The Characteristics of English Linking Adverbials

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1. Introduction

Linking adverbials are used to organize and bridge together extended stretches of discourse to make the text coherent. They are explicit indicators of the communicative function of the sentence and writers use them to let their readers follow what has already been said and to help them anticipate what is about to follow.

Linking adverbials include those relations of addition, enumeration, summation, apposition and so on. Through the use of these adverbials, the writer is able to organize and develop his ideas and help the reader follow him from one sentence to another. Thus, a linking adverbial is a semantic relation used to show the way in which what is to follow is systematically connected to what has gone before. So, they have anaphoric reference which is considered to be a logical reason to call them 'linking adverbials'.

This paper gives a brief and clear idea about the most important characteristics of linking adverbials.

2. Adverbs and Adverbials

Adverbs and Adverbials are more difficult to define than nouns, verbs and adjectives because there are so many sub-classes and positional variations.

However, the most suitable definition is that an adverb is a part of speech which can be used to qualify a verb, an adjective or other adverb, for example:

- The man walked *quickly*. (*quickly* modifies the verb *walked*)   (Hartman and stork, 1976: 6).

Morphologically, three types of adverb can be distinguished; two of these types are closed classes since they are not derivational, these are (simple and compound), and one is an open class (derivational):

a. Simple adverbs: e.g**.** *just, only, well.* Many simple adverbs denote position and direction, e.g. *back, down, near, out, under.*

b. Compound adverbs: e.g. *somehow, somewhere, therefore, whereupon,   hereby, whereto.*

c. Derivational adverbs: the majority of these adverbs have the suffix (– ly) by means of which new adverbs are created from adjectives (and participle adjectives), as in :

 odd ----- oddly

 interesting ----- interestingly   (Quirk et al., 1985: 438)

Schauster (1965: 155) states that adverbs have a great deal of mobility than any other part of speech, i.e. they can be moved from one position to another within a sentence. The main positions that can be distinguished are:

1. Front – position. e.g.:

- *Fortunately*, I had plenty of food with me.

2. Mid- position. e.g.:

- She *never* protests and she *always* agrees with me.

3. End- position. e.g.:

- I went to some seminars *last year.*

The clausal function which adverbs perform is termed 'adverbial'. The term 'adverbial' is much larger than simply an 'adverb' along with terms like subject, object and complement, it denotes an element of clause structure, as opposed to a word – class. (Finch, 2000: 84-85)

An adverbial is defined as a name given by grammarians to a structure which functions as an adverb (in modifying a verb, an adjective and other adverb) but which does not have usual formal features, i.e. does not end in (-ly), as in:

- He walked *fast.* or

- He walked *across* the street. (*fast* and *across* are then called adverbials).
      (Hartmann and stork, 1976: 6).

Adverbials can be divided into three major classes:

1. Circumstance adverbials which add circumstantial information about the proposition in the clause, e.g. (*here, usually*).

2. Stance adverbials which express the speaker's/writer's attitude towards the clauses, e.g. (*unfortunately, quite frankly*).

3. Linking adverbials which link the clause (or some part of it) to some other unit of discourse, e.g. (*as I say…*which marks a restatement of an earlier utterance).   (Biber et al., 2000: 762)

The position of an adverbial depends partly on its structure (whether it is an adverb, a prepositional phrase, a verbless clause ---etc) and partly on its meaning. Moreover, constraints on the adverbial mobility depend on the type and form of the adverbial. That is, the adverbial in the SVA type (subject, verb, adverb) normally follows the subject and verb, e.g.:

- Your children are *outside.*

Whereas the adverbial in the SVOA type, on the other hand, (subject, verb, object and adverb) normally follows the direct object, e.g. :

- He directed his speech *at the workers.* (Quirk et al., 1985:729-31)

3. Linking Adverbials: Definitions

The term linking adverbials is used in many grammar books to refer to those adverbials that are used to relate independent grammatical units such as clauses, sentences and paragraphs. Their primary function is to state the speaker's / writer's perception of the relationship between two units of discourse. These adverbials may be classified in various ways according to their meanings and uses in the sentence in which they occur. These meanings include:

1. Listing:

a. Enumerative. e.g.: *first, second, for one thing, for another…*etc.

b. Additive:

(i) Equative: e.g.: *equally, in the same way, similarly…* etc.

(ii) Reinforcing: e.g.: *also, moreover, in addition …* etc.

2. Summative. e.g.: *altogether, overall, in sum …* etc.

3. Appositive. e.g.: *namely, for example, that is to say …*etc.

4. Resultive. e.g.: *consequently, hence, accordingly …*etc.

5. Inferential. e.g.: *in the other words, in that case, otherwise …* etc.

6. Contrastive:

a. Reformulatory. e.g.: *rather, more precisely, more accurately …*etc.

b. Replacive. e.g.: *alternatively, on the other hand, worse …*etc.

c. Antithetic. e.g.: *on the contrary, by contrast, oppositely …*etc.

d. Concessive. e.g.: *however, nevertheless, notwithstanding …*etc.

7. Transitional:

a. Discoursal. e.g.: *incidentally, by the way, by the by ...* etc.

b.Temporal.e.g.: *meantime, meanwhile, subsequently ...* etc.

<div align="right">(Quirk et al., 1985: 634) .</div>

Linking adverbials are powerful reading and writing tools because they show how an argument is developed. Through reading the use of these adverbials shows where the writer's thoughts are going, and similarly tells the reader how the writer's ideas are developing. So, the effective use of linking adverbials provides the writer /reader with the means of organizing the text, creating focus, and providing overall coherence. (Sotirious, 1991: 66). They also allow a listener/ reader to infer connections between two segments of discourse, usually adjacent sentences. They are typically said to be types of cohesive devices; lexical expressions that may add little or no propositional content by themselves but that serve to specify the relationships among sentences in oral or written discourse, thereby leading the listener/ reader to infer that the sentences hang together or make sense in their meanings. (Clece – Murica and Larsen – Freeman, 1999: 521). In other words, if placed appropriately, linking adverbials should function as signposts guiding the listener/ reader through the discourse.   (Int: 1)

Absence of such words in writing can create ambiguity since the reader might miss some important connection. This fact can be illustrated by the following example:

- He found that it was helpful to practise conversation with native speakers. He learned a lot about the customs of the country by talking with them.

The sentences above are grammatically correct but the reader cannot tell how these facts are actually connected. This problem can be solved by indicating relationship between the two sentences through the use of linking adverbials as shown below:

- He found that it was helpful to practise conversation with native

speakers.
$\begin{cases} \textit{Also,} \\ \textit{Besides,} \\ \textit{Moreover,} \\ \textit{Indeed,} \\ \textit{Furthermore,} \end{cases}$
he learned a lot about the customs of the country by talking with them.

(Lado and Fries, 1964: 264).

The example above reveals the fact that linking adverbials show the reader the way the writer's thoughts are going. They tie speech ideas together and provide consistency of movement because they enable the speaker to move smoothly from one point to the next. They can also connect ideas, distinguish conditions or exceptions, or point out a new direction of thought.   (O'hair et al., 2001: 185).

3–1. Syntactic Realizations of Linking Adverbials

Linking adverbials can be realized syntactically by a number of different forms, these are:

1. Prepositional phrases ⎯⎯ *by the way, in addition, for example, in conclusion, on the other hand … etc.*

2. Adverb phrases ⎯⎯ *even so, first and foremost, more precisely, more accurately… etc.*

3. Finite and non – finite clauses ⎯⎯ *that is, that is to say, what is more, to conclude, to sum up, to cap it all.*

4. Adjective group ⎯⎯ *last of all* and *better still.*

5. Closed – class adverbs ⎯⎯ *nevertheless, moreover, first, next, now… etc.*

6. Open – class adverbs ⎯⎯ *namely, accordingly, consequently, alternatively… etc.* (Downing and Philip, 1992: 64; Biber et al., 2000: 884).

3– 2. Position of Linking Adverbials

Linking adverbials can occupy different positions in the sentence (initial, medial, final). These positions are identified below (see Chalker, 1989: 89 and Quirk et al., 1985: 490):

a. Initial position: linking adverbials in this position precede any clause element in the sentence; that is, before the subject; as in :

- He is afraid of the dark. And *therefore*, he believes in ghosts.

b. Medial position: this is the position between the subject and the operator or between the subject and the main verb, as in:

- In spite of the interest in the concept of cohesion, there is a lack of studies about how good writers use linking adverbials in English. These adverbials, *in other words*, have been given little attention.

c. Final position: in this position, final elements of the sentence may be an object, or an obligatory adverbial, for example:

- He refused to pay for the book. But he paid, *at the same time*, for the car.

3-3. Syntactic Features of Linking Adverbials

There are some syntactic characteristics that should be taken into consideration when talking about linking adverbials. These characteristics are:

1. Virtually all linking adverbials (except for *only* and *somehow*) can appear with questions   whether they are *Yes – No* questions or *Wh – * questions, as in the examples below:

- *anyway*, do you know the answer?
- * *only* will you resign?

2. Linking adverbials that are restricted to initial position are unacceptable in indirect questions, as in:

- ***** He asked whether $\begin{Bmatrix} hence \\ so \\ yet \end{Bmatrix}$ they would stay.

3. Most linking adverbials can appear with imperatives, whether positive or negative, as in:

- $\begin{Bmatrix} What's\ more, \\ All\ the\ same, \\ Nevertheless, \\ Moreover, \\ Otherwise, \end{Bmatrix}$ try to mix with them

                 do not try to mix with them

                           (Quirk et al., 1972: 530 – 31)

4. Linking adverbials cannot accept premodification by *how* in an interrogative or exclamatory Clauses, as in :

- ***** How *similarly* did they behave with him?

5. Linking adverbials can indicate relations between two clauses where one is subordinate to the other, for example:

- I will see him tonight because he will *otherwise* feel hurt. (*cf* I will see him tonight; *otherwise* he will feel hurt). (Quirk et al., 1985: 647).

6. Some linking adverbials are sequentially fixed in relation to the previous clauses, therefore, they cannot be transposed without producing unacceptable sentences, as in:

-* *Nevertheless* John gave it away, Mary wanted it. (ibid: 921-22).

7. Linking adverbials cannot be the basis of contrast in alternative interrogation or negation; and cannot be focused by subjuncts, for example:

- * Should you send her the agenda *nonetheless* or *therefore?*

 * You should only *<nonetheless>* send her the agenda. (ibid: 631).

4. Linking adverbials and Conjunctions

Since there is an overlap between linking adverbials and conjunctions, it is necessary to give a brief outline of these two categories.

Semantically, connectors play a role in making a text coherent; that is, making it more than just a random set of simply juxtaposed sentences (Int : 1). They form a coherent group with equivalent functions, namely the joining of clauses into semantic progressions where each clause has its own theme- rheme articulation and its place in a thematic progression.   (Int: 2)

As for coordinating and subordinating connectors (conjunctions), the first sort links together units which are of equal status, e.g. a noun and a noun as in: *Jack and Jill*. The second sort involves a more complex relationship between the units being joined, where one is thought to be dependent on another. (Finch, 2000: 91).

A major difference between coordination and subordination of clauses is that the information in subordinate clauses is not asserted, but presupposed as given. (Quirk et al., 1972: 551). For example:

- He has quarrelled with the chairman *and* has resigned.
- *Since* he has quarrelled with the chairman, he has resigned.

The semantic difference is that in (20 b) the hearer is assumed to know about the quarrel already.   (Quirk et al., 1985: 919)

Linking adverbials, on the other hand, are often used to connect longer stretches of language perhaps whole sentences which themselves contain coordinate or subordinate clauses. They differ from conjunctions in that they introduce a clause which, though grammatically independent, is logically subordinate to or dependent upon what has gone before. For example:

- I know he is an earnest; *consequently*, I believe he will succeed. (Marckwardt and Cassidy, 1960: 212; Leech and Svartvic, 1994: 181)

A few linking adverbials overlap with conjunctions, for instance *though* can be both a conjunction and a linking adverbial depending on the context. For example:

- He eats a lot. He is very thin, *though*. (linking adverbial)
- *Though* he eats a lot, he is very thin. (conjunction).   (Chalker, 1989: 2).

But, on the other hand, can occur as a coordinator and as a linking adverbial. The coordinator *but* has the ability to imply a sense of contrast or negation between the conjoined constituents, as in:

- She is small *but* strong.

The hallmarks of the adverbial *but* are syntactic and semantic. Syntactically, the adverbial *but* never conjoins constituents below the rank of clause and unlike true coordinators, is not restricted to linking constituents of equal rank as in example (24) below where the adverbial *but* demonstrates a link between its clause and the whole of the preceding paragraph. (Int:3), as in:

- Sometimes they go to jail and sometimes they lose their licenses and sometimes they lose their jobs, we are told. *But*, in reality, they rarely do.

Most drunk drivers get away with it. (Roger Simon, " No Compassion for Drunk Drivers ".

Semantically, the coordinator *but* strongly implies contrast or negation, whereas the hallmark of the adverbial *but* is its implied concession. (ibid)

Linking adverbials resemble conjunctions in that both of them may join two sentence patterns and may stand directly between the patterns they join. For example:

- Charlie slept; *therefore*, Eggstone grew impatient. (linking adverbial)

- We knew that it was late, *but* there was nothing we could do about it. (conjunction).   (Roberts, 1956: 211-21).

However, the two main differences between LAs and conjunctions are:
1. Their punctuation.
2. Their possible positions.

As for punctuation, when a conjunction is used between two sentence patterns

1. If both patterns are short, no punctuation is required, e.g. :

- I spoke *and* he answered.

2. More commonly, a comma is used directly in front of the conjunction to show where the first pattern ends and the second one begins, e.g. :

- He came to fool around, *but* he didn't stay long. (Schauster, 1965: 355-56).

3. Sometimes a semicolon may be used between the two patterns, e.g. :

- His farther, who was very unhappy about his report card, decided to raise his allowance; *but* he decided not to give him the extra money immediately.

4. Finally, if the writer desires to throw emphasis on the second sentence, he may use a period before the conjunction, e.g. :

- The firemen struggled for many hours, trying to free the animal from the hole into which it had fallen. *But* their work went for nothing. (ibid).

From these points, only the last two points may be used for linking adverbials.

   The other main difference between linking adverbials and conjunctions is their possible positions. This fact can be shown in the following examples:

- Ellen was in school today, *but* her sister wasn't.
- Ellen was in school today; *however*, her sister wasn't.

Obviously, one cannot say, " … her sister, but wasn't," nor "…her sister   wasn't, but ". On the contrary, one can shift the position of the linking adverbial, as in :
- Ellen was in school today; her sister, *however,* wasn't.
- Ellen was in school today; her sister wasn't, *however*.   (ibid: 357).

To sum up, the difference between conjunctions and linking adverbials can be shown clearly in the table below:

The Difference in Usage between Linking adverbials and Conjunctions

Function and position	Coordinating conjunctions	Subordinating conjunctions	Linking adverbial
between clauses	It was snowing, *but* I went out	I went out, *although* it was snowing	It was snowing; *however*, I went out. {really =2 sentences}
initial in sentence	{ It was snowing.} *but* I went out	*Although* it was snowing, I went out	{It was snowing} *However*, I went out
non – initial in clause			I went out, *however*. I, *however*, went out
joining single words	cold *and* wet cheap *yet* good	{*only if / though* } cold *though* fine	
before ellipsis of 2nd subject	{*only and / or / but*} I went out, *but* didn't walk far.		

(Chalker, 1984: 238)

5. Conclusion

Linking adverbials are textual connectives that establish a logical connection between two sentences or parts of sentences and signal relationships between segments of discourse. A text has a series of linking adverbials that tie the ideas together and play an important role in reading comprehension and in the creation of texts. Thus, the most important purpose of using linking adverbials is to create the sense of form that makes the text (spoken / written) successful, dynamic and satisfactory.

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الخلاصة

ضمائر الوصل هي روابط نصية تصل بشكل منطقي بين جملتين أو اجزاء من الجمل، وتشير إلى العلاقة بين مقاطع النص. قد يحتوي النص على عدد من ضمائر الوصل التي تربط الأفكار معا وتؤدي دورا مهما في استيعاب ما يقرأ وفي خلق النصوص وإعطائها شكلا مناسبا. لذا فإن الهدف الأساسي من استعمال ضمائرالوصل هو خلق شكل للنص يجعل منه (سواء كان ملفوظاً أو مكتوبا) نصا ناجحا وفعالا ومقنعا ومن ثّم تعمل ضمائر الوصل بوصفها أدوات ربط نصية.