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CLIL, ICL, and Research Ethics

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Abstract

The paper proposes to initiate discussion about research ethics in Content and Language Integrated Learning (CLIL) and Integrating Content and Language (ICL) by presenting the results of a small-scale empirical study on the topic. Adapting Corrigan's (2002) research ethics survey questionnaire, the study found that the 47 CLIL and ICL researchers and practitioners who participated in the study often were divided in how to come to terms with a hypothetical research ethics quandary. Differences may be accounted for in how the quandary was perceived, what salient features of the quandary were considered prominent, and what background knowledge participants may have brought to bear on the resolution of the quandary. The survey is recommended to initiate discussion among novice and veteran CLIL and ICL researchers with regards to issues that may exist in their research.

Keywords: Research ethics, CLIL, ICL, quandaries

Introduction

This paper has two aims. The first is to report on a small-scale empirical study on research ethics in Content and Language Integrated Learning (CLIL) and Integrating Content and Language (ICL); the second is to initiate discussion on research ethics in CLIL and ICL. Since the turn of the century, CLIL and ICL have both established themselves as research fields, as seen in electronic searches performed in the Scopus

database for this study. The first search showed 164 results for the phrase “content and language integrated learning” in Scopus, beginning with one document in 2005 and rising steadily to 45 in 2013. The second showed 11 search results for the phrase “integrating content and language” starting with one document in 1996.

Initiating such discussion will, first of all, establish and signal that research ethics in CLIL and ICL is something we should be explicitly aware of and strive for when we plan, carry out, and report research in these fields. As Barnbaum and Byron (2001) have stated, “Any enterprise that we undertake is better for being done ethically” (p. 1). Second, it will help us to identify specific issues that we currently may not consider to be issues at all, not because they lack importance but because we are not aware of them. Third, it will enable us to further develop ethical sensitivity and moral reasoning as we navigate through areas where broad guidelines are difficult to directly apply to specific, contextualized cases of CLIL and ICL research.

While it is important to state the aim and rationale at the outset of this paper, it is also important to state what the paper does *not* aim at: prescribing what ought to be done from an ethical perspective for research in CLIL or ICL.

Research Ethics and Ethical Schools

We normally think of ethics as understanding and doing what is right and good; research ethics involves doing what is right and good in research, which can cover different stages and agents in the design, implementation, and reporting of research. Researchers connected to institutions are expected to have some research ethics training or apprenticeship or at least some knowledge of research ethics as practiced at that institution. Such knowledge and training could include, for example, procedures regarding how to obtain informed consent from research participants before data collection or experimentation takes place, how to download the forms which are needed to complete an ethical review and ad-hoc advice on how to complete them, or how to properly cite and reference works when reporting research. There may be an implicit or explicit belief that such procedures are clear-cut and, if followed, will assure that the design, implementation, and reporting of the research will go forward in an ethically acceptable manner.

Research ethics draws from ethics. Ethics may be categorized into different schools with their own ways of thinking about ethics. What follows is a very

simplified summary of these major currents of ethical thinking and schools or types associated with them.

Deontology focuses on rules. Rule Deontology holds that certain rules are considered universal and unconditional (Pojman, 1995); Act Deontology admits that rules may not be so clear-cut (Ross, 1930/1995). For example, while Rule Deontology may prohibit killing another human in any circumstances, Act Deontology might not consider such an act unethical if one was to kill another in self-defense.

Consequentialism asserts that considering the consequences for an action should be important in choosing an ethical course of action (Peach, 1995). One subtype is ethical egoism, articulated by Hobbes (1651/1995), which holds that self-interest is morally paramount in acting ethically. Utilitarianism, on the other hand, considers that “Actions are right in proportion to the happiness they promote” (Mill, 1863/1995, p. 174). For example, a banker may believe that ethical egoism justifies her large bonuses, whereas a utilitarian ethicist may believe that such bonuses should be distributed among other people to promote the greatest net happiness.

Virtue Ethics is founded on the belief that good actions proceed from a virtuous character (Peach, 1995). For example, because Mary is a virtuous woman her actions are ethical.

Casuistics was originally a method, but over time became a producer of universal maxims (Keenan & Shannon, 1995). The original method of casuistics was to examine the features of the present case and compare them to previous cases to determine how to make an ethical decision. Similar to casuistics is situation ethics, which asserts that judgment depends on the particular situation. Casuistics produced universal maxims; a situated ethics, however, “is immune to universalization” (Simons and Usher, 2000, p. 2).

From National Laws and Regulations to Ethical Quandaries

While different schools of ethics may incidentally overlap features with one another, it is no accident that ethical procedures at various institutions tend to resemble each other. There may for example be national legislation, such as the U.S. National Research Act of 1974, that requires research to be conducted in a way that meets an ethical standard (Barnbaum & Byron, 2001); universities are expected to comply with such statutes or regulations in any research undertaken. Governments enact laws and regulations which address some issues in research ethics; they may require, for

example, that before starting research involving human participants the persons who will participate in the research must provide informed consent. Oftentimes these laws are enacted on the advice of commissions set up by governments after a discovery of research practices that have morally outraged the population at large as well as academics in institutions. A prominent example of such an outpouring of moral outrage was directed at the Tuskegee syphilis project, in which Black Americans who were part of experiments were not fully informed about the impact on their health and were kept on the project even after there was no scientific value in continuing it (Barnbaum & Byron, 2001). Such outrage led to the establishment of the Belmont Commission (National Commission, 1979), which established three principles for research involving human subjects: 1) Respect for persons, 2) Beneficence, and 3) Justice.

While the national Belmont Commission in the U.S. set out broad principles for research to be conducted in a manner that is ethical, national laws and regulations do not necessarily guarantee ethical conduct. Faden, Beauchamp, and King (1986), for example, point out that strict guidelines had been enacted in Germany in 1931 but did not prevent later abuses under the Third Reich. Furthermore, even when legislation may have support throughout society by reflecting that society's collective belief in what is ethical in research, it may not prevent research ethics dilemmas or quandaries from occurring. Sieber (1996, p. 14) states that "[m]ost research on research ethics is performed to examine or resolve an ethical dilemma." In research involving humans such dilemmas can assert themselves "when there is conflict between any of the three fundamental principles of human research formulated by the national commission or between any of the six research norms that derive from them" (National Commission, 1979). Dilemmas present choices for outcomes; however, none of the choices may be considered as ethical. Quandaries seem to present no good choices at first; a good choice may or may not eventually be reached. When researchers are confronted with an ethical dilemma or quandary, what should be done? Consciously or not, we are likely to apply ideas from different ethical schools and national and institutional regulations when making decisions in our research, especially concerning human participants. Becoming aware of our thinking and possible alternatives can improve our research.

The Present Study

Method

Corrigan's two-part research ethics survey (2002) was modified for CLIL and ICL for the purposes of this study. Corrigan's survey questionnaire was originally designed to gauge how TESOL researchers came to terms with ethical dilemmas or quandaries in their research. It was originally developed by interviewing seven TESOL researchers, then constructing hypothetical research ethics quandaries around issues the researchers had discussed in the interviews.

The adapted version for this study was administered by email (2 mailings) to 202 persons identified through internet searches as likely CLIL/ICL researchers. Of the 202, 47 returned the completed survey by the end of the second mailing. The results were compiled and are presented in the next section of this paper.

Results

In this section the results of the survey are presented. The first part of the survey aimed to obtain a snapshot of the respondents. The second part of the survey presented 10 hypothetical research ethics quandaries in CLIL/ICL as questions with options for the respondents to choose, prompting not just choices but insights into ethical sensitivities and moral reasoning. For each of those 10 questions, the respondents had to 1) make a choice about what to do, and 2) provide an explanation for that choice; participants made a choice and gave an explanation for most, but not all, questions.

Snapshot of respondents.

The snapshot which emerges of the 47 respondents is one in which more than 90% of the respondents were European CLIL or ICL researchers. The largest number of respondents came from Spain (15), followed by the Netherlands (6), Italy (5), Germany (4), Austria (2), and nine other countries with one respondent each: Belgium, Canada, Finland, Japan, Norway, Slovenia, South Africa, South Korea, and Taiwan. Names of institutions are not given in order to protect the identity of the participants. The greatest number (21) reported they had been doing CLIL/ICL research for 1-5 years, followed by 6-10 years (14 respondents), 11-20 years (6 respondents), and more than 20 years (1 respondent).

In addition, 17 respondents reported having been a CLIL trainer for 1-5 years; 12 respondents reported having been such a trainer for 6-10 years. Fourteen said that they were not CLIL/ICL trainers. Thirteen respondents reported being CLIL/ICL

practitioners for 1-5 years; six for 6 -10 years, five for 11-20 years, and two for more than twenty years.

From these responses, it can be seen that the number of CLIL and ICL practitioners, trainers and researchers seems to have been growing in numbers over the past 20 years and that CLIL/ICL research has become a multi-continental development.

Responses to quandaries.

In this subsection, 10 questions which posed ethical quandaries are presented and responses given. The question is given first, in quotations, followed by a summary of responses. For each question, the number of respondents answering one way or another is given and a sample explanation for each choice is also presented.

Question 1.

“You are spending three months in a high-context culture to collect data about reading methodologies for use in CLIL/ICL. You have arranged to visit five schools. At the five schools you have been given informed consent by the heads of the foreign languages departments to observe the reading methodologies used by the teachers in the departments. When you tell the heads that you would like to ask for the informed consent of the teachers and students for you to observe their classes, you are consistently told by the heads that there is no need, that there is a tacit understanding between heads and teachers, and teachers and students.

Do you proceed with the study as is? Yes / No Why or why not?”

Fourteen answered “yes” and 33 answered “no”. An example of an explanation for a “Yes” answer is: “Because I would make sure the teachers and students were aware what I was doing myself. You can soon tell if a teacher isn’t happy!” An example of a “No” explanation for this question is: “I insist on informed consent because I need to be accountable not only at the moment of the research but also in years to come, when there may be a different head. This makes the agreements explicit.”

Question 2.

“You have a CLIL/ICL oral communication class of culturally and linguistically homogenous students. Students from this culture/linguistic group traditionally have a very difficult time achieving intelligible pronunciation in the target second language. During the course, you have tried four new pronunciation

methods with them and have found that two of them yield good results. You tell several of the students that you would like to publish the results with samples taken from their lab work so that others may become aware of and benefit from the two methods. The students tell you that in their culture, a member of which you are not, only members of their culture are permitted to do research on them.

Do you publish the results? Yes / No Why or why not?"

Four answered "yes", 42 "no", and one "other". One respondent explained his "yes" answer by writing: "I don't think the students would know information relating to research. Does this happen?" while a "No" answer was explained by "To respect their culture."

Question 3.

"You have almost completed a study on listening strategies among bilingual speakers in your community. You find out just before the study is complete that your institution has a code of research, an aspect of which goes against your personal values.

Do you follow the institutional code, or your personal values? Institutional code / Personal values Why?"

Of the 47 respondents, 22 chose "institutional code", 17 "personal values" and 8 "other". An example of an "institutional code" explanation was: "Because it wouldn't be fair to behave differently" while for "personal values" one respondent wrote "I take it that if my institution has a code of research that goes against my own values, then my values are quite probably more "strict" in what is allowed and what not. I would probably go with the stricter of the rules in most cases, as this is likely to offer more protection to the subjects. This at least in theory, as I find it really difficult to imagine a situation like this."

Question 4.

"You have committed your CLIL/ ICL class to participation in a video conference with a class of students in another country. You have made this arrangement with another CLIL/ ICL researcher whom you met at an international conference last year. That researcher has emailed you to say she plans to videotape the video conference for a research project on psychological convergence. To avoid the 'Hawthorne Effect', she does not plan to tell her students that they will be taped. (NOTE: The 'Hawthorne Effect' is when individuals' behaviors change as a consequent of the individuals knowing that someone is observing them.)

What do you do? Tell your students / Not tell your students / Not go through with the video conference Why?"

"Tell your students" was the choice of 26 respondents, while 10 chose "not to tell your students" and 10 reported that they would not do the video conference. An example of an explanation for "not tell your students" is "I would first video tape and I would ask my students whether I can use that material for research purposes." A respondent who chose to "tell your students" explained it this way: "This is really an ethical question. Students should know that they are going to be videotaped before it happens in reality. It is their personal right and we, as researchers must respect their rights, especially the right of privacy." Among the respondents who chose "not go through", one wrote "Again, they haven't given consent."

Question 5.

"When doing CLIL/ICL research you have always adhered to the principle of objectivity. Recently, you have been working with a long-term collaborator at another university on learning styles and study habits of CLIL/ICL learners at that university. It seems as if some of the results will place that university in an unfavorable light. Your collaborator, whose contract is up for renewal next year, has suggested that you tone down the results so as to prevent embarrassment to the university.

What do you do? Tone down the results / Not tone down the results Why?"

Seven chose "tone down the results" and 37 chose "Not tone down the results". Of the former, one respondent wrote "To avoid embarrassment to the university and the collaborator. However, I would also try and speak to the university decision-makers on the issue and try the same research some time later." A respondent who chose "not tone down the results" wrote "I really feel inadequate to answer this question. Fortunately I have never faced a similar situation. However, I believe priority should be given to the scientific outcomes of the research and not to personal matters."

Question 6.

"In a course which you teach which is designed to prepare non-native speakers to write their doctoral dissertations in a second language (L2), your students have given you the copyright to drafts of the academic writing which they produced for the course. You plan to use the samples in an academic paper on the influence of L1 writing on L2 writing. You have told your students that you will not use their real names. However, as you are writing the paper you think that, despite your best efforts,

it would not be difficult for some readers of the academic paper to figure out the identity of the students from the samples of their writing which you plan to include in the paper.

What do you do? Publish the article as is / Not publish the article as is Why?"

Sixteen respondents would "publish the article as is" with one of them writing: "I don't know! Is the paper going to be published in an international journal or in a "domestic" /university journal? They have given me the copyright and I'm using fake names, as I promised, so no problem. I wonder how many people from the university can be potential readers of an international journal and identify the students. And another point is: could the drafts cause any harm to the students? I find it difficult to believe (they are students so they make mistakes as any learner). I would certainly never change the results." Of the 26 respondents who would "not publish the article as is" one explained: "Participants' identity has to be protected at any price." Five respondents indicated "other", with one writing "I need more info. If the authors of the samples accept to be recognized then I publish it as is; otherwise I would toss the samples; I would keep only samples by authors who accept the possibility of being recognized."

Question 7.

"You have access to obscure CLIL/ICL research reports, papers, and personal communications which virtually no other researchers have. While preparing a journal article, you realize that several of these obscure references may give support to your claims, but readers in all likelihood will be unable to verify your proper use of them.

What do you do? Use the obscure references / Not use the obscure references Why?"

Twenty respondents reported they would "use the obscure references" while 23 would not. Of the former, one explained that "Obscure references' cannot be the main basis of an article and I don't think reviewers would admit an article based on this type of references, but I have no problem in using them as additional to published work." A respondent in the other group wrote "It probably wouldn't be accepted by the reviewers anyway." Four other responses fit into neither choice.

Question 8.

"You are researching how CLIL/ICL speakers at an English-medium university planned their discourse during the oral defense of their dissertations. A number of new PhD's and MA's have agreed to be interviewed by you on the

condition of anonymity. While interviewing one of them, he tells you quite openly that in his dissertation he has plagiarized the ideas of a person who only writes in their common native language. The code of conduct at your university requires that suspected violations of the academic code be reported to the university. When you tell him that he should report himself, he laughs and says ‘No way.’

What do you do? Report a suspected violation / Not report a suspected violation Why?”

Twenty-seven respondents chose “report a suspected violation”, 14 “not report a suspected violation” and 4 “other”. In explaining why he would report a suspected violation, one participant wrote “I would give this person the opportunity to report it himself/herself but if not possible I feel that I would have to take part in this (shame really, given that we are talking of adult responsible people).” On the other side, a respondent asserted “It isn’t relevant to my research and it’s up to the university concerned to tackle plagiarism – which often depends on the cultural context.”

Question 9.

“In negotiating access to a secondary school classroom for a research study into patterns of interaction in CLIL/ICL classrooms, you obtained informed consent from the head of the school, the teacher, and the students. After several weeks of observation in the classroom, you have compiled several notebooks full of data. In addition, the teacher and students have grown to like you and respect you. However, the head of the school announces to you that she has changed her mind: she is withdrawing her consent, wants you to stop the research, and does not want you to use the data you have collected. Your attempts to dissuade her fail.

What do you do? Use the data / Do not use the data Why?”

Seven reported that they would “use the data”, 35 “not use the data” and five were in neither category. One respondent would use the data because “If I have the consent of students and teacher, it is enough for my research, the head of the school is not part of the research” while a respondent who would not use the data explained that “It could blow up in your face once it is published.”

Question 10.

“Several months ago, you videotaped a simulation in a CLIL/ICL class. The simulation involved the use of the language of negotiation. Before the simulation, all students in the class gave their informed consent to be videotaped. One student has now come to you and says that he did not understand what you had meant about

informed consent, but his classmates have since explained to him in their common mother tongue that you would use the videotaped data for research. He explains to you that he is the owner of part of that data and he wants the only videotape which exists. You discuss the matter with him but cannot come to agreement.

What do you do? Give him the only videotape / Do not give him the only videotape Why?"

Most respondents (39) would not give him the only videotape while three would. Of the former group, one participant wrote "It is against the law to handle personal data without informed consent (and understanding of it)." One of the three in the latter group wrote "Because it is the property of the researcher. I can assure him of confidentiality." Five respondents selected neither choice.

Discussion

The responses of participants in this study showed wide variation in responses to each of the 10 hypothetical situations. Oftentimes many respondents reported decisions that were very different from the responses that many other respondents reported for the same quandary, which may be explainable by how they perceived the situation. Decisions may have also been affected by awareness of research ethics principles such as 'informed consent' and 'cause no harm' to research participants, as well as conscious or unconscious application of rules or principles from an array of ethical schools and national and institutional guidelines. Values and beliefs internalized during socialization processes by individuals in different cultures likely influenced choices and explanations of those choices by participants.

The results also suggest that Corrigan's (2002) two major categories of Emphatics and Deliberators among researchers in TESOL who were asked to respond to similar hypothetical ethical dilemmas in research seems to apply to this group of ICL and CLIL researchers as well. An individual may alternate between Emphatic and Deliberator in coming to terms with different research quandaries. In individual answers, Emphatics tend to use exclamations and short statements for their rationales for choosing a course of action, while downplaying grey areas, using modals of obligation to illustrate how they made an ethical decision, and creating an impression of being normative by applying an ethical rule. On the other hand, Deliberators are often tenuous in tone and they acknowledge they may not know everything needed to

make a good or the best decision. They use conditionals to explain an ethical decision, grapple with context, reflect-in-action, and often elaborate on their decision. Deliberators also tend to frame the given problem, sometimes with metaphors.

Limitations

The study was limited to 47 self-identified CLIL and ICL researchers and so is not likely to be generalizable to all CLIL and ICL researchers. In addition, most respondents were in Europe and so choices and explanations from the survey might be unrepresentative of all CLIL and ICL researchers internationally.

Conclusion

This study has shown the existence of wide diversity in coming to terms with a range of ethical quandaries in CLIL and ICL research. The diverse responses of CLIL and ICL researchers and practitioners to these ethical quandaries imply a multiplicity of solutions to each quandary. This multiplicity may be regarded as counterintuitive to those who hold beliefs in the ability of ethics to produce a ‘correct’ solution to an ethical quandary. The seeming incongruity of responses, therefore, also suggests the need for further discussion of research ethics in CLIL and ICL. Further research to expand this discussion could include, for example, critical responses to this study, or use of the questions in this study to see how other CLIL and ICL researchers come to terms with ethical quandaries, or to observe and report on how Master’s or Ph.D. candidates respond and explain choices as part of a training seminar in research ethics.

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Teaching the Pragmatics of English for Intercultural Communication

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Introduction

The development of communication technologies and the globalization of business have transformed the world into one in which intercultural communication is a salient feature. Individuals are engaging in communication with those from different linguistic and cultural backgrounds, both in native languages and through languages acquired later. Whilst intercultural communication takes place in many of the world's languages, it is difficult to ignore the rapid spread of English internationally and the fact that more and more interactions are taking place in contexts where it functions as a lingua franca. In such contexts, English is frequently used as a tool for conducting business or research rather than as a language for personal identification. Although the increasing use of English as a lingua franca has led some to conclude that the linguistic and interactional norms of native speakers (understood as those who have acquired a particular variety of English as a first language) have become irrelevant to English language education in general, this is a somewhat extreme position. Even in the current age, the high incidence of immigration to Western countries, as well as the popularity of many forms of Western culture, among other factors, means that there are still many learners of English who see it as an entry point for long or short-term participation in Western society or consumption of Western cultural products (Mackenzie, 2014). The teaching of the pragmatics of English for intercultural communication needs to be flexible enough to accommodate learners with a diverse

range of needs and preferences, including those who wish to emulate the norms of a particular variety of English, those who wish to use English in accordance with their L1 pragmatic norms, or those who wish to construct an intermediary style. In any case, in view of the diversification of the speakership of English, there is a need for teachers to find creative ways to prompt learners to reflect on the cultural assumptions that underlie the construction and interpretation of pragmatic meanings when English is used for intercultural communication. This paper focuses on the teaching of the pragmatics of English for intercultural communication, and discusses how the relationship between pragmatics and culture might be conceptualized, as well as a number of pedagogical applications that stem from this conceptualization.

Conceptualizing the Relationship Between Pragmatics and Culture

One initial point that needs to be made in regards to the relationship between pragmatics and culture is that the importance of culture in communication is in no way diminished by the diversification of the speakership of English. Whilst it is true in a sense to say that the forms of English can be separated from the culture of native speakers, the use of these forms in actual communication will always be a cultural affair, as it is culture that provides the framework through which forms are translated into meanings by speakers in concrete interactions. The use of language in any instance of communication requires the establishment of intersubjectivity, which means that speakers need to infer the intentional states of their interlocutors from what they say and work to establish mutual understanding (Wilson & Sperber, 2004). Moreover, this understanding is not simply a matter of decoding the propositional content of individual utterances, but of interpreting the way interlocutors carry out speech acts within the context of multiple turn discourse (Kasper, 2006). This involves interpreting how linguistic choices index the sociocultural context, including the relationship between the two speakers. In any language, the interpretation of conversational routines and speech acts such as requests, invitations, offers, apologies, refusals, and so on within discourse ultimately requires reference to broader cultural concepts, assumptions and values, including ways of construing politeness and rights and responsibilities that speakers have in interactions (Kasper & Rose, 2001). In the interpretation of language use in context thus, we are not simply interpreting language, but also making judgments about the context of use, the user, and how they are

relating to us at a particular moment. In this sense, judgments about ways of interacting take place within the context of a broader moral order (Kádár & Haugh, 2013). Culture provides the context for the norms through which pragmatic acts are interpreted.

However, this is not to say that culture is a completely coherent system that can be unproblematically mapped onto the nation-state or that there is a simple one-to-one correspondence between the pragmatic norms of English and Western cultural values. Such an essentialist position is clearly untenable. Kádár & Haugh (2013) suggest that the cultural frameworks which shape the interpretation of pragmatics are “dispersed to varying degrees across various kinds of relational networks, ranging from a group of families and friends, to a localized community of practice, through to larger, much more diffuse societal or cultural groups” (p. 94). Individuals’ expectations about how pragmatic acts should be achieved in discourse are constructed with reference to cultural models that are broadly shared within a society or discourse community, and also individual models which derive more closely from personal experiences (Kesckes, 2014). In this sense, cultural norms constitute an overarching framework of reference and a resource for locally constructed judgments by individuals. When English is used as a lingua franca, speakers may wish to make use of the typical pragmalinguistic forms for accomplishing speech acts in English without necessarily having recourse to the conventional sociopragmatic knowledge derived from Western cultural assumptions. Whereas meaning-making amongst native speakers of a given language is usually predicated on a certain amount of common ground, in lingua franca communication it must instead be constructed by each speaker drawing on their own L1-derived assumptions and any knowledge they have about the interlocutor’s communicative culture or individual personality (Kesckes, 2014). Whilst it cannot in any way be suggested that native speakers are in possession of a homogeneous transnational cultural competence which allows them to effortlessly establish common ground with other native speakers, it is inevitable to concede that the use of English as a lingua franca will require more work to construct emergent norms within and across particular instances of communication (Baker, 2009).

In order to adopt a non-essentialist position when dealing with the relationship between pragmatics and culture in the classroom it is important to encourage learners

to move beyond deterministic macro-level conceptualizations. Macro-level characterizations are usually framed in terms of particular national cultures possessing particular communication styles, which derive from broadly held cultural values. For example, Japanese speakers might be characterized as valuing harmony and thus tend to communicate indirectly, or speakers of American English might be described as valuing individualism and thus prefer to communicate directly. From a heuristic perspective, the main problem with such characterizations is that they are ascribed to whole cultures in an essentialist fashion despite the fact that directness and indirectness are resources utilized in communication in all cultures to varying degrees based on the contingencies of specific interactional contexts. Presenting macro-level descriptions to language learners can create the misunderstanding that particular tendencies (indirectness, for instance) are adhered to across all discourse types, rather than being context-dependent (Pizziconi, 2009).

A related issue is that terms such as “harmony” and “indirectness” are themselves variable within and across cultures (Wierzbicka, 2012). To say that Japanese people value “harmony” or that Americans value “independence” in communication is not particularly transparent for speakers of other languages because these notions may not necessarily contain the same semantic structure in other languages. This is not to overemphasize the cultural relativity of concepts, but to underscore the fact that learners will tend to interpret such values based on their own existing cultural conceptions, which may or may not be congruent with those of the target language. It is therefore important that when learners consider relationships between pragmatics and culture, they are afforded the opportunity to reflect on the meanings of such meta-pragmatic constructs from multiple cultural perspectives (McConachy & Hata, 2013).

A shift from macro to micro perspectives on interaction is also necessitated by the diversification of ideas about what is considered pragmatically appropriate in English. In modern language teaching the notion of appropriateness has been strongly informed by Hymes’s (1972) work, which highlighted that in order to be communicatively competent, one needs to be aware of the cultural significance of what one says from the perspective of the norms shared within a particular speech community. That is, the appropriateness of contributions to an interaction is a constant consideration for speakers as they participate in the speech events that regulate and shape daily life. In language teaching, appropriateness has generally been

taught in relation to the pragmatic conventions of native speakers of English and presented in an overly deterministic fashion. Van Compernelle (2014) argues that too often appropriate language use has been taught on the basis of simplistic rules of thumb which construct appropriateness as a matter of calculating the weight of sociopragmatic variables such as social distance, power, and degree of imposition in a given context in order to determine correct utterances. For example, it might be explained to learners that certain request forms are inherently more polite than others based on an equation-like conceptualization of the relationship between form, function, and context. Meier (2003) has attributed this tendency to a desire within pragmatics and linguistics in general to aspire towards a scientific “description-based” modality rather than an interpretive one.

In reality, the significance of sociopragmatic constructs such as social distance is something which depends on micro-level co-construction between speakers rather than simply being a matter of applying *a priori* normative conventions. In terms of reframing pragmatics teaching for intercultural communication, this criticism is particularly pertinent as it cannot be assumed that individuals will share the same stock of sociopragmatic conceptualizations or see relations between form, function, and context in the same ways. In intercultural communication through the medium of English, what becomes most important is the “interactionally-grounded evaluations occurring at the level of individual cognition” (Haugh, 2010, p. 142). This means the ways that individuals assess the weight of contextual variables relevant to a given interaction in situ and make these relevant to their interlocutor through sequential discourse, working to create common ground through turns at talk. The cultural notions and values which underpin norms of spoken discourse constitute a resource for sense-making, but these are articulated, negotiated and contested within the context of turn-by-turn discourse according to the dynamics of a given interaction constructed by the participants (Haugh, 2010).

In order to avoid falling into the trap of essentialism, it is necessary to take a micro perspective on interaction by introducing English language learners to the ways that individuals construct meanings on a turn-by-turn basis, how contextual variables can be interpreted in different ways, and how qualities such as indirectness are strategically used by speakers based on considerations in a given interactional situation. This means conveying to language learners that the relationship between pragmatics and culture is not a unidirectional one where individuals act out pre-

programmed “communication styles”, but rather that individuals draw on cultural assumptions about interaction as a resource and work with the interlocutor to construct meaning. The situated nature of pragmatic interpretations is particularly important when English is used as a lingua franca because such interactions are not necessarily tied down by adherence to native-speaker norms, but are characterized by the construction of norms appropriate to the speakers in situ, sometimes drawing on bilingual or multilingual resources in the process (Baker, 2009; Sharifian, 2013). In this sense, norms for interaction can be structured by the interaction itself.

As above, the shift to more dynamic and situated understandings of the relationship between pragmatics and culture generates a significant impetus for training learners to become analysts of interaction rather than simply able to “do things with words”. This means helping learners become attuned to the ways in which discourse unfolds and how individuals consider and interpret particular aspects of context when making interactional choices. In the sections following I will discuss in more detail how this can be achieved at the level of classroom practice.

Combining Performance and Analysis

Classroom pedagogy that aims to prepare learners for intercultural communication in English needs to be centered on the principle of combining performance and analysis of language. This means that learners not only act out dialogues and conduct role-plays and other performance tasks, but also analyze the structure of interactions, reflect on the cultural basis of pragmatic interpretation and consider the significance of what one has analyzed for one’s own agentive use of English. Below I will discuss some of the ways through which these goals can be achieved.

Analysis of Conversational Transcripts

A number of authors have advocated analysis of authentic or constructed conversational extracts, often in combination with the use of audio-visual media, to help learners explore the sociocultural norms that underlie verbal interaction from a cross-cultural perspective (Barrara-Rohan, 2011; Crozet, 1996; Huth & Taleghani-Nikazm, 2006; McConachy, 2009). Learners work with analytical questions to interpret potential intentions of speakers and relationships between language use and

particular contextual variables such as the communication setting, relationship between speakers, age, gender, and others. Huth and Taleghani-Nikazm (2006) emphasize the importance of using samples of authentic conversational data to help learners become aware of aspects of co-construction and the role played by inferencing in generating relevant contributions on a turn-by-turn basis. Whilst authentic extracts are preferable in many cases, textbooks can still be utilized as a resource for developing awareness of the aspects of sociocultural context to which interactants pay attention when making pragmatic judgments (McConachy, 2009). Such awareness is necessary not only for learners, but also for teachers, so that teachers are able to guide learners in meta-pragmatic analysis. In awareness-raising, Van Compernelle (2010) particularly emphasizes the need to go beyond simplistic deterministic explanations of language use in context to raise learners' awareness of the variability and contingency of linguistic practices. Contingency is used to refer to the idea that the significance of use of pragmatic features can be understood differently by the speaker and hearer, thus highlighting the negotiated nature of meaning-making. Awareness of contingency is an important step in promoting deeper reflection on the basis of interpretations of language use in context and judgments of appropriateness. In other words, awareness of the sequential structure of various interactional practices and elements of co-construction is an entry point for closer examination of the basis of individual sense-making and what underlies it.

In promoting reflection on the significance of aspects of sociocultural context in a given interactional transcript, it is important for teachers to help learners develop a conceptual understanding of notions such as social distance, gender, politeness, and so on. This can be thought of as a process of coming to a more explicit awareness of how one understands these individual concepts and how they frame interpretations of language in use. Adopting a sociocultural theoretical perspective, van Compernelle (2014) argues that in developing conceptual awareness there is a vital role for the verbalization of learners' understandings, whether this is done in the form of monologues or collaborative exchanges with peers or teachers. When learners attempt to articulate their understandings of dimensions of sociocultural context, the act of verbalization (or what Swain, 2006, calls "languaging") can play a mediating role as learners talk themselves into understanding. The verbalization of learners' own interpretations of a given interactional sample can also function to help learners generate insight into the nature of their own cultural conceptualizations, as well as

limitations or contradictions in their current knowledge. The exploration of learners' conceptualizations can help to reveal differences among learners from the same language, which functions as a trigger for generating insight into deeper cultural assumptions and values (McConachy, 2013). In the classroom, it is not the teacher's responsibility to spell out the detailed cultural logic behind sociocultural conceptualizations in different varieties of English, but rather to socialize learners into the practice of conducting meta-pragmatic analysis on the basis of conversational data and to interpret it from multiple perspectives on a turn-by-turn basis. Learners must be encouraged to reflect on how they themselves personally interpret aspects of context, how context informs their meta-pragmatic judgments, and how these judgments are shaped by their own cultural experiences. In fact, as Meier (2003) has suggested, "mere identification of differences in choices regarding speech act performance, without an awareness of the role of culture in informing these choices, may, in fact, encourage *othering*" (p. 76, italics in original).

In utilizing conversational transcripts to teach the pragmatics of English for intercultural communication, the choice of material will be largely dependent on the particular educational context and which variety or varieties of English are most relevant. Institutional constraints notwithstanding, when possible it is preferable for learners to be exposed to conversational transcripts from multiple varieties of English and also lingua franca interactions. At this point in time there is an urgent need for teaching materials that incorporate such transcripts, but it is also important to keep in mind that any conversational transcript will provide but a glimpse of the complex reality of English as it is used for intercultural communication around the world.

Learner Reflection on Interactional Experiences

The use of English for intercultural communication involves complex processes of construction and interpretation of meanings as participants draw on and move between cultural frames of reference. It includes, however, not only dynamically negotiated language forms and meanings, but also images and projections of self and other (Kramsch, 2009). Speakers in interaction tend to make judgments about interlocutors' personality, maturity, trustworthiness, and a range of other attributes based on the way they speak. Similarly, speakers make conscious attempts to project particular attributes of the self and one's various social, cultural, and political

affiliations through speaking in a particular way. Whilst this is not unique to intercultural communication, the tendency to (often unconsciously) apply native cultural frames when attempting to read others means that there is much potential for stereotyping (Littlewood, 2001). In teaching foreign languages for intercultural communication, there is thus a clear impetus for reflection on both how one interprets others and how one aims to be interpreted by others when using English. Thus, a second way to combine analysis and performance in pragmatics learning is to promote reflection on how learners interpret aspects of their own interactions in English inside and outside the classroom. This can help learners more systematically explore where they stand in relation to particular pragmatic phenomena in English.

As one way of promoting intercultural reflection, McConachy (2014) emphasizes the importance of “experience talk” in the classroom, which he defines as learners’ descriptive, explanatory and evaluative accounts of their own past interactional experiences. Experience talk can be promoted effectively in the classroom on the basis of reflection within classroom collaborative dialogue as learners describe for their peers the relevant sociocultural context of a past interaction, what was said by whom, as well as how they felt in the interaction and why. McConachy argues that the significance of experience talk lies in 1) its role in transforming the respective experiences of learners into a text which can be interpreted by other classroom participants, and 2) that it allows for externalization, which is crucial to the reinterpretation of experience and more focused exploration of the significance of previous interactional choices. Learners can be asked to reflect on particular pragmatic differences that they have sensed in previous instances of intercultural communication and how they engaged with these differences on both a cognitive and emotional level. A crucial point here is that learners are encouraged to reflect on the basis of these reactions and to decenter from any ethnocentric judgments (Byram, Nichols, & Stevens, 2001). This can be done by giving close attention to how language learners use adjectives such as “friendly”, “polite”, and “rude” to describe ways of interacting, and encouraging them to justify such attributions. In some respects what is being advocated here is similar to the use of critical incidents; however, the important difference is that experience talk can more fully reveal the personalized understandings of language and culture that derive from learners’ individual experiences, which in turn constitutes a fertile context for considering whether stereotypes about foreign speakers are really supported by one’s

previous experiences. Rather than perpetuating stereotypes, therefore, experience talk can help reveal to learners how cultural assumptions become manifest in meta-pragmatic judgments.

Experience talk can also be encouraged in the classroom on the basis of role-plays and other performance activities that require learners to experiment with aspects of English pragmatics. If learners are given the opportunity post-task to reflect on and verbally report to the teacher and peers how the interaction actually unfolded and any emotional reactions generated when adopting particular conversational routines or ways of accomplishing speech acts (Liddicoat & Crozet, 2001) it can help learners identify any resistance they encountered to aspects of English pragmatics. The potential for seemingly mundane pragmatic differences to generate emotional resistance in language learners has been well documented in the literature (e.g., Ishihara & Tarone, 2009; Siegal, 1996). Such resistance tends to arise from the fact that pragmatic differences represent cultural notions and values that are incongruent with one's own value system. Moreover, negative emotional reactions may persist even after cognitive understanding of pragmatic differences has been achieved. Experience talk on the basis of classroom performance tasks can provide a forum for learners to identify any emotions they experience and to consider how speech acts can be comfortably achieved in English without threatening one's identity. In the current age, when it cannot be assumed that learners will need to or want to conform to the pragmatic norms of native speakers, this type of reflection is of increased importance.

Conclusion

In teaching the pragmatics of English for intercultural communication, the teacher's ability to socialize learners to become competent performers and analyzers within the contexts in which they interact is more important than the ability to transmit information about pragmatic norms in various contexts. Therefore, there is a need to incorporate into classroom activities more opportunities for learners to analyze language use in relation to context, to consider the role of intention and co-construction in interaction, and to explore the ways that cultural assumptions affect how individuals cognitively and affectively make sense of interactions. In order to effectively socialize learners to combine analysis and performance throughout their learning experiences, teachers need to effectively scaffold analysis by encouraging

learners to articulate their cognitive and emotional reactions to aspects of English pragmatics that are encountered. A fundamental part of this is encouraging learners to taking a micro perspective on interaction, both in relation to artifacts such as conversational transcripts and other media and also in relation to one's own interactional choices on a turn-by-turn basis in classroom performance activities. Teachers can help learners articulate with increasing specificity the nature of their own interpretations, and also challenge them to consider alternate perspectives. This can involve intermittent use of the learners' own languages when relevant, as well as reflection on pragmatic differences in the learners' own cultures. Helping learners become effective analyzers of interactions and able to reflect on the meaning potentiality which emerges from multiple-turn discourse is an important starting point in preparing for intercultural interactions in English.

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Conjuncts used in Academic Paper and Student Expository Essays

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Abstract

Conjuncts or conjunctive adverbs serve as a connector that links a sentence or a clause to a preceding sentence (Greenbaum, 1996). Only a few studies have been done on them and none have been found that compare conjuncts used in academic papers and college essays, yet connecting ideas is undeniably significant in delivering a clear and flowing paper. This study then aimed to investigate on the use of conjuncts in writing. In particular, the study addressed two questions: 1) What conjuncts are most frequently used in the academic papers and student essays to express enumeration, summation, reinforcement, and appositive? 2) What are the conjuncts with deviations, and how many are the cases of deviations? To address the questions, 40 academic papers from the ICE Corpus and 50 essays of MAPUA students were utilized. After the analysis of data using WordSmith, the researchers found that the five most frequently used conjunct in the four categories would be “also” (262), “thus” (45), “therefore” (41), “for example” (36), and “first” (18). “First” is the most frequent enumerative conjunct; “therefore” is the most frequently used summative conjunct; “also” is the most frequently used reinforcing conjunct; and “for example” is the most frequently used appositive conjunct. For case deviations, the ones found were only for the conjunct “in conclusion.” Results further show that student writers have less

variation in the conjuncts they use and that the summative conjunct “in conclusion” appeared only in student essays, not in academic papers. While the study could use a more updated corpus and more student essays to add to the validity, its results, nonetheless, will still be useful for those who set out to research on the same area and for English instructors, particularly how they can help students vary transitions.

Keywords: Conjuncts, writing, ICE Corpus, WordSmith

Introduction

The formal syntax and semantics of small class adverbs and adverbials have been explored for the last 30 years. However, there seems to be little foundation on the syntax of adverbials (Ernst, 2002). According to Ogura, Shirai, and Bond (1997, in Gustilo, 2010) because of the belief that adverbs and adverbials play a minimal role in grammatical functions in a sentence, they have been less explored compared to nouns and verbs.

Adverbials play a significant role in discourse. They greatly affect how the meanings in text are interpreted because they are often used to create deictic references of time, place, manner, and other parameters (Hinkel, 2002). Hoyer (1997, in Hinkel, 2002) emphasized that adverbials are significant in the corpora of English language data because they modify other sentence elements such as adjectives, other adverbs, verbs, and entire clauses. The diverse semantic functions of adverbials fall into several classes, such as manner, cause, frequency, duration, time and place. In addition, adjectives, other adverbs, verbs and entire clauses are also being modified by adverbials. Greenbaum (1996) defined adverbials as “an optional constituent of a sentence: Adverbials can be contrasted with complements of the verb such as subject predicative and direct objects” (p.142). Adverbials can expand the basic structure of a sentence. They are considered optional because the sentence will remain acceptable

even when adverbials are removed. However, they cannot be omitted without changing the message of the sentence.

There are several sentence adverbial ssuch as disjuncts, adjuncts, conjuncts, and subjuncts. Disjuncts provide comment and conveys the attitude of the speaker on the unit in which they stand (Greenbaum, 1996) whereas adjuncts have four major subclasses such as time, space, process, and focus. They are more incorporated in the sentence and clause structure. On the other hand, subjuncts have a lesser role than the other sentence elements. Also, subjuncts are considered subordinate to one or other of the sentence element while conjuncts or conjunctive adverbs serve as a connector that links a sentence or a clause to a preceding sentence (Greenbaum, 1996).

Moreover, according to Quirk, Greenbaum, Leech, and Svartvik (1985), conjuncts “have the function of conjoining independent units rather than one of contributing another facet of information in a single integrated unit” (p. 631).Furthermore, there are some conjuncts that also functions as conjunctions. According to Quirk et al. (1985), the difference between the two is that the conjunct adverbs can be preceded by a coordinator, for example, *and* and *so*, where a conjunct *so* is preceded by a conjunction or coordinator *and* while “adverbs cannot be transposed with their clause in front of the preceding clause” (p.442).

Quirk et al. (1985) divided the conjuncts according to their role classes. The classes of conjuncts are as follows:

- 1) Listing conjunct “is used to give a structure to a list” (p. 634).
- 2) Summative and Appositive both “precede an item which is to be looked at in relation to all the items that have gone before conjunct” (p.637). The former is used to “introduce and item that embraces preceding ones” while the latter is used to “express the content of the preceding items in other items” (p.637);

- 3) Resultive conjunct expresses a reason item or a result.
- 4) Inferential conjunct “indicates a conclusion based on logic and supposition” (p. 638);
- 5) Contrastive conjunct “presents either contrastive words or contrastive matter in relation to what has preceded”(p.638);
- 6) Transitional conjuncts (Quirk et al., 1985) “serve to shift attention to another topic or to temporally related event” (p.639).

Table 1 itemizes the conjuncts for each category.

Table 1: *Conjuncts for Each Category*

<u>Semantic Roles</u>	<u>Concrete Words</u>
Listing	First(ly), second(ly), third(ly), in the first/second/third place, first of all, to begin with, next, then, finally, last(ly), last of all, in addition, additionally, and, similarly, likewise, further (more), besides, also, moreover, equally, correspondingly, in the same way, what’s more, above all, for one thing...for another (thing)
Summative	in sum/summary/conclusion, summing up, to sum up, to summarize/conclude, in all, all in all, overall, (al)together, in brief, in short, briefly, generally (speaking), in general, so far, thus, therefore, on the whole
Appositive	That is (to say), in other words, namely, specifically, particularly, in particular, for example, for instance, or rather
Resultive	Consequently, as a/in consequence, hence, so, therefore, thus, as a result, in turn, somehow, subsequently, else, then, finally, eventually, in other words
Inferential	Accordingly, in that case, in this way, perhaps, by the same token, otherwise
Contrastive	However, on the other hand, rather (than), alternatively, conversely, on the contrary, in/by contrast, by the way of contrast/comparison, in comparison, nevertheless, nonetheless, notwithstanding, (al)though, yet, but, in spite of that, all the same, despite, unfortunately
Transitional	By the way, in the meantime, instead (of), anyhow, anyway, still, in any case/event, at any rate, after all, at the same time, at all events, needless to say, admittedly

Review of Related Literature

Since adverbials have not been well investigated as compared to nouns and verbs (Ernst, 2002), it is no surprise that there are only a few studies done on adverbials, specifically conjuncts.

One of the few studies done on conjuncts is from a corpus gathered from English learners in Hong Kong, Milton and Tsang (1993, in Shea, 2009) investigated on whether the learners overused adverbial connectors. The study revealed that 20 out of 25 adverbial connectors were overused in students' paper. However, a loophole was found when Milton and Tsang (1993, in Shea, 2009) included conjunctive adverbials such as *and* and *also* but did not identify whether it functions as a connector or otherwise.

In a similar study using the International Corpus of Learner English (ICLE), Granger and Tyson (1996, in Shea, 2009) compared French (L1) learners' use of conjunctive adverbials and full range connectors. The study revealed that connectors such as appositional and additive were overused whereas contrastive and argument advancing were underused. In a comparative study on the use of connectors in Hong Kong and Great Britain to published academic paper (ICE) (Bolton, Nelson & Hung, 2002, in Shea, 2009) demonstrated that published academic papers are less likely to overuse connectors as compared to a group of non-native speakers (NNS) and native speakers (NS).

In the study on adverbial connectors in learner text, Shea (2009) investigated on the NNS's usage of conjunctive adverbials and the scores given to the texts by two raters. The data revealed that *however* is the most common adverbial connector used in the corpus with 25.27% frequency/ 1000 words, followed by *also* with 19.76% and *first of all* with 9.07%. The results are somehow in contrast with that of Granger and

Tyson (1996, in Shea, 2009) where *however* and *therefore* are considered to be underused.

Moreover, Xu and Liu (2012) investigated on the use of conjuncts of Chinese EFL learners and native speakers. The data show that Chinese learners favor the use of conjuncts such as *but*, *however*, *though* and so on, while the native speakers prefer the use of conjuncts such as *rather*, *particularly*, *thus* and so on. Xu and Liu (2012) concluded that instead of making some coherent link when they move to other thoughts, Chinese EFL learners tend to list it one by one. Another possible reason is the level of confidence in using varied range of conjunct types, Chinese EFL learners seem to prefer the use of smaller and less varied conjuncts because of their unfamiliarity and the lack of experience in using them. The corpora reflect the difference on how Chinese EFL learners and native speakers organize their ideas. The overall results show the different habit between learners and native speakers in organizing ideas. It also reflects the tendency of Chinese learners to overuse some conjuncts than the native speakers do.

In another comparative study on the use of conjuncts in business news stories and academic journal articles (Morrow, 1989), it is revealed that differences in the frequency of conjunct use is dependent on the demand of preciseness in texts. In this study by Morrow (1989), some conjuncts such as contrastive-antithetic conjuncts and equative conjuncts are evident in academic journal paper. On the contrary, it did not occur in business news stories. Morrow (1989) explained that the use of conjuncts in academic journal article is more evident than that of business news stories probably because “connections in a progression of ideas or events be made very clear” (p.249) in academic journal articles.

No local study has been found that focused on conjuncts, yet arguably, conjuncts are important in delivering a flowing discussion in essays, a medium commonly used by instructors to gauge students' ability at writing. Thus, this study, recognizing the importance of conjuncts, investigated on what has not been researched yet: conjuncts used in Filipino student essays and academic papers.

Research Questions

Specifically, this research aims to address the following questions:

1. What conjuncts are most frequently used in the academic papers and student essays to express enumeration, summation, reinforcement, and appositive?
2. What are the conjuncts with deviations, and how many are the cases of deviations?

Addressing such questions will add to the limited studies of conjuncts. More importantly, it will give English instructors an insight on the conjuncts commonly used by students. Knowing the common conjuncts used as well as deviations, if any, will help educators determine the changes necessary in teaching essay writing or use of transitions – the essential role of conjuncts.

Theoretical Framework

To investigate such queries, this study used Descriptivism Theory as its framework. A recent study by Greene (2011) labeled the theory of Descriptivism as “like a common law, which works on precedent and accumulates slowly over time” (p.265). It is a nonjudgmental approach to language that focuses on how it is actually spoken and written (Nordquist, 2010).

Prescriptivism theory, on the other hand, is defined as the attitude or belief that one variety of a language is superior to others and should be promoted as such. It is described by Greene (2011) as an authoritarian version of code law, further saying, “precedent be damned: if the rule book says this is the law, that’s that!” (p.265). If descriptivists are those who believe that patterns of actual usage reflect the way the language is used or more so like “free-to-be-you-and-me,” (Rosenthal, 2002, para.1) then prescriptivists are those who hold a language governed by fixed rules of grammar (Rosenthal, 2002). Thus, prescriptivists follow a manual that focuses on constructions where usage is divided and lays down rules governing the socially correct use of language (Crystal D., 2005).

Most descriptivists usually criticize and contest the prescriptivists because of their judgmental notions, specifically on the language of native speakers. It is further explained that descriptivists pattern their approach on the linguistic behavior of the speaker (Trask, 1999). “Me and him” or “He and me” may be of a different construction to the normal “I and him” but can actually present the same semantic meaning.

However, Noam Chomsky (1991, in Olson & Faigley, 1991), suggested that linguists should compromise on “sensible prescriptivism” that composes of the standard literary language and should be a part of education of the new generation, positing that sensible prescriptivism does not judge a native speakers’ language but rather expands their knowledge on the correct use of language.

As the researchers of this study tend to agree that grammar should be described and not prescribed, the Descriptivist Theory is utilized; hence, a corpus was used as the basis of the investigation.

Corpus Linguistics.

“If the field of corpus linguistics was once a bicycle, the computer has turned it into a motorcycle” (Rosenthal, 2002, para.7).

The debate on the power of balance between the theories of Descriptivism and Prescriptivism has shifted because of the advent and rise of computers. Computers can now make it infinitely easier to track patterns of English usage and catalog them for use of reference material. In this notion though, the so-called Descriptivist linguists now have an empirical source of verbal ammunition through a system called Corpus Linguistics which presents concrete examples of how the language is used (Rosenthal, 2002).

Corpus Linguistics, which is an important key in this study, is fast becoming an important subset of applied linguistics as a result of the rise of the computer technology (Sherris, 2011). As defined by Conrad (2003), Corpus linguistics is a body of language that investigates language that is characterized by the use of large collections of texts (spoken, written, or both) and computer-assisted analysis methods.

Since the 1960s, many linguists have used and relied on corpora in their efforts to document hundreds of languages with the use of computers. Samuel Johnson may have used a corpus of English texts in the 18th century to compile his dictionary but what separates it to the new generation is that computers allows much more expansive and detailed investigation into language usage (Rosenthal, 2002).

Corpus is a collection of naturally occurring language samples or whole texts. Hunston (2003, in Sherris, 2011) expounded that corpus can be utterances, sentences, conversations, magazines, and books. *Corpus* differs from library because it serves a linguistic purpose for collecting certain kinds of texts. It can either identify academic

language from a subject area or to support a particular theory or description of language.

Corpus Linguistics contributes to a growing body of new knowledge that has become an additional paradigm for studies by linguists. It is also described as a powerful computer archived collection of natural language that be studied in non-linear ways and both qualitatively and quantitatively. Simply, computers can identify every word in a corpus by its part of speech, its location in a sentence, the words surrounding it and its meaning. Rosenthal (2002) expounded that with Corpus Linguistics, computers can distinguish between written and spoken English and can identify words by the age, sex, and geographic region of their author or speaker.

Semantics of conjuncts in Corpus Linguistics.

In the study of conjuncts with the use of Corpus Linguistics, it is important to understand the different subclasses and semantic functions of each conjunct. As discussed previously, Quirk et al. (1985) divided conjuncts into seven categories: Listing, Summative, Appositive, Resultive, Inferential, Contrastive, and Transitional.

This study, however, limits the discussion to four types of conjuncts due to time constraints: listing (under enumerative), summative, reinforcing (under enumerative-additive), and appositive. Table 2 shows in more detail the specific conjuncts investigated for this study.

Table 2: *Conjuncts Investigated in the Study*

Types Investigated	Specific Conjuncts
1 Enumerative	first [ly], second [ly], third [ly], first of all, to begin with, finally, lastly
2 Summative	on the whole, altogether, to summarize, overall, thus, therefore
3 Reinforcing	also, furthermore, moreover, again, in addition, further
4 Appositive	that is, for example, in other words, namely, for instance, specifically, particularly, in particular

As a part of this study, the (1) Enumerative conjuncts are a type of the category Listing that connotes relative priority and presents the list with an integral structure, having a beginning and an end (e.g. *First*, you have to present this coupon to the cashier. *Second*, give the marked coupon to the ticketing office. And *lastly*, go to the purchase section to redeem your reward.). The (3) Reinforcing conjuncts are a subclass of the Additive type of Listing conjuncts that typically assess an item as adding greater weight to a preceding one (e.g. Marco's main hobbies include reading books and reading graphic novels. *Furthermore*, he likes watching movies).

(2) Summative and (4) Appositive or Appositional conjuncts are common in a way that they both precede items that are to be looked at. While *Summative* introduces an item that embraces the preceding ones (e.g. Marga lost her wallet; she was fired at work; she almost fell to a manhole; *overall*, she had a rough day!), *Appositional* conjuncts are concerned rather with expressing the content of the preceding items in other terms (e.g. They took four subjects this term, *that is*, Elementary Statistics, Second Language Acquisition, Religion and Theology, and Creative Writing) (Quirk et al., 1985).

Method

Design

This study employed the descriptive and content analysis design as it aimed to describe the conjuncts most frequently used by students and academic writers as well as analyze the deviations found in student essays.

Sample

There are 50 MAPUA college students who participated in essay writing. Twenty-five are 1st year, and the other twenty-five are 3rd year HRM (Hotel and

Restaurant Management) students. The group is a heterogeneous mix of males and females whose ages range from 17-19.

Instrument/Materials

This study utilized the 40 print academic papers found in the ICE-PHI (International Corpus of English – Philippines) corpus and the 50 essays taken from the essay collection of a MAPUA HRM instructor. The ICE-PHI is an “electronic lexical corpus of Philippine English consisting of three hundred spoken and two hundred written texts, with each text having approximately two thousand words, comprising a little over a million words” (Bautista, 2007, p. 5). This was compiled in the 1990s “with some data...obtained as late as 2004” (Bautista, 2007, p. 6).

The essays are expository, half of which discuss the effects of tourism on Byron Bay and the other half explain whether or not the main character in the film *Eat, Pray, Love* is a tourist or a traveller. The word count for each essay ranges from 360 to 1,000 words, give or take a few. The academic papers from the corpus have about 2,000 to 3,000 words each.

WordSmith Trial Version was also used for the frequency count. This tool allowed the researchers to know how many times the selected conjuncts for the study occurred. It also allowed for the viewing of the context of the conjuncts, permitting the easy analysis of deviations.

Data-Gathering Procedure

The academic papers were taken from the ICE-PHI, and the student essays were taken from the HRM department of MAPUA Institute and Technology, Makati.

Data Analysis

WordSmith Trial Version was used to aid the researchers in counting the conjuncts used in both student essays and ICE-PHI print academic essays. To use

WordSmith, the researchers converted the essays from .doc to .txt. After the conversion, each conjunct for the four categories (enumerative, reinforcing, summative, and appositive) outlined by Quirk, Greenbaum, Leech, and Svartik (1985) in pages 634 and 635 of their book, *A Comprehensive Grammar of the English Language*, was entered into concordance, and WordSmith counted the number of times the entered conjunct was used in both academic papers from the ICE-PHI and student expository essays. However, WordSmith only lists the words as they appear in the texts; it does not distinguish the function of the word in the sentence, so each line was still analyzed to identify which word does not function as a conjunct or one of the four conjunct categories chosen for this study. For instance, the word “first” can be used as a determiner (*The first decade*), as a subjunct (*We first identify the issues*), and as a conjunct (*First, she went to Bali*). Only the “first” that was used as a conjunct was counted.

Results and Discussion

Expository writing involves “explaining concepts and ideas to others who may not be familiar with them” (Smarthinking, 2011, para. 2). And to clearly explain concepts, there has to be organization and exemplification in the explanation. Thus, enumerative, reinforcing, summative, and appositive conjuncts – the conjuncts that are probably used often to establish such organization and illustration – are the ones chosen for this study, leading the researchers to investigate the research questions, whose answers are as follows:

RQ 1: What conjuncts are most frequently used in the academic papers and student essays to express enumeration, summation, reinforcement, and appositive?

Enumerative Conjuncts

Table 3: Frequency of Enumerative Conjuncts used in Academic Papers and Student Essays

Enumerative Conjunct	Academic Papers f	Student Essays f	T
First	10	8	18
First of all	2	2	4
Firstly	0	0	0
To begin with	1	0	1
In the first place	0	0	0
Second	6	2	8
Secondly	2	1	3
Third	2	2	4
Thirdly	1	0	1
Next	1	0	1
Finally	3	3	6
Last	0	2	2
Lastly	4	5	9
Total	32	25	57

Table 3 shows the frequency of the enumerative conjuncts used in both academic papers and student essays. In both corpora, the most frequently used conjunct to begin the discussion is “first” compared to other beginning conjuncts (*first of all, firstly, to begin with*) with a total of 18 occurrences. In fact, the conjunct “firstly” did not appear in any texts, implying that the conjunct might not be that acceptable to writers compared to the use of “secondly” or “thirdly,” with “secondly” having a total of three appearances and “thirdly” having one.

Despite the occurrence of derivational adverbs “secondly” and “thirdly,” they still occurred less frequently in contrast to counterparts “second” (8 vs. 3) and “third” (4 vs. 1), showing that writers seem to prefer the short version of the listing conjunct or that there is an effort to maintain parallelism. If writers started the list with “first,” then they most likely will continue with the same format by using “second” and “third” instead of shifting to a derivational adverb that ends with *-ly*. However, the

same cannot be said for conjuncts used to introduce the last point as “last,” which is shorter than “lastly,” has lesser occurrences (2) compared to “lastly” (9). But it is interesting to note that all cases where “last” was used were found only in student essays, not in academic papers, indicating that the usage of students might have been deviations or that academic writers simply do not prefer to use “Last” to introduce a final point.

One last notable point about enumerative conjuncts is that they are not used much. Conservatively computing the academic papers at 60,000 words and the student essays at 25,000 words, the small total of 57 enumerative conjuncts seems to imply that using such conjuncts is not a preferred practice by either academic or student writers.

Summative Conjuncts

Table 4 reveals the frequency of summative conjuncts used in the academic papers and student essays. It reports specifically the most frequently used conjunct as “thus” (45) followed by “therefore” (41):

Table 4: *Frequency of Summative Conjuncts used in Academic Papers and Student Essays*

Summative Conjunct	Academic Papers f	Student Essays f	T
Thus	44	1	45
Therefore	38	3	41
In all	0	0	0
Overall	2	1	3
On the whole	4	0	4
Altogether	2	0	2
Variations of "in conclusion"	0	11	11
Total	90	16	106

But there are perhaps two more noteworthy findings that the table uncovers. First, “thus” and “therefore” are not typically used by the students, with only a total of

one and three occurrences respectively. It is possible that the topic given (effect of Byron Bay and whether or not the character is a tourist or traveler) might not have allowed the students to use such conjuncts, but given that the students will have to provide some form of conclusion or inference to summarize their point, it is unlikely that that is the reason. The other interpretation then could be that the students might not be accustomed to using such conjuncts, the reason for which is not covered in this study.

The second noteworthy finding is that it is only in student essays that the researchers found conjuncts resembling “in conclusion.” Such variations were found mostly at the end of the essay as students seem to attempt to give an overall conclusion to the discussion. No such conjunct was found in the academic papers. Further, even with the 11 occurrences of “in conclusion” (and its variations in the essay), that is still a small number considering there were 50 essays analyzed, so only one-fifth of the students perhaps felt the need that they had to use “in conclusion” to properly close their essay. The low occurrence of “in conclusion” shows that such a conjunct might not be necessary anymore to indicate that the essay is already concluding, which might go against the practice of some writers.

Reinforcing Conjuncts

Table 5 reports on the frequency of reinforcing conjuncts used in the academic papers and student essays:

Table 5: Frequency of Reinforcing Conjuncts used in Academic Papers and Student Essays

Reinforcing Conjunct	Academic Papers f	Student Essays f	T
Also	161	101	262
Further	19	0	19
Moreover	12	2	14
In addition	11	2	13

Again	9	4	13
Furthermore	9	0	9
Total	221	109	330

“Also” is by far the most frequently used reinforcing conjunct in both the academic papers and student essays. This supports Quirk et al.’s (1985) report and somewhat supports Shea’s (2009) finding that “also” is a frequently used conjunct. However, Shea also found that “however” is more frequently used than “also,” contradicting the findings of this study. In the academic papers used in this study, “however” was only used 109 times, only about two-thirds of the total of “also.” In the student essays, “however” was used for only 12 times, which is a far cry from the 101 occurrences for “also.”

Apart from the frequency of “also,” it is also significant to note that writers of the academic papers seem to have more variation in the reinforcing conjuncts they use as they utilized other conjuncts (e.g. *moreover*, *further*, *furthermore*, *in addition*) more often than the student writers. This can be attributed to the fact that such conjuncts can be seen as more formal while “also” can be used both formally and informally. It can be surmised that students write as they speak, and if that is the case, then that would explain the low variation in reinforcing conjuncts in the students’ essays; they most likely do not use “furthermore” or “moreover” in their oral conversations. That is not to say that academic writers do, but academic writers do have more experience in writing formally as well as reading more papers that expose them to such less frequently used conjuncts.

Appositive Conjuncts

Finally, Table 6 informs about the frequency of appositive conjuncts used in the academic papers and student essays. Like the reinforcing conjuncts, it appears that student writers do not have much variation in providing apposition as the most

frequent appositive conjunct they used is “for example” (6). The closest in construction, “for instance,” was not used at all. While “for example” is also the most frequently used appositive conjunct in the academic papers, other appositive conjuncts were more used. For instance, “that is” appeared 15 times, in academic papers, yet it did not appear in student essays, again, probably because that conjunct is often used by more seasoned writers.

Table 6: Frequency of Appositive Conjuncts used in Academic Papers and Student Essays

Appositive Conjunct	Academic Papers f	Student Essays f	T
That is	15	0	15
In other words	8	0	8
Namely	12	2	14
For example	30	6	36
For instance	10	0	10
Specifically	7	3	10
Particularly	8	5	13
In particular	7	2	9
Total	97	18	115

Examining the total frequencies for the four types of conjuncts examined (enumerative, summative, reinforcing, and appositive), it appears that Granger and Tyson (1996, in Shea, 2009) might be right in saying that connectors such as additives (to which reinforcing conjuncts belong) were overused. However, there is no proof in this study that supports their other claim about appositional conjuncts being overused. If anything, a total of 115 against about 85,000 words show that such conjuncts are not used much.

RQ2: What are the conjuncts with deviations, and how many are the cases of deviations?

With all the 168 enumerative, summative, reinforcing, and appositive conjuncts identified in this study and used by students in the 50 essays, it is only in

the summative category that cases of deviations were found, particularly with the use of the conjunct “in conclusion.” Table 7 itemizes the lines that contain the conjunct.

Table 7: Lines in Student Essays That Used “In conclusion” or a Variation

IN CONCLUSION	
1	ing or planning the place. In conclusion, Byron Bay is one
2	Olympic Distance event. In my conclusion, this expository e
3	will gradually increase. The conclusion, is Byron Bay is th
4	ntage in terms of tourism. In conclusion, a place should ma
5	to sustain their needs. As a conclusion, we already saw ho
6	o relax because of divorce. My conclusion is Julia Roberts w
7	nation that they have set. In conclusion on what I have set
8	te their local foods. So in my conclusion, Julia is travelle
9	in love with each other. In my conclusion, Liz was Traveler.
10	ded concentration." As per the conclusion of the story, it e
11	So to conclude this expository essay, I am quite proud to have

The typical conjunct used at the beginning of the last paragraph of the essay to indicate that the writer is concluding is “in conclusion.” However, like mentioned previously, such conjunct is not found in the academic papers. It is found, though, in student essays but with only three perfect matches (Lines 1, 4, and 7). “Deviation” then in this study will be understood as not following the standard construction of the conjunct. Anything then that does not follow the form “in conclusion” is essentially considered a deviation. Nonetheless, the researchers recognize that other constructions can be formed for variation; hence, the appropriateness of the use of the expression, not just the construction, was considered as well.

Using the explained criteria, the remaining eight lines then will be considered deviations. Lines 3 and 6 technically are not conjuncts. “Conclusion” in those lines would be part of the noun phrase, specifically the noun head. But considering the context of the discussion, the conjunct “in conclusion” would have been more appropriate to use than the ones used in those lines. Additionally, the use of “The/My conclusion” might not be acceptable for college writing. The use of the first person

“My” is typically avoided in college and academic writing unless the writing task calls for an opinion or reflection paper, which is not the case in this study. The writing task is expository; thus, students were expected to follow the conventions in formal writing. For that reason, all lines with “my” (2, 6, 8) would be a deviation from the typical conjunct used in formal writing. Moreover, the addition of “my” in “in my conclusion” does not seem appropriate; it is already expected that the conclusion is the writer’s own thought, so writing “my” is quite redundant – another issue that is generally avoided in academic writing.

Lines 5 and 11 do not use “my” in the conjunct, but the use of the first person (we, I) after the conjunct makes the conjunct sound unconventional and even inappropriate. Line 10 does not make use of the first person, but it also is not appropriate; the form does not follow the typical construction, and the instructor did not ask the students to analyze the story, so referring to the conclusion of the story is unfitting.

Summary and Conclusion

This study sought to address two research questions: 1) What conjuncts are most frequently used in the academic papers and student essays to express enumeration, summation, reinforcement, and appositive? 2) What are the conjuncts with deviations, and how many are the cases of deviations?

After the analysis of data, it is found that the five most frequently used conjunct in the four categories would be “also” (262), “thus” (45), “therefore” (41), “for example” (36), and “first” (18). “First” is the most frequent enumerative conjunct; “therefore” is the most frequently used summative conjunct; “also” is the

most frequently used reinforcing conjunct; and “for example” is the most frequently used appositive conjunct.

Further, some findings of the study support Shea’s (2009) claim that “also” is a frequently used conjunct, which is Quirk et al.’s (1985) claim as well, and also support Granger and Tyson’s (1996, in Shea, 2009) finding that additives tend to be overused given that the reinforcing conjunct, which is an additive conjunct, is the most frequently used among all the four categories. On the other hand, there are also findings that seem to contradict Shea’s and Granger and Tyson’s findings. Shea found that “however” is more frequently used than “also,” which opposite to the findings of this study. Granger and Tyson claimed that appositives are also overused. While the appositives in this study are the second most frequently used conjuncts (115), the number is not high enough for the researchers to agree with Granger and Tyson that the appositives are overused.

What this study did discover that were not mentioned in the literature reviewed is that student essays showed less variation in their use of conjuncts, as in the case of the reinforcing and appositive, compared to academic papers. Moreover, it seems only students tend to use the summative conjunct “in conclusion” to end the discussion, regardless of the few occurrences, which incidentally still had deviations. It seems that those few who used the conjunct may not be aware of how the conjunct is typically constructed or used in a certain context.

Furthermore, it seems that the university students should be made more aware of the use of conjuncts in academic writing. Filipino university students tend to overuse and underuse conjuncts because of the lack of instruction on how to use adverbials in academic writing. The Filipino university students’ writing could be improved by lessons on the use of conjuncts. More adverbials should be acquired by

the learners for them to produce connected sentences, paragraphs, and a well-organized academic writing. Also, the learners should be made aware of how to use conjuncts correctly to exhibit different types of coherent relations between sentences. Thus, learners can create creative and cohesive English writing by incorporating conjuncts in different positions in their texts.

The study could have used more student essays. Perhaps Granger and Tyson's (1996, in Shea, 2009) claim that appositives are overused would have been supported if more texts have been analyzed. For a more comprehensive analysis of conjuncts, more types of conjuncts could have been investigated as well. Nevertheless, the findings of this study, despite being preliminary in their status, will serve as a good starting point for other researchers who want to explore conjuncts in the use of student essays. It will likewise serve as a good reminder to English instructors that their students might need to widen their vocabulary to have more variation in the conjuncts they use to elevate their level of writing to that of experienced academic writers.

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Appendices

Appendix A: Concordance of Conjuncts of Academic Papers

1. Enumerative

FIRST - 10	
1	er“ out in the sticks"? First, literary critic Soleda
2	cs of post-colonial discourse. First, it critiques Western h
3	pected from the citizenry, but first there has to be “
4	ino for the following reasons: First, despite the
	developmen
5	axiomatic from the very start. First, the Western mind
	think
6	two important factors: “ first, the mushrooming of
	fac
7	orption of labor deteriorated. First, unemployment rates (
	a
8	rdquo; has three implications: First, due to the relative &l
9	COMPOSITION OF OUR ATMOSPHERE First, let us look at
	what we
10	e objective, that is, to check first its condition before ex
FIRST OF ALL	
1	ent. How is this accomplished? First of all, the
	phenomenolo
2	quo; Re-engineering ” is first of all an affirmation o
TO BEGIN WITH	
1	iculty in proving immortality. To begin with, Eastern
	philos
SECOND - 6	
1	e the cities. (Reyes 1987:72) Second, Patajo-Legasto (
	1993
2	former colonials ” (7). Second, it articulates
	“
3	certainly a rich area of study. Second, this translation, asi
4	nnot be understood without it. Second, there is no
	dichotomy
5	xtile and cloth factories; and second, the long periods of s
6	ns are mentioned sporadically. Second, because of the
	“
SECONDLY 2	

<p>1 lower left corner of the path. Secondly, we observe that the</p> <p>2 rmed freely and authentically; secondly, the openness to the</p> <p>THIRD 2</p> <p>1 decolonization of our country. Third, this project affirms t</p> <p>2 ethod of educational delivery. Third, due to the small numbe</p> <p>THIRDLY</p> <p>1 This, of course, is an ideal. Thirdly, the Asian mind resor</p> <p>FINALLY 3</p> <p>1 ies in these rural households. Finally, the priority given t</p> <p>2 ; the key of O, oido . &rdquo; Finally, like other folklore</p> <p>3 e remaining part for learning. Finally, all test results are</p> <p>LASTLY 4</p> <p>1 awater entering the uv system. Lastly, spawn abalone milt wa</p> <p>2 iculates, and nitrogen oxides. Lastly, the total effect in t</p> <p>3 eErmita area, Cubao area, and lastly, by Pasay. This trend</p> <p>4 d object-oriented programming. Lastly, this survey will serv</p>
--

2. Summative

<p>ON THE WHOLE</p> <p>1 n vain, that the results have, on the whole, been salutary.</p> <p>2 y duties and responsibilities. On the whole, a favorablebal</p> <p>3 g in IHLs, the Philippines is, on the whole, still at its in</p> <p>4 ng results) should be avoided. On the whole, training neural</p> <p>ALTOGETHER</p> <p>1 summation as a separate issue altogether distinct from the</p> <p>2 athered from this study do not altogether imply that oncomel</p> <p>TO SUMMARIZE</p> <p>1 Elpidio: quotation in Tagalog To summarize, Regis attacks t</p> <p>OVERALL 2</p> <p>1 c institutions in those areas. Overall, the contribution of</p> <p>2 rt of use. Results showed that overall, one in three users d</p> <p>THUS (SUMMATIVE / RESULTIVE)</p> <p>1 allenge the dominant ideology. Thus, the two faces of enviro</p> <p>2 selves. &rdquo; The government thus admitted the crucial rol</p> <p>3 marked off by the non-present? Thus insinuated is the non-pr</p> <p>4 &rdquo; 8 The creation of man thus appears in continuity wi</p> <p>5 accord with the Giver 's will. Thus man, created according t</p> <p>6 in the bosom of nothingness. 3 Thus the Western mind thinks</p> <p>7 taken over ready-made by them. Thus folk songs are truly a c</p> <p>8 eir world, thought and spirit. Thus has the folk song been d</p> <p>9 both immediate and remote, and thus decode messages. A folk</p>
--

10 in his memory, his native land thus becoming the object of t
11 ilippine elite nationalism was thus intertwined with colonia
12 thin but not by those without. Thus the birth of the nationa
13 aspirations and health needs. Thus, it seeks to meet the de
14 on are likewise decentralized. Thus, the tasks of demand est
15 their disciplinal boundaries, thus resulting in health soci
16 identifying women relatively. Thus, Teodora Alonzo was know
17 vincial councils of education. Thus, the myth that the home
18 of representative government. Thus, with the nation-states
19 ing” (PCSB 1995: 5) is thus: “ The role of the
20 have been documented [2,7] . Thus, the emergence of drug r
21 hat is to be amplified [20] . Thus, the choice of primers i
22 late for the succeeding cycle. Thus, repeating the thermal c
23 us vaccinations or infections. Thus, in vaccine production,
24 were able to ferment lactose, thus producing pink colonies
25 observed in the control jars, thus any missing prey from th
26 ng of the smallholder farmers. Thus, this paper is an attemp
27 productivity of the pastures, thus resulting in low cattle
28 e size of feedlot operation is thus limited by volume of the
29 es are inseparably intertwined thus making it impossible to
30 radability, or burned in heaps thus releasing highly toxic f
31 ncurred a delay of 50 seconds, thus expected completion time
32 + 40 + 30 + 20 + 10) combined. Thus, if one worker does all
33 ctivities is as follows: table Thus, in a day, 1440 minutes
34 eties carrying the same names. Thus, a confusion in collecti
35 ts - 3dB point of 44%f clock . Thus a low-pass filter with a
36 nodes on the right side (6). Thus, a total of 18 broadcast
37 he larger the product becomes. Thus, this product N iL N iR
38 of nodes in the spanning tree. Thus it makes sense to select
39 used by different researchers, thus, identifying the “
40 ng (Saito, 1980; KFRI, 1994). Thus, we studied the optimum
41 B Rc 12, and 9.2-9.8% in IR24. Thus, tempering did not aggra
42 blem for a particular domain. Thus, there is a need to exte
43 auses of these misconceptions. Thus, the primary function of
44 modifying only that operator, thus generating all possible

THEREFORE (SUMMATIVE / RESULTIVE)

1 of teaching. His presence was, therefore, a feature of pract
2 ppine literary canon. They are therefore appropriate for a p
3 mily of Karding and Desta, are therefore left with hardly an
4 for it has broken the old set. Therefore, for us to understa
5 elling of stories. This study, therefore, attempts to fill t
6 views women - - weak, fragile, therefore, prone to being vic
7 has been there all along, and therefore not really there! I
8 s native language. Translation therefore is an enterprise th
9 ns, among others. He must have therefore limited his manifes
10 in the Katipunan . Jacinto was therefore constrained to expa

11 nd fragmentary. One should not therefore be surprised at its
 12 like thinking and willing and therefore man must have a spi
 13 ldquo; not capable of dying"). Therefore, the soul of man is
 14 s the Existentialists say. Man therefore has no choice of pa
 15 act that health is social and, therefore, necessitates inter
 16 cience. Health social science, therefore, was conceived to e
 17 to R.A. 4846 and P.D. 374 and, therefore, is detrimental to
 18 an be made aware of these, and therefore return to them thei
 19 ts of the bourgeois class, and therefore are a part of the s
 20 rn and dominating perspective. Therefore, Filipinos should n
 21 to detect emerging variants is therefore important in determ
 22 al susceptibility. 1,10 It has therefore become imperative t
 23 of infections. This study was therefore made to test for th
 24 conjugative gene transfer, is therefore, controlled by the
 25 ttle in the countryside. It is therefore imperative to draw
 26 rs access to raise animals and therefore contribute to the e
 27 many parts of the country and therefore is indicative of a
 28 0.4% over the same period and therefore now holds more than
 29 k. The smallholder sector will therefore remain for a while
 30 industry. RECOMMENDATION It is therefore recommended that
 31 th
 31 tter quality of products. This therefore would increase prod
 32 ce where they came from. It is therefore recommended to make
 33 tion problems are encountered. Therefore, more smoothed func
 34 s but other countries as well. Therefore, the effect is glob
 35 arrying of oxygen. It is easy, therefore, to understand why
 36 he unique path along the tree. Therefore, the best spanning
 37 the minimum of, the cost (3). Therefore, we seek to constru
 38 ermined to be legal, access is therefore allowed. Any system

3. Reinforcing

ALSO 161

1 ext. Complementarily, the folk also know which elements do n
 2 folklorists, the folk song may also be seen as a peculiar fo
 3 the language of the songs but also encompasses three other
 4 e blessings? This is, however, also a setback. The cleavage
 5 out by a dual standard; yet it also hampers productivity in
 6 size to another. The table can also burn, in which case, a d
 7 course of pastoral action, but also a trajectory for theolog
 8 ever. His son, Sultan Kudarat, also desired unity in 1628 ag
 9 include not only insulares but also the urbanized and educat
 10 nandLlanes (1994:105-15; see also Gripaldo 1995:51-52) of
 11 pt themselves as Filipinos and also cultural acculturation s
 12 its wounds, resources that are also portrayed in some of the
 13 f one language to another, but also that of a culture to ano
 14 and Parmenides? Differance is also the name of the disposit

15 sacred scripture. He is pagan also insofar as he speaks bec
 16 lduppers and pickpockets. They also talk about natural pheno
 17 ly, the presence of liquor may also have loosened up inhibit
 18 hips and family-related topics also appear in the corpus. 'E
 19 ot only inconvenience them but also directly jeopardize thei
 20 people. ” The DECS order also states in no uncertain t
 21 us knowledge and attitudes but also parents ' educational an
 22 untry (the Philippines); they also center around a much mal
 23 ction” (7). Mabilangan also refers to post-colonial
 24 One Bikol woman writer who is also a biology professor has
 25 en presented several times. It also has a less provocative e
 26 he Philippines, is revealed as also being one cause of envir
 27 Tagalog Class consciousness is also evident when Karding ref
 28 of ecological destruction, but also in terms of battles betw
 29 “ deconstruction ” also show the common
 concerns
 30 xpectedlyThomasites. This was also true of the provincial n
 31 ssengers. The fact that it was also the longest and the best
 32 . The final instruction at PNS also required two years. Bagu
 33 heme. Meetings and conferences also played an important role
 34 actual pupils or students were also conducted to give the te
 35 ctive ties to a modern nation. Also markedly absent was any
 36 n writing this article, I have also drawn from formal interv
 37 on of individual couples would also mean the achievement of
 38 acing or smaller families, and also by those who may need to
 39 ake fully informed choices. It also provides motivational ma
 40 Participatory research (PR), also referred to as participa
 41 problems they face; and 3. it also facilitates the developm
 42 dominal pains. However, it was also common for the women
 not
 43 ection is hard to determine if also based on medical treatme
 44 inside caves and rockshelters also result in the destructio
 45 6 and its amendments P.D. 374, also known as “ The Cul
 46 ance of payments deficit. They also alleviate the unemployme
 47 business in which the state is also involved. ” Perspe
 48 ir decision to work abroad but also continued to renew their
 49 The broadening of horizons has also been demonstrated in stu
 50 ling their accomplishments. It also possesses the power of b
 51 ments left by Spanish friars (also males), two ways relegat
 52 story that men write. Power is also possessed by women in hi
 53 of women. The male standard is also used in assigning values
 54 in the Spanish times. It shall also trace her struggles from
 55 e social position of women was also discovered by Spanish mi
 56 a mother tied to her husband. Also mentioned in history boo
 57 y Santiago, 1992:18). This was also what LandaJocanoreferr
 58 o greater importance. Santiago also looked at the women 's m

59 food, etc. ” (16). She also dismissed the myth of th
 60 age. However, such answers are also important to those who s
 61 ng information in English, who also have a great deal of dif
 62 , 1988; Ross, 1987, 1989) have also found facilitation of an
 63 = 0.45, P > .10. There was also no interaction effect be
 64 Each transfer-test problem was also typed on a separate shee
 65 the study problems; they could also use the calculators. The
 66 through an enabling act which also defines the work that th
 67 te, but their magnitude should also be assessed (for exampl
 68 addition, trends in real wages also appear disappointing. In
 69 the figure for underemployment also pointed at the same dire
 70 dicates weak labor markets but also the conditions faced by
 71 nt migrants, and this category also showed a low average ann
 72 ract workers. The latter group also accounted for almost one
 73 nts; immigration controls have also been tightened. However,
 74 en 1983 and 1993 (POEA 1994). Also, micro-level data give e
 75 an“ es” which is also the British usage. Barre
 76 ing et al. , 1991) and this is also a variation of the origi
 77 misused, or misunderstood. It also aims to update readers o
 78 ear-old 'Carabao' mango trees, also grafted in Jordan, Guima
 79 ravating pest attack. There is also a tendency for trees to
 80 when another massive planting also at 5 x 8 m of more than
 81 ncreasing demand for beef, but also to the inability of the
 82 government credit programs may also be attributed to some
 cu
 83 f land, water, time and energy also often cause low yields d
 84 ns favoring better crop growth also favor the proliferation
 85 1994; Ocampo 1994). These were also effective in the field a
 86 of pest infestations. This was also observed in the evaluati
 87 the Visayan Islands. Mindanao also has several known endemi
 88 ynonedemic for the infection. Also in 1987, the Schistosomi
 89 mpling area, as this sitio had also been identified by the S
 90 tuary is feasible and possibly also in tidal mud flats. ACKN
 91 (Q> 0.05). The latter was also significantly different
 92 redation rates by *T. tasmaniae* also increased with increasin
 93 et al. 1986); although it can also prey upon diaptomidcala
 94 nd escape manoeuvres have been also known to determine
 vulne
 95 mixta (Hansson et al. , 1990) also prefer daphniid prey. Sp
 96 ry feeding behaviour which are also highly likely to influen
 97 970). *Artemia* sp. nauplii have also been used as food to var
 98 ted 1960-61 outbreak in Manila also showed 11 of 35 paired s
 99 animal influenza viruses have also given rise to new subtyp
 100 e real impact of outbreaks but also enables the identificati
 101 fluenza, and avian influenza (also called fowl plague). The
 102 ruses. Influenza C viruses are also not differentiated into

103 ghagraiwan and Sasaki (1991a) also were unable to spawn H.
 104 bination with various stimuli, also failed to induce spawnin
 105 , 1984). Hydrogen peroxide may also induce gravid H. refesce
 106 ia , another tropical species, also spawns the whole year ro
 107 dDoi, 1992). The same authors also reported partial and mul
 108 frequent natural spawnings are also other factors to be cons
 109 oor outcome, if the isolate is also resistant to isoniazid [
 110 ral strengths of the material. Also it varies proportionatel
 111 ly correct answer of 2, but is also equal to 3. Management s
 112 ; operation. This capacity can also be interpreted as 1 unit
 113 lication of automatic control. Also, processes which respond
 114 lfuric Acid (H_2SO_4) , was also determined. THEORY SOLEN
 115 is connected to. The motor is also connected to the variac
 116 ; C to 60°; C, there was also an increase in the perce
 117 ee; C to 1.8°; C. It was also found out that the rate
 118 ty that prevails among IHLs is also felt among the primary a
 119 mal use of it. The reverse may also be true.
 120 rocessing fresh nami tubers is also favored to clean rough h
 121 ice (Lacaden, 1993). They are also used as ingredient or fl
 122 ered during the interview were also documented. The survey s
 123 ther varieties mentioned above also have purple flesh and ar
 124 is done. Delayed harvesting is also practiced to wait for hi
 125 ock distance, 4- connected) or also vertically (chess-board
 126 made. This can be improved by also using the knight 's move
 127 from the curse of dimensions, also called the peaking pheno
 128 e.g. $k=n/10$). This phenomenon also holds more generally: fr
 129 ties of linear classification. Also, multi-layer perceptrons
 130 sulfur have been emitted. They also added a great deal of du
 131 along coasts and rivers. This also can change precipitation
 132 a splotchy bleaching pattern. Also, SO_2 dissolves to form
 133 nylon and other fabrics. They also affect plants. Limestone
 134 ants. Limestone and marble are also susceptible to acid atta
 135 n areas. Forest and vegetation also emit various HC in their
 136 tter produces methane gas. Man also emits HC into the atmo
 137 ortant part in smog formation. Also, certain HC like benzo-a
 138 t only on the busy streets but also in residential homes. Du
 139 ed in congested traffic. It is also a common thing to see pe
 140 renewed registration. LTO data also shows that 73.4% of thes
 141 located in these areas. It can also be seen in Table 7 that
 142 epneys and buses ply the area. Also when traffic density rea
 143 s or interrupted play). It can also select whether masking i
 144 ION ALGORITHM Masking noise is also digitally generated
 usin
 145 tively, routing algorithms can also use a minimum spanning t
 146 ass mailing, or mailing lists, also typically send one separ
 147 ible, so that the cost (3) is also made smaller. However, i

148 ristic algorithm presented can also be further investigated
149 growing interest in the field. Also, this trend is evident n
150 ns, such as ISO and CCITT, but also in industry consortia, s
151 d object-oriented programming. Also, this paper will assist
152 communications network. It is also possible for each proces
153 called object. Encapsulation , also called information hidin
154 1980). Semidry-milled rice is also processed in Taiwan (Lu
155 days. Corn starch noodles are also whiter and cheaper than
156 nontempered), milled rice was also soaked in twice its weig
157 laced in the variable slot are also called pattern variables
158 tern variables. The plan frame also have a slot for the set
159 junctive . These subplans must also be checked in the order
160 plan slot . The subplan frames also have constant and variab
161 ferent. In this case, there is also learning at the instance

FURTHERMORE

1 coded in questions and hedges. Furthermore, they tend to use
2 ns for responsible parenthood. Furthermore, the Program
3 prov
4 vior of both husband and wife. Furthermore, if infected, the
4 's revolutionary government. 7 Furthermore, the ostensible g
5 t role in the sectors. ” Furthermore, while Reinventin
6 Saudi Arabia, several issues). Furthermore, in Japan migrati
7 sis Team Report, Digos, 1987). Furthermore, surveys conducte
8 er established endemic areas.) Furthermore, the time schedul
9 ensile and flexural strengths. Furthermore, it varies invers

MOREOVER

1 sity, to save his or her soul. Moreover, this paper asserts
2 r the radio and on television. Moreover, they are performed
3 to the nation was its Others. Moreover, the nation was give
4 ent of participatory research. Moreover, primary health care
5 not given adequate attention. Moreover, they emphasized tha
6 hey are skilled or unskilled). Moreover, remittances may rep
7 idual gains through migration. Moreover, when wages of male
8 king it difficult to identify. Moreover, villagers gave diff
9 inning and injuries to tubers. Moreover, containers such as
10 to generate realistic images. Moreover, the image generatio
11 lues of parameters or weights. Moreover, special care has to
12 of the audiologic examination. Moreover, a database system t

AGAIN

1 arning set perfectly. However, again, the generalization of
2 wave of interest arose. People again realized the possible p
3 the country 's cattle industry again lagged behind whereas t
4 ghtened influenza activity was again observed starting in Ap
5 ase, the point of reference is again the man-in-battle - - a
6 behold his native country once again ” (Warren 1981:2

7 rture their national identity. Again we see here the crucial
8 , we need to learn how to read again. (66) I will read Regi
9 ch they acted can be presented again. If it is true that the

IN ADDITION

1 ors, in the normal institutes. In addition to the daily inst
2 e Department of Health (DOH). In addition, as the overall d
3 eatures (i.e. story contexts) in addition to having analogo
4 cent (NSO 1992a:Table 15.3a). In addition, trends in real w
5 rofiles were determined [2] . In addition to the high infec
6 resistant to isoniazid [15] . In addition, rifampicin resis
7 simply increasing its density. In addition, at low prey dens
8 redominant form of vegetation, in addition to weeds and gras
9 an air oven at 30 C for 6 hr. In addition to a dry-milled r
10 or description) of the frame. In addition to the name slot
11 correct and the other is not. In addition, both the subplan

FURTHER 19

1 titutions of learning. Muerman further reports that 21 wrote
2 of society (the rural poor). Further, these plays are exce
3 and Patajo-Legasto 1993:6) She further outlines the two char
4 s and plots. But as Mabilangan further states, Emergent lite
5 eople. ” (13) Contreras further claims that environme
6 they have been invested. (15) Further, Contreras says that
7 ions in Oberwart, Austria. Gal further argues that women 's
8 illness, refusing bribes, etc. Further, events beyond one 's
9 t cause, and cause effect? And further on, what then is ther
10 upposed racial inferiority was further underscored: “
11 sfer of information. The study further addresses the matter
12 Osborne and Gaebler (1993:33) further explain: quotation Fr
13 compete with business. ” Further: “ Not only can
14 shifts are known to occur and further reveal migrants ' abi
15 ctose-fermenting colonies were further subjected to biochemi
16 of their drug resistance were further made to conjugate wit
17 tilized in the context of IPM. Further, the additive effects
18 orallo-Rejesus et al. , 1993). Further the plant biocides sh
19 resolve this confusion and may further include yams from oth

4. Appositive

THAT IS 15

1 the roles of men and women - - that is, universally ”
2 rect' grammar and punctuation, that is, the use of more
form
3 t, engage in hyper-correction, that is, speaking more like t
4 their manner of transmission, that is, without a musical sc
5 nfolklore communicative modes, that is, through its text, it
6 terances in a particular form, that is, the literary piece (
7 1) Is each subsystem in place, that is, ready to provide ser

8 sparency between the problems; that is, when it was easy
for
9 language-compatibility effect; that is, whether using the sa
10 oli isolates were conjugative, that is, it can be passed on
11 represent the 18 design mixes, that is, 3 replicates per des
12 rough non-statistical methods: that is, through interaction
13 all this the starting subtree. That is, find the path that d
14 lso called pattern variables , that is, variables used in th
15 ave almost the same objective, that is, to check first its c

FOR EXAMPLE

1 andPatajo-Legasto, 1993:66). For example, formalists may
f
2 trayed in some of these texts. For example, in N.V.M. Gonzal
3 by Filipino writers, Gonzalez, for example, is a form of doc
4 onist. What is the difference, for example, between a
&ldquo
5 rbitrary, or despotic manner (for example by unleashing
eff
6 petence which allows the folk, for example, to decode
sexual
7 health. Feminist researchers, for example, enable groups of
8 ation or an irregular period (for example, having a period
9 cture can facilitate transfer. For example, Reed (1987) fou
10 y are very distinct processes. For example, it is possible t
11 bordinate nation-states. Note, for example, the sensitivity
12 tude should also be assessed (for example, the cost of brok
13 asures including depopulation. For example, the
Pennsylvania
14 organisms to maximize its use. For example, neem was
found t
15 those based on agroindustries. For example, a severe
drought
16 arm operations. In Pangasinan, for example, up to 60
animals
17 at close spacing. I have seen, for example in 1980, 8 to 10-
18 ystems. As a result in Cavite, for example, trees became ove
19 r normal biological processes--for example, bacterial
decomp
20 he source to each destination. For example, blind courtesy
c
21 e shortest paths to all nodes. For example, the Open
Shortes
22 nt source routes in the graph. For example, if the tree in F
23 a source of broadcast packets. For example, in future distri
24 s are inherently distributed . For example, an automobile as
25 e to use this for its purpose. For example, clients can get
26 thmetic or Boolean expression. For example: formula 2. If

th
 27 the expressions did not match. For example, if the
 expressio
 28 variables) to the expression. For example, given the statem
 29 orm of variables or constants. For example, $a:=b/c+10$ can
 be
 30 d as part of the perturbation. For example, readln(a); readl

IN OTHER WORDS

1 y, and probably other factors. In other words, the different
 2 nstream Philippine literature. In other words, translation i
 3 ll natives of the archipelago; in other words, Bisayans, Ilo
 4 sophically” (Ibid.) . In other words, well-heeled F
 5 of an aboriginal Eden, ” in other words, stunted in it
 6 cial support for the policies. In other words, to capably ad
 7 r (1993:35) stress: quotation In other words, Reinventing
 G
 8 use and resources among IHLs. In other words, more
 advanced

NAMELY

1 plies one more relevant datum, namely sin 's entry into
 huma
 2 iplines in Western philosophy, namely psychology, ethics,
 th
 3 person is made up of matter (namely, the body), and the
 fo
 4 ely, the body), and the form (namely, the soul). The body a
 5 rams which constitute quality, namely: choice of methods,
 in
 6 ous archaeological categories, namely, 1) habitation sites -
 7 t of principles of governance, namely: (1) frugality and pr
 8 l be deterred by three factors namely, feed shortage,
 unpred
 9 five of these are cultivated, namely: M. altissima Blanco (
 10 uction may solve two problems, namely, elimination of an
 env
 11 is composed of six activities, namely: A, B, C, D, E and F.
 12 s in the Northern Philippines, namely: Abra, Benguet,
 Ifugao

FOR INSTANCE

1 bserve one another 's classes. For instance, the superintend
 2 roles. In Kuna Indian society, for instance, men dominate th
 3 Schumacher 1973:55-56, 213-6). For instance, the Filipino
 wa
 4 r. The conservative agrarians, for instance--most of them ar
 5 labor market. In Saudi Arabia, for instance, the fact that l
 6 ctors in Philippine migration. For instance, lower oil price
 7 rd“ pesticide ” . For instance, natural pyrethr

8 d field evaluated (Scheme D). For instance, rotenone was is
 9 assay for insecticidal action, for instance, should include
 10 ironment and for registration. For instance, the identificat

SPECIFICALLY

1 re, attempts to fill that gap. Specifically, this study purp
 2 ” Agoncillo (1963: 2-3) specifically translated Bonif
 3 utive tract infections (RTI) specifically, and their repro
 4 about reproductive morbidity, specifically the socio-cultur
 5 to be appreciated and enforced specifically by the officials
 6 ganization of the bureaucracy, specifically the executive br
 7 f an object because the object specifically identifies what

PATICULARLY 8

1 er areas of the globe as well, particularly those countries
 2 ich are told us by Revelation: particularly, the divine orig
 3 is transdisciplinary approach, particularly in health social
 4 87). Women in the Philippines, particularly those who are
 5 po
 6 reproductive health problems, particularly in the case of R
 7 protected by laws of the land, particularly by Republic Act
 8 t to those who study thinking, particularly as the question
 9 y papers on botanical biocides particularly on insects in th

IN PARTICULAR

1 astern Mindanao--Davao del Sur in particular--the only
 2 place
 3 ides a glimpse of the quality--in particular, the rigor--of
 4 word problems in mathematics. In particular, it is an enqui
 5 ny or all of these components. In particular, language can a
 6 effect on analogical transfer. In particular, the experiment
 7 king through the silence women in particular have suffered
 8 i
 9 e called Filipinos . The Moros in particular viewed the Fili

Appendix B: Concordance of Conjuncts of Student Essays

1. Enumerative

FIRST 8
<p>1 t to find balance in her life. First, she experiences pleasu 2 e" is a tourist or a traveler. First, let us define the two. 3 of a traveler than a tourist. First, she experiences pleasu 4 tourist and a traveler for me. First, she's a traveler for m 6 ngs she did during her travel. First is leisure or pleasure 7 veler because of many reasons. First, she went to Italy. On 8 e eat, the pray, and the love. First let's determine the eat 10 n the arms of a Brazilian man. First, she experiences pleasu</p>

FIRST OF ALL

- 1 tourist has a big difference. First of all, being a traveller
- 2 by and starring Julia Roberts. First of all, a tourist is a

SECOND/ly

- 1 ly and spend his/her on money. Second is Traveler. Traveller
- 2 few things that are unexpected. Second, being a tourist is a
- 3 guy that she fell in love with. secondly she went to the main

THIRD

- 1 out of someone meditating. The third is that, for all its le
- 3 ace and appreciate its beauty. Third she has experiences to

LAST2

- 2 learning the Indians ways, and Last Bali where She found lov
- 5 that kind of action is divine. Last she went to Bali, Indone

LASTLY

- 1 otels and transportation. And lastly, tourism in Byron Bay
- 2 ence the true power of prayer. Lastly in Bali in which she f
- 3 and attended her wedding. And lastly, she traveled to Bali
- 4 and attended her wedding. And lastly, she traveled to Bali
- 5 y I considered her a traveler. Lastly being a traveler gives

FINALLY 3

- 5 her the master of her own and finally she went to Indonesia
- 6 ould be inclined with God. And Finally in Bali Indonesia whe
- 9 ounds. They become friends and finally and unexpectedly, the

2. Summative

IN CONCLUSION

- 1 ing or planning the place. In conclusion, Byron Bay is one
- 2 Olympic Distance event. In my conclusion, this expository e
- 3 will gradually increase. The conclusion, is ByronBay is th
- 4 ntage in terms of tourism. In conclusion, a place should ma
- 5 to sustain their needs. As a conclusion, we already saw ho
- 6 o relax because of divorce. My conclusion is Julia Roberts w
- 7 nation that they have set. In conclusion on what I have set
- 8 te their local foods. So in my conclusion, Julia is travelle
- 9 in love with each other. In my conclusion, Liz was Traveler.
- 10 ded concentration." As per the conclusion of the story, it e
- 11 So to conclude this expository essay,
I am quite proud to have read this article because I am able to
expand my knowledge on my surroundings. And I am able to
know more

OVERALL

- 1 country that will be visited. Overall, a tourist is more or

THUS

- 1 and she, once again, is happy. Thus Liz in "Eat, Pray, Love"

THEREFORE

- 1 he economic lifeblood of Byron therefore tourists generally
- 2 she met her true love Felipe. Therefore I conclude that Eli

3 o with that thought in mind, I therefore conclude that Julia

3. Reinforcing

1	maintain their The government also contribute a lot of
thin	
2	tracts skydivers. The area is also noted for its wildlife,
3	ment and for the people. They also minimize the trees to be
4	native trees and shrubs. They also encourage people to just
5	employment opportunities, and also the construction of
	hote
6	wards visitors and tourism can also affect
	tourism/communiti
7	employment opportunities, and also the construction of
	hote
8	ular around the world. It will also attract other people fro
9	e Byron Marine Park. Byron Bay also lies close to subtropica
10	packers. More recently it has also become extremely
	popular
11	ny problems in the bay so they also made some rules for it t
12	British accent that may cause also a language barrier to ot
13	Thewhale watching industry is also a significant contributo
14	tracts sky divers. Byron bayis also noted for its wildlife a
15	beach. The Humpback whales can also be seen breaching
	and pl
16	place while the government can also contribute by giving
	mor
17	eir problems. A moratorium has also been placed on
	construct
18	stination for beach-lovers, it also boasts a cultural and ar
19	tracts sky divers; the area is also noted for its wildlife w
20	ustralian tourist attractions. Also known as The Byron Shire
21	ople who are leaving there but also from some tourist who
	ar
22	stination for beach-lovers, it also boasts a reputation for
23	n centre in Byron Shire. It is also the township which exper
24	and diverse population, it is also an increasingly popular
25	nd famous people. Byron Bay is also noted for not being a pa
26	Drive and 50 Lions. Byron Bay also has a number of regular
27	elling fresh produce. There is also a craft market held on t
28	more fast food chain. There is also a negative impact in the
29	annual migrations. The park is also renowned for its dolphin
30	it from what we should do, but also ourselves, since the Ear
31	p the place itself, but it can also help other places. By pr
32	e's economic sales, but it can also bring out the worst. As
33	place economically, but it can also bring the worst to a pla
34	elling fresh produce. There is also a craft market held on t
35	Drive and 50 Lions. Byron Bay also has a number of regular
36	bring dramatic changes. It is also a billion dollar industr

37 id growth in terms of tourist, also having a high salary atr
 38 Guest Houses. Backpackers are also a way of life, with many
 39 nd the food service. There are also different type employmen
 40 egative factor of tourism will also grow larger, so we have
 41 tourism industry. Tourism can also be an escape to our ever
 42 ide from Main Beach. Byron Bay also lies close to subtropica
 43 tracts sky divers. The area is also noted for its wildlife,
 44 s, business and other aspects. Also Tourism brought a very i
 45 of the town. Byron Bay is now also a popular destination fo
 46 locals. Independent employment also started to rise; musicia
 47 esses in the future that would also generate additional empl
 48 st with the local tourists but also with the international t
 49 s a healthy economy. There are also some negative effects of
 50 just in preserving nature but also in making the life of th
 51 on centre in Byron shire it is also the township which exper
 52 of the government, but it has also a negative effect in its
 53 ctiveness to tourists and will also lost its economic income
 54 g destroyed by the tourist who also is the number one source
 55 ould also remember that it has also a negative effect if not
 56 ountry's economy but we should also remember that it has
 als
 57 crease sewage pollution and it also damages the natural envi
 58 d lastly, tourism in Byron Bay also affect in economy.
 59 avellers. More recently it has also become extremely popular
 60 surrounds Byron Bay. There are also plenty of nightlife and
 61 n for the past 10 years and it also became a well-known tour
 62 't have a stable religion. And also they are carrying Britis
 63 ocated at Byron Bay. There are also free gigs every night of
 64 n centre in Byron Shire. It is also the community which expe
 65 igrants from other rural areas also make up the population.
 66 and tourists alike. That could also involve State legislatio
 67 he culture of the Balinese and also participated when there'
 68 and peace to other people. She also respect and appreciated
 69 ali when she met a man who was also a divorced in his wife.
 70 ving what you have in life and also helping other's lives. S
 71 ppiest pounds of her life. She also studied how to speak the
 72 of an elderly medicine man and also fell in love the best wa
 73 goes she meets new friends and also follow their customs. I
 74 , she met Sofi, a Swedish that also stayed at Italy, at a ca
 75 el little by little. Elizabeth also helped Sofi at some thin
 76 . On the other note we could also consider her as a touris
 77 travels to different place to also enjoying tourist destina
 78 ifferent dishes. She journeyed also for personal and social
 79 e and love for food again. She also studied how to speak the
 80 d and love for food again. She also deliberates how to speak
 81 tay long in the same place. It also commonly refers to one w
 82 heir language, their foods and also the places and attractio
 83 ion is not only for Indian but also nationwide, but she did
 84 the way the Italian people do. Also, in addition, she went t

85 cine man named Ketut, which is also a fortune teller. He tol
 86 did it slowly but surely. She also went to the places and l
 87 ped her from the beginning and also at the end also she met
 88 beginning and also at the end also she met a healer who tre
 89 and just anything Italian. She also went on a cultural touri
 90 urist in the other country and also tourist had their line u
 91 ay in a particular place, they also have a “tourist visa” wh
 92 p and other purposes and it is also called a short trip just
 93 ties and endless stories. They also have a series of their j
 94 e no definite plan at all. She also makes her way to travele
 95 true essence of her life. She also got curious to her frien
 96 e food way back in their home. Also, they find their vacatio
 97 deep more and more. Travellers also experience what the
 tour
 98 from one location to another, also she used her experience
 99 ll he or she visit in a day. I also agree with one of my sou
 100 hen clearing her thoughts. She also unexpectedly met new fri
 101 and to enjoy its delights, but also to devote herself to God
MOREOVER
 1 tourists in terms of culture. Moreover, some impacts are so
 2 owed houses and loud parties. Moreover, Byron bay’s
 major c
IN ADDITION
 1 une erosion, and soil erosion. In addition, road constructio
 2 y the Italian people do. Also, in addition, she went to Indi
AGAIN 4
 1 ch is Bali, Indonesia to, once again, see Ketut, the medicin
 2 for recreational purposes, and again it falls under a touris
 3 isited is the Bali, Indonesia. Again there is no definite pl
 4 he went to is Bali, Indonesia. Again here, there is no defin

4. Appositive

FOR EXAMPLE
 1 ects their culture negatively. For example, In Byron Bay, to
 2 easily adapt and some are not, for example a tourist may suf
 3 cts of culture to the tourism, for example a tourist may eas
 4 ively affects the environment. For example Byron bay is
 know
 5 l residences of the Byron bay. For example local residence
 w
 6 ar on what she gone to already for example at Indonesia
 she
NAMELY
 1 ker and other visitor behavior-namely public drunkenness,
 us
 2 oes as she goes to 3 countries namely Italy, India and Bali.
SPECIFICALLY 3
 1 g its roads. Waste management, specifically dumps and

sewera

- 2 eller Most of the time, people specifically those who are tr
- 3 hard time adapting its culture specifically in the meditatio

PARTICULARLY

- 1 things about different places, particularly in Australia. Th
- 2 menity of the local residents, particularly at night, and ap
- 3 ntness of the local residents, particularly at night, and th
- 4 earliest changes. This is felt particularly in small places
- 5 menity of the local residents, particularly at night, and th

IN PARTICULAR

- 1 ings. During the past 10 years in particular Byron Bay has b
- 2 time at the places she went to in particular at Italy where