

## RESUMPTIVE MODIFIERS IN ENGLISH GRAMMAR: AN ECLECTIC APPROACH

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### ABSTRACT

The resumptive modifiers are critical devices in the English linguistic system that contribute significantly to the clarity and cohesion of texts. They are tackled by many major theories of grammar. Most grammar books and studies only deal with one type of such devices and there is no theoretical framework that aims to unify, within a single framework, all of the means in which resumption can be created in texts. For this reason, one of the main research questions is: 'What are the linguistic mechanisms for resuming texts in English?'. This study, then, aims to address all of these kinds and to examine their uses in authentic written formal English texts. It also aims to distinguish between all of the kinds in terms of form and use. This research adopts the model proposed by Halliday and Hasan (1976) and Quirk et al. (1985) and follows a qualitative approach for analysing the data. The data are from two registers: journal articles and textbooks. The research has revealed that such a variation of register can affect the way in which such devices are used. In addition, the study has corroborated the hypotheses stated in (1.3). Thus, this research contributes to our understanding of such devices.

**KEYWORDS:** Connectives, Resumptive modifiers, Conjuncts, Cohesion, Text

### 1. INTRODUCTION

According to Halliday and Hasan (1976), resumptive conjuncts operate 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 resumptive modifiers can be realized in different ways and each time they serve a special purpose in language. On the one hand, in Halliday and Hasan's (1976) terms, they could be realised via conjunctive adjuncts. These play a crucial part in the text-forming component of the linguistic system because they work together in the text. Quirk, Greenbaum, Leech, and Svartvik (1985: 1119), on the other hand, refer to resumptive clauses as a "special type of appositional clauses." Williams (1990) mentions this type of modifier and provides further examples that help to illustrate the concept of applying them. He points out that these are helpful strategies for avoiding a typical structural flaw and ambiguity caused by an ambiguous use of clauses beginning with a relative pronoun (p.141).

#### 1.1 The Aims of the Study

This study aims at:

1. By establishing an eclectic approach, this research aims at unifying all of the means in which resumption can be created in texts within a single framework.
2. Examining the types and uses of resumptive modifiers in authentic written formal English texts.
3. Investigating the syntactic structures of resumptive modifiers.
4. Investigating the role of the resumptive modifiers in texts.
5. Tracing the cohesive force of resumptive conjuncts.

#### 1.2 The Statement of the Problem

So far, the majority of studies concerned with this topic concentrated on one type of resumptives, such as conjuncts or clauses. Despite the fact that they are vital in writing and speaking, little attention has been paid to them. As a result, it is critical to do research that illuminates such devices, research that focuses on both types and examines the various grammatical functions and structures at work in this subject. It looks appropriate to follow the model given by Halliday and Hasan (1976) for the purposes of this study. The issue is that Halliday and Hasan (ibid) make no mention of

the resumptive clauses. As a result, the problem has been overcome by widening the theoretical framework of the model. It was accomplished by adapting some theorization from Quirk et al.'s model in order to fill in the gaps in Halliday and Hasan's (1976) presentation of the topic under investigation.

### 1.3 The Hypotheses

It is assumed that:

1. There are other realizations of resumptive modifiers that may be found in formal written texts and which are not mentioned by Quirk et al. (1985) nor Halliday and Hasan (1976).
2. Resumptive conjuncts play significant role in cohesion while resumptive clauses play important role in establishing emphasis.

### 1.4 The Limits of the Study

This study is limited to studying the resumptive conjunctive roles of conjuncts, on the one hand, and the resumptive 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 English journal articles and textbooks. It is also confined to the internal relations of conjunctive adjuncts in Halliday and Hasan's terms. External relations, which analyse the text in terms of experiential functions, are excluded.

### 1.5 Data Collection

The data employed in this research was collected through a leading corpus tool, which is sketch engine that has been widely used by researchers, linguists, lexicographers, translators, students and teachers. It offers a large number of various corpora and it is accredited by many well-known universities (Kilgarriff et al., 2014). The data comprises a journal research article related to literature. It also consists of three books that fall in different disciplines: literature (a novel), history and an international organization report.

### 1.6 Methodology

The current research will qualitatively analyse data from a variety of English academic articles and textbooks. Sketch Engine, a well-known corpus tool, was used to retrieve them. The research will look into the cohesive functions of resumptive conjuncts in paragraphs and sentences, as well as the links that they form. The research will look at the syntactic structures that enable them to exist, as well as

the locations that they can take inside paragraphs and sentences.

## 2. THEORETICAL FRAMEWORK.

### 2.1 Text

The term "text" is viewed as the grammatical equivalent of the notion "message," which refers to an act of communication (Jackson, 1990: 237). Texts are employed to express grammatically correct messages. The term 'text' refers to both spoken and written messages that are sent (ibid: 239). Although texts, like sentences, have grammar, the principles that govern such a grammar differ from those that govern the grammar of sentences. The goal of text grammar is to arrange and organise text elements. The ways in which sentences interact in a text and make a text cohesive is one of the topics covered in this form of grammar. The ways in which sentences interact within a text and contribute to the text's cohesion are among the themes discussed in this sort of grammar (ibid: 247). Text is defined by Halliday and Hasan (1976: 1) as "any passage, spoken or written, of whatever length, that does form a unified whole". Text then, from a systemic point of view, refers to any instance of language that makes sense to someone who knows the language.

### 2.2 Cohesion

It is usually assumed that a discourse communicates more than the semantic and pragmatic meaning of individual phrases. The relationship that exists between sentences and bigger discourse units is part of the meaning that is delivered in a conversation (Unger, 1996). Cohesion is a matter of relationships that exist between sentences and paragraphs, and it is one of the aspects that contribute to a text's textuality. Halliday and Hasan (1976) wrote extensively on this subject, and most composition textbooks that handle discourse connection typically take their general inspiration from Halliday and Hasan's cohesion model. The idea of cohesiveness, according to Halliday and Hasan (1976: 4), is related to semantics and "refers to relations of meaning that exist within the text and that define it as a text". When the interpretation of one element within the text is dependent on the interpretation of another, cohesion plays a role. Cohesion has some categories or resources as part of the linguistic system. Reference, substitution, ellipsis, conjunction, and lexical cohesiveness

are all examples. Some of these categories are related to grammar, while others are related to vocabulary. As a result, the lexicogrammatical system is used to achieve cohesion. The resumptive conjuncts fall under the category of conjunction, which is on the border between grammar and vocabulary; it is "mainly grammatical, but with a lexical component in it" (ibid: 6). According to Halliday and Hasan (ibid), the textual meta-function, which is the component of the linguistic system that generates text, is where cohesiveness exists within the functional language system. As a result, cohesion is a non-structural component of the language system, in which structurally independent parts are tied together by their interpretation depending on one another.

### 2.3 The Semantic Roles: Resumptive Role

According to Dixon (1991), meaning is both the beginning and end of language. Therefore, language study must unquestionably be centred on meaning. Unger (1996) claims that apart from the meaning of its constituent units, any discourse communicates a type of meaning via the relationships between sentences and larger discourse units.

Halliday and Hasan (1976: 238) propose a four-category system with subcategories within each. Martin refers to them as logico-semantic relations (1992: 171). Additive, adversative, causal, and temporal are the categories. The words *and*, *yet*, *so* and *then* are respectively considered as typifying these four categories. In this scheme, the type of grammaticalisation takes cohesive relations as the point of departure for analysis (Martin, 1992: 171).

The resumptive adverbials are classified as 'temporal relations'. The remainder of this category of adverbials are temporal in nature, referring to the time dimension inherent in communication. The resumptive relation is established through a metaphorical extension of the concept of time into a non-temporal sense. It conveys the sense of 'returning to the point' when the speaker indicates that he is returning to the subject of the communication following a digression of some kind. This resumptive relation encompasses the collection of resumptive adverbials such as *anyway*, *to resume*, *to return to the point*, and so on (ibid: 265).

### 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. (1985), the adjunct is relatively the only type that closely resembles other sentence elements such as subject, complement, and object. 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. (1985) 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:

- i. Emphasizing and intensifying.
- ii. 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), these adverbials 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. A 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) 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.

#### 2.5 The Syntactic Realization of Conjuncts

Brinton (2000) states that conjunct adverbials can be either adverb phrases or prepositional phrases. However, he did not refer to the other syntactic structures by which other conjuncts are realized such as finite, non-finite and verbless clauses. Biber et al. (1999) investigated the use of 'linking adverbials' in the two registers 'conservation' and 'academic prose'. Their investigation revealed that most of linking adverbials were realized as single adverbs in both of the registers and that academic prose has

the most frequent use of linking adverbials. They present a list of the syntactic realizations by which linking adverbials are realized:

1. Single adverbs: nevertheless, however, so, therefore, anyway, though
2. Adverb phrases: first and foremost, even so, more precisely
3. Prepositional phrases: in conclusion, in addition, for example, on the other hand, by the way
4. Finite clause: that is to say, that is
5. Non-finite clauses: to conclude, added to that

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

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

#### 2.6 Other Forms of Resuming Text: Resumptive 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 what he calls "resumptive modifiers". He defines a resumptive modifier as "a simple device that lets you extend any sentence almost indefinitely". To produce a resumptive modifier, a key word near the end of a clause should be repeated and then followed by a relative clause that elaborates on what preceded (ibid:140). Consider the following example:

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

According to Williams (1979: 609), a resumptive modifier is a structure that enables the writer to interrupt the flow of a clause, allowing the reader to take a mental breath before continuing the syntactic line for several more words.

Quirk et al. (1985: 1119), use the term resumptive '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 phrase head that is

modified by an adnominal relative clause. A resumptive clause is constructed by repeating a word or a morphological variation of a word as the head noun. The following examples show the use of such clauses:

- **Resumptive clauses:**

(2) *Silvia expressed her belief in the economic status of the country, **a belief that was well considered.***

(3) *The new manager announced that he would fire any negligent employee, **an announcement that made many employees more active.***

According to Williams (1990: 141), these devices are used to lengthen sentences without impairing the clarity of the sentences and to avoid ambiguity, which may arise when sentential relative clauses are used, because such devices “provide common alternatives to sentential relative clauses” as stated earlier by Quirk et al. (1985, 1119).

Another noteworthy use of resumptive modifiers is one that is suggested by Fahnestock (2011: 189), which is the emphatic effect since this structure frequently returns to or “rescues” words that were previously buried in unemphatic positions in a sentence and the noun phrase used as a resumptive clause initiator can be emphasized and modified. Fahnestock (2011: 188-89), thus, claims that resumptive modifiers are fairly common in political oratory since they allow the speaker to return to a key term during the speech stream. Resumptive clauses, thus, have the rhetorical effect of emphasis since it enters into a sequence of terms and selects one for the emphasis of repetition

### 3. DATA ANALYSIS

This section will list the resumptive conjuncts and below each one there will be instances where the conjunct is used in authentic texts in the data employed. Each instance is analysed as it appears in the text and a logical statement of its use as a resumptive conjunct will be illustrated. After that, there will be a list of other resumptive conjuncts that were not mentioned in the taxonomies of resumptives by Halliday and Hasan (1976). The last part of this section will introduce some other ways of resuming a text.

#### 3.1 Resumptive Conjuncts

In this section, we will study the use of resumptive conjuncts that were listed by Halliday and Hasan (1976) along with other semantic roles of conjunctives. They introduce

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three conjuncts as resumptives and they are *to resume, to get back to the point, anyway.*

- **To resume**

When it occurs initially in the sentence followed by a comma, it acts as a non-finite clause, which expresses resumptive meaning relation. It means to begin again or continue after a pause or interruption. By using this conjunct initially in the sentence, the writer or speaker indicates that he is to return to the subject of speaking after a pause or interruption or even a diversion in topic. The semantic link is thus made between the linguistic unit that follows and the one that precedes the pause or diversion. Only the following example showing this use was detected in the data collected in this study:

#### Example 1

Tuppence: “...After that, the talented Miss Cowley drove successively a trade delivery van, a motor-lorry and a general! The last was the pleasantest. He was quite a young general!”

Tommy: “What brighter was that?” inquired Tommy. “Perfectly sickening the way those brass hats drove from the War Office to the Savoy, and from the Savoy to the War Office!”

Tuppence: “I’ve forgotten his name now,” confessed Tuppence. “**To resume**, that was in a way the apex of my career. I next entered a Government office. We had several very enjoyable tea parties.” (Christie, 1996: 6)

In the above example, we have two speakers: Tuppence and Tommy. Tuppence talks about her life career and then she is interrupted by Tommy. After that, she takes her role in speaking saying that she forgot the name of the general. She then says, “*To resume, that ...*” to indicate that she resumes the narration of the story of her career after she has been interrupted by the other participant. So, the connection between the latter speech and her previous one has been achieved.

- **To get back to the point**

This is also a non-finite resumptive conjunct that can occur initially in the sentence to achieve a cohesive tie between parts of the text. The following example shows the use of this conjunct:

#### Example 2

“... **To get back to the point of portrayal in images**, Little Black Sambo is portrayed as a very dark skinned child, having a broad nose and big red lips...” (Jain, 2015)

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The noun phrase *the point* in the example above is post-modified by a prepositional phrase, but this addition does not affect the function of the whole non-finite clause. That is, it still acts as a conjunct that expresses the semantic role “resumptive”. It resumes the topic of “portrayal in images” after some diversion in discussion.

- **Anyway**

This adverb is used as a resumptive conjunct for changing the subject of a conversation back to an earlier one. Levinson (1983: 366) states that the utterance-initial *anyway* “may mark return to prior topic”. Rundell (2005:51) suggests eight uses to this adverb. One of the uses states that it “is used when you are changing the subject of a conversation back to what you were talking about earlier”. The following examples show the use of *anyway* as a resumptive conjunct:

**Example 3**

remember once we knocked one out, Miss Wright. Nobody liked her and, well, we used to play on her because we knew she was soft. She was always crying and storming out of the classroom. And it was a French lesson, I think. Nobody liked French, I don’t think. **Anyway**, she went out to get some text books, so there was a few of us who thought we’d have a bit of a laugh, do something to catch her out. (Harre et al., 1980: 36)

The example above shows that the writer was talking about Miss Wright then a diversion in topic occurred when the writer talked about French lesson. After that, the writer returned to the topic to continue talking about Miss Wright. The conjunct is used sentence initially followed by a comma.

**Example 4**

That’s that," she observed sternly. "Let’s look facts in the face. I seem to have fallen in love—with an idiot of a boy who probably doesn’t care two straws about me." Here she paused. "**Anyway**," she resumed, as though arguing with an unseen opponent, "I don’t KNOW that he does. He’d never have dared to say so... Christie, 1996: 104).

The use of *anyway* in the example above as a resumptive conjunct is obvious. The writer indicates that there has been a pause in the conversation then the character resumed her speech by starting with the resumptive conjunct *anyway*.

### 3.2 Other Instances of Resumptive Conjuncts

Some other instances of adverbials that could be regarded as resumptive conjuncts for the similarity of meaning and use they share with the ones described earlier. These devices are:

- **As I was saying**

This is an adverbial that is a prepositional phrase in form and which can be regarded as an adverbial connector when occurs initially in the sentence followed by a comma. It was listed as a resumptive conjunct in Halliday and Matthiessen (2004: 541). The following example is found serving this use.

**Example 5**

“**As I was saying to Miss Tuppence**,” resumed the lawyer, “I set to work to prove the impossible possible.” (Christie, 1996: 180)

Other examples could also do the same functions as they have been mentioned by some books and they are not found in the present data, but might be present elsewhere in different contexts. These conjuncts are:

“**To return to...**” as in: “to return to [eg] my earlier discussion” (Quirk et al., 1985: 1069)

### 3.3 Other Ways of Resuming Texts

Two other ways can be used to resume texts.

#### 3.3.1 Resumptive Clauses

Only Two examples that show the use of such devices in the data employed in this study were detected. The examples have only been found in some books and no example is found in the journal articles. This relatively low number of examples, when compared to those of the resumptive conjuncts, could suggest that these devices are less frequent than conjuncts that can express or resume texts directly. The fact that these devices have some rhetorical effects such as emphasis explains the reason why they are not used in the journal articles which may have the characteristic of “directness” as found in a study conducted on academic texts by Salam et al. (2018). The following examples are found in the data and they show the use of such devices:

**Example 6**

“A striking example of this is the passive ‘loser’ social **style** of many American black people, **the style that black militants have tried with some desperation and success to redress**.” (Harre et al., 1980: 8)

The author picks the word *style* and uses it in a resumptive clause so that emphasis is achieved

on this word which represents a segment of the society.

#### **Example 7**

Most Arab states have acceded to the major international charters pertaining to human rights which stipulate both the right to life and the right to freedom. Accession and ratification entail **an obligation** on the concerned Arab states to bring national legislation and practices in line with these conventions, **an obligation that is however more honoured in the breach than the observance.** (UNDP, 2009: 5)

The word *obligation* is used in the example above to initiate a resumptive clause. The author wants to focus on this word and further elaborating on it. That is, the author initiates a resumptive clause, which picks the word *obligation* from the previous clause and then the word *obligation* is followed by a relative clause to extend the clause and elaborate on the word *obligation*.

#### **3.3.2 Resumption Lexically Indicated**

The following examples found in the data are illustrative showing the use of this kind of resumptive devices:

#### **Example 8**

"She shuddered. Sir James murmured something sympathetically. In a minute she **resumed:** "I don't know how long it was before I came back to consciousness..." (Christie, 1996: 175)

#### **Example 9**

"There was a pause. Of course," **resumed** Tuppence, "marriage is my best chance. I made up my mind to marry money when I was quite young..." (Christie, 1996: 7)

#### **Example 10**

The German **resumed:** "Clymes must go. He is too far-seeing. Number Fourteen will see to that." Christie, 1996: 49)

In all the three examples above, we can see that the indication of resumption is proposed by the writer himself and not by the character who is speaking. In other words, the speakers did not say that they are resuming the topic. Rather, it is the narrator who is saying so. His indication that they resumed is because the speakers continue talking about the same topic after a silence for some time. This means that if someone talks about the same topic after a pause, he automatically resumes the discourse even if he does not indicate this using a resumptive device and others will still perceive the fact that he resumes as most participants in any efficient and

co-operative conversation seem to follow Grice's maxim of relevance. Therefore, the relation of resumption that holds between the sentences is already maintained by the reader or listener as he depends on his own expectations. This fact is supported by Crewe (1990) who states that where connectives are absent, the reader can usually infer the logical steps from his own expectations and assumptions within the text, as well as knowledge of the world and experience with other similar types of argumentation. If, however, a change or diversion in speech occurs, he will probably need to use a resumptive conjunct such as (*to get back to the point of...*). This leads us to conclude that resumption can be seen as self-evident when speakers stay relevant to the subject of the conversation.

### **4. FINDINGS**

The analysis of the data that were collected for the accomplishment of the current study has revealed some findings that will contribute to the validity of the hypotheses raised earlier in 1.4. It has been discussed that the resumptive modifiers can be expressed by different types of expression: namely conjuncts, clauses or even the direct way of indicating resuming text, which is the lexical way. All of these ways were inspected and investigated in the data and the use of each device was analysed.

The resumptive 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 resumptive devices are to be used.

As for the position of the resumptive conjuncts in the sentence, it was found that most of the conjuncts were restricted to the initial position followed by a comma. The position of resumptive conjuncts in the paragraph showed that these conjuncts could treat text across paragraphs or within single paragraphs.

The resumptive conjuncts could resume texts after a pause, interruption or a diversion in the topic. The resumptive clauses, on the other hand, were found to be used especially rhetorically for

the purpose of emphasis and at the sentence level. The resumptive conjuncts expressed a connective role that contributes to the cohesiveness of the text.

By using the resumptive modifiers, it was found that the writers and the speakers mostly tend to draw the reader's or hearer's attention to the most important point, and changing the subject to an earlier one with resumptive devices.

## 5. CONCLUSIONS

The investigation of the current study has focused on the types of the resumptive expressions that exist 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 resumptive devices into three categories:

- a. Resumptive conjuncts
- b. Resumptive clauses
- c. Resumption lexically indicated

2. The study detected the use of other tokens of resumptive conjuncts in the data. These tokens were not mentioned by both of the frameworks proposed by Quirk et al. (1985) and Halliday and Hasan (1976). These were, like all the other conjuncts, proved to express a cohesive function through connecting units of discourse within the texts in which they occur.

3. The study has shown that the resumptive conjuncts are used to establish a grammatical cohesive function while resumptive clauses are used to establish emphasis. The resumptive clauses are observed to operate on a sentence-level by initiating appositive clauses within sentences. The resumptive clauses are seen to establish an emphatic effect that institutes a rhetorical style.

4. The study has shown that the types of text plays role in determining which kind of resumptive expressions are used. For the academic journal articles, the resumptive conjuncts are found to be the dominant types and this was ascribed by a need for a direct way of indicating resumption in such texts.

5. The study has proved the widely held belief that conjuncts are typically limited to the initial position followed by a comma. In the majority of cases, the resumptive conjuncts attested to this claim.

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## المُعَدَّلَاتُ الإِسْتِنَافِيَّةُ فِي نَحْوِ اللُّغَةِ الإِنجِلِيزِيَّةِ: دَرَاةُ اِنْتِقَائِيَّةِ

### الخلاصة

المُعَدَّلَاتُ الإِسْتِنَافِيَّةُ هِيَ اَدْوَاتٌ مَهْمَةٌ فِي النِّظَامِ اللُّغَوِيِّ الإِنجِلِيزِيِّ، تَسَهَّمُ بِشَكْلِ كَبِيرٍ فِي وُضُوحِ النُّصُوصِ وَتَمَاسِكِهَا، تَمَّ تَنَاوُلُهَا مِنْ خِلَالِ الْعَدِيدِ مِنَ النِّظَرِيَّاتِ الرَّئِيسَةِ فِي النِّحْوِ، وَقَدْ تَمَّ عَرْضُهَا بِطَرِيقٍ مُتَنَوِّعَةٍ، تَرَكَّزَ غَالِبِيَّةُ الْكُتُبِ وَالدراسات النحوية على نوع واحد من هذه الأدوات من دون ذكر الأنواع الأخرى، ولا يوجد نموذج نظري يحاول توحيد جميع الطرق التي يمكن من خلالها إنشاء الاستئناف في النصوص ضمن إطار واحد، ولهذا السبب فإنَّ أحد أسئلة البحث الأساسية هو: ما الآليات اللغوية لإستئناف 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.. وتتبنى هذه الدراسة الإطار النظري الذي اقترحه (Quirk et al. (1985 و (Halliday and Hasan (1976 ويتبع منهجاً نوعياً 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 الأدوات، وفضلاً عن ذلك أكدت الدراسة الفرضيات المذكورة أعلاه، وبالتالي تسهم هذه الدراسة في فهمنا لهذه الأدوات.