gramatické konstrukce vět bývají velmi komplexní, slova, která by vyjadřovala velmi subjektivní přístup člověka či dokonce kolokviální slova jsou vynechávána a je třeba se jim vyhýbat atd. Tato práce se zabývá akademickým diskursem a tedy je nutné používat formální anglický jazyk, což také znamená psaní komplexních vět a pro usnadnění porozumění složitých vztahů v jednotlivých větách i mezi nimi, větná příslovečná určení jsou kategorií slov často využívaných.

Dalšími a zároveň posledními pojmy teoretické části, které jsou zmíněné jsou termíny koherence a koheze. Koherence spojuje celý diskurs na abstraktní úrovni, co se týče myšlenek či věcnosti, a jedná se především o smysluplnost celého textu, zatímco koheze se také stará o soudržnost celého diskursu, nicméně na gramatické úrovni. To znamená, že zatímco koherence se stará o smysluplnost celého textu či řeči, koheze se stará o srozumitelnost a provázání informací.

Poté, co všechny potřebné termíny byly vysvětleny byl započat výzkum. K jeho zpracování bylo náhodně vybráno šest bakalářských prací jako zástupců akademického diskursu. Tři z těchto tezí byly napsány českými autory a tři autory s anglickým jazykem jako rodným. Z jednotlivých textů pak dále bylo vybráno 240 výskytů konjunktů a disjunktů, čtyřicet z každého a dohromady tedy 120 od českých autorů a 120 od rodilých autorů. Výskyty nebyly vybrány náhodně, nicméně každá práce byla analyzována od úvodních slov prací a dále byly systematicky vybrány všechny větné příslovečné určení, které byly nalezeny. Po najití 40 výskytů v dané práci, zbylý text již nebyl analyzován a ani jeho obsah nebyl brán tedy v potaz. Následně byl proveden jak kvalitativní, tak především kvantitativní výzkum.

Kvalitativní část výzkumu ukázala, že rozdíl mezi užíváním disjunktů a konjunktů mezi rodilými a nerodilými uživateli anglického jazyka není tak propastný, jak by se dalo patrně

očekávat. Naopak celkové shrnutí poukázalo na fakt, že nálezy jak tří českých tezí, tak tří zahraničních si byly velmi podobné a přestože se větná příslovečná určení lišily, rozdíly byly spíše mezi jednotlivými pracemi než na úrovni anglického jazyka jako prvního či druhého jazyka.

Zatímco kvalitativní výzkum nepoukázal na nějaké velké rozdíly, kvantitativní výzkum přinesl více informací. Zaprvé, výsledky naznačily, že větná adverbia byla použita nerodilými mluvčími mnohem častěji než rodilými, které je používali pouze na místech, kde byly opravdu zapotřebí. Naopak české teze obsahovali mnoho větných příslovečných určení a dalo by se vyvodit, že především jelikož chtěli mít jistotu, že vše dává smysl a že nikde není vynechána nějaká propozice bez určení jejího vztahu ke zbytku textu. Dalším zkoumaným faktorem byla frekvence využívaní jednotlivých kategorií. Výsledky ukázaly, že nejčastěji využívané jsou kontrastivní konjunkta a modální disjunkta a zároveň potvrdily tvrzení, že příslovečná určení postoje jsou využívána velmi sporadicky v akademickém diskurzu a to z toho důvodu, že se jedná a aspekt převážně subjektivní, který není vhodný pro tento typ diskursu, který by měl zůstat co nejobjektivnější, hlavně co se teoretických částí týče.

Další zkoumaný atribut větných příslovečných určení bylo jejich umisťování ve větách. Všichni autoři potvrdili, že obecně celkově preferovanou pozicí je ta frontální. Tento výsledek nebyl nikterak překvapivý, když bereme v potaz, že větná adverbia mají za úkol spojit dvě propozice a jak to lépe udělat, než dát indikátor jejich vztahu mezi. Nicméně tento výzkum přišel také s neočekávaným výsledkem. Nerodilí mluvčí neváhali použít konjunkta ve střední pozici ve větě na rozdíl od rodilých mluvčích, kteří střední pozici využili jen výjimečně a téměř všechna větná adverbia umisťovali na počátek vět.

Celkově táto práce potvrdila většinu tvrzení jako například již zmíněná příslovečná určení postoje či výsledky potvrdili očekávání co se umisťování jednotlivých kategorií týče. Naopak některé výsledky byli neočekávané, například rozdíl mezi rodilými a nerodilými mluvčími anglického jazyka, kde se předpokládalo, že rodilý mluvčí budou více flexibilní v umisťování adverbií do jednotlivých pozic ve větě. Celkově tato práce poukázala na fakt, že nelze stereotypizovat práce lidí do skupin podle rodných jazyků, ale opravdu záleží na jednotlivcích, jejich znalostech a jejich cítění pro psaní.

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# Appendix

Text A-Stýblová

1. The dialogues were not censored in any way or restricted content-wise, **therefore (RC-middle position)** the movie contains uncensored informal, mostly offensive, language of lower classes and …
2. **However (CC-frontal position),** this paper will try to show that these words usually occur in a different context from the original one.
3. **As a consequence of this event (RC-frontal position)**, the English spoken in London and East Midlands was gradually adopted as the official variety of English.
4. **According to David Crystal's assumption (MD-frontal position)**, more than 2 billion people speak English as their first, second or third language.
5. **However (CC-frontal position),** the situation in which Standard English occurs (business, literature, administrative and legal matters) lead to minimal linguistic variation of the standard language in give area.
6. **In fact (MD-frontal position)**, Michael Swan says that the standard language is one of the dialects of the language…
7. **However (CC-frontal position)**, there is no simple relationship between the formality of the situation and the appropriate language, both the formality and he language change and it goes quite unnoticed.
8. **Also (AC-frontal position)**, the formality of a situation is not fixed, it changes in the course of time, e.g. the relationship between students and teachers have changed over the past decades and become more informal.
9. Also, the formality of a situation is not fixed, it changes in the course of time, **e.g. (APC-middle position)** the relationship between students and teachers have changed over the past decades and become more informal.
10. There is also a special sociolinguistic term called metaphorical shift assigned to situations during which the formality of the language changes without corresponding change in the situation and the change is **therefore (RC-middle position)** apparent.
11. Cant used to be a synonym for argot, **however (CC-middle position)**, now it is usually associated with pompous, inflated words and phrases used by members of a particular profession (the cant of the fashion industry).
12. **In contrast to jargon (CC-frontal position)**, argot and cant can be understood by people outside the special group.
13. **In fact (MD-frontal position)**, excluding others is one of the purposes of this special language.
14. **In fact (MD-frontal position)**, creativity is one of the most essential parts of slang.
15. **According to Dumas and Lighter (MD-frontal position)**, there are four criteria for identifying slang expressions:…
16. **In the conclusion (SC-frontal position)**, the term slang refers to colloquial as well as vulgar English.
17. **According to Lucia Engkent (MD-frontal position),** colloquial English is characterized by using phrasal verbs, slang and idiomatic expressions, phatic expressions…
18. **According to Longman (MD-frontal position)**, the most common amplifier in American conversation is *pretty* which usually occurs with *bad, big, cheap, easy, expensive, funny, high, and interesting.*
19. **However (CC-frontal position)**, most words have more than one definition, so the listeners/readers have to figure out from the context which meaning to apply.

20. **Therefore (SC-frontal position)**, taboo terms are not supposedly accepted well by the society and one should avoid them in speech.

21. **According to Jack Hoeksema and Jo Napoli (MD-frontal position)**, taboo terms are intensifiers which have developed over time to various syntactic positions.

22. **For example (APC-frontal position)**, the word *damn* probably originated from dam (animal mother), but now people connect it to the word *damnation* which falls into the first category.

23. These words used to be extremely strong taboo terms in the past and are still today used in name-calling, **however (CC-middle position)**, they make the user look unintelligent nowadays.

24. **According to Professor Timothy Jay (MD-frontal position)**, who has been investigating reasons for using taboo words, swearing is not a sign of low intelligence, but rather and emotional language.

25. **On the other hand (CC-frontal position)**, many people swear not because they want to reduce their pain, but because they want to be offensive.

26. **According to Andersson and Trudgill (MD-frontal position)**, it is difficult to define what swearing is…

27. **According to *F-Word* written by Lewis Black (MD-frontal position)**, many people think that the verb *fuck* originated as the acronym of *Fornication Under Consent of the King* …

28. There are several other acronyms such as *Forced Unsolicited Carnal Knowledge* and the badge with *Fuck* had to, **supposedly (AD-middle position)**, be worn by convicted rapists.

29. **However (CC-frontal position)**, the word did not originate as an acronym, it is of Germanic origin and related to several other expressions in Germanic languages, such as Dutch and Sweden, which all have sexual meanings as well as other meanings, *to strike* and *to move back and forth*.

30. It may simply not be older than that, or **perhaps (MD-middle position)**, the expression carried such a strong taboo it was forbidden to write it down in the Middle Ages

31. And **indeed (MD-frontal position)**, one of the most comprehensive grammar books, *A Grammar of Contemporary English* by Randolph Quirk et al., does not include these terms.

32. **According to Elisa Mattielo (MD-frontal position)**, author of Extra-grammatical morphology in English, expletives represent the best known type of infix.

33. Dressler and Merlini Barbaresi state that by using expletive infixation, "neither new words nor inflectional word forms are formed" and Plag, **on the other hand (CC-middle position)**, considers expletive infixation to be regular word-formation, because the word acquires additional information concerning the speaker's attitude.

34. *What the fuck* having structure similar to *wh*-questions can **therefore (RC-middle position)** be, according to him, classified as an idiom.

35. *What the fuck* having structure similar to *wh*-questions can therefore be, **according to him (MD-middle position)**, classified as an idiom.

36. …but they **certainly (MD-middle position)** fall into the same category of elements incorporated into questions which are placed there to give the questions taboo loading

37. **According to Quirk (MD-frontal position)**, there are four features characterizing adjectives:…

38. **However (CC-frontal position)**, Quirk says that not all words considered adjectives need to have all these features.

39. **According to Quirk (MD-frontal position)**, an adverb either function as an optional, independent element and/or is characterized by having syntactic function of a modifier of adjectives and adverbs.

**40.** Fucking is not an independent element, but always modifies another sentence element, **therefore (SC-middle position)** has one of the syntactic features of an adverb and can be classified as one in case it occurs before a verb, an adjective, and an adverb.

TEXT B-Hradilová

1. **Firstly (LC-frontal position)**, attention is paid to clarifying what an idiom is, what idioms' properties and functions are.
2. In chapter 3, **firstly (LC-middle position),** concepts genre' and journalism' are briefly clarified from a general point of view.
3. **Initially (LC-frontal position),** attention is paid to the frequency of occurrence of idioms and idiom variation.
4. **After all (SC-frontal position)**, in any case, by and large, put up with, as dead as a doornail, smell a rat, a friend in need is a friend indeed, good morning, etc. are units that differ considerably in terms of their ―structural complexity, their lexical, morphosyntactic, syntactic and semantic organization as well as their discursive function‖
5. **In short (APC-frontal position)**, idioms are very complex linguistic configurations; they may be relatively simple compounds, like callgirl, fixed collocations like red herring,…
6. **For instance (APC-frontal position)**, considering the prototypical idiom kick the bucket, we cannot use the grammar rules to combine the meanings of kick, the, and bucket to obtain the idiom's figurative meaning to die'.
7. The former definition by Fernando (1996) can be found in many other forms expressing the same idea, **i.e. (APC-middle position)** idioms are non-compositional expressions.
8. **In other words (APC-frontal position)**, the idiom's meaning cannot be guessed according to the literal meanings of the idiom's individual elements.
9. The former property refers to opaque meaning, **i.e. (APC-middle position)** the meaning is figurative
10. **Thus (RC-frontal position)**, meaning of idioms is unpredictable (Liu 2012, 108).
11. **Thus (RC-frontal position)**, idioms do not to permit any variations.
12. Idioms are compositional, **i.e. (APC-middle position)**there is a visible relation between the idiom's parts and its idiomatic (figurative) meaning.
13. Different linguists regard different characteristics as basic idiom properties **therefore (RC-middle position)** we cannot say there exists a stable list of them.
14. **For instance (APC-frontal position)**, Nunberg et al. (1994, 492) propose a list of idiomatic properties which help to determine prototypical and less prototypical idioms.
15. **According to Fernando (1996, 6) (MD-frontal position)**, ―the conventionality of an idiom is related to its currency in the speech community...‖.
16. There are a few scholars who accept even single words as idioms, **however (CC-middle position)** this approach is viewed as minor.
17. **For instance (APC-frontal position)**, there are idioms which lack the property figuration (e.g. by virtue of) or any other.
18. **Nevertheless (CC-frontal position)**, we can come up with the set of generally accepted basic features. Vokáčová (2008, 26) in her dissertation on idioms summarizes three characterizing aspects in idioms which seem to be agreed on by majority scholars.
19. **Firstly (LC-frontal position)**, ―idioms are understood as a type of multiword expression; secondly, idioms are conventionalized expressions; thirdly, idioms are often nonliteral, which means that the meaning of idioms is not the sum of its constituents.
20. Firstly, ―idioms are understood as a type of multiword expression; **secondly (LC-middle position)**, idioms are conventionalized expressions; thirdly, idioms are often nonliteral, which means that the meaning of idioms is not the sum of its constituents.

21. Firstly, —idioms are understood as a type of multiword expression; secondly, idioms are conventionalized expressions; **thirdly (LC-middle position)**, idioms are often nonliteral, which means that the meaning of idioms is not the sum of its constituents.
22. The distinctive feature of idioms is that though they consist of more than one word, they are also lexicalized, **i.e. (APC-middle position)** —they display to some extent the sort of internal cohesion‖ that remind us of single word (Cruse 1986, 38).
23. **In other words (APC-frontal position)**, —idioms are characterized by integrity of meaning and form‖ (Liu 2012, 108).
24. **As a result of this feature (RC-frontal position)**, an idiom normally resists interruption and re-ordering its parts.
25. **On the other hand (CC-frontal position)**, many idioms are syntactically flexible; for instance, we can replace one of its parts with a pronoun, we can use some idiom either in active or passive voice etc.
26. On the other hand, many idioms are syntactically flexible; **for instance (APC-middle position)**, we can replace one of its parts with a pronoun, we can use some idiom either in active or passive voice etc.
27. **Therefore (RC-frontal position)**, majority of linguistic (e.g. Cruse 1986; Glucksberg 2001; Fernando 1996 etc.) agree that it would not be appropriate to group idioms within the category of words.
28. **In Čermák's other words (2007, 81) (APC-frontal position)**, anomaly in idioms can be perceived —in contrast to the background of the semantic and formal situation in regular language,…
29. **For instance (APC-frontal position)**, a word is no longer a word here with its familiar meaning (consider words kick and bucket in idiom kick the bucket which means ‗to die'),…
30. **According to Čermák (2007, 120) (MD-frontal position),** the term idiomaticity is determined by the measure of idiom's —anomalousness.
31. **According to Langlotz (2006, 3) (MD-frontal position)**, typical structure of idioms is composite structure of phrases or semi-clauses.
32. **According to Seidl (1988) (MD-frontal position)**, majority of idioms fall into to the group of idioms with regular structure.
33. **Nonetheless (CC-frontal position)**, it is believed this field of study has been so far largely neglected and the little what was found is too imperfect.
34. Idioms are naming units and **therefore (RC-middle position)** serve communicative needs (Čermák 2007).
35. **According to Čermák (2007, 115) (MD-frontal position)**, there are two main functions idioms primarily perform in discourse: structural (formal) and nominative (semantic).
36. **For example (APC-frontal position)**, the idiom dead end can occur in both its predicative and attributive function but usually not in the role of subject (Čermák 2007, 146).
37. **Thus (RC-frontal position)** idioms serve as an important means of language economy.
38. Authors are supposed to evaluate films **therefore (RC-middle position)** it is likely that idioms are used in order to evaluate either the acting performances, the ability of directors, the film's plot, costumes, setting and many other topics.
39. She believes the way idioms are used express what they are meant to convey **therefore (RC-middle position)** she pay particular attention to it.
40. **Thus (RC-frontal position)**, she proposes idiom functional categorization based on Halliday (1985)

TEXT C-Sekáčová

1. **First of all (LC-frontal position)**, the life expectancy of the English immigrants in New England was higher comparing the life expectancy in England during the 17th century.
2. The birth rate was twice as high - **on the other hand (CC-middle position)**, the infant mortality was also extremely high.
3. People were encouraged to get married at an early age, **thus (RC-middle position)** there were usually many children in the family.
4. Forty lashes and more were considered as life-threatening, **therefore (RC-middle position)** the amount of thirtynine was set as maximum.
5. **Thus (RC-frontal position)** I stand for my adulterous and whorish carriage.
6. There were **however (CC-middle position)** issues that need be contrasted.
7. **Again (AC-frontal position)**, a contrast with New England colonies could be drawn.
8. The property was **thus (RC-middle position)** given up by the women who married.
9. Dutch law, **however (CC-middle position)**, carried the logic of marriage as "community of gods" and considered marriage partners equally responsible caretakers and developers of family wealth.
10. **Thus (RC-frontal position),** in Dutch marriages, partners had equal claim to their original combined wealth and to any wealth later acquired, claims made good by the custom of writing joint or mutual wills.
11. Schools usually taught both reading and writing, **however (CC-middle position)** girls were mainly taught how to read…
12. **However (CC-frontal position)**, minor distinctions 26 can be found among the lower and upper classes and education of women.
13. … women from larger towns and urban settlements had a higher chance to be educated in a private institution, **thus (RC-middle position)** eligible to read the skill of writing.
14. …the novel The Scarlet Letter, the short story Young Goodman Brown or Ethan Brand are all set in the Puritan era. Puritans inspired Hawthorne a lot – **however (CC-middle position)**, he did consider them as hypocrites.
15. Concerning another important novel, written by Hawthorne, The House of the Seven Gables – **again (AC-middle position)**, three different characters - Phoebe, Hepzibah and Alice are found throughout the novel.
16. **In short (APC-frontal position)**, dark romanticism movement presented individuals as self-destructive sinners; they shared a widespread belief that man is predisposed to sin since birth.
17. Dark Romanticism is opposed to these ideas – **however (CC-middle position)** still alluring, the natural worlds is also dark and haunted.
18. **However (CC-frontal position)** emerging in Germany, Dark Romanticism became widely popular and important in the United States. Edgar Allan Poe's fiction is widely considered as the foundation of modern horror fiction.
19. **However (CC-frontal position),** her social status change drastically throughout the novel. Hawthorne did not mention a lot about Hester at the beginning of the novel.
20. …a resident of Boston in the late 15th century was used as a Hawthorne's inspiration for creating the character of Hester Prynne, **however (CC-middle position)** no formal evidence does exist.
21. Elizabeth Pain was found guilty of murdering her child and later acquitted, **however (CC-middle position** found guilty of other "sins", in the eyes of the uncompromising Puritan community.
22. **However (CC-frontal position)**, it is widely know that Hawthorne did not maintain a close relationship with his mother…
23. There was a moment when Hawthorne's mother, lying on a deathbed, he **apparently (MD-middle position)** collapsed and sobbed down in tears.

24. This quote represents a gender issue - **according to the women (MD-middle position)**, men are not able to give an appropriate sentence
25. A sentence imposed on Hester is not sufficient in their eyes, **moreover (AC-middle position)** is regarded as merciful.
26. Especially young, unmarried women drawn a suspicion among the people – **moreover (AC-middle position)**, when women's primary roles and duties were to to take care of the household and raise children.
27. A single woman had **therefore (RC-middle position)** a higher probability of being accused of witchcraft. Hester's individualism have brought to the spotlight of the public.
28. Hawthorne **however (CC-middle position)** does not admit that the gathering was dominated by women…
29. Hester is **therefore (RC-middle position)** shown as not "fitting" into the Puritan society and may be perceived as anti-Puritan.
30. Hawthorne ascribes the power Hester's silence as an important tool, that contrasts with the power of public speeches, which **undoubtedly (MD-middle position)** play an important part in the novel too.
31. **However (CC-frontal position)** are Hester's sewing skills praised on one hand, however her "showing it off"is criticized by the woman attending the public gathering.
32. **However (CC-frontal position)** are Hester's sewing skills praised on one hand, however her "showing it off"is criticized by the woman attending the public gathering.
33. Hester **apparently (MD-middle position)** wore the letter proudly, with no shame and wanted to show it off.
34. eorge McKenna argues that Hawthorne did not felt to need to write his way out of the unhappy family history, **and according to him (MD-middle position)**, "there is nothing in The Scarlet Letter to suggest…
35. **However (CC-frontal position)**, I do not necessarily agree with this statement.
36. **However (CC-frontal position)** all of the main characters can be found guilty of hypocrisy in a certain manner, in Dimmesdale's case is the hypocrisy most visible.
37. Dimmesdale is introduced to the reader at the beginning of the novel, **however (CC-middle position)** the reader learns that he is the father of Pearl in the following chapters.
38. **Again (AC-frontal position)**, an importance of Hester's silence in the novel can be seen here.
39. …so does she recognizes him, **however (CC-middle position)** she is asked to keep silent, after Chillingworth realized she had recognized him,…
40. **Again (AC-frontal position),** the symbol of silence plays an important part - Chillin 71 gworth does not want to be associated with Hester, who has committed such a horrific crime, a crime that is personally related to him, as the sentenced is his wife.


TEXT D-Coffee

1. **Overall (SC-frontal position)**, depression rates in adolescents are estimated between 5% and 15% (Costello, Erkanli, & Arnold, 2006),…
2. …and **according to the National Alliance for Mental Illness (2011) (MD-middle position)**, one in
   five teens has experienced depression at some point in his or her adolescent years.
3. **Further (AC-frontal position)**, over the past decade, an even greater percentage of adolescents have experienced depressive symptoms (25-50%; Kessler, Avenevoli, & Ries Merikangas, 2001).

4. **Moreover (AC-frontal position)**, when compared with depressed males, the earlier occurrence of depressive symptoms among females has been linked with more unfavourable…

5. **Further (AC-frontal position)**, resilience focuses on supportive factors that lead to more positive adaptation in the midst of difficult times.

6. **However (CC-frontal position)**, some overarching themes include parental support and monitoring, supportive adult relationships, opportunities for success, positive adult influences, and skills.

7. **Thus (RC-frontal position)**, there is established advantage in acknowledging resilience as a multifactorial construct (Egeland, Carlson, & Sroufe, 1993).

8. **First (LC-frontal position)**, positive emotions expand one's recognition of possible responses and reactions to stressful situations.

9. This broadened outlook allows individuals to effectively utilize healthier stress-reducing outlets, **thereby (RC-middle position)** increasing their likelihood to better adapt to the challenge (Fredrickson, 2001).

10. **Secondly (LC-frontal position)**, this broadened outlook and strengthened response to challenge build resources against future challenges (Fredrickson, 2003).

11. **Further (AC-frontal position)**, it is postulated that this ratio can predict different states of flourishing, languishing, or depression.

12. **For example (APC-frontal position)**, even though young girls may be experiencing the stress of school demands, parental discourse, or bullying,…

13. **In addition to environmental sources of support (AC-frontal position)**, many personal resources also provide adolescents with protection against inevitable challenges.

14. **Additionally (AC-frontal position)**, demographic variables (viz., age, ethnicity, and SES) were gathered to control for the possible effect they may have on the relationships of interest.

15. **Overall (SC-frontal position)**, results from this dissertation are recognized with some limitations, including the study's cross-sectional design with a one-time survey data collection,…

16. **Conversely (CC-frontal position)**, those students that reported the least amount of these internal and external resources were the students found in the depressed positivity category.

17. **Therefore (SC-frontal position)**, based on the present study's results, there is a link with regard to the direction of the findings.

18. **However (CC-frontal position)**, with the increasing trend of single-sex public education and the increase of adolescent resilience research, one contribution of this study was to this unique subset of youth education and resiliency literature.

19. **Further (AC-frontal position)**, through this study, insight was provided regarding to the moderating effect of resilience on the relationship between stress and depressive symptoms of ethnically diverse female adolescents in the middle and high school setting.

20. **According to Snyder et al. (1997) (MD-frontal position)**, both the pathway and the agency component must be assessed together to gather the overall sense of hope in youth.

21. **Lastly (LC- frontal position)**, positivity ratios less than 1 to 1 suggest the individual is experiencing depressive symptoms and may have clinical depression.

22. **Unfortunately (AD-frontal position)**, the intrinsic stressors of adolescence, a developmental period marked by rapid maturational changes, shifting societal expectations,…

23. **Further (AC-frontal position)**, studies show that youth from minority and/or lower income families are more likely to struggle in school (Schaeffer et al., 2010) and have lower levels of self-esteem.

24. **According to the literature (MD-frontal position)**, future studies should be conducted to include a variety of ethnicities such as Hispanic/Latino, Asian American, and Indian American.
25. **Furthermore (AC-frontal position)**, in coeducational schools, older students (i.e., high school) report lower levels of school engagement and school connectedness than younger students.
26. **Therefore (RC-frontal position)**, utilizing this setting is valuable when identifying personal and environmental resources that encourage the healthy development and well-being of female adolescents.
27. **Furthermore (AC-frontal position)**, girls tend to report lower scores on psychological strengths such as resiliency when compared to boys.
28. **According to research on PYD (MD-frontal position)**, young people may have fewer behavioral problems and be better equipped for transitioning successfully through the adolescent years when they have a diverse support system.
29. **According to the Family and Youth Services Bureau (MD-frontal position)**, PYD programs were most successful when they provided youth with both psychological and emotional resources (FYSB, 2013).
30. **Unfortunately (AD-frontal position)**, research reports that only four out of 10 young people are said to be "doing well" and that a majority of youth in the United States…
31. **As a result (RC-frontal position)**, the youth development field began examining adolescents' personal and environmental resources and how these resources can help the young person overcome adversity.
32. **According to researchers (MD-frontal position)**, adolescents that have a variety of sources for personal and environmental support, have more future orientation and positive life trajectories (Benson et al., 2007).
33. **Further (AC-frontal position)**, resilience theory posits that youth who successfully adjust to their stressful situations and demanding environments do so…
34. **Further (AC-frontal position)**, the social contact from supportive relationships generates more positive emotions, which in turn restrengthens bonds (Fredrickson, 2000), thus creating a powerful reciprocal effect.
35. **Further (AC-frontal position)**, for nearly the past decade, this positivity ratio has been associated with general well-being such that higher ratios signify flourishing with personal growth and resiliency.
36. **Similarly (AC-frontal position)**, with the positivity offset and negative bias phenomena, the broaden-and-build theory utilizes a nonlinear dynamic mathematical model.
37. **Conversely (CC-frontal position)**, a positivity ratio below 3 to 1 designates an individual to be languishing, feeling unsatisfied or finding life unfulfilling.
38. **Lastly (LC-frontal position)**, a positivity ratio less than 1 to 1 suggests an individual is experiencing clinical depression
39. **According to the social ecological model (MD-frontal position)**, health promotion interventions that diffuse among the individual level, the family/peer level, and the societal level are the most successful at reaching adolescents.
40. **According to Snyder's (1997) hope theory framework (MD-frontal position)**, hope represents ideas and vigor for one's future, a construct that provides direction and motivation for adolescent goals.

TEXT E-Harlow

1. **In other words (APC-frontal position)**, when it comes to protests and other types of collective action, online social media, rather than mainstream media, seem to be the go-to source for information.

2. **In fact (MD-frontal position)**, the protest paradigm (Chan & Lee, 1984; McLeod & Hertog, 1999) dictates that mainstream media will delegitimize protests and undermine activist causes by privileging official sources over grass roots ones,…

3. But self-publishing and sidestepping the mainstream media has a catch: limited reach, limited resources, and **thus (RC-middle position)** (potentially) limited sustainability and impact (Nassanga, 2013; Sandoval & Fuchs, 2010; Atton, 2002), not to mention the proverbial problem of preaching to the choir (Benson, 2003).

4. **Therefore (SC-frontal position)**, the quest of this dissertation was to explore under what circumstances the alternative media projects in El Salvador managed to use technology in liberating ways,…

5. **However (CC-frontal position)**, Best and Wade (2009) found in a similar cross-national study of 188 countries that any positive effects of the Internet on democracy were reduced in countries that were less developed and non-democratic.

6. Other scholars, **however (CC-middle position)**, are more pessimistic, questioning whether cold, impersonal technologies and the lack of face-to-face interaction can lead to the kinds of close personal ties…

7. **In other words (APC-frontal position)**, the Internet can have the most democratizing effects in places where democracy is lacking.

8. **Thus (RC-frontal position)**, "Internet connectivity ought to be considered as a cause, as well as an outcome, of democratization".

9. **Clearly (MD-frontal position)**, then, better understanding the role of digital technologies in alternative media and activism is critical because ICTs are more than just tools;…

10. At the same time **however (CC-frontal position)**, ICTs also are linked to increased government and corporate surveillance and repression…

11. As Breuer and Welp (2014) noted, ICTs might **in fact (MD-middle position)** increase the digital divide between the information haves and have-nots,…

12. What Brecht and Diamond's theories do not necessarily make clear, **however (CC-middle position),** is the important role of the user—…

13. **Thus (RC-frontal position)**, this dissertation contributes to our understanding of how and why alternative media producers and consumers use digital technologies, and whether and how these technologies can be used in liberating ways, prompting social change.

14. **Additionally (AC-frontal position)** this dissertation offers a perspective from a non-developed country,…

15. **Further (AC-frontal position)**, two of the sites represent traditional media, while two represent "new" media, allowing for comparisons and contrasts to be drawn in how they utilize digital technologies, and social media in particular:…

16. **According to the newspaper's website (MD-frontal position)**, its mission is to provide "alternative, independent journalism" by criticizing those in power and opening a space for community organizations, insurgent forces and protesters (Diario CoLatino, 2011).

17. **According to its website (MD-frontal position)**, Voces is a non-profit organization that receives funding from various foundations, both Salvadoran and foreign;…

18. Política Stereo El Salvador was based on the model of a citizen debate website started in 2008 in Chile called Política Stereo Chile. Chile's site, **however (CC-middle position)**, was short-lived.

19. **In addition to the ethnographic case studies of these four alternative media projects (AC-frontal position)**, a content analysis comparing and contrasting each project's Facebook page helps construct a more holistic assessment…

20. **In sum (SC-frontal position)**, the objective of this dissertation was to interrogate the usefulness and emancipatory potential of digital communication technologies in alternative media for contesting power,…

21. **Lastly (LC-frontal position)**, Chapter 11 offers a discussion of the findings, conclusions, and limitations of this project,…
22. **According to the United Nations Development Program's most recent Human Development Index (HDI) report for El Salvador (MD-frontal position)**, life expectancy, average years of schooling, and GNI per capita all increased steadily between 1980 and 2012.
23. **In addition to political polarization (AC-frontal position)**, dissatisfaction with democracy, and rampant inequality, El Salvador also contends with widespread insecurity.
24. **According to media reports (MD-frontal position)**, the Salvadoran national police recorded more than 4,300 murders in 2011,…
25. **In contrast (CC-frontal position)**, neighbors Guatemala and Honduras are in "difficult situations" and Nicaragua has "noticeable problems."
26. **However (CC-frontal position)**, rather than a ringing endorsement of the media—media may have been in fifth place but only 27 percent of the population said it trusted the media—the results indicate an overall dissatisfaction with institutions in El Salvador.
27. **Indeed (MD-frontal position)**, the last decade has witnessed a serious erosion of press freedom throughout the region".
28. **In fact (MD-frontal position)**, mutually beneficial relationships between the authoritarian states and the media industry resulted in the growth of strong broadcast monopolies,…
29. **In other words (APC-frontal position)**, politicians and other elites, such as business owners, share in an asymmetric clientelistic relationship with the media whereby the patron (the elites) bestows favors on the client (the media) in exchange for support.
30. **As a result (RC-frontal position)**, media lack a diversity of viewpoints.
31. **For example (APC-frontal position)**, Mexican media owner Angel Gonzalez controls much of Central American television, pushing Mexican programming that is "geared toward the elite and middle class of Mexico City rather than a Central American audience" (Rockwell & Janus, 2002).
32. **Similarly (AC-frontal position)**, Herman and McChesney (1997) saw the power of Globo in Brazil as "part of a global system that will press consumerist and neoliberal ideology, unremittingly and with vast resources"…
33. Because the media could not be trusted, Romero wrote that the church, and **thus (RC-middle position)** he, had a responsibility to be the "voice of the voiceless" and "a defender of the rights of the poor,…
34. **To the contrary (CC-frontal position)**, after his assassination the country's first clandestine radio stations emerged as part of the insurgency's strategy,…
35. **For example (APC-frontal position)**, a content analysis of El Salvador's three leading mainstream newspapers shows little attention paid to women's rights, gay rights, or the promotion of a culture of peace.
36. Little recent empirical research, **however (CC-middle position)**, sheds light on the state of alternative media, particularly online alternative media, throughout Latin America.
37. The result, **according to Lara López (2013) (MD-middle position)**, is that digital alternative media serve as a counterweight to mainstream media, offering different voices and perspectives and aiming not only to inform their readers…
38. …but they also offer people the opportunity to speak on their own behalf, **thus (RC-middle position)** defining their communities and identities for themselves.
39. **On the other hand (CC-frontal position)**, in light of the Arab Spring, Occupy Wall Street and other recent social media driven social movements,…
40. **According to Gumucio Dagron (2004) (MD-frontal position)**, "the alternative spirit remains as long as the participatory component is not minimized and excluded".

TEXT F-Edwards

1. **Thus (RC-frontal position)**, the education levels of addiction counselors have historically ranged from persons with less than high school diplomas or equivalents to those who hold doctorates.
2. **However (CC-frontal position)**, as the field has evolved and become more professionalized, the educational requirements for treatment specialists have risen.
3. **Thus (RC-frontal position)**, certification in Oregon currently requires that an applicant must have completed a minimum of 150 hours of alcohol and other drug education to qualify as a CADC I (Addiction Counselor Certification Board of Oregon, 2002).
4. **Further (AC-frontal position)**, ASAM's experience is that third-party payors are reluctant to reimburse programs for treatment services that are delivered by counselors who do not have advanced degrees.
5. **For example (APC-frontal position)**, on October 15, 2001, I reviewed the ACCBO Jobs Page on the World Wide Web (Addiction Counselor Certification Board of Oregon).
6. **Further (AC-frontal position)**, several of the advanced positions required a minimum of a degree up to a master's degree.
7. **Thus (RC-frontal position)**, many treatment programs are already having difficulty finding qualified applicants to fill vacant positions…
8. **However (CC-frontal position)**, ACCBO has noted that ethnic and sexual minority counselors continue to leave the field without being recertifed.
9. **Thus (RC-frontal position)**, the number of ethnic and sexual minority counselors has not increased, but remained a small percentage of the alcohol and other drug-counseling workforce.
10. **However (CC-frontal position)**, early on in my research it became apparent that he question needed to be much broader than just being limited to the individuals' academic experiences.
11. **Thus (RC-frontal position)**, my research question was broadened to encompass the individuals from a whole-person,…
12. **Thus (RC-frontal position)**, in keeping with this perspective, I did not want to know what was wrong with the participants;…
13. **In fact (MD-frontal position)**, many people who have survived against incredible odds appear not only to have endured and adapted to their problematic situations,…
14. **Further (AC-frontal position),** she adds that "psychological stress is the experience of an imbalance between the demands impinging on a person and actual or perceived resources available to meet the challenges, an imbalance that at some level disrupts the quality of functioning in the person."
15. **According to Masten (MD-frontal position)**, there are three major groups of resilience phenomena.
16. **According to Masten (p. 14) (MD-frontal position)**, mentors:…
17. **Further (AC-frontal position)**, she believes that what works at one point in a person's development may not work at another developmental juncture…
18. **However (CC-frontal position)**, most of the participants were of Japanese, Philippine, or Hawaiian descent.
19. **However (CC-frontal position)**, as the study progressed, they also began examining the protective factors that enabled some of the participants to escape from adversity and to become healthy functioning adults.
20. **Further (AC-frontal position)**, she learned that programs that view the person from a systems perspective have the most impact on a high-risk individual's development.

21. **According to Benard (MD-frontal position)**, autonomy is the capacity to have a sense of one's own identity, the ability to act independently, and the faculty to exert a measure of control over one's environment.
22. **Lastly (LC-frontal position)**, she describes a sense of purpose as having (p. 2) "a belief in a bright future,…
23. **Further (AC-frontal position),** she contends that schools can facilitate resiliency in students through their structure and their organization.
24. **Further (AC-frontal position)**, Benard contends that an instructor's teaching style can cultivate resiliency by building on the students' strengths, interests, and experiences.
25. **Lastly (LC-frontal position)**, Benard believes that the ability to participate in society is a fundamental human need.
26. **Conversely (CC-frontal position)**, she argues that they can alienate and isolate the student even further by ignoring the student's need for inclusion.
27. **Furthe**r **(AC-frontal position),** they claim that one's self-esteem can be heightened when a person receives positive messages about his or her culture.
28. **In addition to providing student's with mentors and role models who share their cultural heritage (AC-frontal position)**, the authors have outlined several suggestions for fostering resilience in the academic arena.
29. At the same time, **however (CC-middle position)**, she contends that adult learners can only grow developmentally when they are situated in student-centered learning environments…
30. **Lastly (LC-frontal position)**, faculty are willing to hear the learners and to make changes based on their input.
31. **Further (AC-frontal position)**, she maintains that learners do not grow or that they actually regress in their personal development in faculty-centered learning environments.
32. **In fact (MD-frontal position)**, he has found that some students have had such negative learning experiences and view themselves as such inept failures that
33. **Thus (RC-frontal position)**, he claims that with learning having such significant implications for adults and with their egos being so fragile, it would be unnatural for adult learners not to experience the phenomenon on an affective level.
34. **Further (AC-frontal position)**, he reports that grief about the loss of certainties is one of the most profound emotions that students experience when they undergo significant learning and personal transformation.
35. **Hence (RC-frontal position)**, they experience a sense of loss and grief through the transformation.
36. **Lastly (LC-frontal position)**, he contends that by addressing the affective aspects of learning,…
37. **According to Mezirow (1990) (MD-frontal position),** transformation theory is based on the assumption that truth and knowledge are constructed, that they are fluid and evolving, and that they are derived from negotiated meanings.
38. **Further (AC-frontal position)**, Mezirow contends that transformative learning emphasizes contextual understanding, critical reflection, and validation of meaning through discourse.
39. **In short (APC-frontal position)**, these researchers believe that we all create our constructs of reality based on our pasts and that critical reflection of our experiences is the core concept of transformative learning.
40. **Further (AC-frontal position)**, they learned that the role of the facilitator, the psychosocial ambiance within the group,…