Summative Modifiers in English Grammar: An Eclectic Approach

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Abstract

Summative modifiers are crucial linguistic devices in English that contribute to text clarity and cohesion. They are addressed by several major theories of grammar. The majority of grammar books and studies concentrate on a single type of these devices without mentioning the others, and there is no theoretical model that attempts to unify, within a single framework, all of the ways in which summation can be established in texts. Therefore, one of the primary research questions is: 'What are the linguistic mechanisms for summarizing texts in English?'. This study, then, seeks to address all of these types and to examine their use in authentic written formal English texts. It also tries to distinguish between all of the types in terms of form and use .

It is hypothesized that whenever summative modifiers are used, there is a range of units that are summarized and this range could either be the length of a clause, a sentence, a paragraph or a whole topic unit. Additionally, it is hypothesized that the meaning of summative modifiers can be extended to neighbouring units to include the following sentences .

This study adopts a model proposed by Quirk et al. (1985) and follows a qualitative approach for analysing the data. The data are from two registers: journal articles and textbooks. The study has revealed that such a variation of register can actually affect the use of such devices. Additionally, the study has

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corroborated the aforementioned hypotheses. Thus, this study contributes to our understanding of these devices.

Keywords: summative modifiers, conjuncts, connectives, cohesion, text.

1.1. Introduction

According to Halliday and Hasan (1976), summative conjuncts work within the system of conjunction which is one systematic resource for cohesion. Cohesion is seen as "part of the text-forming component in the linguistic system. It is the means whereby elements that are structurally unrelated to one another are linked together, through the dependence of one on the other for its interpretation" (p.27). The summative modifiers can be realized in different ways and each time they serve a special purpose in language. On the one hand, they could be realized by conjunctive adjuncts in Halliday and Hasan's (ibid) terms. These are functioning cohesively in the text and therefore they play important role in the text-forming component of the linguistic system. On the other hand, Quirk, Greenbaum, Leech, and Svartvik (1985: 1119) refer to a "special type of appositional clauses" which are summative clauses. Williams (1990: 141) refers to this type of modifiers and gives further examples that clarify the idea for using such constructions. He points out that these are useful devices in avoiding a common structural weakness and ambiguity that arise through a vague use of the clause that starts with a relative pronoun *which*. Finally, summation can be expressed by means of a third way. According to Quirk et al. (1972: 668), the summarization can be included in the sentence structure that contains the summary or in the first sentence of the concluding unit.

1.2 Aims of the Study

This study aims at:
1- Examining the types and the use of summative modifiers in authentic written formal English texts.
2- Investigating the syntactic structures of the summative modifiers.
3- Investigating the roles of the summative modifiers in texts.

4- Tracing the cohesive force of summative conjuncts.

1.3 Statement of the Problem

There has been no previous study conducted so far that provide a comprehensive account of the types of the summative modifiers. Most studies focused partially on one of the types, i.e., conjuncts or clauses. Although they are important devices in writing and speaking, little focus was directed to investigate them. Therefore, it is crucial to conduct a study that sheds light on such devices, a study that focuses on both types and inspects the different grammatical functions and structures that are operating in this field. This study adopts the model proposed by Quirk et al (1985), who presented summative adverbials in the taxonomy of semantic relations of conjuncts, and who referred, elsewhere in the same publication, to the other type of summative modifiers (i.e., summative clauses).

1.4 Hypotheses

It is assumed in this study that:
1- There are other forms and syntactic realizations of summative modifiers in formal written texts, which may not be found in the model adopted.
2- Summative conjuncts play a significant role in cohesion while summative clauses play an important role in text clarity and quality.
3- The scope of summation can be extended to include units larger than single sentences such as paragraphs and whole sections.
4- The meaning of the summative conjuncts, or the summative force of conjuncts, can transcend the limits of the sentences in which they occur to include subsequent sentences.

1.5 Limits of the Study

This study is limited to the study of the summative conjunctive roles of conjuncts, on the one hand, and the summative clauses that are special types of appositional clauses, on the other hand. It is also confined to the analysis of these types in written texts of a number of native-English journal articles and textbooks.

1.6 Methodology

The current study will analyse data from a variety of English-language journal articles and textbooks qualitatively. The data analysed comprise six journal articles and four books. They were retrieved using a well-known corpus tool, Sketch Engine. The study investigates the cohesive function of summative conjuncts across paragraphs and sentences and will trace the link that they establish. The study will examine the syntactic structures by which they are realized and explores the positions that they can occupy within the paragraphs and within sentences.

2. Theoretical framework

A theoretical framework that will guide the research must be provided if a study of the summative devices is to be conducted.

2.1 Text

According to Jackson (1990: 237), the term 'text' is regarded as the grammatical correlate of the term 'message' which refers to an act of communication. Texts are used to express messages grammatically. The term 'text' is used to refer to both spoken and written messages that are realized (p. 239). Texts, like sentences, have grammar but its principles operate differently from those of sentence grammar. The purpose of text grammar is to organize and structure elements of the text. Among the areas that are explored in this type of grammar are the ways in which sentences are connected in a text and make a text cohesive. Among the topics covered in this type of grammar are the ways in which sentences are connected within a text and contribute to the text's cohesion (p. 247). Halliday and Hasan (1976: 1) define text as a term "used in linguistics to refer to any passage, spoken or written, of' whatever length, that does form unified whole". Halliday and Matthiessen (2004: 3) also regard text as a term that "refers to any instance of language, in any medium, that makes sense to someone who knows the language.

2.2 Cohesion

It is commonly argued that a discourse communicates more than the semantic and pragmatic meaning of individual clauses. Part of the meaning that is communicated in a discourse is the relationship that holds between sentences and larger discourse units (Unger, 1996: 410). Cohesion is one of the factors that contribute to a text's textuality and it studies the kinds of relationships that hold between sentences and paragraphs. This topic was addressed extensively by Halliday and Hasan (1976) and most textbooks on composition that address discourse connection frequently draw their overall inspiration from Halliday and Hasan's model on cohesion. According to Halliday and Hasan (1976: 4), the concept of cohesion is to be related to semantics and "it refers to relations of meaning that exist within the text and that define it as a text". Cohesion plays its role whenever the interpretation of an element within the text depends on that of another. As part of the system of language, cohesion has some types or resources. These are reference, substitution, ellipsis, conjunction, and lexical cohesion. Some of these types lie within the grammar and others within the vocabulary. Thus, cohesion is realized through the lexicogrammatical system. As for conjunction, within which the summative conjuncts lie, it is on the borderline of grammar and vocabulary; "mainly grammatical, but with a lexical component in it" (ibid: 6). According to Halliday and Hasan (ibid: 27), the place of cohesion within the functional linguistic system is in the textual meta-function, which is the component of the linguistic system that generates text. Cohesion, therefore, is part of the non-structural component in the linguistic system whereby elements that are structurally independent of one another are linked together by dependence of interpretation one on the other.

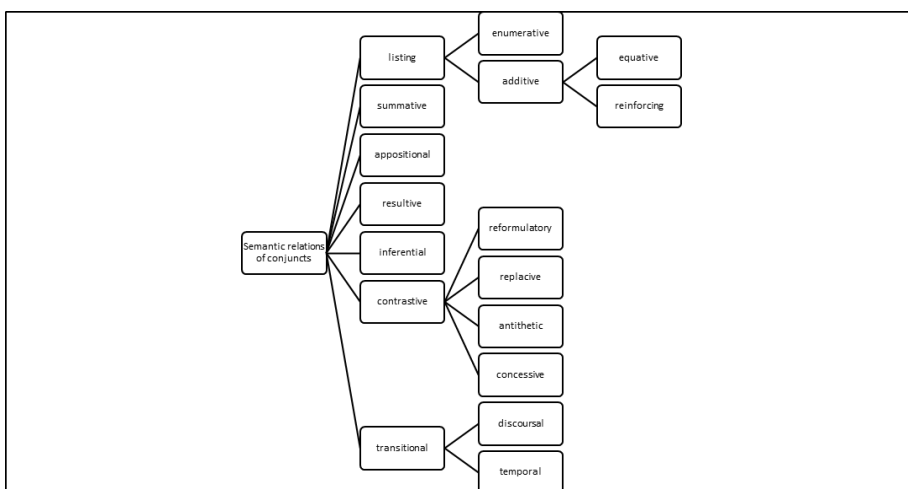## 2.3 The Semantic Roles: Summative Role

Quirk et al. (1985) define seven conjunctive roles, some of which are subdivided very clearly. These are shown in the figure below:

Figure 1: Semantic Relations of Conjuncts Adopted from Quirk et al. (1985)

According to Dixon (1991: 5), when it comes to language, meaning is both the start and the finish line. As a result, the study of

language must unquestionably focus on meaning. Apart from the meaning of individual units, any discourse communicates a type of meaning that exists through the relationship between sentences and larger discourse units (Unger, 1996: 410). Halliday and Hasan (1976: 238) adopt a scheme of four categories with sub classifications within each category. They are referred to as logico-semantic relations by Martin (1992: 171). The categories are: additive, adversative, causal, and temporal. In this scheme, the type of grammaticalisation takes cohesive relations as the point of departure for analysis (Martin, 1992: 171). The summative adverbials fall within the category of 'temporal relations'. This summative relation includes the set of summative adverbials such as *to sum up, in short, in a word, to put it briefly*, and so forth.

The summative role is one of these seven conjunctive meanings. The summative conjunct precedes an item that must be evaluated in light of all that has been addressed earlier in the text. A summative conjunct introduces a new piece of information that incorporates the preceding ones (ibid: 637). The class includes "*altogether*, *overall*, *then*, *therefore*, *thus* (formal), (*all*) *in all*; and the following largely

formal expressions*: in conclusion*, *in sum*, *to conclude*, *to sum up*, *to summarize*" (ibid: 635)

2.4 The Grammatical Functions of Adverbials

Quirk et al. (1985: 501) classify adverbials in terms of grammatical functions into four categories: adjunct, subjunct, disjunct, and conjunct.

2.4.1 Adjuncts

According to Quirk et al. (ibid: 504), the adjunct is relatively the only type that closely resembles other sentence elements such as S, C, and O. The following five features are diagnostic for adjuncts in that they distinguish adjuncts from the other three functions of adverbial. Like other sentence elements, an adjunct can:

- Be made the focus of a cleft sentence.
- Be contrasted with another adverbial in alternative interrogation or negation.
- Be the focus of focusing subjuncts.
- Come within the scope of predication pro-forms or ellipsis.
- Be elicited by question forms.

According to Jackson (1980: 79), the adjunct's main role is to convey circumstantial information about the action, process or event discussed in the clause in which they occur. The place, time, and manner of the action, process, or event are all examples of circumstantial information.

2.4.2 Subjuncts

Quirk et al. (ibid: 566) employ the term 'subjuncts' to refer to those adverbials which have a subordinate role in the clauses. According to Chalker (1992: 61), subjuncts are adverbs that do not modify the meaning of the verb or the entire predicate but perform a marginal role. There are numerous varieties, each with its own distinct meaning, including:

- Emphasizing and intensifying.

- Focusing.

2.4.3 Disjuncts

According to Leech (2006: 105), disjuncts and conjuncts are sentence adverbials that are peripheral to the clause or sentence that they belong to and they make a statement about everything else in the clause or sentence. Disjuncts are adverbials that indicate the speaker's attitude toward the form or content of the rest of the clause/sentence. Quirk et al. (1985: 612) relate disjuncts to the speaker's comment on the accompanying clause.

2.4.4 Conjuncts

According to Jackson (1990: 233), are us conjuncts are used to establish an explicit connection between sentences. They create a stronger, more explicit link than simply juxtaposing sentences in a text. They play a critical role in the creation and interpretation of messages. According to Quirk et al. (1985: 612), conjuncts are like disjuncts and subjuncts in being grammatically distinct from adjuncts in terms of the features outlined in (2.4.1). They serve as a link between independent units rather than as a source of additional information for a single integrated unit. Due to this latter 'conjoining function', Quirk et al. (ibid: 631) emphasize the critical importance of looking beyond the grammatical unit in which the conjuncts occur. The use of conjuncts by the speaker reflects how he views the link between two linguistic units. Conjunct can link either very large or very small units. They link sentences, paragraphs, larger sections of a text, or even constituents of a phrase realizing a single clause element (Quirk et al., ibid: 632).

Quirk et al. (ibid) state that *I*, which stands for (initial), is the default position for conjuncts and many are almost entirely restricted to it such as *so, again*, *yet*, *still*, *(what is) more*, *else*, *besides, hence*. However, *M,* which stands for (medial), is perfectly normal for a number of the conjuncts that cannot be misinterpreted in this position such as: *in other words, nevertheless*, *however*, *on the contrary*, and so forth. At *E* (End), we frequently encounter *in*

other words and the informal *anyhow, anyway*, and *though*. Conjuncts at *I* are frequently followed by a comma, while those at *E* are frequently preceded by one. This comma is used particularly when the conjunct in speech would have a distinct intonation nucleus or when it might be misinterpreted as an adjunct.

Halliday and Hasan (1976: 232) state that conjuncts normally occur in the first position in sentences and its meaning extends over the whole sentence in which it occurs, unless it is 'repudiated'. Nevertheless, the punctuation system is seen as flexible and it is common to find some conjuncts following a colon or semicolon. However, for Halliday and Hasan, such instances are not regarded as cohesive because they see cohesion as a relation between sentences not within sentences.

2.5 The Syntactic Realization of Conjuncts

Quirk et al. (1985: 489) present a list of potential grammatical structure of the adverbials. These are as follows:

1. Adverb phrase with closed-class adverb as head
2. Adverb phrase with open-class adverb as head
3. Noun phrase
4. Prepositional phrase
5. Verbless clause
6. Nonfinite clause
7. Finite clause

2.6 Other Forms of Summarizing Text

Two other ways can be used to summarize texts:

2.6.1 Summative Clauses

According to Williams (1990: 136), there are some techniques to lengthen a sentence while maintaining its clarity and grace. Among the ways that he introduces are summative "modifiers" as he calls them. To create a summative modifier, sentence should be ended with a comma, then the comma is followed by a noun or noun phrase that sums up what has just been said, and then a relative

clause is used to elaborate on the noun (ibid:141). Consider the following example:

(1) *On May 3, 1999, Oklahoma City witnessed a horrific* **tornado** *which tore through Bridge Creek,* ***a disaster that caused more than 1.2 billion dollars in damage***.

Fahnestock (2011: 189) maintains that by using a summative modifier, we choose a term that can be used to interpret or summarize the content of the preceding sentence. Quirk et al. (1985: 1119), use the term summative 'clauses' to refer to such devices. These clauses are regarded as special kinds of appositional clauses and they are frequently used as alternatives for sentential relative clauses. They comprise a noun head that is modified by an adnominal relative clause. The summative modifier establishes an interpretive item for another portion of the sentence.

2.6.2 Summation Lexically Indicated

Quirk et al. (1972: 668) maintain that the indication of summarization may be incorporated into the structure of the sentence that contains the summarization or into the concluding unit's first sentence for instance:

(2) *I will sum up by saying that the whole idea was wrong.*
(3) *My conclusion is that not all humans can survive hard times.*
(4) *I shall conclude by saying that the whole plan could not be accomplished without the bravery of the team.*

As seen in the above examples, summation is lexically indicated within the sentences by means of using words such as *sum, conclusion, conclude, etc.*

3. Data Analysis

In this section, the summative conjuncts will be listed and below each summative conjunct, there will be instances where the conjuncts are used in authentic texts in the data employed. Each instance is analysed as it appears in the text and a logical statement of their use as a summative conjunct will be illustrated. Then, there will be a list of other summative conjuncts, which were not mentioned in the taxonomy of summatives by Quirk et al. (1985).

The last part of this section will introduce summative clauses and summation lexically indicated.

3.1 Summative Conjuncts

Based on the model adopted in this study, the following conjuncts were found in the texts that have been collected.

- **(Altogether)**

  This summative conjunct is realized as a simple adverb. The texts used in the current study revealed 14 instances of this word. However, only in one instance was the adverb used as a summative conjunct, whereas it was used as a maximizer intensifier in all the other instances as seen in the example below:

    "Arab countries are *altogether* more self-sufficient in food commodities" (UNDP, 2009: 130).

The following example shows the use of *altogether* as a summative conjunct:

Example 1: "**Altogether**, these policies have contributed to a situation in which the market has produced sub-optimal quantities of the basic foodstuffs…" (UNDP, 2009: 200).

In example 1, *altogether* is used as a summative conjunct that summarizes the previous paragraph and links it cohesively with the current paragraph. It is used initially in the sentence and initially in the paragraph. In the previous paragraph, the writer talks about the market policies that have affected the production of food in Arab countries. Then in the next paragraph, he sums up the argument using a sentence that starts with *altogether* to refer to the effect of these policies on the poor. In such a way, a link has been established between the previous paragraph and the next one.

- **Overall**

Overall can be used as either a noun, an adjective or an adverb. As an adverb, it can function as a conjunct, which is morphologically a compound adverb. Eight instances of the

summative conjunct *overall* were found in the corpora employed in this study. Other instances of the word *overall* were also witnessed, but in all of these cases, the word was apparently used as an adjective and not as a summative conjunct as in the following example:

> "Climate change is the alteration in the *overall* climate of the Earth or specific regions over time" (UNDP, 2009: 47).

Example 2 "… **Overall**, the Arab countries were less industrialized in 2007 than in 1970, almost four decades previously" (UNDP, 2009: 10).

In example 2, the writer ends up the paragraph with a sentence that starts with *overall*. At the beginning of the paragraph, the writer talks about Oil-led growth strategy of most Arab countries which established weak economies that depend on import and consumption with a decline in the productive sectors (agriculture and manufacturing). Then, at the end of the paragraph, a summative conjunct is used to summarize the whole paragraph and at the same time making a conclusion for the effect of oil-led growth in Arab countries on the long term.

Example 3 "…report relatively high rates: Mauritania (44 per cent), Sudan (41 per cent), Djibouti (38 per cent)... **Overall**, in the year 2005/6 the unemployment rate …is nearly double that in the world at large…" (UNDP, 2009: 109)

The same procedure for the use of *overall* as a summative conjunct in the previous example is followed in example 3. A remarkable finding about example 3 is that *overall* is showing an ability to summarize statistical information so that an interpretation for these statistics is achieved. It summarizes in written language that is comprehensible and conclusive the statistical facts that were given in the previous sentences of the same paragraph.

- **Then**

Then is a simple adverb. This adverb is distinctive for having many uses and meanings according to the grammatical function: for example, "then as an adjunct concerned with time, and as conjunct

concerned with enumeration, reinforcement, summation, inference, or antithesis" (Quirk et al., 1985: 647). The data investigated showed that, mostly, the adverb *then* was used as a time adjunct and as a conjunct concerned with enumeration. The following examples show use of *then* as a summative conjunct:

Example 4 "… For us, **then**, an act of violence will be an act of physical interference with another…" (Harre et al., 1980: 23)

    The author uses the adverb *then* as a summative conjunct. The position is initial even though it is preceded by another adverbial. This is based on a statement presented by Quirk et al. (1985: 491) on the '*I'* (initial) position of adverbials "If a clause has two *I* adverbials, it is of interest to note the order, *I1* and *I2*". It is also used initially in the paragraph and it links the second paragraph with the previous one by means of a semantic relation, i.e., summation.

Example 5 "In summary, **then**, we find the following system at work: offences are of two types, demeaning and non-demeaning. Demeaning offences fall into…" (Harre et al., 1980: 43)

     This sentence is the beginning of the sixth and last paragraph of a section labeled as "Principles of Retribution". This paragraph, aims at summarizing the idea presented in the previous paragraphs. The author is recapitulating the types of offence and attributing a solution for dealing with each one. It is obvious that the semantic relation of summation is mostly attributed to the first conjunct *in summary,* which includes the notion of summation in its form. However, the presence of the conjunct *then* is not tautologous. That is to say, the presence of these two summative conjuncts juxtaposed in one sentence is not redundant for as Quirk et al. (1985: 643) state that "We can even have a conjunct cooccur with one or more from the same class and achieve the effect of emphatic endorsement rather than of tautology". The position of *then* in the above sentence is also initial and can be symbolized as *I2*, which is second initial. The *I1* is to be assigned to *in summary.* The position of both of the summative conjuncts initially in the last paragraph of this section is enlarging the scope of summation to all the previous paragraphs. Thus, cohesion is achieved across the whole section and not to

juxtaposed paragraphs only, because the types of "offences" that are summarized in the last paragraph are detailed in all of the previous paragraphs. The conjunct *then* is separated from the rest of the sentence by two commas which indicates its loose link with the sentence structure.

- **Therefore**

Morphologically, the adverb *therefore* is a compound one. According to Biber et al. (1999: 72-559), *therefore* can be regarded as an adverbial pro-form which substitutes the adverbial 'for that reason' and they attribute the result\inference meaning for this adverb. However, Quirk et al. (1985: 638) assign additional meaning relation to this adverb, which is the summative role and they maintain that resultive and inferential conjuncts "have something in common with each other, as well as with additive, summative, and appositional conjuncts". The following examples show use of *therefore* as a summative conjunct in text:

Example 6 "… **Therefore**, although material possessions are important to many teenagers, the popular notion that teenagers are singularly materialistic may be misguided." (Foster and Sweeney, 1995: 358)

The above example shows use of *therefore* sentence-initially at the very last paragraph of this section. The writer is building a conclusion that is based on the analysis of the responses of teenagers to questions that revealed how they view material wealth.

- **Thus**

Thus is a simple adverb that can function as either an appositional conjunct, a resultive conjunct or a summative conjunct. It may also be used as a pro-form for adverbials especially in older English. Unlike other summatives which are neutral, Quirk et al. (1985) consider *thus* as formal. The following examples show a summative use of *thus*:

Example 7 "**Thus**, over the two decades, the unemployment rate increased in all countries under consideration..." (UNDP, 2009: 20-109)

The adverb *thus* in the above example is functioning as a summative conjunct and has the semantic role of summation. It indicates that the following sentences will summarize the preceding sentences. The position of *thus* in the paragraph is near the end of the paragraph and, therefore, its force of summation extends to the last sentence of this paragraph. As a result, one source of cohesion is present by means of a summative conjunct that connects these final sentences with the previous ones.

- **(All) in all**

Quirk et al. (1985); and Biber et al. (1999) include *all in all* with the list of summative adverbials. The brackets around *All* indicate that it is optional. The formal realization of *in all* is regarded as a prepositional phrase. The following example shows use of *all in all* as a summative conjunct:

Example 8 "**All in all**, these findings suggest that by assuming a facial expression of a body posture, the corresponding affect is induced…" (Wiswede et al., 2009: 1)

The writer is intending to conclude and sum up the information in the preceding sentences by means of the summative conjunct *all in all*. It is positioned initially in the sentence and followed by a comma. As for its position in the paragraph, it is positioned near the end of a lengthy paragraph.

- **In sum**

The formal realization is a prepositional phrase adverbial. It comprises the semantic relation of summation since most of grammar books include it in the list of summative conjuncts. The following examples include the use of *in sum* as a summative conjunct. It can sometimes be followed by *then* which adds the effect of emphatic endorsement.

Example 9 "**In sum**, the main strength of this definition of pragmatics is that it restricts the field to purely linguistic matters…" (Levinson, 1983: 11)

In the example above, the conjunct *in sum* is put in sentence-initial position and in the first sentence of the paragraph. It is used in order to present conclusions briefly and to express a summary related to an earlier presentation and discussion of a definition of pragmatics. The definition was discussed across four paragraphs and this is the fifth paragraph. Therefore, the scope of summation of this conjunct is extended through all of the four previous paragraphs.

Example 10 "**In sum**, these teachers use tablet devices for teaching and learning as the participants have labelled: "a book behind glass". All students state that, apart from using text processing applications, such as PDF Expert, little time is spent on didactical applications…" (Montrieux et al., 2015: 8)

This example presents another sentence-initial position of *in sum*. The writer is talking about a type of teachers who are one group of participants in his study. The researcher is describing them in relation to their role after implementing tablet devices in teaching. In the middle of the paragraph, the writer inserts a sentence that summarizes the description of these teachers. What is remarkable about this example is that the sentences that follow the one that includes the summative conjunct are not a continuation of the summing-up process. Rather, they introduce new information and continue the argumentation. Therefore, the summative force of *in sum* ends at the end of its sentence even though the following sentences are within the same paragraph. It can be concluded that the force of summarization of *in sum* is not necessarily extended to include the whole of the next sentences but that it may have limits and may stop at a particular point before the end of the paragraph.

- **In conclusion**

The formal realization is a prepositional phrase adverbial. It comprises the semantic relation of summation. A conclusion is part of the thought process. The use of *in conclusion* in texts indicate that all of the information that have been introduced in the previous sentences or paragraphs are combined to produce a single dominant opinion or idea. Therefore, in using this conjunct, writers, or speakers, go through development of thought which will contribute

to producing a conclusive summary of what has been previously demonstrated. The following examples include use of *in conclusion* as a summative conjunct.

Example 11 "**In conclusion**, more research is needed to unpack the potential of tablet devices that goes further than the sales hype." (Montrieux et al., 2015: 4)

This is the final sentence in the paragraph and it starts with *in conclusion*. Along the few previous paragraphs, the writer imposes gaps in the literature knowledge concerning the use of tablets saying that there has been little research to cover this area. The last sentence summarises these gaps and presents them in a sort of conclusion saying that these gaps should be filled through conducting a research that focuses on this area.

Example 12 "**In conclusion**, it should be noted that the two basic participant roles, speaker and addressee, are not the only ones that can become involved in grammatical distinctions…" (Levinson, 1983: 72)

The position of the conjunct is sentence-initial and at the initial position of the paragraph. It is noteworthy in this example that a reader cannot draw on the previous paragraph to know what is the writer concluding or what is the basis of his conclusion. Therefore, the scope of *in conclusion* is extended well beyond the preceding paragraph and readers may need to go further to the beginning of this section, which is labelled as "person deixis".

- **In summary**

In form, it is a prepositional phrase. It functions as a conjunct, which has the semantic role 'summative'. Like other summative conjuncts, its normal position is sentence-initial. The following examples include use of *in summary* as a summative conjunct:

Example 13 "**In summary**, then, CA methodology is based on three basic procedures: (a) collecting recurrent patterns in the data… (b)… (c)…" (Levinson, 1983: 326)

In the example above, *in summary* is placed sentence-initially and initially in the paragraph. It simply restates, in brief, the points that have been mentioned so far. It reminds reader of what has been covered up to this point. The conjunct is followed by *then* which could either be regarded as another summative conjunct giving the emphatic effect, a conjunct with inferential role or a combination of the two roles.

- **In short**

The formal realization is as a prepositional phrase and its semantic role is summative. It summarizes previously mentioned information and, thus, establishing a semantic connection with previous sentences or paragraphs. The following example presents use of *in short* in texts.

Example 14 "**In short**, Karttunen & Peters' theory suffers from much of the inflexibility of theories of semantic presupposition…" (Levinson, 1983: 212)

The conjunct *in short* in the example above summarizes a long piece of text that is divided in many paragraphs. In just these three lines, this paragraph, which is initiated by the summative conjunct *in short* is summarizing and commenting on Karttunen & Peters' theory, which is discussed earlier in details. The next paragraph deals with another approach, so this indicates that this is the last paragraph related to the subject. In other words, this paragraph recaps the whole previous paragraphs that are talking about Karttunen & Peters' theory.

- **In a word**

In a word is a prepositional phrase that expresses the semantic relation of summation. Merriam-Webster's advanced learner's English dictionary (2008:1886) indicates that it is "used to indicate that you are saying something by using only one word or by using as few words as possible". Only one occurrence of this conjunct was detected in the data explored:

Example 15 "... **In a word**, these existing researches had indicated that manufactured sand can be used effectively and economically in

concretes designed for a variety of applications." (Zhao et al., 2014: 1)

Again, the conjunct *in a word* was used sentence-initially and its position in the paragraph is final. It summarizes the aim of the studies that the writer has talked about since the beginning of the introduction.

- **To conclude**

The conjunct *to conclude* is a non-finite verb clause that also carries the semantic relation of summation. The following example expresses the use of this conjunct:

Example 16 "… **To conclude**, this study shows that certain supporting conditions must be in place..." (Montrieux et al., 2015: 15)

The summative conjunct *to conclude* is used sentence initially followed by a comma. It is placed finally in the paragraph and it summarizes the goal of the research in form of a conclusion that is based on the alleged contributions of the research to the literature.

- **To sum up**

Another non-finite verb clause that functions as a summative conjunct is *to sum up*. The following examples show use of this conjunct:

Example 17 "**To sum up**: semantic theories of presupposition are not viable for the simple reason that semantics is concerned with the specification of invariant stable..." (Levinson, 1983: 204)

In example 17, the position of the conjunct is sentence-initial and the position in the paragraph is also initial. The summative conjunct *to sum up* is used to summarize the whole previous discourse that talks about the semantic theories. Unlike other summative conjuncts discussed so far, the conjunct *to sum up* in the example above is followed by a colon instead of a comma because the writer is presenting the summation in form of a list of facts that share a syntactic feature which is negation. The summative paragraph is located at the end of the section so its summative force goes up to

the beginning of the section, which is labelled as "Semantic presupposition". The whole section is, thus, connected by a type of cohesive tie which is the summative conjunct.

- **To summarize**

Another non-finite clause is *to summarize,* which functions as a conjunct and has the semantic role "summative". Its use is shown in the following examples:

Example 18 "**To summarize**, a number of distinct usages of the term pragmatics have sprung from Morris's original division of semiotics: the study of …; or the study of …; or the study of…; or finally the recent usage within ..." (Levinson, 1983: 5)

In example 18, the summative conjunct is used to restate in a brief manner all the definitions or usages of the term pragmatics that were discussed thoroughly earlier in the text.

Example 19 "… **To summarize**, previous findings suggest that there are no profound and consistent gender differences…" (Szameitat et al., 2015: 3)

In example 19, contrary to the next examples that were written by the same writer, this example shows use of *to summarize* in paragraph-end position.

Example 20 "**To summarize**, overall more than half of the participants (ALL: 57%) believe in gender differences in multitasking..." (Szameitat et al., 2015: 7)

Example 21 "**To summarize**, overall two in three participants who believed that women are better at multitasking do believe ..." (Szameitat et al., 2015: 13)

Example 22 "**To summarize**, there are only weak indications of a gender effect in self-rated own multitasking abilities..." (Szameitat et al., 2015: 6)

Example 23 "**To summarize**, there are strong effects of the self-rated hours the participants spend multitasking each day..." (Szameitat et al., 2015: 6)

Example 24 "**To summarize**, among the people who believe in gender differences, there is an overwhelming majority who believe women are better…" (Szameitat et al., 2015: 11)

Example 25 "**To summarize**, this question revealed a few main reasons why participants thought women are better at multitasking..." (Szameitat et al., 2015: 11)

Example 26 "**To summarize**, participants think that gender differences in multitasking abilities are of a moderate size…" (Szameitat et al., 2015: 15)

Example 27 "To summarize, participants do not only think that the size of the difference is more than a "little" …" (Szameitat et al., 2015: 15)

In the examples above, the position of *to summarize* in the sentence is initial and the position in the paragraph is also initial. Examples [20-27] were written by the same writer in the same publication. This recurrent use of the same device of summation "*to summarize*" in a similar position each time suggests that some writers may show consistent adherence in use of specific summative devices. This could be attributed to following consistent styles and strategies of academic texts especially in research papers.

- **To put it briefly**

This conjunct is also a nonfinite clause in form and has the semantic role of summation. The following example were recorded as expressing this conjunct:

Example 29 "**To put it briefly**, Aristotle argues that it is self-contradictory to deny the principle of non-contradiction. (Eabrasu, 2009: 3)

In example 29, this conjunct is used to summarize a directly quoted text. The quoted text seems to be a bit long and highly philosophical. Thus, the conjunct opens up a paragraph that briefly restates the gist of the text so that it becomes clear and comprehensible to the readers. The position of this conjunct is also sentence-initial and paragraph initial.

- **Briefly**

The summative conjunct *briefly* is a derived adverb that is formed by the addition of the derivational suffix 'ly' to the end of the adjective *brief.* It can function as either a time adjunct, a style disjunct of modality and manner or a summative conjunct. As a summative conjunct, the following example was found showing the conjunct in its summative role:

Example 30 "**Briefly**, the preference ranking is as follows: (75) Preference 1 is for self-initiated self-repair in opportunity 1(own turn). Preference 2…" (Levinson, 1983: 341)

A remarkable finding about this example is that this example is different from all the previous examples that have been discussed so far in that it does not summarize previously mentioned information. Rather, it summarizes a concept that has not been discussed in details so far in the text, which is "preference ranking". The author uses *briefly* to say that he is going to list the types of the concept "preference ranking" concisely. It can be concluded, then, that the summative force of *briefly* in the example above can be regarded as directed forwardly unlike other summatives that have the summative role directed backwardly. As a result, it can be argued that the connective function of *briefly* in the example above is absent. That is, it aims at briefly mentioning information and not summarizing earlier discussion. It is similar to when someone is asked to talk about his life and he says: *Briefly, I have been through these stages: …*

3.2 Other Instances of Summative Conjuncts

The data analysed showed some other instances of adverbials that could be regarded as summative conjuncts for the similarity of meaning and use they share with the ones described earlier. These devices are:

- **Summing up**

Example 31 "**Summing up**, in the type of examples invocated by Callahan and Murphy, slaves are self-owners that are allowed to speak freely." (Eabrasu, 2009: 20)

- **Put simply**

Example 32 "… **Put simply**, rules of interpretation are to be found in answers to questions such as …" (Harre et al., 1980: 16)

- **In a nut shell**

Example 33 "… **In a nutshell**, the critique maintains that Hoppe's argument "confuses temporary control with rightful ownership"… (Eabrasu, 2009: 17)

- **In brief**

Example 34 "… **In brief**, the position can be formulated as follows. First, all utterances…" (Levinson, 1983: 243)

3.3 Other Ways of Summarizing Texts

Two other ways can be used to summarize texts. These will be divided by the researcher into two sections:

3.3.1 Summative Clauses

Only one example that shows use of summative clauses in the data employed in this study was detected. The example was only found in a book and no example was detected in the journal articles. This relatively low number of examples, when compared to those of the summative conjuncts, could suggest that these devices are less frequent than conjuncts that can express summation of texts directly. The fact that these devices have some rhetorical effects such as interpretation explains the reason why they were not used in the journal articles which may have the characteristic of "directness" as was found in a study conducted on academic texts by Salam et al. (2018). The following example was found in the data and they show use of such devices:

Example 35 "…"Good morning, Mr. Whittington," she said politely. "At least, au revoir, I should say." "Exactly. Au revoir!" Whittington looked almost genial again, **a reversion that aroused in Tuppence a faint misgiving**. "Au revoir, my clever and charming young lady."…" (Christy, 17)

This example shows use of a summative modifier used by the author of the novel. There has been a long conversation between two characters: Tuppence and Whittington. This conversation did not seem friendly few moments before it ends. When the meeting was about to end and they began to say goodbye to each other, Whittington seemed to be friendly back again which caused Tuppence to feel some doubt. The author describes and interprets this change in state as "a reversion" and follows this noun with a relative clause.

3.3.2 Summation Lexically Indicated

The following examples were found in the data showing the use of this kind of summative devices:

Example 36 "We are forced to **conclude** that each microsociety has its own elaborated code." (Harre et al., 1980: 7)

Example 37 "The differences between state security and human security may be **summarized** as follows…" (UNDP, 2009: 19)

Example 38 "Accordingly, the concept of food security can now be **summed up** in the notion of self-reliance...." (UNDP, 2009: 138)

Example 39 "At this point we can start to **summarize** the major elements of the rule structure as revealed in the explanations that fans offer concerning fights." (Harre et al., 1980: 107)

The examples above show that the writers intended to indicate that they are about to summarize a specific idea or topic that they have been talking about. They are specifying what things they are going to sum up.

3.4 Findings

The data analysis has revealed some findings that will contribute to the validity of the hypotheses raised earlier. As for the summative conjuncts, the summative scope of these devices was found to be larger when compared to that of the summative clauses. That is to say, summative clauses seemed to summarize only the content of the previous clause, while the summative conjuncts seemed to

summarize longer pieces of text, which sometimes extended to include many paragraphs. This scope is important in interpreting texts since it will limit the range of ideas or paragraphs and sentences that are summarized. Understanding of such limits might help translators and those who are concerned with interpreting texts to interpret such summaries and conclusions accurately by taking into consideration which parts of the text are summarized.

It is has also been found that there is a range of summation for the summative conjuncts. This range of summation was referred to as the conjunct's summative force. A summative conjunct can be summarizing previous information by, for example, a single sentence and the next sentences will not be an extension of the summation (see example 9). Alternatively, it may transform its summative role to all the next sentences within the paragraph forming a summative paragraph, which summarizes earlier information. This finding challenges Halliday and Hasan's assertion that a summative conjunct "has as its domain the whole of the sentence in which it occurs" (1976: 232).

The summative clauses were found in the employed textbooks only and no occurrence was detected in the journal articles. This could be attributed to the fact that these devices carry some rhetorical effects that may not meet the need for a direct language of the journal articles, which are academic papers that may have the characteristic of "directness" as was found in a study conducted on academic texts by Salam et al. (2018). This finding leads us to conclude that the type of the text could determine which type of summative devices are to be used.

It has also been found that most of the conjuncts were restricted to the initial position followed by a comma. It has also been found that, for some conjuncts, a comma can determine whether a word can be regarded as a summative conjunct or an adjective. The position in the paragraph has also shown that these conjuncts could treat text across paragraphs or within single paragraphs. Some summative conjuncts could summarize information that is presented

across many paragraphs. Some others were used to summarize the information presented in the earlier paragraph only.

3.5 Conclusions

The investigation of the current study has been focused on the types of the summative modifiers that were found in authentic formal texts. The following points are some of the most important conclusions related to the study.

1- The study has categorized the types of summative devices into three categories:
a. Summative conjuncts
b. Summative clauses
c. Summation lexically indicated
2- The study has shown that the summative conjuncts are used to establish a grammatical cohesive function while summative clauses are used to establish a stylistic effect related to clarity. The summative clauses were observed to operate on a sentence-level by initiating appositive clauses within sentences. The summative clauses showed a potential for interpreting previous information.
3- The study also proved that there is a range of discourse units that can be summarized by means of summative modifiers. This range could either be a clause, a sentence, a part of a paragraph (when the summative conjunct occurs in the middle of the paragraph), a whole paragraph, or even a whole topic unit. Similarly, the study established that the summative role could be extended to subsequent units following the sentence in which the summative conjuncts occur.
4- The study has shown that the types of text plays role in determining which kind of summative modifiers are used. For the academic journal articles, the summative conjuncts were found to be the dominant types and this was ascribed by a need for a direct way of indicating summation in such texts.
5- It was observed that some writers might stick to using certain tokens in preference to others especially in the register of academic research articles.

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المُعَدِّلات التلخيصيَّة في نحو اللغة الإنجليزيَّة: دراسة انتقائيَّة

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إسماعيل فتحي البجاري **

المستخلص

المُعَدِّلات التلخيصية هي أدوات مهمة في النظام اللغوي الإنجليزي، تُسهم بشكل كبير في وضوح النصوص وتماسكها، تم تناولها بالعديد من النظريات الرئيسة في النحو تركز غالبية الكتب والدراسات النحوية على نوع واحد من هذه الأدوات من دون ذكر الأنواع الأخرى، ولا يوجد أُنموذج نظري يحاول توحيد جميع الطرق التي يمكن بها إنشاء التلخيص في النصوص ضمن إطار واحد، ولهذا السبب فإنَّ أحد أسئلة البحث الأساسية هو: ما الآليات اللغوية لتلخيص النصوص في اللغة الإنجليزية ؟ فتسعى هذه الدراسة إلى معالجة كل هذه الأنواع، وفحص استخدامها في النصوص الإنجليزية الرسمية المكتوبة، كما تحاول التمييز بين جميع الأنواع من حيث الشكل والاستخدام.

ومن فرضيات البحث أنَّه كلَّما تم استخدام مُعَدِّلات تلخيصية، فإنَّ هناك نطاقاً من الوحدات اللغوية ضمن النص يتم تلخيصها، ويمكن أنْ يكونَ هذا النطاق إمَّا بطول جملة ما، أو فقرة أو وحدة موضوع كاملة، فضلاً عن ذلك، فمن فرضيات البحث أنَّ معنى المُعَدِّلات التلخيصيَّة يمكن أنْ يمتدَّ إلى الوحدات المجاورة لتشمل الجمل التالية. وتتبنى هذه الدراسة نموذجًا من الإطار النظري الذي اقترحه (Quirk et al. 1985) ويتبع منهجًا نوعيًا لتحليل البيانات، وهذه البيانات مأخوذة من صنفين من النصوص هما: مقالات بحثية وكتب: فقد كشفت الدراسة أنَّ مثل هذا الاختلاف في صنف النص يمكن أن يؤثر في الواقع على استخدام مثل هذه الادوات، وفضلاً عن ذلك أكدت الدراسة الفرضيات المذكورة آنفًا، ومن ثُمَّ تُسهم هذه الدراسة في فهمنا لهذه الأدوات.

الكلمات المفتاحية: المعدلات التجميعية ، الروابط ، الروابط ، التماسك ، النص.

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