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**Adversative discourse connectives *however* and *instead* in  
academic texts**

**Adverzativní diskurzní konektory “however” a “instead” v  
odborném textu**

Bakalářská práce

**Vedoucí práce:** PhDr. Gabriela Brůhova, Ph.D.

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Ráda bych poděkovala PhDr. Gabriele Brůhové, Ph.D. za pomoc při vedení bakalářské práce, za cenné rady, věcné připomínky, bezbřehou trpělivost a vstřícnost při konzultacích.

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## **Abstract**

The present study aims at discussing two connectives *however* and *instead* in academic texts. As the conjuncts are known to be rather free in their position, this study analyzes the interconnection of the possible position and other characteristics of the conjuncts i.e. the punctuation and co-occurrences.

This thesis is a corpus based study. The corpus chosen for the analysis is the British National Corpus. The analysis itself is carried out on 100 examples, i.e. 50 examples of sentences containing *however* and 50 examples of sentences containing *instead*.

The objective of this thesis is to examine the use of *however* and *instead* in the academic texts. In other words, it describes the usage of the two connectives as well as the possible tendencies that can be observed i.e. punctuation, co-occurrences. Individual sections of the analysis are based on the position of the conjuncts. Therefore a significant part of the analysis is dedicated to determining the position of the conjuncts based on the previously established position formulas. Further, punctuation and co-occurrences of conjuncts are analyzed as a follow-up to the position results.

Key words: adversative conjuncts, *however*, *instead*, position, punctuation, co-occurrences

## Abstrakt

Tato bakalářská práce se zabývá větnými modifikátory sloužícími jako prostředky textové návaznosti *however* a *instead* v anglických odborných textech. Jelikož pozice konektorů není pevně daná, tato práce si klade za cíl zkoumat propojení mezi možnými pozicemi konektorů a jejich dalšími vlastnostmi jako jsou interpunkce a výskyt s jinými větnými členy. Práce tedy zkoumá výskyt daných konektorů, zabývá se popisem jejich syntaktických vlastností, postavením ve větě a interpunkcí.

Tato práce je založena na získání 100 příkladů z Britského národního korpusu, přičemž 50 vět obsahuje konektor *however* a zbylých 50 vět konektor *instead*.

Hlavním cílem bylo zmapovat užívání *however* a *instead* v odborných textech a popsat tak užití těchto dvou prostředků textové návaznosti a další aspekty, které jsou s danou pozicí ve větě úzce spjaty (interpunkce, výskyt s jinými elementy). Jednotlivé části analýzy vycházejí z pozice konektorů. Proto významná část analýzy je věnována stanovení pozic konektorů ve větě podle pozičních vzorců. Následně byly zkoumány interpunkce a výskyt s jinými elementy.

Klíčová slova: adverzativní konektory, *however*, *instead*, pozice, interpunkce, výskyt s jinými elementy

## Abbreviations

BNC	British National Corpus
CGEL	<i>A Comprehensive Grammar of English Language</i>
ACAD	Academic texts
<i>I</i>	Initial position
<i>iM</i>	Initial medial position
<i>M</i>	Medial position
<i>mM</i>	Medial medial position
<i>eM</i>	Medial end position
<i>iE</i>	End initial position
<i>E</i>	End position

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## 1 Introduction

The present study analyzes the adversative conjuncts *however* and *instead*. The study is mainly concerned with the occurrence of the conjuncts in academic texts. As conjuncts differ from most other clause elements in being free in their position, the present thesis aims to show whether other characteristics are influenced by the position of the conjunct i.e. punctuation and the co-occurrence with other elements. Hence, the study aims to examine the use of *however* and *instead* in a particular register i.e. the academic texts. The objective is to depict the usage of the two connectives as well as the possible tendencies that can be noticed i.e. the punctuation and co-occurrences.

The theoretical part of the thesis briefly introduces syntactic functions of adverbials in general and then focuses on conjuncts only. While most texts are concerned with adverbials and conjuncts in general, the thesis aims to collect data typical for academic texts. As authors differ in their terminology and their attitude towards adverbials, it is firstly necessary to establish the terminology used in the present thesis as well as the approach for the further analysis. The following aspects will be described in this section of the thesis: textual coherence and cohesion, co-occurrences, semantics, punctuation and finally stylistic preferences of conjuncts. Also, as conjuncts frequently plentifully co-occur in academic texts, other conjuncts (and other elements) will be observed and discussed as the co-occurrences of the two analyzed conjuncts. The prevalent part of this section of the thesis is concerned with the possible positions of conjuncts and position formulas.

The second part of the thesis, i.e. the analysis, is a corpus based study. The British National Corpus is the source of the data for the analysis. The analysis itself is realized on 100 examples, i.e. 50 examples of sentences containing *however* and 50 examples of sentences containing *instead*. The analysis focuses more thoroughly on the placement of the two conjuncts, on the immediate environment i.e. the punctuation and the co-occurrences.

## 2 Theoretical Background

The aim of the following chapter is to summarize the main formal, syntactic, semantic, and functional characteristics of *however* and *instead*. Both connectives will be mainly analyzed in a specific genre: academic prose.

First, it is necessary to mention that both of the connectives, *however* and *instead*, have been variously designated. Quirk et al. (1985: 632) remark that the terminology is closely linked to the relation of the disjunct or the conjunct ('sentence adverbials') to the sentence. Consequently, Quirk et al. suggest that the terminology chosen by individual grammarians shall reflect the relation of particular disjuncts and conjuncts to the individual units within sentences as well as their ability to connect units larger than sentences. Namely, different authors refer to them as *conjuncts*, *sentence modifiers* (Dušková a kol., 2006: 482)<sup>1</sup>, *connectors*, *conjuncts* in *A Comprehensive Grammar of the English Language* (1985: 440 CGEL henceforth), *conjunctives*, *conjunctive adjuncts*, or *discourse adjuncts* (Halliday and Hasan, 2004: 228-31), *connective adjuncts* (Huddleston and Pullum, 2002: 775), *adjunct adverbials* (Hasselgård, 2010: 3) and so on. The terminology differs depending on the focus and or the theoretical framework of the individual authors.

This chapter provides a summary of terminological issues in order to clarify and delimit the syntactic as well as the functional properties of the two elements under discussion. For the sake of simplicity, when discussing both the syntactic and semantic features of *however* and *instead*, they will be generally referred to as conjuncts.

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<sup>1</sup> Spojovací prostředky, větné modifikátory (Mluvnice Současné Angličtiny: 482)

## 2.1 Syntactic functions of adverbials

As adverbials represent a specific function of an adverb within the clause, let us briefly define adverbs and consequently adverbials. Because of its great heterogeneity, to define the class of adverbs is not an easy task. Interestingly, CGEL (1985: 438) suggest that “it is tempting to say simply that the adverb is an item that does not fit the definitions for other word classes.” If an adverb functions in a clause as a clearly distinct element from subject, verb, object and complement, then it functions as an adverbial (ibid.). Biber et al. (1994: 762-763) stress the importance of distinguishing adverbials from other features with similar structures, which are constituents of a phrase rather than elements of a clause. The characteristic that distinguishes adverbials from other elements is: “[they] perform a variety of functions, they fulfil a variety of semantic roles as well as a wide range of syntactic forms, they can be placed in a variety of positions, multiple adverbials may occur in a clause and finally, most of the adverbials are optional” (ibid.). The most distinct characteristic of the adverbials in general is the fact that they can “generally be added more or less independently of the type of verb” (Biber et al., 2006: 130).

The terminology of categorization of adverbials according to their function differs with individual authors. Biber et al. (2006: 762-892), for example, ascribe three major functions to the adverbials, their function is “to add circumstantial information about the proposition in the clause, to express speaker/writer stance towards the clause, or to link the clause (or some part of it) to some other unit of discourse.” Hence, accordingly to the adverbial function, there are: circumstance adverbials, stance adverbials, and linking adverbials (ibid.). In general, the criteria usually considered when analyzing adverbials are: the position, the sequence and position and the possibility of collocations (Lenker, 2011: 2.1). CGEL (1985: 613) add another criterion, the “integration within a clause” as another aspect, which helps to differentiate within this group. With this information in mind, four broad grammatical categories are to be found according to the division of CGEL, namely: *adjunct* and *subjunct* (integrated adverbials), *disjunct* and *conjunct* (non-integrated adverbials). Greenbaum and Quirk (1990: 148-149) elaborate on this division and believe *adjuncts* and *subjuncts* to be relatively integrated within the structure of the clause. “By contrast, disjuncts and conjuncts have a more peripheral relation in the sentence. Semantically, disjuncts express an evaluation of what is being said either with respect to the form of the communication or its meaning. We identify disjuncts with the speaker’s authority for, or comment on, the accompanying clause” (Greenbaum and Quirk: 149). Whereas *conjuncts* are presented as a

means of expression of the speaker's assessment of the relation between two linguistic units (ibid.).

“*Slowly* they walked back home.” (adjunct)

“Would you *kindly* wait for me.” (subjunct)

“She *wisely* didn't attempt to apologize.” (disjunct)

“All our friends are going to Paris this summer. We, *however*, are going to London.” (conjunct) (ibid.)

*However* and *instead* fall within the non-integrated *conjuncts*. Such adverbials “cannot be the focus of a cleft sentence; cannot be the basis of contrast in alternative interrogation or negation; cannot be focused by subjuncts; and cannot come within the scope of predication pro-forms or ellipsis” (CGEL: 631). Certain similarities may be found when comparing *conjuncts* and the other non-integrated adverbials, namely *disjuncts*, “[conjuncts] are more like *disjuncts* than *adjuncts* in having a relatively detached and ‘superordinate’ role as compared with other clause elements such as S, C, and O, often have semantic roles that are conjunct-specific. That is, they have the function of conjoining independent units rather than one of contributing another facet of information to a single integrated unit” (ibid.).

### 2.1.1 Syntactic realization and morphological division

According to Biber et al. (2006: 767-769) adverbials can be realized by a variety of syntactic forms, viz. single adverbs and adverb phrases, noun phrases (including single nouns), prepositional phrases, finite clauses, non-finite clauses (four major sub-classes: *ing*-clauses, *ed* – clauses, *to*-infinitive clauses, verbless clauses). Moreover, it is shown that linking adverbials are most often (almost 80%) associated with a single syntactic form - adverbs (ibid.). Most of the authors, as for example Biber et al. (2006: 884), Greenbaum and Quirk (1990: 147), Halliday and Hasan (2004: 228-31) consequently subdivide morphologically the adverbs into three classes:

- a) Simple adverbs, eg: *just, only, well*.
- b) Compound adverbs, eg: *somehow, somewhere, therefore*.
- c) Derivational adverbs. The majority of which has the suffix *-ly*. (Greenbaum and Quirk, 1990: 147)

Taking into consideration the prior division, the adversative adjuncts *however* and *instead* are compound adverbs. They are both composed of two items.

### 2.1.2 Coherence relation framework

For the purpose of the future syntactic analysis of conjuncts and for the better understanding of its importance, textual coherence and cohesion must be briefly introduced. As the default material for the definition of textual/grammatical cohesion Halliday and Matthiessen (2004: 603-609) and Taboada (2009: 133-136) will be used. These authors provide a comprehensive overview of textual coherence as well as of the position of conjuncts within the phenomenon.

Textual coherence and textual cohesion can hardly be discussed one without the other. Textual coherence is often searched in the text itself. Rickheit and Habel (1995: 191) suggest that in this view “coherence is regarded as a property that is constitutive of texts: What separates a text from a non-text is that the former is coherent, the latter is not.” Furthermore, they elaborate that “[this] approach led to attempts at finding formal criteria for the coherence of texts, ‘rules of textual coherence’ which would make it possible to distinguish a text from a non-text in much the same way as a sentence grammar distinguishes a grammatical from a non-grammatical sentence” (ibid).

As far as the link between cohesion and coherence goes, authors such as Halliday and Hasan (1976: 2) argue that cohesion is the basis of coherence in text. According to their approach “[if] a passage of English containing more than one sentence is perceived as a text, there will be certain linguistic features present in that passage which can be identified as contributing to its total unity and giving it texture.[...] Cohesive ties between sentences stand out more clearly because they are the only source of texture...” (ibid.)<sup>2</sup>

Another concept relevant to the processing of a text is the one of Halliday and Matthiessen (2004: 603) who present a profound concept of “logogenesis,” which demonstrates: “blow by blow selections within clauses and other grammatical units build up to create patterns that extend through whole phases of unfolding text, or, indeed, through the whole of a text.” According to Halliday and Matthiessen (2004: 607) these cohesive resources enable the link of items of various sizes and various distances, regardless of whether below or above the clause. In order to comprehend the cohesion of a text, the lexicogrammatical systems must be comprehended as a: “resource [evolved] for making it possible to transcend the boundaries of the clause – i.e. the domain of the highest-ranking grammatical unit” (Halliday and Matthiessen, 2004: 603). Having established the importance of lexicogrammatical systems, it is possible to proceed to the definition of textual cohesion: “[these] lexicogrammatical systems originate in the textual metafunction and are collectively

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<sup>2</sup> Authors such as Carrell (1982) for example, elaborating on this approach, refer to the “texture” as to coherence.

known as system of cohesion” (ibid.). Equally important are the ways by which cohesion is created in English. In line with Halliday and Matthiessen’s approach (2004: 603) there are four means by which cohesion may emerge:

- (i) Conjunction
- (ii) Reference
- (iii) Ellipsis
- (iv) Lexical organization

“Conjunction, reference and ellipsis are all grammatical systems, and are thus all manifestations of what we might call grammatical cohesion. The point of origin of each of these systems falls within one or more particular grammatical unit; and terms within these systems are realized either by grammatical items that have some particular place within the structure of that unit or (in the case of ellipsis) by the absence of elements of grammatical structure” (Halliday and Matthiessen, 2004: 608). For the purpose of the present thesis, the conjunctions, as a way of grammatical cohesion, are of the greatest importance as they are directly linked to conjuncts. For “[...] the systemic environment of conjunction is that of the clause; and conjunctions serve as conjunctive Adjuncts in the structure of the clause”<sup>3</sup> (ibid.).

Taboada (2009: 136) elaborates on the importance of coherence and explains this phenomenon as: “coherence is the basis of all communication, and coherence relations are a very important aspect of the perception of coherence in discourse. Understanding how coherence relations are signalled and processed has application in many fields.” Furthermore, he argues, that conjuncts are merely one of many means that can contribute to the coherence of a text. Some of the other indicators of coherence are: lexical or cohesive chains, punctuation, layout and finally genre-related structures (Taboada, 2009: 133).

In order to determine how relations are marked, one first needs to find the relations, namely the units that may be connected. According to Biber et al. (2006:763) “[the] linked units may be sentences, [...] they may also be larger than the sentence [...] they may connect a *to*-clause to the preceding main clause.” Whereas CGEL (1985: 631-632) believe that in the case of conjuncts it is necessary “to look beyond the particular grammatical unit in which they appear [...] The units concerned may be very large or very small: sentences, paragraphs, or even large parts of a text at one extreme; at the other extreme they may be constituents of a phrase realizing a single clause element.”

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<sup>3</sup> As aforementioned, Halliday and Hasan refer to conjuncts as to *conjunctives*, *conjunctive adjuncts* or *discourse adjuncts*.

Authors also generally agree on the notion of distinguishing three types of connectors: a) coordinating conjunctions b) subordinating conjunctions c) adverbial connectors – Biber et al. refer to them as to “linking adverbials” whereas CGEL as to “conjuncts.” Linking adverbials seem of a greater importance for the academic prose (the particular genre in examination of the present thesis) as “they explicitly signal the connections between passages of text, linking adverbials are important devices for creating textual cohesion, alongside coordinators and subordinators (Biber et al., 2006: 875).

## 2.2 Co-occurrence of conjuncts with other elements

The aim of the present subchapter is to present the elements, which tend to co-occur with the conjuncts as well as the possible combinations of the conjuncts themselves. As conjuncts tend to mostly co-occur with conjunctions, this word class will be analyzed into greater depth in its individual subchapter.

### 2.2.1 Co-occurrence with conjunctions

The co-occurrence of conjuncts and conjunctions is not accidental. Conjuncts and conjunctions are, as aforementioned, means of cohesion. Namely, “[conjunctive] relations marked by explicit cohesive conjunctions may hold between clauses in a clause complex, between text segments realized by clause complexes, or between longer text segments such as rhetorical paragraphs” (Haliday and Hasan, 605). In other words, conjuncts and conjunctions are indisputably linked because of its cohesive function.

CGEL (1985: 642) comment on the relation between conjuncts and conjunctions as follows: “conjuncts frequently co-occur with (and frequently immediately follow) conjunctions. [...] The effect of the conjuncts is often, indeed, to give a more explicit orientation to such basic conjunctions such as *and*, *or*, and *but* and they can be thus used without tautology.” The following example shows that by the use of the additive conjunct alongside a conjunction, a relative priority is endowed within the structure:

“She has high responsibilities and, *equally*, a high salary.” (CGEL: 636)

Firstly, it is necessary to establish that conjuncts do not appear freely with the coordinators. CGEL (1985: 645) present the limited combinations as follows:



	<i>and so</i>
<i>but</i>	$\left\{ \begin{array}{l} \textit{however} (?) \\ \textit{then} [\textit{antithetic}] \\ \textit{though} \end{array} \right.$
	<i>or</i>
	$\left\{ \begin{array}{l} \textit{else} \\ \textit{again} [\textit{replacive}] \end{array} \right.$
<i>and</i> <i>but</i>	$\left\{ \begin{array}{l} \textit{besides} \\ \textit{then (again)} [\textit{antithetic}] \\ \textit{still} \\ \textit{yet} \\ \textit{nevertheless} \end{array} \right.$

**Table 1.** The limited combinations of conjuncts and conjunctions according to Quirk et al.

Some authors cf. (Shaw, 2009:221) believe that when analyzing conjuncts, the inclusion or exclusion of certain conjunctions (*but, and ...*) is crucial as information is lost when they are not being considered.

### 2.2.1.1 *However and but*

Halliday and Matthiessen (2004: 605) explain the co-occurrence of *however* and *but* thanks to their common cohesive function, namely they argue that “[the] conjunction *but* is a structural one (a linker) that can be used cohesively [...] this is typical of casual conversation, where the more elaborated cohesive conjunctions are relatively rare.” Interestingly, the combination of *however* and *but* is not only possible but information is lost if it is not considered: “[in] fact Gardezi and Nesi found their two culturally different samples contained similar numbers of adversatives, but different proportions of *but* and *however*; ignoring *but* would have concealed the similarity in adversatives (Shaw, 2009: 221). Even though the co-occurrence of *however* and *but* is indisputably common, the combination of these two items within a single sequence seems to be tautologous to most speakers (CGEL: 645-646). Hence the following example is generally perceived as unacceptable:

\*“You can phone the doctor if you like, *but however*, I very much doubt whether you will get him to come out on a Saturday night.” (CGEL: 646)

CGEL (1985: 645-646) also propose the idea that “some speakers object to the co-occurrence of *but* and *however* even when they are not in immediate sequence.” As demonstrated in the following examples:

(?) “You can phone the doctor if you like, *but* I very much doubt, *however*, whether you will get him to come out on a Saturday night.”

“You can phone the doctor if you like. *However*, I very much doubt whether you will get him to come out on a Saturday night.” (CGEL: 646)

Meanwhile, Shaw (2009: 227) provides a crucial information in the case of the “interchangeability” of *however* and *but*. Even though these two items seem very close in meaning, they are not used to the same amount in different genres e.g. in academic writing *but* appears only peripherally and is replaced by *however* in most cases. Most importantly, it is necessary to use both conjuncts and conjunctions correctly as Shaw (2009: 228) calls attention to the fact that: “[everyone] is taught at some stage to be cautious in using co-ordinating conjunctions as adverbials.”<sup>4</sup>

### 2.2.2 Co-occurrence with conjuncts

Apart from their frequent co-occurrence with conjunctions, various conjuncts may also co-occur. CGEL (1985: 642) state that conjuncts may co-occur regardless of its class without causing tautology, contradiction or the clause being ungrammatical. The following examples illustrate the various possible combinations of conjuncts as well as the fact that the sentence becomes stylistically objectionable:

“*And so* [resultive] *all in all* [summative] you think that despite her ill health she has *nonetheless* [concessive] made a good impression at the interview.” (ibid.)

The examples from CGEL also show that whereas co-occurrence of conjuncts of the same group is possible, it is more frequent in loose informal talk than formal writing.

“But, *yet, even so*, she has  $\left\{ \begin{array}{l} \textit{nevertheless} \textit{ done well.} \\ \textit{done well, all the same.} \end{array} \right.$ ” (CGEL: 643)

Greenbaum and Quirk (1990: 187) explain the co-occurrence of conjuncts from the same set as a means of reinforcement. The co-occurrence of conjuncts is also typical in academic prose. According to Biber et al. (2006: 880-881) such co-occurrence enables to reflect the communicative need as well as to mark the links between ideas overtly, as these arguments are developed. Consequently, a linking adverbial at a beginning of a series of sentences is a marker of arguments being concluded:

“*To summarize*, there is no class of healthy ruminant for which the direct effects of low air temperature per se are likely to cause intolerable stress in the temperate and cool zones of the world. *Moreover*, the effects of air temperature on food conversion efficiency below the critical temperature are likely to affect only the smallest animals and at a time when their daily intake is very small relative to lifetime requirements. *Thus* there are no sound economic

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<sup>4</sup> Although *instead* does not appear in the examples in CGEL, if it is used within the scheme to replace the antithetic or replacive adverbials (the semantic categories from the following section), it seems to constitute possible, well known, combinations: *but instead, or instead, and/but instead*.

ground for providing any more environmental control for the healthy animal than shelter from excessive air movement and precipitation.” (ACAD) (ibid)

Biber et al. also propose that it is possible to combine conjuncts within a single sentence:

“There must be, *in addition*, be some reason why water excretion by the kidney has failed, *however*, since ingestion of hypnotic fluid does not ordinarily lead to progressive dilution of body fluids.” (ibid)

To conclude, even though the multiple combinations of conjuncts may be stylistically clumsy, it is a useful means of expression in certain genres.

### 2.3 Position

As Hasselgård (2010:59) pinpoints “[although] the English word order is to a great extent grammaticalised, there is room for some variation, particularly as regards the placement of adverbials. [...] Though there are certain strict rules, much depends on the speaker’s or writer’s individual fancy [...]” Huddleston and Pullum (2002:780) elaborate on the “strict rules” influencing the choice of position for an adjunct. The criteria that have a great impact on the position of an adjunct are: a) its internal form; and b) its semantic category.

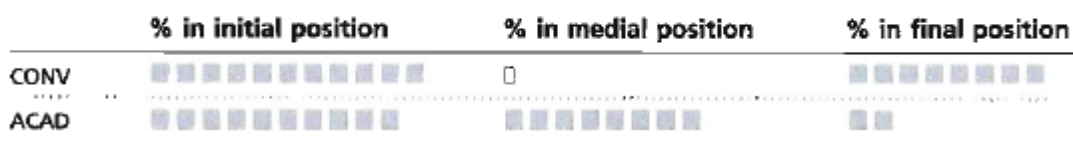
The examples from Greenbaum and Quirk (1990: 161) illustrate the above mentioned “freedom” in the placement of conjuncts. All of the possible positions are:

- I*      *By then* the book should have been returned to the library.
- iM*     The book *by then* should have been returned to the library.
- M*      The book should *by then* have been returned to the library.
- mM*    The book should have *by then* been returned to the library.
- eM*     The book should have been *by then* returned to the library.
- iE*     The book should have been returned *by then* to the library.
- E*      The book should have been returned to the library *by then*. (ibid)

Hence there are three main positions: *I* (Initial), *M* (Medial), and *E* (End). Furthermore, the *M* position has three possible variants: initial, medial, end and the *E* has one subordinate variant: initial (ibid). The following table (Biber et al., 2006: 891) suggests that there is a possible link between a genre and a position of the linking adverbials. Furthermore, it shows proportional representation of linking adverbials according to specific genre i.e. conversation and academic prose:

## Positions of linking adverbials in conversation and academic prose

each ■ represents 5% □ represents less than 2.5%



**Table 2.** Representation of positions of linking adverbials in conversation and academic prose according to Biber et al.

### 2.3.1 Initial

The first possible position of the adverbials in the clause is the *I* position. Authors such as Biber et al. as well as CGEL agree that the adverbial is in the first position in the clause, when occurring before the subject (S) or other obligatory elements of the clause (Biber et al., 2006: 771).

**adverbial** | subject | verb | other parts of the clause

“[*Generally*],[*however*], the plants under consideration have been annuals, seedling or cutting of perennials grown under controlled conditions.”

“*In the nature of thing*, a good many somebodies are always in hospital.” (Biber et al., 2006: 771)

The corpus findings from Biber et al., (2006: 890-891) show that the linking adverbials tend to occur most often in the *I* position both in conversation and academic prose. As this position enables the “linking adverbials to mark explicitly the connection between units of discourse at the point when the connection is usually being made.” (ibid)

The *I* position is also of great importance for the academic prose. “In some texts (of the specific genre), especially as arguments are concluded, each of a series of sentences will begin with a linking adverbial (Biber et al., 2006: 880). *I* position can thus be considered the unmarked position for linking adverbials (ibid). Even more interesting findings are to be found in a study by Granger and Tyson (1996: 17-27). While the findings contradict the initial hypothesis (the overall overuse of connectors in academic writing) it shows that there is an overt link between the tendency to overuse a certain connector in a certain position. Namely, the results illustrate a noticeable overuse of sentence *I* connectors (ibid).

### 2.3.2 Medial

Greenbaum and Quirk (1990: 161-162) propose a rather straightforward description of this particular position and its possible subcategories. The *M* position includes all positions of a certain conjunct between the obligatory initial and final clausal elements. It is also the position before the verb when the subject is ellipsed.

subject | verb | **adverbial** | other obligatory parts of the clause

“The Prime Minister cannot be completely confident, *however*, that this reasoned approach will pay dividends on his preferred timetable.”

“We have consistently called on the Government to seek alternatives to conflict with Iraq, and we will continue to do so, urging *instead* that Britain maintains a policy of deterrence and containment.” (Dupont, 2015: 20)

In the *iM* position the conjunct is to be found immediately following the operator (or the copula *be*).

subject | **adverbial** | operator | verb | other parts of the clause

“Monopoly was *however* justified by reference to universalistic and objective criteria of recruitment and achievement.” (ACAD) (Biber et al., 2006: 892)

The *eM* position is possible only in the clauses where there is an operator present. Whereas the *mM* position occurs only in high complex sentences:

subject | auxiliary auxiliary | **adverbial** | auxiliary | verb | other parts of the clause

“The book should have *by then* been returned to the library.” (Greenbaum and Quirk: 1990, 161)

According to Table 1 the *M* position accounts for the second highest proportion of occurrences in ACAD. Biber et al. (2006: 892) also propose that the most frequent linking adverbials in academic prose – *therefore*, *thus*, and *however* tend to occur in the *M* position, when not in *I* position. In such cases, these forms often appear instantly following the subject:

“These characteristics, *however*, are dependent on other variables such as the conditions of pressure and temperature at entry to the compressor and the physical properties of the working fluid.” (ACAD) (ibid)

### 2.3.3 End

In the *E* position, the conjunct is to be found after all obligatory elements of the clause.

subject | verb | **adverbial** | (other parts of the clause)

“Mr Straw played down the significance of the achievement. He should not be so modest. There are important caveats, *nevertheless*.” (Biber et al., 2006: 771)

It does not mean that it is necessarily the last element. Other final adverbials may follow in the same clause, as illustrated in the following example:

“There, 16 year after writing Ohio State’s favourite cardio-rehab music, he died *anyway* at 63 of asthma.” (Dupont, 2015: 20)<sup>5</sup>

The *E* position is more typical for the genre of conversation than the academic prose (Table 2). Biber et al. (2006: 891-892) suggest that it is on account of the three frequently occurring forms: *then*, *anyway*, and *though*. None of these linking adverbials occur frequently in academic prose.

### 2.3.4 Two possible approaches to analyzing the position of a conjunct

Several studies suggest that there is an essential link between the position and the theme and rheme of a sentence functioning as a message. It is therefore necessary to briefly introduce the theme and the rheme. Some authors (Lenker, Halliday, Dupont) suggest that the variation in position of adverbial connectors serves as a means for indicating *thematic structure* and textual organization (Lenker, 2011: 3.1.). The thematic structure of each clause is constituted of two particular elements: the theme and the rheme. “The concept of theme is based on Jan Firba’s theory of functional sentence perspective (FSP, i.e., information structure)” (Dušková, 2008: 221). According to this approach, there are four FSP factors: “semantic structure, context dependence/independence (cf. discourse old and discourse new), linearity and intonation” (Dušková, 2008, 221).

Haliday and Hasan (2004:66) define the theme as “the element which serves as the point of departure of the message.” Whereas the rheme may be succinctly described as “everything that follows the theme” (Dupont, 2015: 6). Furthermore, Dupont (2015: 6-8) elaborates on the fact that the theme, thanks to its important discursive status, has been explored into a greater depth whereas the rheme remains rather understudied in the Systemic Functional Linguistics (SFL).

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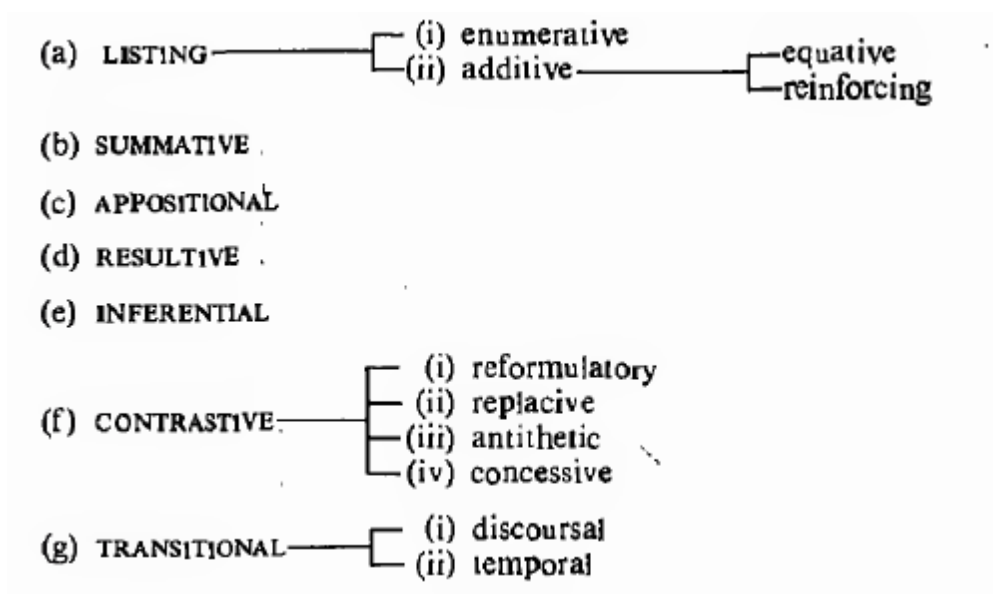
<sup>5</sup> While the examples do not contain the conjuncts *however* nor *instead*, they were taken from Dupont as, in the contrary to examples in the studies of other authors, they are adversative adjuncts.

Hence, there are two possible approaches to studying the placement of the adverbial. Firstly, as Dupont (2015: 5) suggests, it is possible to make a study based on descriptions and analyses grounded in the SFL framework, building on its core notions of theme and rheme.

Secondly, a research on adverb placement may essentially resort to syntactic criteria. Based on the literature chosen for the research in the present thesis (Quirk et al. 1985, Lenker 2010, Hasselgård 2010), the possible adverbial placement will be analyzed from the syntactic criteria viewpoint. Nonetheless, the SFL framework proposes more examples of *instead* than the syntactic approach, therefore it was briefly introduced and some of its examples have appeared in the theoretical part of the thesis.

## 2.4 Semantics

When conjuncts fulfill their syntactic function e.g., when they conjoin two or more utterances, simultaneously, a certain semantic relationship is being expressed. As follows from CGEL (1985: 631-639) it is obvious that “the conjunct function encompasses a conjunct-specific set of semantic relations. They are connected with, but are frequently rather remote from, the adverbial relation we must assume in the speaker-related clause to which they correspond. It is necessary, therefore, to set out the conjunctive meaning concerned [...]” (ibid). Table 3 (CGEL: 634) summarizes the semantic categorization of conjuncts according to their conjunctive roles:



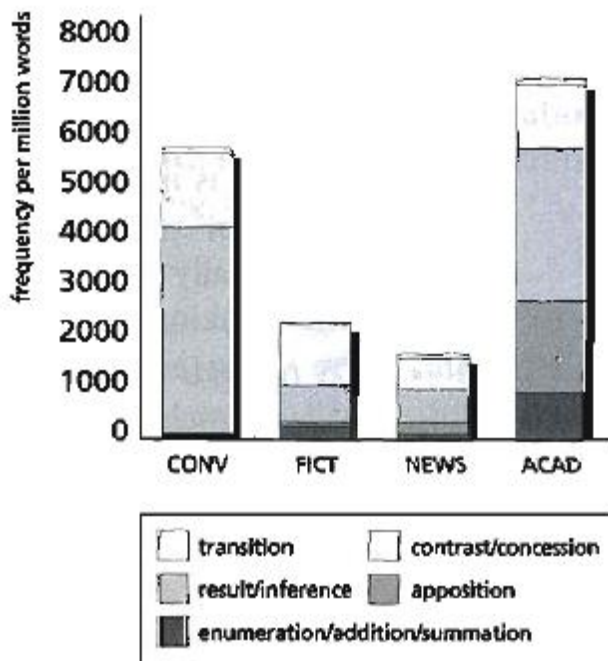
**Table 3.** Conjunctive roles and subdivisions according to Quirk et al.

### 2.4.1 Semantic types of *instead* and *however*

Both conjuncts under examination fall within the category of contrastive. Contrastive conjuncts “present either contrastive words or contrastive matter in relation to what has preceded. [It] is obviously close to the appositive and differs in seeking less to add another formulation than to replace what has been said by a different formulation” (CGEL: 638). According to Biber et al. (2006: 878), this semantic category is more typical than any other category for the linking adverbials. They also present the idea of “marking incompatibility between information in different discourse units, or that signal concessive relationships.” (ibid) This semantic group is of great importance for the academic prose, as these conjuncts “highlight contrasting information, which often lead to main points that academic authors want to make” (Biber et al., 2006: 881) as in:

“The elements of design and their interconnection into the process network are relatively easy to recognize and generalize, and so prouce a common basis for all design activities. It is *however* the subtler aspects of weight, control and role which ‘colour’ the process.” (ACAD)

Finally, while Biber et al. (2006: 880) use slightly different semantic categorization of conjuncts, they draw a crucial connection between the semantic categories of conjuncts across registers, as in graph 1:



**Graph 1.** Frequency of linking adverbials across registers according to Biber et al.

It follows from this graph that linking adverbials are noticeably more specific to academic writing than to conversation. Another link connecting these two genres is the fact



that the majority of their linking adverbials fall within the semantic category of result/interference. Furthermore, the enumerative/additional/summative and appositional adverbials are most frequently to be found in academic writing than in the other registers. Most importantly, according to these specific corpus findings, it seems that the contrast/concession adverbials are commonly shared within the genres of conversation, fiction and academic prose but occur less in news.

#### 2.4.1.1 *Instead*

The conjunct *instead* falls (as abovementioned) into the category of contrastive conjuncts, namely within the antithetic subtype. Some other conjuncts falling within the category of antithetic are: *contrariwise* (formal), *oppositely* (rare), *then, on the contrary, by comparison, on the one hand ... on the other hand*.

Semantically, CGEL (1985: 639) describe *instead* to be a blend of the antithetic with the replacive subtype. The key characteristic of the antithetic subtype is the ability to contrast an item with the preceding one by introducing a direct antithesis as in:

“They had expected to enjoy being in Manila but *instead* they both fell ill.” (Greenbaum and Quirk, 1990: 186)

“He expected to be happy but *instead* he felt miserable.” (CGEL: 639)

#### 2.4.1.2 *However*

*However* is also to be found within the contrastive category but namely within the concessive subtype. Other conjuncts falling within this category are: *anyhow* (informal), *anyway* (informal), *anyways* (AmE informal), *besides* (blend of reinforcing with concessive), *else, nevertheless, nonetheless* (formal), *notwithstanding* (formal) and many others (CGEL: 639). The concessive conjuncts are used in the cases where one unit is seen as unexpected in the light of the other, as in:

“My age is against me: *still*, it’s worth a try.” (Greenbaum and Quirk, 1990: 186)

## 2.5 Punctuation

Patt believes punctuation to be a means of emphasis for the conjuncts. Consequently, he argues that if conjunct is allocated punctuation, it is for “the punctuation flags it visually, making it more obtrusive – especially since conjuncts are perceived as detached from the rest of the clause structure anyway.” (Patt, 2013: 202)

Patt (2013: 199) also argues that the reason behind the recurrent punctuation of conjuncts is to be found at the medium-independent structural level, where CGEL (1985: 631) describe the

conjuncts as “having relatively detached and ‘super-ordinate role’ as compared with other clause elements.” In other wording, Patt argues that “the graphic separation by punctuation reflect that a conjunct [...] is perceived as a constituent outside the actual clause structure to which it is attached. It makes sense, therefore, to place a visual boundary between the conjunct and the subsequent clause.” (2013:199) Furthermore, there is an obvious tendency to generalize a rule of punctuating a conjunct depending on its position. Patt draws a direct link between punctuation and the position of a conjunct. Namely, he argues that “conjunct clauses in sentence-initial position are virtually always punctuated [...]” (ibid.) According to CGEL (1985: 643) “[conjuncts] at *I* position are often followed by a comma, and those at *E* are often preceded by one; such a comma is used especially when the conjunct would have a separate intonation nucleus in speech or when it might be misinterpreted as an adjunct.”

## 2.6 Stylistic preferences

It was shown that conjuncts appear across the genres, nonetheless “[they] are most common in academic prose, but they account for less than 10% of all adverbials in that register” (Biber et al., 2006: 765-767). The importance of a proper usage of a linking adverbial is that the information within the connectives and its position may influence the full understanding of the sentence. The fact that “this register tends to have an emphasis on conveying logical coherence and building arguments” contributes to the slightly greater usage of linking adverbials (ibid).

In other words, the main role of conjuncts in the specific genre is to help developing the argument and or signaling the connection between specific information as well as the author’s point. Furthermore, the higher frequency of linking adverbials enables to “[reflect] the communicative need but also the characteristic choice of this register to mark the links between ideas overtly, as these arguments are developed” (Biber et al., 2006: 880).

Nonetheless, some studies show that many learners believe that a coherence of an academic writing lies merely within an abundant usage of conjuncts, regardless their semantic meaning nor position. Therefore Yuting Xu and Yuhui Liu (2006: 2320) propose a solution: “[learner’s] academic writing could be improved by instruction on the use of conjuncts; more adverbial conjuncts should be acquired. It must be made explicit to students that cohesion does not result from simply scattering large numbers of conjuncts and other categories of cohesive devices all over the text.” While all semantic categories of linking adverbials are favorable in academic writing, it was shown that the contrastive/concessive linking adverbials seem of the greatest importance for the academic writing because “[they] highlight

contrasting information, which often lead to main points that academic authors want to make” (Biber et al., 2006: 881):

“The elements of design and their interconnection into the process network are relatively easy to recognize and generalize, and so produce a common basis for all design activities. It is *however* the subtler aspects of weight, control and role which ‘colour’ the process.” (ACAD)

Biber et al. (2006: 887) draw a direct link between specific genres and particular linking adverbials. When comparing the individual genres, we learn that conversation tends to repeatedly use four rather common linking adverbials: *so, then, though, anyway* whereas academic prose shows a greater diversity. Also, there are three greatly popular linking adverbials as well, namely: *however, thus, therefore*. Interestingly, the majority of the most common adverbial connectors in the academic prose belong to the concession/contrast group (ibid.).

While these data are an overview of academic genre, certain studies present different popularity of usage of conjuncts. Most of these studies are concerned with students’ academic writing. Granger and Tyson (1996: 20-21), for example, ascertained that individual connectors tend to be overused. The learners overused mainly connectors that confirmed the argument, i.e. *indeed, of course*. The most overused appositive connectors are, for example: *namely, for instance*. Finally, the most interesting finding was that both of the conjuncts under examination in the thesis, *however* and *instead* fall into a group of eight most underused connectors by learners, together with:

**Table 2B. Non-native speaker underuse of connectors: raw frequencies**

Connector	NNS	NS
However	47	197
Instead	0	13
Though	2	16
Yet	17	46
Hence	3	12
Then	27	65
Therefore	33	123
Thus	36	56

**Table 4.** The most underused connectors of learners according to Granger and Tyson

The overuse nor the underuse of conjuncts are under greater examination in the present thesis. It is interesting to look at the possible reason behind the phenomenon. Granger

and Tyson (1996: 26) believe that overuse of certain semantic categories of connector as well as underuse of others may be due to a difference in argumentation of a specific language.

### 3 Material and Method

The analysis is carried out on the basis of 100 examples, i.e. 50 examples of sentences containing *however* and 50 examples of sentences containing *instead*. The data have been extracted from the British National Corpus (BNC, henceforth).

Two restrictions were carefully made in the corpus. Firstly, as the present thesis is limited only to the occurrence of the particular conjuncts within academic texts, all other genres were excluded. Secondly, the query was restricted to written texts only. Meanwhile, in order to persevere a degree of variety, the examples are shown in a random order. Furthermore, while the query for *however* is merely writing the required conjunct, in the case of *instead*, a query must include the conjunct *instead* exclusively and not its prepositional counterpart *instead of*.

The main focuses of the analytical part draw from the previous section of this thesis, and they are as follows:

- 1) The seemingly free position of the conjuncts
- 2) The punctuation of the conjuncts and its possible relation to the position
- 3) Co-occurrences with elements, which tend to co-occur with the conjuncts

#### 3.1 Position - Formulas

The primary focus of this part of the analysis is to observe the possible positions of the conjuncts as well as their frequency within the specific genre, taking into consideration the fact that the position of the conjuncts in question is rather free.

As mentioned in the theoretical part of this thesis, namely in section 2.3., there seems to be a certain interconnection between the position of a conjunct and the chosen genre of a text i.e. individual styles tend to prefer different positions of the conjuncts. While individual authors might use slightly different naming of individual positions, this thesis based its terminology on the default literature. For the sake of clarity, a succinct definition of each of the three main positions and its variants is required. Also, for the purpose of the present analysis, the position formulas will be slightly adjusted.

Even though the formulas were adjusted, some examples occurred that did not fit any criteria, set for the analysis, and had to be excluded. In the case of *instead* the occurrence of the conjunct in the example I31 does not enable a proper qualification to neither of the positions, for the sake of accuracy it was replaced by the example In51.

In the case of *however*, three examples had to be excluded. In all of the instances the word *however* did not behave as a conjunct but rather as an integrated element within the

clause. Hence, it was a conjunction that introduced a conditional-concessive relation. Therefore examples H28 was replaced by the example H51, the example H47 was replaced by the example H52 and the example H6 by H53.

**a) The *I* position**

The conjunct is to be found at the very beginning of a clause or complex, namely, before S and or other obligatory clause elements. The position is known to be the most common in the academic writing.

- (1) H8: *However*, Chandrasekhar showed that for a sufficiently massive star the gravitational collapse continues until the star shrinks to a point. (H8K, 35)

Even though the position is defined rather straight forward, it is necessary to establish what specific examples will be regarded as the *I* position. In several cases, the conjunct in the *I* position is not the first element of a sentence.

The element preceding the conjunct is a different clause element, such as adverbial of time, for example:

- (2) H33: Until now, *however*, only a few data pointed to the production of platelet activating factor in physiological processes. (HU3, 1306)

Especially within the examples of *instead* in complex sentences, there are numerous cases, where the subject is omitted. As the position of conjuncts is relatively free various possibilities propose themselves. The conjunct does not tend to occur in the *iM* position, therefore we have established to perceive such examples also as the *I* position.

- (3) I5: These developments (S) do not, however, mean that the end of the inner city problem is in sight, but *instead* tend to mask its growing severity. (FP4, 881)

According to the chosen approach, in such examples, the subject will hypothetically directly follow the conjunct, hence as if:

- ? These developments (S) do not, however, mean that the end of the inner city problem is in sight, but *instead* (these developments) tend to mask its growing severity.

### b) The *M* position

The medial position has the most variants. If a conjunct is to be found in this particular position, it may be found anywhere between the obligatory initial and the obligatory final elements. This particular position is regarded as the second most frequent for the academic prose.

The individual variants:

-*iM*: The conjunct will be identified in the *iM* position when directly following the subject, regardless the presence of an operator.

- (4) H9: The two branches studied, however, were in the same moderately safe Conservative constituency. (FA9 567)

-*M*: The position will be recognized as any position of a conjunct between the initial obligatory and the final obligatory elements that do not fall within the *M* subtypes.

- (5) I11: If the concept of Weltanschauung is difficult to grasp, consider *instead* the different viewpoints that are relevant to the situation being examined. (B2M, 1130)

In numerous sentences containing *instead* the clause did not succumb to the traditional word order S-V-O. Instead, there was a non-finite verb form to be found. Such instances will also be recognized as *M* position, because based on the valency of the verb in the *-ing* form, the following element is obligatory. In the following example, the element following the conjunct is the obligatory subject complementation.

- (6) I19: It is in this respect that the state in socialist societies has failed to wither away, becoming *instead* a massive bureaucratic and centralized organization, whose officialdom have some of the characteristics of a ruling class. (HTF, 839)

-*mM*: A phrase contains a complex verb phrase and the conjunct is to be found between its auxiliaries:

- (7) H35: The effect of different kinds of mutes as in the case of the trumpet might, however, be profitably studied with a view to new and subtle tone-colours. (GVS, 669)

### c) The *E* position

This type of position is not typical for the academic prose and contains two possible variants. The variants reflect whether the conjunct is the very last element of a phrase (*E*) or if

other elements follow (*iE*). The following example illustrates the instance where the conjunct is the very last element of the clause.

- (8) I18: The police banned Mosley from proceeding with his march and 1,900 fascists marched westwards *instead*. (CS6, 1099)



## 4 Analysis

### 4.1 Position

The following tables show distribution of both conjuncts according to their position. Table 1 illustrates the occurrences of the conjunct *however* according to the position. Table 2 illustrates the occurrences within all the position of the conjunct *instead*. Finally, Table 3 combines the results from the Tables 1 and 2. All of the Tables present overall number of occurrences of conjuncts as well as the percentages (in the parenthesis) indicating the proportion of the particular occurrence to the overall number.

Occurrences in total	Initial	Medial			End
		<i>iM</i>	<i>M</i>	<i>mM</i>	
		6 (40%)	8 (53,3%)	1 (6,66%)	
50 (100%)	35 (70%)	15 (30%)			0 (0%)

**Table 5.** Occurrences of *however*

Occurrences in total	Initial	Medial			End
		<i>iM</i>	<i>M</i>	<i>mM</i>	
		1 (3,33%)	28 (93,3%)	1 (3,33%)	
50 (100%)	11 (22%)	30 (60%)			9 (18%)

**Table 6.** Occurrences of *instead*

Occurrences in total	Initial	Medial			End
		<i>iM</i>	<i>M</i>	<i>mM</i>	
		7 (15,5%)	36 (80%)	2 (4,44%)	
100 (100%)	46 (46%)	45 (45%)			9 (9%)

**Table 7.** Occurrences of *however* and *instead*

Table 1 indicates that *however* on the contrary to *instead* does not appear in all of the positions. It is possible to note that *however* behaved exactly as expected: having the *I* position as the most frequent position, followed by the *M* position. *However* deviates from the expected results in not occurring in the *E* position at all. Meanwhile it did occur once in the least expected variant of the *M* position (*mM* position).

The *I* position, which was expected to be the most frequent for both conjuncts, is far more typical for *however*. *Instead* appeared most frequently in the *M* position (60%) Interestingly, the *E* position (18%) is almost as frequent as the *I* position (22%) for *instead*. Table 1 and 2 provide a few surprising data whereas Table 3, the combined data, illustrate what was expected. According to Table 3, the *I* position is the most typical position for the conjuncts, followed by the *M* position and its variants, placing the *E* position as rather rare.

## 4.1.1 I Position

### 4.1.1.1 *However* in the I position

The *I* position is the most frequent. Namely, with its 35 examples it constitutes 70% of all the phrases. The conjunct in this position is known to be the first element of a clause. There were 28 instances, where the conjunct was the very first element of a clause as in the example (1). Hence the only condition that must be fulfilled, is that the conjunct must occur before the subject. Even though this idea can hardly be challenged, another idea proposes itself. Namely, 7 examples occurred (almost one fifth of all the *I* position) where there was another element preceding the conjunct.

The analysis of these examples in the *I* position showed a certain pattern. The conjunct in the *I* position was preceded either by a prepositional phrase (examples: 9, 10, 12, 13) or a noun phrase (example 11), all of which function as adjuncts:

- (9) H2: Despite their potential, *however*, as an indicator of relative size and development trends, little real systematic research has been undertaken. (H7Y, 289)
- (10) H34: Before examining it, *however*, let us agree that it is above all an expression of taste. (J1A, 1583)
- (11) H46: This time, *however*, the sceptics are wrong. (EV4, 1480)
- (12) H4: In this case, *however*, I have been unable to make the separation and the fieldwork is both empirical and continuous; it is diachronic and retrospective, taking in the historical with the contemporary. (A0K, 682)
- (13) H37: In presenting results, *however*, statistical concepts and terminology can easily alienate or distract. (GVD, 1348)

The example (9) demonstrates the initial prepositional phrase has the function of adjunct of concession, whereas example (10) demonstrates prepositional phrase having the function of adjunct of time that precede the conjunct. The only adverbials preceding the conjunct that was not a prepositional phrase was the adjunct of time (a noun phrase) in the example (11).

### 4.1.1.2 *Instead* in the I position

With its 11 instances the *I* position was slightly more frequent than the *E* position. Hence, the *I* position is not remarkably dominant over the other positions. It is also noteworthy that there was no single occurrence of the conjunct being the very first element of a complex sentence.

- (14) I3: If the information is commonplace or is common knowledge to a group of persons (for example, it is well known to computer programmers) or to the public at large, it cannot be confidential; *instead*, it will be considered to be in the public domain. (HXD, 440)

There were also 5 cases where the subject was omitted in the clause containing *instead*. We have established that such examples will be perceived as the *I* position. One of these examples (3) was already illustrated in the methodological chapter. For the sake of clarity, we will list all the examples and using the sign  $\square$ , we will show where the omitted subject would appear in the clause introduced by *instead* and if it is really possible to establish the *I* position in all of these cases.

- (15) I23: We could then say that, for example, ‘Hungary’ is phonemically while ‘hungry’ is; it would then be necessary to say that the vowel phoneme (S) in the phonemic representation is not pronounced as a vowel, but instead  $\square$  causes the following consonant to become syllabic. (K93, 710)
- (16) I30: Not all writers, however, thought in national terms; the distinguished canon lawyer William Lyndwood (S) was not prepared to identify patria with regnum, and instead  $\square$  thought of it as equivalent to regio, which for him meant the province of Canterbury (27, p.172a). (HWG, 1148)
- (17) I32: Thomas Baker of Fobbing in Essex (S), whose resistance to the poll tax was the earliest recorded sign of revolt, had indeed been appointed to be village collector of the tax (11, p.205), but instead  $\square$  led the opposition to it. (HWG 370)
- (18) I41: As a result, an increasing proportion of the rural population (S) no longer work in their home parish or village but instead  $\square$  commute for their living. (FB2, 224)

From the above examples along with the illustration of where the omitted subject could be, it was proven that in such instances *instead* may be perceived as in the *I* position. The omission of subject in all of these clauses is enabled by the element directly preceding *instead* i.e. the coordinating conjunction. In five out of the six instances, there is the combination of *but instead* and the example (16) illustrates *and instead*. It is of great importance to mention that in all of the instances; it would be possible to place the omitted subject directly before the conjunct. In this case, the conjunct would be in the *iM* position. Nonetheless, the 50 corpus examples provided only 1 case where the conjunct *instead* appeared in this particular variant of *M* position. As the *iM* position may be considered as rather rare for the conjunct, for the purpose of the present thesis, we have chosen to consider the conjunct in the *I* position.

## 4.1.2 *E* Position

### 4.1.2.1 *However* in the *E* position

It was aforementioned, in the section 2.3.3. that the *E* position is by no means prototypical for ACAD. There was not a single occurrence of *however* in the *E* position within the 50 corpus examples, which is rather surprising. It is therefore possible to assume

that if other conjuncts tend to occur in this position rarely, *however* seems not to occur in the position at all.

#### 4.1.2.2 *Instead* in the *E* position

In the case of *instead*, there are 9 occurrences of this conjunct in the *E* position. The examples were rich in variety.

In 5 of the examples, the conjunct was the very last element of a complex sentence as in the following example:

- (19) I8: Furthermore, once children have acquired the conventional word to express a particular meaning, they tend to use that, and not to coin a new form to use *instead*.  
(EF8, 271)

In the remaining 4 examples, the conjunct was followed by other elements.

- (20) I15: [...]if a candidate for office in the learned profession, that is, a wishes to take up a military career *instead*, he is to be given a fief yielding 20,000 akce; [...]  
(H7S, 164)
- (21) I45: The survivor thus denies that he has ever harboured any hostile feelings against the dead loved one; the soul of the dead harbours them *instead* and seeks to put them into action during the whole period of mourning ... .  
(ECY, 1023)
- (22) I48: We can consider solo exhibitions *instead*, in either public or commercial galleries.  
(A04, 1027)

The examples (20, 21) illustrate cases where the clause terminated by a conjunct is followed by another clause. Interestingly, in the example (20) the *instead* clause is also visually detached by a comma and the following clause begins with a subject. In the example (21), there is no punctuation mark separating the two clauses. Instead, there is the conjunction *and* and the conjunct *instead* link the two clauses, which enables the following clause to omit the subject. Example (22) is the only representative of *instead* not being the very last element of the clause. In this particular example it is followed by an adverbial of place.

An interesting, specific example emerged:

- (23a) I40: In these recent studies the idea of a unilinear development of society has been largely abandoned, even as representing the view of Marx himself, and it is argued *instead* that there are alternative form of society which have succeeded the primitive communal system.  
(H9F, 298)

The peculiarity of this example lies in the variety of clauses composing the sentence and the possibilities they propose. The clause preceding the conjunct contains an anticipatory *it*. This clause may be entirely shifted within the sentence in order to make the position of the conjunct more visible:

(23b) In these recent studies the idea of a unilinear development of society has been largely abandoned, even as representing the view of Marx himself, and that there are alternative form of society which have succeeded the primitive communal system, it is argued instead.

Before this hypothetical swapping of clauses, it may seem that the conjunct is in the *M* position. Nonetheless, after the change, it is clear that the conjunct is in the *E* position and may even be considered as the very last element of the clause.

### 4.1.3 *M* position and its variants

#### 4.1.3.1 The *iM* position

There were 6 instances of *however* occurring in the *iM* position. An interesting pattern occurred in this position. In all of the 6 instances, where the conjunct directly follows the subject, it is followed by the verb *be*. In 5 out of these 6 examples, the verb *be* functions as a copular verb:

(24) H38: A weakness of both the conventional and innovative approaches, *however*, is that they have been dominated by not only the need to break even financially, but also by the ‘behavioural approach’ [...] (FR2, 339)

(25) H44: The differences, *however*, were small. (FSY, 488)

The only example where the verb *be* functions as an auxiliary verb is in:

(26) H22: The problem, *however*, is turning phrases that are warmly applauded at rotary club or chamber of commerce lunches into serious investment. (AS6, 138)

There is only one example of *instead* in this particular variant of the *M* position.

(27) I36: Pahl (1966) *instead* suggested that eight distinctive social groups could be identified particularly with respect to housing, although these can have broader applications. (FB2, 588)

Even though this example is unique in being the only representative of the positional variant of the conjunct, it does not show the same results as *however* did. It is on account of the conjunct not being directly followed by the verb *be*. Instead, it is followed by *suggested*: verb carrying full lexical meaning that never functions as an auxiliary.

#### 4.1.3.2 The *mM* position

This particular variant of the *M* position accounts for the least frequent for ACAD. *However* as well as *instead* occurred in this particular variant of the *M* position only once. The infrequency of the particular position was expected due to the high complexity of the verb. In the case of *however*, it is the previously mentioned example (7). Even though the example is unique, it may be considered as prototypical. The conjunct directly follows the

auxiliary auxiliary verb (the modal verb *may*), consequently precedes the second auxiliary verb *be*, which is followed by the full lexical verb *study*.

The analysis of the conjunct *instead* in the *mM* position is similar to that of *however*.

- (28) I24: [...], she may *instead* be giving way to her phylogenetic id and its demand that a female captured by a male should look to him for sexual satisfaction. (HTP, 101)

The conjunct directly follows the auxiliary auxiliary verb (yet again the modal verb *may*), directly precedes the auxiliary *be*, which is followed by the full lexical verb *give*.

#### 4.1.3.3 *However* in the *M* position

This particular *M* position with its 8 examples accounts for the most frequent. Among these 8 cases two patterns and two ambiguities occurred. Firstly, there were 4 instances where the conjunct occurred between an auxiliary verb and a full lexical verb.

- (29) H7: We may at this stage, *however*, rest the case on the changing structure of employment (Figure 3.1): [...] (G08, 445)
- (30) H17: The problem raised in both actions is, *however*, by no means limited to a question of money unpaid. (HXW, 1599)
- (31) H49: This pattern of change wasn't, *however*, completely repeated in the 1970s, according to the 1980s re-study, which compared the landscapes of 1983 with those of 1972 as shown in Table 8.3. (FR2, 611)

Examples (30, 31) resemble in many respects. Firstly, the auxiliary preceding the conjunct is in both cases the verb *be*. Secondly, on the contrary to example (29), the conjunct, in both of the examples, does not directly precede the full lexical verb. Namely, the element separating *however* and the full lexical verb, is in both instances an adverbial. In the example (30) the adverbial is a disjunct whereas in the example (31) it is an adjunct, more specifically, an adjunct of measure and degree. Hence, both examples demonstrate a previously unmentioned co-occurrences within one sequence: the one of a conjunct and an adjunct and of a conjunct and a disjunct.

Furthermore, within the examples of the conjunct occurring between an auxiliary and a full lexical verb, an ambiguous case emerged:

- (32) H51: I do, *however*, accept the other parts of Mr. Whitaker's argument. (FDY, 153)

The peculiarity of this case is that while the conjunct does precede a full lexical verb, it does not follow a prototypical auxiliary verb. Namely, the conjunct follows the emphatic *do*. The emphatic forms may be considered as a subcategory of the auxiliaries as neither of the

classes can form “non-finite forms, but only present and past forms” (Greenbaum and Quirk, 1990: 38). Nonetheless, as an emphatic form, it is not crucial for the structure of the clause, hence it could be omitted. In such case, the conjunct, would directly follow the subject of the clause and be in the *iM* position.

As for the second recurrent pattern, three instances occurred, where the conjunct directly follows a full lexical verb and precedes a different obligatory element of a clause. The conjunct qualifies for the *M* position as it precedes an obligatory object of a clause, which in the following example is realized by a subordinate clause.

- (33) H23: The existence of other cases where this connection apparently cannot be made, as pointed out by Jespersen, indicates *however* that this sense cannot be taken as descriptive of the full potential for meaning which to has in contemporary English. (HXG, 76)

Concerning the aforementioned ambiguous example of *however* in the *M* position it is the following example:

- (34) H5: Mayr (1963) puts this more succinctly: "the different chromosome numbers and habitat preferences had apparently developed during a previous isolation of the 13- and 18-chromosome types without, *however*, leading to reproductive isolation." (FU0, 422)

The ambiguity of this particular case lies in the fact that the conjunct occurs within a prepositional phrase introduced by *without*. As the phrase does not succumb to the prototypical clause pattern and contains a non-finite form instead, it does not ease the case. Namely, the non-finite form is that of a gerund *leading*. We have established this specific case as *M* position because the element following the *-ing* form is an obligatory adverbial.

#### 4.1.3.4 *Instead in the M position*

With its 28 examples, the *M* position accounts for the most frequent. Within the numerous cases, a few patterns may be found.

Firstly, there are 5 instances, where the conjunct is placed between the auxiliary verb and the full lexical verb.

- (35) I2: However, attention is instead directed in this chapter to an ideological examination of the question of whether all this matters , and if so, how and to whom. (APN, 43)
- (36) I39: Wanting to avoid this pessimistic conclusion, we might instead entertain the idea that these powerful persons commit crimes for ‘rational’[...] (CHL, 61)



Out of the 5 instances, there were 4, where the auxiliary verb, preceding the conjunct, was the verb *be*, as in the example (35). The only different auxiliary (auxiliary auxiliary/modal) verb *may* occurred in the example (36).

Secondly, in 7 examples the conjunct appeared before an obligatory object of a clause.

(37) I1: The pun challenges models of cognition based on analytic reasoning and proposes *instead* a conception of language as a force capable of altering its object. (G1N, 1357)

(38) I9: At some point before 664 Ealhfrith ejected Eata, abbot of Melrose and a pupil of Aidan (HE III, 16), and his companion, Cuthbert, who would not accept the Catholic Easter and other canonical rites of the Roman Church, from his new foundation at Ripon and committed it *instead* to Wilfrid (HE III, 25: V, 19) [...] (G0G, 414)

The examples illustrate that the conjunct may appear before the direct object (ex. 37) as well as before the prepositional object (ex 38).

It is noteworthy that the above mentioned instances illustrate solely cases where there are (according to the structure) one word verbs. There are also 5 examples of multi-word verbs, namely prepositional verbs, where the conjunct is placed between the verb and its object.

(39) I17: Nor were fines an option for punishing the majority of (thoroughly impoverished) offenders, so feudalism relied *instead* on capital and corporal punishments (1939: 6). (FBC, 753)

Thirdly, there are 6 instances, where the conjunct occurs within a clause containing a non-finite verb.

(40) I29: Born at Épinal in the Vosges, Durkheim was Jewish and brought up to be a rabbi which, however, he did not become, turning *instead* to the new science of sociology. (CS0, 430)

(41) I33: There has also been a corresponding shift in the role advocated for statutory social care agencies, from the direct provision of services for elderly and disabled people themselves, to supporting *instead* those relatives, friends and neighbours [...]. (FST, 654)

(42) I50: ‘The dialectic’, according to Sartre, ‘is both a method and a movement in the object’ (I, 20): Marxism asserts simultaneously that both the process of knowledge and the structure of the real are dialectical, but it has never proved the former — basing its claim to truth *instead* on the ‘dogmatic dialectic, of natural science. (CTY, 441)

Most of these instances are formed by the prepositional verbs. In such cases, the conjunct is placed between the verb and the preposition as in the example (40). Whereas example (41) is a continuation of examples of a conjunct occurring before an object. The example (41)

differs from the other non-finite examples. It is the verb *shift-from-to* that determines that the *instead* clause is an obligatory adverbial of place. The example (42) is peculiar as the prepositional verb *base*, which usually requires only one preposition, is linked to two prepositions i.e. *base-to-on*. The conjunct is yet again to be found before the obligatory preposition *on*. Moreover, the aforementioned example (6) illustrates other obligatory elements of a clause that may follow the conjunct, namely the subject complement.

The rest of the examples does not really show any persistent pattern. In all of the examples, the conjunct is to be found before an obligatory element of a clause, which is given by the valency of the verb.

## 4.2 Punctuation

For this particular part of the analysis, it is important to observe whether the conjunct is detached from the right side, left side, both sides or neither side. It is also necessary to establish that as conjuncts often co-occur with conjunctions within one sequence, in cases, where the punctuation mark is placed before the conjunction directly preceding the conjunct, such instance will be recognized as the punctuation mark belonging to the conjunct. There were numerous examples, where the conjunct was not preceded by a conjunction but by a verb (examples 40, 41). A number of such cases were preceded by a comma. Nonetheless, for the purposes of the thesis, we have established that the comma must precede/follow directly the conjunct or the conjunction (immediately accompanying the conjunct).

Also, for the sake of a clear arrangement, examples, which were previously mentioned in the thesis and reoccur in this chapter, will be newly numerated.

Please note that other punctuation marks i.e. colons or semicolons do not have their own tables on account of the following two reasons. Firstly, when the conjunct is detached by a colon or a semicolon, it is usually followed by a comma. Secondly, the occurrences are very low in numbers (in the case of *however*, there is only one occurrence with a colon). Also, the tables do not contain data of conjuncts when they are not detached from either side. In the case of *however*, there were only two such instances. One of these instances is in the *I* position, the other is to be found in the *M* position. The examples of *instead* not being detached from either side are more numerous. Namely there are 31 instances where the conjunct is not detached from either side and 5 instances, when the conjunct is the very last element of a clause and is therefore followed by a full stop.

Only from the left side	Only from the right side	From both sides
	24	22

**Table 8.** Detachment of *however* according to the placement of the punctuation mark

There is no single occurrence of the conjunct *however* being detached merely from the left side. It seems that for a conjunct to be detached only from the left side, it must be directly preceded by a conjunction. In the case of *however*, there is no instance of the conjunct being directly preceded by a conjunction. Therefore, it is never detached merely from the left side. Whereas the numbers of *however* being detached only from the right side and both sides are rather equal. Hence, the conjunct is almost always detached from the rest of the clause, either from the right side and or both sides.

Only from the left side	Only from the right side	From both sides
7	2	5

**Table 9.** Detachment of *instead* according to the placement of the punctuation mark

6 out of the 7 examples where the conjunct is detached only from the left side are those, where the conjunct is being directly preceded by a conjunction. In the remaining instance the conjunct is preceded by a colon and is not followed by a comma. The conjunct is obviously much less punctuated in the clause than *however*. Also, it tends to be detached in a different way than *however* i.e. from the left side. Both of the instances, where the conjunct is detached merely from the right side, are the examples of *instead* being in the *E* position but followed either by non obligatory clause elements or another clause. The instances, where the conjunct is the very last element of the clause, hence followed by a full stop, were not integrated into the table. All of the 5 instances, where *instead* is detached from both sides, were in the *I* position.

#### 4.2.1 *I* position

Initial			
<i>However</i>		<i>Instead</i>	
Comma	No comma	Comma	No comma
34	1	9	2

**Table 10.** Punctuation of *however* and *instead* in the *I* position.

Table 10 illustrates that both conjuncts tend to be almost always detached in the *I* position. *However* had only one occurrence where the conjunct was not detached by a comma and *instead* had two such occurrences. Hence, the data agree with the general expectation.

Out of the 35 examples of *however* in the *I* position, there was only one instance (example 43), when the conjunct in the *I* position was not preceded nor followed by a comma or other punctuation mark.

- (43) H15: *However* he noted that his category of wide-mouthed cook-pots are often smoke-blackened on the outer surface. (CFK,1455)

If the conjunct immediately follows a preceding independent clause, it is detached from both sides.

- (44) H1: There is thus no technological reason for high levels of unemployment: *however*, because those actions which government could take to reduce

unemployment may be contrary to policies aimed at controlling inflation[...] (CAN, 270)

In this particular case, the conjunct is detached by a colon from the first independent clause and by a comma, from the following clause. It is the only example of *however* being preceded by other punctuation mark than comma.

Similarly to the conjunct *however* in the *I* position, *instead* in the *I* position was almost always detached from the rest of the clause. Out of the 11 instances, there were only two examples, where the conjunct was not detached by a comma. The two instances are:

(45) I41: As a result, an increasing proportion of the rural population (S) no longer work in their home parish or village but *instead* commute for their living. (FB2, 224)

(46) I38: It is essential to note that there are no words constitutive of a trust, as the text explicitly states: *instead* they must be construed. (B2P 106)

Example (45) is the only occurrence, where the conjunct is not detached by a comma nor by other punctuation mark. It is simultaneously the only instance, where the conjunct is directly preceded by a conjunction (in this case the conjunction *but*), which is not preceded by a comma. The example (46) illustrates the only instance, where the conjunct is preceded by a colon and is not followed by a comma. As it was established in the section 4.1.1.2 that *instead* in the *I* position is always preceded by a whole sentence. In four of these instances, the conjunct is detached from the previous clause either by a colon or a semicolon and followed by a comma. In one of these instances the conjunct is preceded by a colon and followed by a comma. In the other three examples, the conjunct is preceded by a semi colon and followed by a comma as in the following example.

(47) I14: A perspective may be used which reverses the convergence of lines in the distance; *instead*, lines of perspective converge in front of the viewer, an unexpected phenomenon for a twentieth-century spectator used to photographs. (A04, 1521)

The semicolon is known to be required by certain connecting words, namely by: *however*, *therefore*, *hence*, *thus*, *consequently*, *nevertheless* and *meanwhile* (Penguin, 43). Interestingly, *however* did not occur once after a semi-colon, only after a colon. *Instead*, which is not listed among the connectives above, had three such occurrences.

In five instances of *instead* in the *I* position, the conjunct was directly preceded by a conjunction. In four out of the five instances, the comma detaching the conjunct did not occur before the conjunct but rather before the conjunction as in the example (48). The only

example, where the comma is to be found before the conjunct, even though it is directly preceded by a conjunction, is the example (49).

- (48) I23: We could then say that, for example, ‘Hungary’ is phonemically while ‘hungry’ is; it would then be necessary to say that the vowel phoneme (S) in the phonemic representation is not pronounced as a vowel, but *instead* causes the following consonant to become syllabic. (K93, 710)
- (49) I10: They reflect changes in the population of attempters, with a possible decline in the proportion of patients suffering from formal psychiatric illness while, *instead*, interpersonal conflicts and social problems play a prominent part in most cases. (B30, 1340)

In the example (49) the fact that the conjunct is detached from the preceding conjunction and the following clause, make it visible that the conjunct needs to be detached from the time conjunction, which needs to be integrated to the clause.

#### 4.2.2 *E* position

As for the *E* position, out of the 9 examples, 5 were the very last elements of the clause, therefore the conjunct *instead* was merely followed by a full stop. Out of the 4 remaining examples, there were 2 instances, where the conjunct was followed by a comma, as in the following example:

- (50) I15: [...]if a candidate for office in the learned profession, that is, a wishes to take up a military career *instead*, he is to be given a fief yielding 20,000 akce; [...] (H7S, 164)

The remaining 2 instances of *instead* in the *E* position were not detached from either side as in the following examples:

- (51) I45: The survivor thus denies that he has ever harboured any hostile feelings against the dead loved one; the soul of the dead harbours them *instead* and seeks to put them into action during the whole period of mourning ... . (ECY, 1023)
- (52) I40: In these recent studies the idea of a unilinear development of society has been largely abandoned, even as representing the view of Marx himself, and it is argued *instead* that there are alternative form of society which have succeeded the primitive communal system. (H9F, 298)

The example (52) was analyzed in the section 4.1.2.2. as it proposes a possible shift of the clause including the anticipatory *it* and *instead* at the very end of the sentence. In such case, the conjunct would be followed by a full stop. In the original clause, it is followed by the pronoun *that*. There is no punctuation mark between the conjunct and the pronoun. Similarly, in the example (51) the conjunct is not detached from either side by commas from the

previous nor following clause. Instead, there is the conjunction *and*, which introduces the following clause.

### 4.2.3 *M* position

Medial											
<i>However</i>						<i>Instead</i>					
iM		M		mM		iM		M		mM	
Comma	No comma	Comma	No comma	Comma	No comma	Comma	No comma	Comma	No comma	Comma	No comma
6	0	7	1	1	0	0	1	2	26	0	1

**Table 11.** Punctuation of *however* and *instead* in the *M* position and its variants

Table 11 illustrates that *however* tends to be mostly punctuated in the *M* position. It is always detached in the *iM* position as well as in the *mM* position. The only instance, where the conjunct is not detached, is in the *M* variant of the *M* position. Whereas *instead* provides almost perfectly opposing data. The conjunct is almost never detached from the clause in the *M* position and its variants. Conjunct *instead* occurred only once in the *iM* position as well as in the *mM* position. The conjunct is not detached in neither of the *M* variants. Out of the numerous instances of the conjunct in the *M* variant of the *M* position, only two are detached.

Out of the 15 examples of *however*, there was only one instance, where the conjunct was not detached from either side by a comma nor other punctuation mark. It is the following examples, where the conjunct is in the *M* variant of the *M* position.

- (53) H23: The existence of other cases where this connection apparently cannot be made, as pointed out by Jespersen, indicates *however* that this sense cannot be taken as descriptive of the full potential for meaning which to has in contemporary English. (HXG, 76)

In the remaining 7 examples out of the overall 8 of *however* in the *M* variant of the *M* position, all were detached from both sides. As for the *iM* position, out of the 6 examples, all were detached from both sides by commas. Hence, it seems that when *however* directly follows the subject of the clause, it must be visibly detached from the following clause as well as from the subject. A similar pattern would probably be found in the *mM* position.

- (54) H35: The effect of different kinds of mutes as in the case of the trumpet might, *however*, be profitably studied with a view to new and subtle tone-colours. (GVS, 669)

The conjunct is mutually detached from the preceding auxiliary auxiliary verb as well as from the auxiliary verb. Unfortunately, as the variant of the *M* position is rather rare, any definite conclusions regarding the regularity of punctuation in this position cannot be drawn.

*Instead*, with its numerous 30 examples in the *M* position, showed only two examples where the conjunct was detached by a comma.

(55) I13: [...]the TUC has tried to dissuade tutors from thinking in terms of ‘subjects’ or ‘disciplines’, and *instead* to shift towards ‘student-centred educational methods’ which shift away from classroom styles towards something more like a trade union meeting or office discussion: (GVX, 593)

(56) I22: One approach that has been given a lot of importance is distinctive feature analysis, which is based on the principle that phonemes should be regarded not as independent and indivisible units, but *instead* as combinations of different features. (K93, 1748)

In neither of these examples is the comma directly before the conjunct. For *instead* to be visually detached in the *M* position, there must be a conjunction preceding the conjunct. Hence, the comma in these occurrences is required by the conjunction and not by the conjunct. Both examples illustrate that *instead* is preceded by a conjunction: in the example (55) there is the conjunction *and* and in the example (56) there is the conjunction *but*. Interestingly, the conjunct is not detached in the *iM* position nor in the *mM* position.



### 4.3 Co-occurrences

In the case of *however* there is not a single occurrence of the conjunct being directly preceded by a different conjunct or a conjunction. In the example (57) the conjunct is followed by the conjunction *because*.

- (57) H1: There is thus no technological reason for high levels of unemployment: *however*, because those actions which government could take to reduce unemployment may be contrary to policies aimed at controlling inflation[...] (CAN, 270)

Nonetheless, the conjunct is detached by a comma from the conjunction; therefore the sequence is not completely direct. The relationship between the adversative conjunct and the conjunction illustrating effect is interesting as *however* contrasts the whole previous clause whereas *because* relates the two clauses. While these two instances are the only ones of co-occurrence within one sequence, there are another 7 examples, where another clause, which constitutes the part of the sentence, is introduced by a conjunct and or conjunction. Allow us to demonstrate a frequent co-occurrence of conjuncts within one sentence, on the following example:

- (58) H7: We may at this stage, *however*, rest the case on the changing structure of employment (Figure 3.1): this is basic to our study because, as we have said, Primary, Secondary and Tertiary sectors of the economy tend to have different locational patterns, and a shift from one sector to another may thus have fundamental effects on the geography of employment — and therefore of population. (G08, 445)

Firstly, there is *however*, which establishes the link between *We may at this stage* and *rest the case*, secondly, the appositive *thus* expresses the content of the previous clause in different terms: *fundamental effects on the geography*, thirdly, the resultative *therefore* preceded by *and*, pulls the weight of the clause to its final element *population*.

*Instead* seems to form visibly more co-occurrences than *however*. In the theoretical part of the thesis, in the section 2.2.1.1., we have established that the most common co-occurrence, relevant for this thesis, is *however* and *but*. Nonetheless, it is apparent that *instead* co-occurs with the particular conjunction more often, namely in 5 examples. The most common conjunction to co-occur alongside with *instead* is *and*. Namely, there are 10 such cases. In these instances, the conjunction and the conjunct are usually separated by the verb of the clause, as in the following example.

- (59) I1: The pun challenges models of cognition based on analytic reasoning *and* proposes *instead* a conception of language as a force capable of altering its object. (G1N, 1357)

There were only two occurrences, where the conjunct was immediately preceded by the conjunction *and*. In the section 4.1.1.2 it was also demonstrated that the co-occurrence with the coordinating conjunctions may cause the omission of the subject. Other conjunctions to co-occur with *instead* are *while* and *so*. The following example illustrates that *instead* and *while* occur in an immediate sequence, where they are detached by commas.

(60) I10: They reflect changes in the population of attempters, with a possible decline in the proportion of patients suffering from formal psychiatric illness while, *instead*, interpersonal conflicts and social problems play a prominent part in most cases. (B30, 1340)

(61) I17: Nor were fines an option for punishing the majority of (thoroughly impoverished) offenders, so feudalism relied *instead* on capital and corporal punishments (1939: 6). (FBC, 753)

Whereas example (61) shows that while *instead* and *so* occur within one clause, they are separated by other elements.

Furthermore, the examples of *instead* also provided 4 instances, where there is a co-occurrence of both of the conjuncts analyzed in the thesis. It is noteworthy that the conjuncts do not appear directly within one sequence. They do appear within one sentence but they are always separated by other clause elements.

(62) I2: *However*, attention is *instead* directed in this chapter to an ideological examination of the question of whether all this matters , and if so, how and to whom. (APN, 43)

In the example (62) *however* is the very first element of the clause followed by the subject and the auxiliary *be* and *instead* occurs before the full lexical verb of the clause, hence is in the *M* position. Similar distribution of conjuncts according to their position is also in the following example.

(63) I29: Born at Épinal in the Vosges, Durkheim was Jewish and brought up to be a rabbi which, *however*, he did not become, turning *instead to* the new science of sociology. (CS0, 430)

The ability of *instead* to commonly occur in the *E* position enables the academic text not only to open its arguments with conjuncts but also to end them in the same way. The following example illustrates that *however* in the *I* position relates the argument to the previous statement and *instead* as the very last element of the clause pulls the weight of the clause to the final elements.

- (64) I7: *However*, once started on this track it may seem difficult to keep clear of rigorism, for it is unclear how the good one might have done but did not can be discounted from the things prevented by what one did *instead*. (CS2, 73)

The following example illustrates the co-occurrence of the two conjuncts, where they both are used at the beginning of a clause in order to make the arguments clear. As usual for conjuncts in the *I* position, both are detached from the rest of the clause. *However*, as the very first element of the clause, is merely detached by a comma, whereas *instead* is detached by a semicolon from the preceding clause and by a comma from the following clause.

- (65) I51: *However*, it was not to be autonomous, as the committee wanted; *instead*, discussions would be held with bodies such as TEC and BEC with a view to using existing validation schemes. (GUV, 704)

## 5 Conclusion

The subject of the present thesis was to analyze the adversative conjuncts *however* and *instead* in written academic texts. For the analysis itself, the thesis extracted its examples from the BNC: 50 sentences containing *however* and 50 sentences containing *instead*. The study mainly focuses on the peculiar characteristic of conjuncts i.e. on their seemingly free position. In order to analyze the position of conjuncts, position formulas had to be established and consequently adjusted. Even after the simplification of the formulas, it was not possible to analyze four examples presented in the corpus.

Factors, which influence the position of the conjuncts, had to be taken into consideration, i.e. the length of the clause and the omission of the clause elements (such as subject). Furthermore, it is necessary to establish that while the study had three major sections: position, punctuation, co-occurrences, the results will be presented jointly. As the hypothesis is the interconnection i.e. the original assumption was that there is an obvious relation between the punctuation of conjuncts and their position.

The primary assumption, that conjuncts in academic texts tend to primarily occur in the *I* position, was confirmed in the case of *however*. Hence, not only do students tend to place *however* in the *I* position, but it is a phenomenon common for all the academic texts. Almost three quarters of all instances (70%) of *however* were in the *I* position. In most of the instances (28 out of 35), *however* was the very first element of the clause. In one fifth of the instances of *however* in the *I* position, the conjunct was immediately preceded by an adjunct.

*Instead*, however, occurred in the *I* position in little over one fifth of its instances (22%). The conjunct was always preceded by a whole clause.

As regarding punctuation in the *I* position, both conjuncts agreed in being almost always detached in the position. *Instead* showed more various punctuation i.e. detachment by colons and semicolons, contrary to *however*. The colons and semi-colons make it possible to terminate the clause, which always preceded *instead* in the *I* position.

As for the *M* position, while the thesis was concerned with a closer analysis of all of its variants, the *iM* and *mM* position proved to be marginal. The theoretical part suggested the *M* position to be the second most common position of conjuncts. With its 30% of all of the occurrences in the *M* position, *however* proved this position to be its second most common. Whereas *instead* with its numerous occurrences in this position (60%), regards the *M* position as its most frequent. The analysis in the *M* position was mainly directed by the obligatory clause elements. In the examples, where the subject of the clause was omitted, the valency of the verb and the elements following the conjuncts were the only directives for the

examination of the position of the conjunct. As regarding the punctuation, *however* was mostly detached in this position. *Instead*, however, does not tend to be detached in this position. It is worth mentioning that *instead* frequently co-occurs with conjunctions in this position. Therefore, in majority of the instances of such co-occurrences, it is detached from the rest of the clause.

As for the *E* position, the theoretical part suggested this position to be rather rare for academic writing. The fact that *however* did not occur once in the *E* position, confirms this suggestion. Interestingly, *instead* had almost one fifth (16%) of all its occurrences in this position. Thus the *E* position, in the case of *instead*, is almost as frequent as the *I* position. The instances, where the conjunct was the very last element and the instances, where the conjunct is followed by other clause elements, are almost equally frequent.

The analysis of co-occurrences of conjuncts provided some interesting facts. The section concerned with the co-occurrences considered primarily the co-occurrences in the immediate proximity of the conjunct and secondarily the co-occurrences within the whole sentence. Firstly, it was proven that the academic texts are rich in adverbials, which make it possible to logically form the argument. The theoretical part of the study suggested *however* and *but* to be the most common co-occurrence, relevant for the present thesis. However, it was *instead* that was richer on this co-occurrence and consequently on co-occurrences with conjunctions in general. *Instead* frequently occurred with conjunctions *and* and *but*. Namely there were 10 co-occurrences (one fifth of all of the instances) with the conjunction *and* and 5 co-occurrences with the conjunction *but* (one tenth of all of the instances). Other conjunctions to occur alongside with *instead* are: *so* and *while*. Furthermore, the corpus examples of *instead* provided several co-occurrences of *however* and *instead* within one sentence.

The fact that the two conjuncts provide almost perfectly opposing data, makes us question, whether it is possible to apply any general expectation on conjuncts at all.

In conclusion, this research aspired to have provided an analysis of a generally discussed and overall popular conjunct- *however* and its less discussed counterpart- *instead*. The former provides general information on the whole class whereas the latter is limited in number of works that are concerned with it. The main argument of the preset thesis is the occurrence and general use of the two studied conjuncts.

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## 7 Resumé

Tato bakalářská práce se zabývá větnými modifikátory *however* a *instead* sloužícími jako prostředky textové návaznosti v anglických odborných textech. Studie se věnuje syntaktickému a sémantickému popisu těchto konjunktů, jejich postavením ve větě, interpunkcí a výskytem s jinými elementy. Hlavním cílem práce je zjistit, zdali pozice těchto konjunktů je skutečně naprosto volná a zda ovlivňuje či neovlivňuje interpunkci ve větě.

Teoretická část práce má za cíl systematicky začlenit konjunktury mezi příslovečná určení. Z formálního hlediska se tato část práce zabývá vyčleněním konjunktů a tím, jak se liší od adjunktů a disjunktů. Již na začátku práce poukazujeme na to, co zmiňuje Biber et al. (2006), že konjunktury jsou přidávány do věty nezávisle na valenci slovesa. Práce se zabývá pojetím textové koheze a koherence vycházející převážně z prací Halidaye a Matthiessena (2006), jelikož konjunktury významně přispívají ke kohezi textů. Při vyčlenění čtyř možných prostředků k vytvoření textové koheze, a) spojky b) reference c) elipsa d) lexikální uspořádání, řadíme konjunktury do první skupiny. Dále se zabýváme tím, jak velké úseky mohou konjunktury spojovat, tedy zda se jedná o věty, úseky větší než věty nebo o spojení vedlejší a předcházející hlavní věty. Pozornost je také věnována okolí konjunktů. Konjunktury se často vyskytují po spojkách, například *however* se nejčastěji vyskytuje se spojkou *but*. Také se konjunktury různých sémantických tříd mohou objevovat společně v jedné větě.

V teoretické části je pozornost ve velké míře věnována pozici konjunktů. Odborná literatura nabízí různé přístupy při zkoumání těchto pozic. V této práci vycházíme primárně z prací Quirk et al. (1985), Lenker (2010) a Hasselgård (2010), a tudíž pozici konjunktů určujeme podle syntaktických kritérií. I když, jak poukazuje Hasselgård (2010), je postavení slov v anglické větě gramatikalizováno, příslovečná určení jsou ukázkou toho, že je v tomto jazykovém systému místo pro obměnu. Práce uvádí tři hlavní možné pozice konjunktů: počáteční (initial), mediální (medial), koncovou (end). V kapitolách věnovaných tomuto tématu představujeme výše zmíněné pozice (a jejich možné varianty), uvádíme ukázkový příklad, stanovujeme poziční vzorec a konečně se snažíme popsat, jak obvyklá je ta či ona pozice v akademických textech.

Syntaktická a sémantická složka konjunktů se zdá být neoddělitelná. Je tomu tak proto, že v případech, kdy konjunktury spojují úseky, tedy naplňují svou syntaktickou funkci, vzniká zároveň i sémantický vztah. Konjunktury *however* a *instead* spadají do kategorie kontrastivních konjunktů. Tato kategorie je pro akademický text nejtypičtější, protože konjunktury této skupiny často zvýrazňují kontrast mezi jednotlivými celky, a tak dopomáhají k uchopení hlavního argumentu.



Dále pak interpunkce je jedním z prostředků, které přispívají k nezačlenění konjunktů do věty.

Závěrečný oddíl této části vztahuje všechny předcházející informace k akademickému textu. I když jsou konjunktivy jen jedním z možných prostředků textové koheze, z velké části přispívají k celkovému pochopení textu a skrz samotný text pomáhají budovat autorův záměr. Je ale chybné si myslet, že pokud je text plný větných modifikátorů, které slouží jako prostředky textové návaznosti, je automaticky logický a přehledný. I v tomto oddílu se *however* vyskytuje na seznamu hojně užívaných konjunktů, na rozdíl od *instead*.

Analytická část práce obsahuje analýzu 100 příkladů pocházejících z Britského národního korpusu. Cílem této části bylo nejdříve určit pozici obou konjunktů ve větě a následně analyzovat jejich interpunkci a výskyt s jinými větnými elementy. Sekci věnované pozici předchází dílčí tabulky. Z těchto dílčích tabulek vyplývá, že konjunkt *however* poskytuje informace, které odpovídají všeobecným informacím o konjunkttech: nejčastěji se objevuje v počáteční pozici, následně v pozici mediální a s nulovým výskytem v koncové pozici.

*Instead* se oproti tomu chová naprosto neočekávaně: nejčastěji se objevuje v mediální pozici, v počáteční a koncové pozici jsme zaznamenali stejně častý výskyt. Pokud poziční výsledky obou konjunktů spojíme a zapíšeme do tabulky, opět odpovídají normám pro akademický text.

Dalším sledovaným aspektem byla interpunkce. Podobně jako výsledky pozice, tak i výsledky týkající se interpunkce se u obou konjunktů z velké části liší. Oba konjunktivy v počáteční pozici byly téměř vždy oddělené čárkou. *Instead* v počáteční pozici je součástí souvětí, v němž je předešlá věta zakončena středníkem nebo dvojtečkou. Výsledky analýzy se nejvíce lišily v mediální pozici. Zatímco *however* bylo ve většině případů odděleno od zbytku věty čárkou, *instead* nám takto oddělených výskytů poskytlo minimum. Výsledky v koncové pozici se bohužel nedají srovnávat, protože se *however* v této pozici nevyskytuje. Příklady, kdy je *instead* posledním členem věty a tudíž následované tečkou, jsou srovnatelně časté jako příklady, kdy za konjunktem následují další větné členy a konjunkt je oddělen čárkou.

Jelikož se okolí konjunktů ukázalo jako klíčové, je jedním ze sledovaných aspektů analýzy. I když z teoretické části práce vyplývá, že *however* se častěji objevuje v sekvenci se spojkami či jinými konjunktivy, bylo to *instead*, které se se spojkami vyskytovalo častěji. I když spojka *but* měla být typickým společníkem konjunktů *however*, v analýze se vyskytovala pouze s konjunktem *instead*.

## 8 Appendix

### Appendix 1. Sentences with *however*

1. There is thus no technological reason for high levels of unemployment: however, because those actions which government could take to reduce unemployment may be contrary to policies aimed at controlling inflation and policies concerned with maintaining the balance of payments, rapid technological change (as it is likely to change the rate of investment by business) may in practice result in increased unemployment. (CAN, 270)
2. Despite their potential, however, as an indicator of relative size and development trends, little real systematic research has been undertaken. (H7Y, 289)
3. However, no support was found for the widespread assumption that attitudes to gender roles and household gender divisions of labour are any more 'traditional' in suburban areas than in areas subject to gentrification. (HJ1, 5492)
4. In this case, however, I have been unable to make the separation and the fieldwork is both empirical and continuous; it is diachronic and retrospective, taking in the historical with the contemporary. (A0K, 682)
5. Mayr (1963) puts this more succinctly: "the different chromosome numbers and habitat preferences had apparently developed during a previous isolation of the 13- and 18-chromosome types without, however, leading to reproductive isolation." (FU0, 422)
6. replaced by H53
7. We may at this stage, however, rest the case on the changing structure of employment (Figure 3.1): this is basic to our study because, as we have said, Primary, Secondary and Tertiary sectors of the economy tend to have different locational patterns, and a shift from one sector to another may thus have fundamental effects on the geography of employment — and therefore of population. (G08, 445)
8. However, Chandrasekhar showed that for a sufficiently massive star the gravitational collapse continues until the star shrinks to a point. (H8K, 35)
9. The two branches studied, however, were in the same moderately safe Conservative constituency. (FA9, 567)
10. However, the reader is reminded of the difficulties of interpreting errors in imitation tasks described in Chapter 6. (CG6, 1293)
11. However, this matter cannot be considered resolved and may well be central to future development of our understanding of wall flows. (J12, 879)

12. Lancaster's objections to the regime, however, were concerned just as much with domestic affairs: he criticized the queen for her greed and acquisitiveness, singling out for special mention her appropriation of the lordship of Pontefract which had been held by Earl Thomas in right of his wife, He complained that the treasure left by Edward II had been 'wastede and born away withouten the wille of Kyng Edwarde his sone, in destruccioun of him and of his folk', and proposed that Mortimer 'shouldd dwelle oppon his owen landes'. (E9V, 222 )
13. However, he was not thrown out, he was taken back to the station and locked up for the night. (A5Y, 1105 )
14. However, in the social context of heroin use in a given community, it is just as important to understand how events are perceived by the participants as to know that they actually happened. (EDC, 1477)
15. However he noted that his category of wide-mouthed cook-pots are often smoke-blackened on the outer surface. (CFK, 1455)
16. However, this isn't likely to occur within the National Parks and although, as Table 8.2 shows, they have a higher percentage of woodland than the rest of the uplands, voluntary agreements to limit any further afforestation will reduce their relative share. (FR2, 628)
17. The problem raised in both actions is, however, by no means limited to a question of money unpaid. (HXW, 1599)
18. Despite the importance of economic and environmental issues, however, the continuing prominence of military security cannot be denied. (GV5, 1294 )
19. They also concluded, however, that a significant number of visitors preferred the freedom of the Trecastle Road type of site (an unfenced road running through moorland) to the more organized nature of the Country Park. (FR2, 471)
20. However, in Northern Ireland they are compounded by violence and sectarianism. (GVX, 217)
21. However, the intensity of a particular band does vary linearly with concentration in a mixture unless some strong chemical interaction occurs between components, in which case mixtures of the same components in known concentrations must be used as standards. (H9R, 623)
22. The problem, however, is turning phrases that are warmly applauded at rotary club or chamber of commerce lunches into serious investment. (AS6, 138)

23. The existence of other cases where this connection apparently cannot be made, as pointed out by Jespersen, indicates however that this sense cannot be taken as descriptive of the full potential for meaning which to has in contemporary English. (HXG, 76)
24. However, those with an interest in ‘seeing the future’ may wish to examine such a volume as it reflects a current diverse pattern of ageing and retirement in the US that is beginning to be appreciated in social gerontology within the UK. (GWJ, 1481)
25. However, in this chapter, I do not want to tackle any of those perceptions head on. (GOR, 1485)
26. However, this kind of relatively sudden decline in levels of satisfaction is not necessarily permanent. (FPJ, 1524)
27. However, the loss of income of the women studied did have a considerable impact upon them and their families. (FST, 243)
28. H28 replaced by H51
29. However, in [13] and [14] the speakers/writers reformulate their own utterances. (J7X, 93)
30. However, numerous methodological problems arising in these papers make comparison of the results extremely difficult. (BOX, 18)
31. However, its appearance in June 1975 did not immediately bring about any action on the part of the Secretary of State. (GUV, 1115)
32. However, these events have one important common feature and that is they will normally not be known to a person dealing with the company and therefore it seems appropriate to treat them together. (GVG, 712)
33. Until now, however, only a few data pointed to the production of platelet activating factor in physiological processes. (HU3, 1306)
34. Before examining it, however, let us agree that it is above all an expression of taste. (J1A, 1583)
35. The effect of different kinds of mutes as in the case of the trumpet might, however, be profitably studied with a view to new and subtle tone-colours. (GVS, 669)
36. However, grammatically controlled co-occurrence restrictions also have directional properties. (FAC, 1982)

37. In presenting results, however, statistical concepts and terminology can easily alienate or distract. (GVD, 1348)
38. A weakness of both the conventional and innovative approaches, however, is that they have been dominated by not only the need to break even financially, but also by the 'behavioural approach' to and the financial view of the problem, which collectively (Stanley and Farrington, 1981, 65) have: (FR2, 339 )
39. However, the increase in control schools was as large as in the action schools!  
(CLW, 179)
40. However, such a clarification, as might be expected, is hardly an easy task, and requires on occasion a pictorial and "non-literal" use of words. (FTV, 1368)
41. However, at the other end of the scale these relations may complement each other, and thus be used to explain the stability of a particular form of social organisation.  
(CMN, 480)
42. However, a small group of records have been accessed over 120 times, and another small group less than ten times. (FPG, 662)
43. However, in my opinion, the best parts of it are those which present not so much the strictly emotivist thesis as a more general attitudinist thesis which is more convincing when detached from the former. (CS2, 697)
44. The differences, however, were small. (FSY, 488)
45. Fisher's exact test, however, failed to show any statistically significant difference between the patients and controls. (HU2, 305)
46. This time, however, the sceptics are wrong. (EV4, 1480)
47. replaced by H52
48. The technique, however, is not new and Keating's *Into Unknown England* , 1866–1913 contains several fascinating accounts of similar participant studies by social observers of the nineteenth century in workhouses and cheap lodging houses. (B25, 789)
49. This pattern of change wasn't, however, completely repeated in the 1970s, according to the 1980s re-study, which compared the landscapes of 1983 with those of 1972 as shown in Table 8.3. (FR2, 611)
50. However, the teacher was still alert to the possibility that some children might use collaboration as a cover. (F9T, 234)

51. I do, however, accept the other parts of Mr. Whitaker's argument. (FDY, 153)

52. (Abelson et al., 1980; P.M. Churchland, 1984; Flanagan, 1984) I have little doubt, however, that the objections will elicit or reinforce a fundamental conviction in readers, a conviction as good as universal.) (EVX, 1301)

53. However, the Berbera facility and Soviet access to Somalian ports, airfields and shore installations was lost in 1977 when the Soviet Union eventually sided with Ethiopia in the Somali-Ethiopian conflict.

## **Appendix 2. Sentences with *instead***

1. The pun challenges models of cognition based on analytic reasoning and proposes instead a conception of language as a force capable of altering its object. (G1N, 1357)

2. However, attention is instead directed in this chapter to an ideological examination of the question of whether all this matters , and if so, how and to whom. (APN, 43)

3. If the information is commonplace or is common knowledge to a group of persons (for example, it is well known to computer programmers) or to the public at large , it cannot be confidential; instead, it will be considered to be in the public domain. (HXD, 440)

4. Formerly this time was known as "Supply Days" and was used to discuss the grant of supply to the Crown but it has long ceased to be confined to discussion of government spending and is instead used to criticise all aspects of government policy. (EVK, 687)

5. These developments do not, however, mean that the end of the inner city problem is in sight, but instead tend to mask its growing severity. (FP4, 881)

6. He should be told that the specimen of breath which he has given containing the lower proportion of alcohol exceeds the statutory limit but does not exceed 50 microgrammes of alcohol in 100 millilitres of breath; that in these circumstances he is entitled to claim to have this specimen replaced by a specimen of blood or urine if he wishes; but that, if he does so, it will be for the constable to decide whether the replacement specimen is to be of blood or urine and that if the constable requires a specimen of blood it will be taken by a doctor unless the doctor considers that there are medical reasons for not taking blood, when urine may be given instead. (FDN, 122)

7. However, once started on this track it may seem difficult to keep clear of rigorism, for it is unclear how the good one might have done but did not can be discounted from the things prevented by what one did instead. (CS2, 73)

8. Furthermore, once children have acquired the conventional word to express a particular meaning, they tend to use that, and not to coin a new form to use instead. (EF8, 271)

9. At some point before 664 Ealhfrith ejected Eata, abbot of Melrose and a pupil of Aidan (HE III, 16), and his companion, Cuthbert, who would not accept the Catholic Easter and other canonical rites of the Roman Church, from his new foundation at Ripon and

committed it instead to Wilfrid (HE III, 25: V, 19) It was with Ealhfrith that Bishop Agilbert and his priest, Agatho, stayed when they visited the northern Angles prior to arguing in favour of the Dionysian Easter at the council of Whitby (HE III, 25). (G0G, 414)

10. They reflect changes in the population of attempters, with a possible decline in the proportion of patients suffering from formal psychiatric illness while, instead, interpersonal conflicts and social problems play a prominent part in most cases. (B30, 1340)

11. If the concept of Weltanschauung is difficult to grasp, consider instead the different viewpoints that are relevant to the situation being examined. (B2M, 1130)

12. Consequently, the model excludes activities associated with making precise calculations of actual resource needs and costs, and reflects the use of weighted factors to determine instead the relative costs of courses, thus allowing the available finance to be allocated on an equitable basis to Colleges, and within Colleges, to Departments. (B2M, 401)

13. Doug Gowan, of the TUC Education Department, argues that the courses are intended to develop skills and techniques rather than transmit abstract and academic knowledge; the TUC has tried to dissuade tutors from thinking in terms of 'subjects' or 'disciplines', and instead to shift towards 'student-centred educational methods' which shift away from classroom styles towards something more like a trade union meeting or office discussion: (GVX, 593)

14. A perspective may be used which reverses the convergence of lines in the distance; instead, lines of perspective converge in front of the viewer, an unexpected phenomenon for a twentieth-century spectator used to photographs. (A04, 1521)

15. It is clear from the Kanunname that the movement of scholars into other fields than the learned profession is envisaged: if a candidate for office in the learned profession, that is, a wishes to take up a military career instead, he is to be given a fief yielding 20,000 akce; and Sahn muderrises and 300-akce kadis may hold the office of defterdar, and the first two may also become nisançi; and 500-akce kadis may become . (H7S, 164)

16. One of these blows (mentioned in the section on 'Reform' above) was cruelly self-inflicted: positivistic criminological research, far from demonstrating the effectiveness of treatment measures, seemed instead to show that treatment did not work. (FBC, 623)

17. Nor were fines an option for punishing the majority of (thoroughly impoverished) offenders, so feudalism relied instead on capital and corporal punishments (1939: 6). (FBC, 753)

18. The police banned Mosley from proceeding with his march and 1,900 fascists marched westwards instead. (CS6, 1099)

19. It is in this respect that the state in socialist societies has failed to wither away, becoming instead a massive bureaucratic and centralized organization, whose officialdom have some of the characteristics of a ruling class. (HTF, 839)

20. The connections are instead seen as a network of communications — "pipelines" in which information flows continuously in both directions, between all elemental activities (see Figure 1.2). (FE6, 62)
21. Most lawyers expected that the wife of the "Yorkshire Ripper" would receive no more than £20,000 for a relatively mild libel in "Private Eye" : instead, she was awarded £600,000. (J78, 1331)
22. One approach that has been given a lot of importance is distinctive feature analysis, which is based on the principle that phonemes should be regarded not as independent and indivisible units, but instead as combinations of different features. (K93, 1748)
23. We could then say that, for example, 'Hungary' is phonemically while 'hungry' is ; it would then be necessary to say that the vowel phoneme in the phonemic representation is not pronounced as a vowel, but instead causes the following consonant to become syllabic. (K93, 710)
24. For example, the modern female hostage who falls in love with her captor may not merely be manifesting the well-known defence of 'identification with the aggressor' (particularly since it is not so much identification with him as submission to him), she may instead be giving way to her phylogenetic id and its demand that a female captured by a male should look to him for sexual satisfaction. (HTP, 101)
25. Camillo Sitte's traditionalist and communitarian critique of the Ringstrasse emphasizes instead the above-indicated continuity of the baroque and the modern. (GW4, 989)
26. These defences against the sceptic attempt to avoid detailed examination of the arguments put forward and focus instead merely on the conclusion. (F9K, 233)
27. Had to admit I was not ambitious and did pasta/bean collage instead. (GUR, 666)
28. Much previous research, in ignoring the social structural features of class and gender, has tended instead to focus on a variety of other factors in explaining supposed patterns of 'underachievement', most of which are now regarded as highly dubious. (CLW, 786)
29. Born at Épinal in the Vosges, Durkheim was Jewish and brought up to be a rabbi which, however, he did not become, turning instead to the new science of sociology. (CS0, 430)
30. Not all writers, however, thought in national terms; the distinguished canon lawyer William Lyndwood was not prepared to identify patria with regnum , and instead thought of it as equivalent to regio , which for him meant the province of Canterbury (27, p.172a). (HWG, 1148)
31. replaced by In51



32. Thomas Baker of Fobbing in Essex, whose resistance to the poll tax was the earliest recorded sign of revolt, had indeed been appointed to be village collector of the tax (11, p.205), but instead led the opposition to it. (HWG, 370)
33. There has also been a corresponding shift in the role advocated for statutory social care agencies, from the direct provision of services for elderly and disabled people themselves, to supporting instead those relatives, friends and neighbours who are increasingly responsible for providing most of their care: (FST, 654)
34. Surprisingly little occupation is visible alongside this latter pair of roads, despite the normal potential of a crossroads, and is concentrated instead along the main east-west route, principally, but not exclusively, west of the junction. (H7Y, 1112)
35. But let us begin instead with H el ene Cixous's remarkable account of what it was like to grow up as an Algerian French Jewish girl at that time: (CTY, 4)
36. Pahl (1966) instead suggested that eight distinctive social groups could be identified particularly with respect to housing, although these can have broader applications. (FB2, 588)
37. Although alienating some support by her excessive regard for the physiologically and morally uplifting properties of semen, she emphasized the erotic, mystical, and fulfilling aspects of sexual relations and for these reasons rejected the use of coitus interruptus and the condom, recommending instead the use of the vaginal rubber cap and the quinine (spermicidal) pessary which she naively believed to be generally available in chemist's shops and which have never, in the event, proved to be very popular. (EDK, 573)
38. It is essential to note that there are no words constitutive of a trust, as the text explicitly states: instead they must be construed. (B2P, 106)
39. Wanting to avoid this pessimistic conclusion, we might instead entertain the idea that these powerful persons commit crimes for 'rational' — albeit disreputable — motives which emerge under conditions that render conformity a relatively unrewarding activity. (CHL, 61)
40. In these recent studies the idea of a unilinear development of society has been largely abandoned, even as representing the view of Marx himself, and it is argued instead that there are alternative form of society which have succeeded the primitive communal system.  
(H9F, 298)
41. As a result, an increasing proportion of the rural population no longer work in their home parish or village but instead commute for their living. (FB2, 224)
42. Soviet leaders resolved instead to develop ICBM technology. (GVK, 1113)
43. Descartes never questioned his beliefs about how things seemed to him at the time; he asked instead how he could know other things, such as the existence of God or of a material world. (F9K, 1109)

44. But even in murder cases it is now far more favourable to the accused for him to plead instead diminished responsibility, and for most practical purposes this defence has replaced that of insanity in criminal law. (ABP, 592)
45. The survivor thus denies that he has ever harboured any hostile feelings against the dead loved one; the soul of the dead harbours them instead and seeks to put them into action during the whole period of mourning ... . (ECY, 1023)
46. In this section the object is to examine in some detail the important preliminary issue of why the debate should be one about the public interest in the first place, and why company law should not be seen instead as being solely concerned with the rights of the corporators, that is, the shareholders. (FP2, 234)
47. State policy is instead set by the impersonal logic which drives government in a capitalist society to develop the economic base and coercively maintain social stability. (CS3, 914)
48. We can consider solo exhibitions instead, in either public or commercial galleries. (A04, 1027)
49. First, structural linguistics shifts from the study of conscious linguistic phenomena to the study of their unconscious infrastructure; second it does not treat terms as independent entities, taking instead as its basis of analysis the relations between terms; third, it introduces the concept of system ... ; finally, structural linguistics aims at discovering general laws, either by induction 'or ... (CGY, 1157)
50. 'The dialectic', according to Sartre, 'is both a method and a movement in the object' (I, 20): Marxism asserts simultaneously that both the process of knowledge and the structure of the real are dialectical, but it has never proved the former — basing its claim to truth instead on the 'dogmatic dialectic, of natural science. (CTY, 441)
51. However, it was not to be autonomous, as the committee wanted; instead, discussions would be held with bodies such as TEC and BEC with a view to using existing validation schemes. (GUV, 704)