

MINISTRY OF EDUCATION AND TRAINING
THE UNIVERSITY OF DANANG

PHẠM THỊ HOÀI

**AN INVESTIGATION INTO ADJUNCT
USED IN THE TEXTBOOK *SOLUTIONS*
(ELEMENTARY AND PRE-INTERMEDIATE)
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**Field: THE ENGLISH LANGUAGE
Code: 60.22.02.01**

**M.A. THESIS IN THE ENGLISH LANGUAGE
(A SUMMARY)**

DANANG, 2015

**This thesis has been completed at University of Foreign
Language Studies, The University of Danang**

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This thesis will be orally defended at the Examination Council
at University of Danang.

Time : 15th August, 2015

Venue : The University of Danang - Campus in Kontum

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

As we all know, English is an international language nowadays and is spoken by many people all over the world. It plays an important role not only in recording and understanding culture but also in communication among people who are or are not the same nationality, social or ethnic origin, gender, age, occupation. It is also used in political, economic, technical, commercial materials and so on. Therefore, English becomes one of the key subjects in education and training systems of many countries in the world. In Vietnam, the 1400/QĐ-TTg issued by the Government on the Approval of the Project entitled “*Teaching and Learning Foreign Languages in the National Education System, Period 2008-2020*” has emphasized the importance of teaching and learning foreign languages and English as well. So, there are more and more people who want to learn and use English in many different fields. In the teaching process, as an English teacher, I recognize that understanding and using effectively Adjuncts in the English language is a real problem that all students have to overcome.

Furthermore, The *Solutions* is a series of modern textbooks which are now used for teaching and learning English in many universities and high schools in Vietnam. They may be used by many students of English in near future. Choosing this material for getting data used for illustrating, I think, must be useful not only for me but for most teachers and students of English in Vietnam also.

From the reasons mentioned above, I choose the topic “*An*

Investigation into Adjunct Used in the Textbook Solutions” for my thesis.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims of the study

The study is carried out with the aim to investigate the syntactic and semantics features of adjunct adjuncts used in the English sentences, especially ones used in the texts and conversations of the textbooks used for teaching English at schools. The findings of the study are expected to increase the knowledge and effective use of Adjuncts in English and will be of great help to teachers and students of English as a foreign language.

1.2.2. Objectives of the study

The main objectives are focused on:

- To make further investigation into the periphery elements of the English sentences.
- To describe the structure and meaning of adjuncts in terms of syntactic and semantic features of this genre which are used in the textbook *Solutions*.
- To find out the common types of adjuncts used in the textbooks for beginning and intermediate levels.

1.3. RESEARCH QUESTIONS

To achieve the aims and objectives above, I will try to answer the following questions:

- What are the syntactic features of the adjuncts in English?
- What are the semantic features of the adjuncts in English?
- What are suggestions for learners in learning and using English effectively?.

1.4. SIGNIFICANCE OF THE STUDY

With the findings of this thesis, the author hopes that it can enable the aware of the distinguish features of adjuncts in English sentences in the light of Functional Grammar and these can help teachers and learners of English use them more effectively in writing and speaking.

1.5. SCOPE OF THE STUDY

Because of the limitation of time and my ability, in this thesis, I just focus on describing and classifying the types of adjuncts in English sentences in terms of syntactic and semantic features. All data used for analyzing are collected from the texts and conversations in 2 books: Solutions 1 (Elementary) and Solutions 2 (Pre-intermediate). I choose only first two out of six because, I think, this is appropriate for students at high schools and at most universities who will get B1 certificate as compulsory level. However, I still hope that the result of studying the thesis can contribute some experience and solutions for language teaching and learning.

1.6. STRUCTURE OF THE THESIS

This thesis consists of five main chapters.

Chapter 1 deals with the introduction to the study, including the reasons for choosing the topic, aims and objectives, research questions, the scope of the study, the significance of the study, and a preview of the organization.

Chapter 2 reviews some of the previous studies and addresses the theoretical background laying the foundation for further discussion in the whole thesis.

Chapter 3 discusses issues of methodology and outlines the study design, data collection, data analysis, samples and population,

research procedures. The reliability and validity of the research are also dealt with at the end of the chapter.

Chapter 4 presents the findings of linguistic features of the Adjuncts in English in terms of their syntactic and semantic features. Then the discussion of the findings is conducted.

Chapter 5 makes a summary of the study and a brief restatement of the findings, from which the implications for teaching and learning English are provided and suggestions for further researches are also given.

CHAPTER 2

LITTERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. PREVIOUS STUDIES

When I was a student and when I became a teacher of English I recognised that grammar was a big problem that all students had to overcome in the process of learning languages, especial in learning a foreign language as English. One of grammatical problem is understanding and using effectively English adjuncts.

Adjuncts in general and adjunct adverbials in particular have been paid much attention by many grammarians and linguists for ages. However, we can recognize that there are so many different points of views, from traditional to modern linguists. Quirk R. and his colleagues proposed interesting definitions about adjuncts and adverbials in “Grammar of Contemporary English” (1972) and “A Comprehensive Grammar of the English Language” (1985); Biber, D. with “Longman Grammar of Spoken and Written English” (1999)

also had a different viewpoint. Huddleston, R., Mittwoch, A. and Collins, P. Wrote a long chapter about adjuncts in “The Cambridge Grammar of the English Language” (2002). Or, Nilsen, O. Paid all his attention to syntactic features of adjuncts in “The Syntax of Circumstantial Adverbials” (2000). And, especially Hasselgard, H. with many articles and studies about adjuncts. His book, “Adjunct Adverbials in English” (2010) is a comprehensive study on this topic.

In short, it seems to me that in any English grammar books its author(s) always keeps an eye on adjuncts and adverbials.

In 2001, Hoang Thi Giang, in her MA Thesis, “Syntactic and Pragmatic Approaches to the Study of Adjuncts in English and Vietnamese” mentioned to approaches of the modern schools of linguistics in investigating the features of English adjuncts, and then compared with Vietnamese ones. However, this research paper only paid much attention to the traditional points of view. Le Thi Bich Hanh (2004) and Mai Tran Doan Anh (2006) in their MA Thesis submitted to The Danang University also kept an eye in English Adjuncts. The former studied on semantic features of purpose adjuncts in English and Vietnamese while the latter studied additive conjuncts in English and their Vietnamese translational equivalents. In fact, there are not many Vietnamese studies, as special researches, on this “common” matter. Furthermore, Vietnamese language has its own grammar rules.

I can say that investigating adjuncts used in a particular textbook for students such as *Solutions* may be the first time. I hope that this study can help students and teachers of English easily understand a ‘periphery part’ of sentence.

2.2. THEORETICAL BACKGROUND

2.2.1. Major classes of adjuncts

According to Hasselgard (2010), adjuncts in English consists 3 terms's were carried *adjunct*, *disjunct* and *conjunct* (Greenbaum,1969; Quirk *et al.*,1972 and 1985). Biber *et al.* (1999) uses *circumstance*, *stance* and *linking adverbials*. Halliday (2004: 123ft) has three similar categories of adverbials namely *circumstantial*, *modal* and *conjunctive* adjuncts. Adverbials that contribute to referential meaning are called *adjuncts* or *circumstantial adverbials*; those that convey the speaker's evaluation of something in the proposition are called *disjuncts* or *modal adverbials*, and those that have mainly text-organising and connective functions are called *conjuncts* or *conjunctive/linking adverbials*.

a. *Adjunct*

An adjunct should satisfy a set of 'diagnostic criteria'; it must be able to serve as the focus of clause interrogation; and it must be able to serve as the focus of clause negation (Greenbaum 1969: 24). Adverbials which do not satisfy any of these criteria are disjuncts or conjuncts.

An adjunct is said to 'closely resemble other sentence elements such as S[subject], C[omplement] and O[bject]'

 (1985: 504). Accordingly, an adjunct can:

- 1) be the focus of a cleft sentence (e.g. It was *down the road* that they walked);
- 2) serve as the focus of alternative interrogation or negation (e.g. Did they walk *down the road* or through the park?);
- 3) be focused by a 'focusing subjunct' (e.g. They walked just *down the road*);
- 4) come within the scope of predication ellipsis or pro-forms,

(e.g. They walked *down the road*, and so did I.);
 5) be elicited by question forms (e.g. A: Where did they walk?
 B: *Down the road.*).

Circumstantial adverbials thus ‘add information about the action or state described in the clause, answering questions such as “How, When, Where, How much, To what extent?” and “Why?”.

b. Conjunct

According to Halliday (2004: 132), a *conjunct* adverbial is not an integrated part of the clause structure, and its primary function is connective. Typical examples are *however*, *furthermore* and *to begin with*. Conjuncts set up contextualising relationships between portions of text and thus belong to the textual metafunction.

c. Disjunct

According to common interpretation, a disjunct is understood as the speaker or writer's attitude to what is being described in the sentence.

Examples of disjuncts are *probably*, *fortunately* and *honestly speaking*.

d. Subjunct

Quirk *et al.* (1985) proposed *subjuncts*. Subjuncts are ‘adverbials which have, to a greater or lesser degree, a subordinate role in comparison with other clause elements’

2.2.2. Different classification schemes

Ungerer (1988) distinguishes only two classes of adjuncts at the level of the clause: *scope adjuncts* and *proposition adjuncts*. The scope adjuncts have affinities with mood, finiteness, polarity and aspect and include most disjuncts and conjuncts as well as a good number of adjuncts. The boundary between scope and proposition

adjuncts thus cuts across traditional, semantically based categories.(Hasselgard, 2010)

All things discussed above can be summarize in the following table (Table 2.1)

Table 2.1. The classifications of averbials in four grammars

(Source: Hasselgard, H. 201, p.22)

Quirk et al. (1985)	Biber et al. (1999)	Huddleston and Pullum (2002)	Halliday (2004)
Adjunct Space (position, direction, distance), Time (position, duration, frequency, relationship), Process (manner, means, instrument, agentive), Respect, Contingency (cause, reason, purpose, result, condition, concession), Modality (emphasis, approximation, restriction), Degree (amplification, diminution, measure)	Circumstantial adverbials Place (distance, direction, position), Time (position, duration, frequency, relationship), Process (manner, means, instrument, agent), Contingency (reason/cause, purpose, concession, condition, result), Extent/degree (amplifier, diminisher), Addition/restriction, Recipient, 'Other'	Adjunct Manner, Instrument, Means, Act-related, Spatial Location, Source, Goal, Path, Direction, Extent, Temporal Location, Duration, Aspectuality, Frequency, Serial Order, Degree, Purpose, Reason, Result, Concession, Condition, Domain	Circumstantial adjuncts Extent (distance, duration, frequency), Location (place, time), Manner (means, quality, comparison, degree), Cause (reason, purpose, behalf), Contingency (condition, default, concession), Accompaniment (comitative, additive), Role (guise, product), Matter, Angle (source, viewpoint)
Disjunct Style, Content (degree of truth,	Stance adverbials Epistemic stance	Adjunct Modality, Evaluation,	Modal adjuncts Mood(probability, usuality, typicality,

value judgment)	(doubt and certainty, actuality and reality, source of knowledge, limitation, viewpoint or perspective, imprecision), Attitude, Style	Speech-act related	obviousness), Comment (opinion, admission, persuasion, entreaty, presumption, desirability, reservation, validation, evaluation, prediction)
Conjunct Listing, Summative, Appositional, Resultive, Inferential, Contrastive, Transitional	Linking adverbials Enumeration and addition, Summation, Apposition, Result/inference, Contrast/ concession, Transition	Adjunct Connective	Conjunctive adjunct Appositive, Corrective, Dismissive, Summative, Verificative, Additive, Adversative, Variative, Temporal, Comparative, Causal, Conditional, Concessive, Respective
Subjunct Wide orientation (viewpoint, courtesy), Narrow orientation (item, emphasisers, intensifiers, focusing)			

2.2.3. Semantic categories of adjuncts

Adjuncts span a wide range of meanings. Adjuncts are divided into the following categories: space, time, manner, respect, contingency, degree and extent, comparison/alternative, situation, viewpoint and focus

a. Space adjuncts

Space adjuncts denote spatial location, motion or distance. They typically answer the questions *where* (position), or *where to/from* (direction). All three types of direction adjunct can co-occur in the same clause, provided they are semantically compatible. Distance adjuncts refer to spatial extent and answer the question *how far*.

Distance adjuncts are often syntactically indistinguishable from nominal complements, as their typical realisation is a noun phrase with a quantifier

In the present analysis, adjuncts where the whole concept of spatial location is transferred from a concrete to an abstract level have been classified as space adjuncts. Adjuncts where the form of spatial adjuncts has been borrowed, but where the concept of spatial location is absent, have been classified as adjuncts of respect (Hasselgard,2010).

b. Time adjuncts

Time adjuncts locate events and states in time (sometimes in relation to other events) or specify their duration or frequency. They are typically elicited by the questions *when* (time position and time relationship), *(for) how long* (time duration) or *how often* (time frequency). Time frequency adjuncts indicate the frequency with which the action denoted by the verb occurs. Time relationship adjuncts are defined in Quirk *et al.* (1985: 550) as ‘expressing a relationship between two time positions that are both being considered in an utterance’.

c. Manner adjuncts

According to Quirk, R. *et al.* (1985), the definition of manner adjuncts varies greatly among grammars and other descriptions of adjuncts. In this thesis a broad view of manner adjuncts is taken, i.e. one that includes the categories of comparison, instrument, means

and role/capacity. Adjuncts in the categories listed below all somehow answer the question *how*, or *in what way*.

Huddleston and Pullum make a distinction between ‘manner adjuncts’ and ‘act-related’ adjuncts (2002), which may be similar in form, but different in scope and communicative function.

d. Contingency adjuncts

Cause and purpose adjuncts, and to some extent result adjuncts, can be elicited by the question *why*. Condition and concession adjuncts have no prototypical probing question, though *under what circumstances* would cover most cases.

According to Quirk *et al.* (1985: 484), cause adjuncts typically refer to a present or past state of affairs, while purpose adjuncts refer to an as yet unrealized future.

e. Respect adjuncts

In Quirk *et al.*’s framework (1985: 563) respect adjuncts are not subdivided

f. Adjuncts of degree and extent

Degree adjuncts typically specify the intensity with which something is carried out and may be elicited by the question *to what extent*. Related to this is the function of intensifier, which includes amplifier and downtoner, though intensifiers tend to be less closely associated with the verb and more with a following constituent.

g. Participant adjuncts

According to Hasselgard (2010:29) Some adjuncts include reference to a participant in a process. More precisely, they refer to an entity which might have been a participant – typically with subject or object function – in an agnate clause

h. Other adjunct categories

i. Overlapping between categories - semantic blends

Another problem that we often confuse when we investigate

adjuncts. That is the categories of adjuncts are seldom clear-cut.

- *Time and space*
- *Manner and space*
- *Time and manner*
- *Degree and frequency*
- *Manner and degree*

2.2.4. The realisation of adjuncts

Hasselgard claims that “adjuncts are a heterogeneous category syntactically as well as semantically” (2010:37). In his study the following realisation types have been noted: Single adverb, Adverb phrase, Prepositional phrase, Prepositional clause, Noun phrase, Finite clause, Non-finite clause, Verbless clause.

2.2.5. The classification of adjuncts - summary

Table 2.2. The semantic classification of adjuncts (Hasselgard, 2010)

Adjunct category	Meaning subcategories	
Space	<ul style="list-style-type: none"> • position • direction (goal, source, path) 	<ul style="list-style-type: none"> • distance
Time	<ul style="list-style-type: none"> • position 	<ul style="list-style-type: none"> • frequency (definite, indefinite)
Manner	<ul style="list-style-type: none"> • duration (beginning, end, span) • manner/quality • similarity • accompaniment 	<ul style="list-style-type: none"> • relationship • instrument • method • attire
Contingency	<ul style="list-style-type: none"> • means • cause • purpose • result 	<ul style="list-style-type: none"> • role/capacity • condition • concession
Respect	<ul style="list-style-type: none"> • domain • regard 	<ul style="list-style-type: none"> • matter
Degree and extent	<ul style="list-style-type: none"> • degree • intensifier 	<ul style="list-style-type: none"> • dimension
Participant	<ul style="list-style-type: none"> • agent • beneficiary 	<ul style="list-style-type: none"> • behalf • product

Adjunct category	Meaning subcategories
Situation Comparison/ alternative Focus Viewpoint	<ul style="list-style-type: none"> • source

CHAPTER 3

RESEARCH METHODS AND PROCEDURES

3.1. RESEARCH DESIGN

The focus of this study is how adjuncts are used in present-day English. The first step is to survey the types of adjuncts that exist and the positions in the clause that may be filled by an adjunct, i.e. to establish what the possibilities are. So, the adjuncts need to be studied in real text, and so it was decided to base the study on corpus material, more specifically, on the textbook Solutions, the books that we use for teaching in many colleges and universities in Vietnam. The texts in these books were then searched manually for adjuncts

3.2. RESEARCH METHODS

There are both quantitative and qualitative aspects to the present study. Therefore, firstly I chose quantitative methods for collecting and classifying samples and then qualitative ones for discussing such as comparative or contrastive analysis.

3.3. DATA COLLECTION

All samples are collected from Solutions, a series of textbook are chosen for teaching English at most colleges and universities in Viet Nam at this time. 62 passages, including conversations and reading texts in the book 1 and 63 in the book 2 were investigated.

Due to the criteria and the theoretical framework for adjunct realisation, 1083 samples have been chosen for studying.

3.4. DATA ANALYSIS

After collecting the data from 140 lessons in Solutions Elementary and Solutions Pre-intermediate, 127 reading passages were investigated and 1083 samples were chosen depending on the definite criteria proposed in chapter 2. With the collected data, we carry out the analysis of adjuncts in terms of their syntactic and semantic features. The procedure for analyzing the data was as follows.

- Instances of suggested cases of adjunct were analyzed contextually, i.e. where it occurred in the clause/sentence.

- The analysis looked into the semantic categories which the might belonged to basing on the points of views of grammars introduced in the theoretical framework in chapter 2. It also explored the overlap of these adjuncts in terms of positions or semantic categories.

- After determining the semantic features as well as the syntactic ones that an adjunct might possessed, they all classified into tables as findings and ready for analysis and discussion as were done in chapter 4.

3.5. RELIABILITY AND VALIDITY

To achieve this, a set of semantic criteria have been set up and followed strictly, as mentioned in section 3.2, 3.3, 3.4. As for the validity of the data collection and analysis, the study checked whether the samples observed met the descriptive requirements set out in the objectives and in the theoretical background.

3.6. SUMMARY

In this chapter, the writer has showed the research methods, the considerations in data collection, a description of samples and

discussion of data analysis, in which a combination of the methods such as descriptive and contrastive was employed. With the procedures of these methods, the result of the findings as well as its discussion was presented in the next chapter.

3.7. RESEARCH PROCEDURES

From August, 2014 to August, 2015

CHAPTER 4 FINDINGS AND DISCUSSIONS

In this chapter I would like to discuss the syntactic and semantic features of adjuncts based on the findings.

4.1. SYNTACTIC FEATURES OF ADJUNCT PLACEMENT

Due to the framework mentioned in the chapter 2, 125 reading passages in book 1 & 2, were investigated and classified in tables a special feature of adjuncts (adverbials), compared to other clause elements in English, is that they do not have a fixed position in the clause, but can occur at the beginning, middle or end.

4.1.1. Realisations of adjuncts

a. By forms

b. By Positions

The italic word(s) in the following sentences are adjuncts:

(4.4) *After the fight* everyone gathers *in the square* and eats and drinks until late in the evening. [S2W-7E]

(4.5) *Then, at 12 o'clock*, church bells ring *all over the city*. [S2W-5D]

(4.6) *On 21 November 1945*, Arsenal played Dynamo Moscow *in London*. [S2B-2B]

Table 4.1 The distribution of adjuncts found in 125 reading passages in Solutions Elementary and Pre-Intermediate (Student's book)

Place in the clause	Number of adjuncts	Percentage
Initial	155	14.3
Medial	113	10.4
End	815	75.3
Total	1083	100.0

4.1.2. Some syntactic features of adjunct

In this thesis I accept the description of some features of adjuncts proposed by Quirk *et al.* (ibid). Accordingly, an adjunct can:

- be the focus of a cleft sentence (e.g. It was *down the road* that they walked);

- serve as the focus of alternative interrogation or negation (e.g. Did they walk *down the road* or through the park?);

- be focused by a 'focusing subjunct' (e.g. They walked just *down the road*);

- come within the scope of predication ellipsis or pro-forms, (e.g. They walked *down the road*, and so did I.);

- be elicited by question forms (e.g. A: Where did they walk? B: *Down the road.*).

To sum up, adjuncts are found in different positions in the clause, in which end position is the most frequent option. Initial position is second most common, followed closely by medial.

4.2. SEMANTIC FEATURES OF ADJUNCTS

4.2.1. Initial position

a. The distribution of semantic types

As mentioned in the table 4.1, all 1083 adjuncts that I collected from *Solutions* can be distributed in three positions –

initial, medial and end. The distribution of semantic types found in initial position is shown in table 4.2.

Table 4.2 Semantic types found in initial position

	No. of adjuncts at initial position	% of total no. of adjunct types	Total (in 3 positions)
Time	69	21.2	324
Space	28	7.0	401
Manner	7	6.9	102
Contingency	29	26.1	111
Respect	5	12.5	40
Degree/ Extent	1	4.5	22
Participant	0	0.0	38
Comparison/Alternative	4	33.3	12
Focus	1	10.0	10
Viewpoint	9	45.0	20
Situation	2	66.7	3
Total	155	14.3	1083

The more common type is illustrated by (4.28)- (4.30) below, containing adjuncts of time, space and contingency, respectively.

(4.28) *In the 1930s* he worked as a journalist and a banker .

[S2B-4C]

(4.29) *In many US cities*, volunteers spend some of the holiday working in soup kitchens which distribute free food to the poor and homeless.[S2W-3C]

(4.30) *If it breaks through to this side*, we're sunk. [S1B-7F]

From the findings I recognized that most half of the adjuncts found in initial position are part of adjunct sequences. This is a much higher proportion than in the entire database of adjuncts, where less than a third occur in sequences. The most common sequence type involving initial position is combinations.

b.The factors influencing adjunct placement and their

relevance for initial position

There are several reasons why adjuncts may be placed in initial rather than end position. These factors do not all pull adjuncts in the same direction. Most of the clause-internal factors - obligatoriness, scope, the weight principle and the principle of end focus - seem to favour end over initial position.

c. Theme and information structure

In English, this function is realised by first position in the clause, or more precisely, the theme extends up to and includes the first participant, circumstance or process in the clause. In a declarative clause, the default theme is the subject, but ‘the most usual form of marked Theme’ is an adjunct

The functions vary according to such factors as the information load of the adjunct, the semantic type of the adjunct and to some extent its realisation.

4.2.2. Medial position

Medial position is defined as any position between the subject and a postverbal obligatory element. Three variants of medial are recognised: M1 between the subject and the (first part of the) verb phrase, as in (4.40), M2 after an auxiliary, but before the main verb, as in (4.41), and M3 between the verb phrase and some other obligatory element, viz. an object, a predicative, or an obligatory adjunct, as in (4.42).

(4.40) He *eventually* finds Jeremy. [S2W-9G]

(4.41) Baseball caps are *also* banned. [S2B-1E]

(4.42) Patience suddenly realised *from the expressions of the others* that she would have to explain further. [S2B-8E]

a. The distribution of semantic types

The medial positions are relatively restrictive as regards the adjunct meanings that are commonly expressed there. In this section, I combine all three medial variants into one for easy following (Table 4.3).

Table 4.3. Semantic types found in medial position

	No. of adjuncts at medial position	% of total no. of adjunct types	Total (in 3 positions)
Time	68	20.9	324
Space	5	1.2	401
Manner	9	8.8	102
Contingency	3	2.7	111
Respect	3	7.5	40
Degree/ Extent	9	41.0	22
Participant	2	5.3	38
Comparison/Alternative	2	16.7	12
Focus	8	80.0	10
Viewpoint	4	20.0	20
Situation	0	0.0	3
Total	113	10.4	1083

It is interesting to compare Table 4.2 and 4.3. Focus and degree adjuncts are relatively rare in initial position as they are not particularly suitable for thematic focus. They are, however, common in medial position. Some of the more content-heavy adjunct types, particularly contingency adjuncts, are common in initial position and rare in medial position. These categories have two characteristics in common: they often apply to a particular part of the clause, and they are often one- or two-word adjuncts.'

While adjuncts in initial position are realised by a range of phrase and clause types, adjuncts in medial position are far more uniform. According to the data collected from the Solutions, nearly two-thirds of adjuncts in medial position are realised by single adverbs, about one-fifth is realised by phrases and only some by

clauses (finite and non-finite). Most are one word a little with two-four words and only some five words or more. This indicates that the verb phrase is very rarely split up by an adjunct of more than one word.

b. The factors influencing adjunct placement and their relevance for medial position

As we analysed above, None of the factors believed to influence adjunct placement seem primarily to attract adjuncts to medial position. On the contrary, most of them seem to pull them away from medial position.

4.2.3. End position

End position was defined as ‘the position in the clause following all obligatory elements’ or ‘the position of the obligatory adjunct when this follows the other obligatory elements’.

Following are the syntactic and semantic properties of adjuncts in end position.

a. The distribution of semantic types

Table 4.4 Semantic types found in end position

	No. of adjuncts at end positions	% of total no. of adjunct types	Total (in 3 positions)
Time	187	57.9	324
Space	368	91.8	401
Manner	86	84.3	102
Contingency	79	71.2	111
Respect	32	80.0	40
Degree/ Extent	12	54.0	22
Participant	36	94.7	38
Comparison/Alternative	6	50.0	12
Focus	1	10.0	10
Viewpoint	7	35.0	20
Situation	1	33.3	3
Total	815	75.3	1083

The most frequent types of adjunct in end position are space

and time. We can see 368 space adjuncts and 187 time adjuncts. These are about three times as frequent as manner and contingency adjuncts, which are number three and four in order of frequency. With the exception of focus and viewpoint, adjunct types occur in end position in at least 50% of occurrences in the core corpus. In the case of space adjuncts the percentage rises to 91.8. Time adjuncts, on the other hand, occur in end position only six times out of ten and are frequent in other positions too.

End position accommodates all semantic types of adjunct. The same is true of realisation types. Clauses of various types account for one-seventh of the adjuncts in end position. These figures may be compared to those for initial position.

b. The factors influencing adjunct placement and their relevance for end position

Most of the clause-internal principles seem to pull adjuncts to end position, with the exception of the not-position adjuncts. According to the principle of end focus, adjuncts which convey new or important information are most aptly placed in end position, where they will receive focus.

c. Summary

CHAPTER 5

CONCLUSION

With what we mentioned and analysed in the previous chapters, we can come to the conclusion as following:

5.1. CONCLUSION

- Although there are still some differences in classification of adjuncts and use of terms, many linguists agree that we can distinguish adjuncts from disjuncts and conjuncts. Accordingly, it is possible to distinguish adjuncts from disjuncts and conjuncts on syntactic grounds. The distinction between disjuncts and conjuncts, on the other hand, is semantic and discourse-functional.

- On the placement of adjuncts we can recognise that the number of adjuncts found in end position is the largest one, 75.3% compared with 14.3% in initial position and 10.4% in end position. The placement of adjuncts in end position can be related to a number of factors. Obligatory adjuncts are placed almost exclusively in end position, and predicational adjuncts, particularly those with strong ties to the verb meaning, behave in a similar fashion. Since end position is the basic and unmarked position for most types of adjunct, it may be used by default.

- Due to the classification of adjuncts, in terms of semantic features, we can recognise that all semantic categories that were mentioned in the chapter 2 such as time, space, manner, contingency, respect, etc. ...all occur in the data collected in the thesis with the frequency that can be considered same as the general distribution.

- The adjunct types have different realisational preferences. According to the findings, Prepositional phrases are greatly preferred by space, respect, participant, situation and viewpoint adjunct. Adverbs and adverb phrases are preferred by degree and focus adjuncts, while contingency and comparison adjuncts favour finite and non-finite clauses. Manner adjuncts tend to be realised by either adverbs or prepositional phrases, while time adjunct are most evenly spread over realisation types.

- Space adjuncts constitute the most frequent type of adjunct in the material for the present study. The three types of space adjuncts have rather different syntactic and semantic characteristics. On most accounts, position adjuncts are more flexible than the other two types of space adjuncts.

- Time adjuncts are the second most frequent semantic category. Like space adjuncts they seem basic to cognition and to the structuring of experience. Although time adjuncts have fewer clearly metaphorical uses than space adjuncts, they are by their nature more abstract and thus have meaning extensions into other domains.

- Manner adjuncts are a highly diverse category, with as many as eight subtypes. The use of manner adjuncts varies across process types as well as text types. Unlike adjuncts of time and space they are thus not frequently transferred metaphorically to other domains or grammaticalised into other metafunctions.

- Contingency adjuncts are the fourth most frequent semantic category in the study. The following semantic subtypes of

contingency adjuncts were distinguished: cause, purpose, result, condition and concession. Adjuncts of cause, purpose and condition are most frequent, while result adjuncts are rare. Contingency adjuncts are predominantly realised by clauses.

- Frequency adjuncts differ most from the other types in that they do not provide a temporal frame or setting for the process, but rather place the validity of the proposition on the scale between always and never.

5.2. IMPLICATIONS

As far as I am concerned, doing this research helps improve and develop my knowledge of grammar in general and adjunct adjuncts in particular. Apart from the fact that I have learnt so much useful and interesting knowledge through the process of doing research on this thesis. I also hope that the results of the thesis will be a useful material for teaching and learning English

5.3. LIMITATION OF THE STUDY

Despite the fact that great efforts have been made to complete the research, this research certainly cannot avoid the shortcomings and still leaves much to be desired.

5.4. SUGGESTIONS FOR FURTHER RESEARCHES

Adjuncts constitute such a complex area that no single study can hope to answer all questions related to their syntax, semantics and use. So, adjunct usage is also an interesting topic for contrastive study. This pertains to the placement of adjuncts as well as the kinds of circumstantial meanings that are typically expressed.