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ON THE USE OF CONJUNCTIVE ADVERBS IN LEARNERS' ACADEMIC ESSAYS

One of the factors contributing to the text creation is cohesion, i.e. a link between components of a discourse, thus making the elements inter-dependent and the text comprehensible, logical and complete. Consequently, cohesion becomes one of the assessment criteria of academic writing. Analysis of 88 university law students' academic essays shows that conjunctive adverbs representing a sub-type of grammatical cohesion are used in great abundance in the academic writing. They have been used in every essay without exception, which proves that they are a significant tool to create text cohesion, and students are encouraged to use and apply them accordingly in the learning/teaching process. The results indicate that the learners of English indeed employ different types of conjunctive adverbs, i.e. additive, causal, adversative and temporal, to support the cohesive structure of their academic work. In terms of frequency, those expressing temporal and additive relations are found to be the most numerous in the essays. There has been a tendency revealed to use some conjunctive adverbs in a faulty way due to the Lithuanian language influence. Besides, learners have been inclined to use conjunctive adverbs independently, i.e. not obeying the rules which oblige to use some of them together as an inseparable unit of a sentence. The findings may be useful to those focusing on teaching/studying academic writing and for further research on cohesion.

KEY WORDS: *learners' language, academic writing, text cohesion, conjunctive adverbs.*

Introduction

Many written assignments or examination papers at universities are required to be presented in the form of essays. Moreover, they are particularly important in assessing written Academic English of those who are taking a course at universities. One of the factors contributing to the text creation is cohesion, i.e. a link between components of a discourse thus making the elements inter-dependent; consequently, cohesion becomes one of the assessment criteria of academic writing. In the pioneering work by Halliday and Hasan (1976), cohesion is defined as the relations of meaning in the text which unite random sentences into a comprehensible and logical piece of writing, i.e. a text. In other words, the dependency of one text element onto another is determined by the phenomenon, defined as cohesion, which is a unifying tool, *an overt relationship holding between parts of the text,*

expressed by language specific markers (Blum-Kulka 1986, p. 17). Cohesion is traditionally divided into lexical and grammatical, which includes reference, substitution, ellipsis and conjunction. There are existent works dealing with cohesion in the academic writing of students who are second language learners; however no specific emphasis is placed on the usage of conjunctive adverbs. For example, Olateju (2006) analyzed cohesive devices in students' academic writing but a specific conjunctive adverb analysis has not been carried out in this paper. There have also been cases of different types of cohesion being the core of investigation, for instance, Querol (2005) has made an investigation of substitution as a cohesive device, and thus, her elaboration on the topic is rather restricted. Students obviously possess their own ways of achieving cohesion, which is the problem of the present research. **The subject** of the present study is conjunctive adverbs which are grammatical linkers connecting ideas and different parts of a piece of writing together and thus building the frame of an academic essay. Therefore, the **aim** of the paper is to analyze the usage of conjunctive adverbs in the essays of learners of English as their second language in relation to achieving text cohesion. According to the formulated hypothesis of this paper, learners abundantly use various types of conjunctive adverbs to express various relations among parts of a text which might be indicating cause, addition, opposition, introduction, conclusion, etc. To prove the hypothesis, several objectives have been raised:

- 1) To review the literature which is correspondent to the topic of cohesion;
- 2) To define the concept of cohesion;
- 3) To analyze and identify the conjunctive adverbs of the essays, which involves indicating their usage and determining which group of adverbs is the most common in students' writing;
- 4) To ascertain the frequency of the conjunctive adverbs by using the AntConc corpus tool and additionally interpreting the reasons behind a certain usage;
- 5) To determine faulty usage of conjunctive adverbs in each of the investigated groups and interpret the possible reasons behind the mistakes which have occurred;
- 6) To compare the conjunctive adverbs, specifically those belonging to the same group, making a clear distinction of the differences between seemingly synonymous conjunctive adverbs.

Both qualitative and quantitative research **methods** have been applied in this paper. The research sample consists of 88 Vilnius University law students' essays, out of which conjunctive adverbs contributing to the creation of cohesion have been analyzed in more detail. To determine the frequency and faulty uses of the adverbs, a corpus tool AntConc has been employed and raw frequencies of the conjunctive adverbs provided.

Conjunction and Conjunctive Adverbs as a Sub-type of Grammatical Cohesion

As far as the academic writing is concerned, cohesion can be achieved in various ways. Joining constituents of a sentence together requires a certain logical system; in a certain manner they must make sense. As vary the academic essays, so do the cohesive devices

applied. Traditionally, cohesion is divided into grammatical and lexical. Halliday and Hassan (1976) attribute reference, substitution, ellipsis and conjunction to the grammatical type of cohesion, while lexical cohesion includes reiteration, which involves repetition of the words or using appropriate synonyms, and collocation during which constituents occur together in a sentence. Correct tense alignment is also an important grammatical cohesive tie. All these elements of cohesive production operate in parallel while creating academic texts. Not only does it show a high level of language proficiency but also it makes the text comprehensible, logical and complete. The focus of the present study is a sub-type of grammatical cohesion, conjunction, which belonging to an area of grammar, maintains a semantic relationship between the constituents by joining them grammatically. In other words, it keeps a thread of a concept that is being discussed through concrete grammatical structures which are logically distributed in a sentence. The linking is achieved with the help of **conjunctive adjuncts**, (Halliday & Matthiessen 2004), also synonymously titled as **transition words** (University of Saskatchewan 2008), **sentence connectors** (Study & Learning Centre, RMIT 2005), **linking adjuncts** (Carter & McCarthy 2006) or **linking adverbials** (Longman Student Grammar of Written and Spoken English 2002). As denoted by the authors of Longman Student Grammar, Biber and others (2002), the main purpose of linking adverbials is to join the separate pieces of the discourse together, which is crucial for a cohesive effect. Firstly, they indicate that the elements of a sentence are being linked and secondly, they show the kind of joining. In academic writing, conjunctive adjuncts are one of the most common cohesive devices due to their considerably simple and comprehensible usage and informative nature. With the help of these, seemingly, insignificant words, disruption of logic in a sentence is avoided. Simple conjunctions, such as *but* or *and* may create an orderly distributed system in a sentence instead of adding unnecessary commas and, hence, making the comprehension significantly more complex. E.g. a sentence *The burglar was caught, I did not leave the house* is understood grammatically but the logical interpretation concerning the relations between constituents of this sentence is aggravated. The reader is left with a question of how the two clauses are related to each other. In similar cases, conjunction is the explanatory criterion. With the addition of *but* between the two clauses instead of a comma, a completely new interpretation can be perceived. The conjunction would indicate that the action of the second clause was determined by the result of the first. Furthermore, the second clause is understood as opposing to the first because of the indicator *but*. In basic terms, conjunction is a guideline of not only grammatical but also semantic relations between the elements of a sentence and between sentences in general. However, the present paper is concerned with conjunctive adjuncts which are known to involve more complex and formal structures applied to more varied contexts.

Types of Conjunctive Adverbs

Halliday and Hasan (1976) distinguished four main types of conjunctions which are additive, causal, adversative and temporal. Evidently, varying classifications of conjunctive adverbs exist, however, this particular classification has been chosen due to the fact that

it has clearly defined groups which cover the vast array of conjunctive adjuncts, widely used by learners of English in their academic essays, including:

additive conjunctions, which are essentially concerned with two basic functions: to join two grammatically equal clauses together and to indicate that new objects or referents are introduced into the discourse. When additive conjunctions are placed in a sentence, very often they emphasize facts or utterances which have already been expressed to provide background and diversity for those facts: e.g. and, or, similarly, furthermore, etc. They are rather common in academic essays due to their ability to create continuity between phrases and the context develops more naturally as additive conjunctive adverbs are introduced into the discourse.

Adversative conjunctions, similarly, as those of the additive type, create a link between sentences or clauses. However, they create an oppositional relation between constituents; with the usage of these conjunctive adjuncts, two or more contrasting arguments are connected, therefore, semantically, contra-arguments are established. The primary purpose of these conjunctions is to create a contrasting link between two ideas so that two different senses would appear. E.g. *I was annoyed, still I kept quiet*. *Still* places a barrier between the two clauses and notes that, despite the obvious annoyance, no correspondent response would be shown explicitly. Thus, two opposing ideas create an oppositional context.

As far as different sentences are concerned, **however, whereas, nevertheless** are the key indicators. The former two belong to the same semantic category, i.e. they should not create an ambiguous interpretation of the ideas, whereas the latter resembles the nature of the conjunction *still* because they create similar references. In general, adversative conjunctions aid to create a solid background for an academic essay. They help establish the opposing views which are crucial for an objective evaluation of any phenomenon. In student writing, contra-arguments require a certain niche in order to maintain the stability of an unbiased essay. Hence, the adversative conjunctions are the principal tool for creating a well-balanced cohesive structure.

Causal conjunctions create a direct cause-effect link between clauses or sentences. All of them, as, for instance, *so, consequently, for this reason, as a result* indicate that the two elements of discourse are dependent on one another in terms of causal relation.

Despite their rather ordinary application in writing, the adversative conjunctions might provoke different senses depending on the manner of their usage. Lang (2000, p. 2) examines three levels of interclausal connection by analyzing the conjunction *because*. In the sentence, *John came back because he loved her* he establishes a **content or fact level**; in *John loved her, because he came back*, the scholar proposes **the epistemic level** where the assumption of the first clause is drawn from the result of the second clause. The example *What are you doing tonight, because there is a good movie on* is denominated as happening at a **speech act level**. From these examples, the scholars deduce that the linker *because* is used under three different circumstances. The first example gives two clauses, the second of which conditioned the first. The second sentence provides an assumption in the first clause which might have influenced the action of the agent (The reason of John's return could have been the love for her). The last example has somewhat different nature because

it does not propose a direct cause-effect situation. The reason linked to *because* is omitted; instead the receiver of this message must infer what the speaker is indicating.

Judging from the previous statements, causal conjunction might appear in various forms in a discourse. It does not always render a direct cause-effect connection in a text, at times it might occur as a part of an omitted phrase which, therefore, must be inferred as it was evident in the third example of the three level approach proposed by Sweetser in Lang (2000, p. 2)

Temporal conjunctions are concerned with time fragments and the correct positioning of the events as they occur in time. In writing, temporal conjunctions appear as indicators of certain checkpoints: introduction, argumentative part and conclusion. Although it might seem that the linker *firstly* might indicate the introduction, it is rarely the case. Instead, this conjunctive adjunct marks the beginning of the first argument of an academic essay whereas the introductory part usually remains without linking indicators. The primary purpose of temporal conjunctions is to make clear which part of the essay is being introduced, whether it is approaching the end or not. Placing correctly the temporal connectors is of utter importance because they build the frame of the essay within which the argumentative process takes place. Should temporal conjunctions be misused or omitted, the whole structure of an essay collapses and it is no longer considered a genuine academic work. All things considered, building an internal time frame indeed helps to establish a cohesive system between parts of an academic essay so that none of the material is misinterpreted or lost.

The use of conjunctions and conjunctive adjuncts, as a sub-type of grammatical cohesion, is indeed one of the most applicable ways in the academic writing sphere to achieve cohesion; it aids in argument distribution, establishment of certain dependence between clauses and positioning of the elements within a defined logical time sequence. However, this grammatical way constructs only the exterior of an academic work; it creates a visual representation of the essay and therefore is only one of the ways to achieve cohesion.

Results of the Empirical Survey

The current section deals with the practical use of the selected conjunctive adverbs. The adverbs used in the academic essays are placed accordingly into their corresponding groups which have been investigated in the empirical survey. The common usage of the selected conjunctive adverbs is provided, the choice of adverbs and their usage in the essays is interpreted and the frequency of occurrences is given. For numerical information on the frequency of particular conjunctions and the correctness of usage, see **Chart 1 and Chart 2** at the end of this part.

1. Additive conjunctions

a) *Moreover*

According to the Free Dictionary (<http://www.thefreedictionary.com/moreover>), it is a connector which is used to indicate additional facts or information apart from the ones already mentioned.

Raw frequency: 28 (AntConc)

Mostly, the conjunctive adverb *moreover* is used to begin a new sentence as an indication of a new piece of information.

1) *I believe that feeling inside, when you understand that you are not a part of normal world, is a very big penalty. **Moreover**, prisoners cannot be punished very much, because the day, when they leave the prison, can be so difficult for all of us.*

In one case out of 28 it has been chosen to be incorporated within the clause.

2) ***First of all**, that kind of criminals can easily re-offend when they are set free and **moreover**, it is victims who pay for food, drinks, sport and learning facilities that are available for criminals in prison.*

The connector *moreover* has been used rather conventionally. Judging from the fact that the number of occurrences is high, it can be stated that it is one of the more predominant conjunctive adjuncts in academic essays as far as new information is concerned. Learners of English choose either to use this additive connector as one of the possibilities or not indicate the presence of new information at all.

b) ***Furthermore*** is used on very similar occasions as *moreover*. The only visible distinctiveness of this connector is that it is used with the intent to increase the number of arguments related to the same occasion. Unlike *moreover* it does not thrive to introduce completely new information but rather increase the weight of the existent argument.

3) *They should have less modern technologies, less comfortable living places and worse conditions. **Furthermore**, they must have some obligations and do not do what they want.*

In this example, it is visible that *furthermore* clearly adds some additional information in close relation to the pronoun "they". It must be noted that it does not present a new insight of the matter but rather complements the ongoing issue.

4) *In each country the imprisonment quality varies, so basically each country decides if it will be or will not be so called "holiday resorts". **Moreover**, there are different types of prisons: starting from colonies and ending in the strict ones.*

The example above elaborates the conjunctive adverb *moreover* as the one which introduces a new aspect of the ongoing argument.

Raw frequency: 18 (AntConc). On one occasion it was chosen to be placed within the sentence to maintain the continuity of the clause.

5) ***On the other hand**, it is argued that the importance of the jury system is overrated, **furthermore**, it even has a lot of drawbacks.*

Learners tend to use this connector in different situations: it has been used in the section of conclusions where new information is not normally introduced. In addition, it has been presented as the introduction of the paragraph in which case it stands alone with no connection to the previously stated arguments.

The difference between the two predominant linkers *furthermore* and *moreover* is tangible but not universal. It depends greatly on the individual writing technique and preferred approaches to argument distribution. The phenomenon described above is only contextual and varies with each essay.

c) ***What is more***

The most significant difference of this additive linking adjunct from the others of its group is that it signals that the next argument will be more important than the previously

stated one. Strictly speaking, it is usually not used interchangeably with others of this group, as its semantic nature has a rather important difference. In the essays under investigation, the usage of this connector varies. In some cases it is found in its conventional usage as in

6) ... "murder should not be tolerated and criminals that are committing these kinds of crimes should get strict punishments. **What is more**, these criminals are committing these crimes on purpose and..."

The author willingly indicates that the crimes being committed are done so on purpose, which means that this part of the sentence is somewhat more important.

Raw frequency: 22 (AntConc), including multiple times in a single essay.

Despite its differences, this connector is only partially used with its original intent. In many cases this connector is employed as a means to simply introduce new arguments, including faulty occurrences in the conclusions section. The reasons for different usage may depend on the proficiency in English as it varies among students. The peculiarities of the aspects in the connector usage are likely to be related to the writing experience.

d) **In addition** possesses multiple meanings. It may be used as an adverb with the intent to indicate an extra of something as in "John received a car **in addition to** his generous salary". In no way can it be mistaken with the connector *in addition*, which stands alone and acts as an additive connector, similarly to *moreover*, *furthermore*, etc. Its function is that of addition, i.e. it simply increases the number of related items.

Raw frequency: 19 (AntConc), either in its conventional form when it marks the beginning of a paragraph or a new argument, or in a slightly altered form *in addition to this*, which is not a correct form in English as *to this* does not affect the meaning of the connector in any way. Reasons of such usage might be native language influence, though there is no solid background for this interpretation.

e) **Not only... but also** can be partially attributed to the group of additive connectors as it is significant due to its dual nature. With its help, two pieces of information are introduced with the second being considerably more important than the first. These two parts of the linking adjunct always occur together in a clause, not necessarily in close proximity though.

Raw frequency: 13 (AntConc) In 11 out of 13 total cases learners use it conventionally, i.e. one complementing the other. In one case *but* is omitted, in another case *not only* occupies an unusual position in a sentence which might be considered excessively colloquial. "... it has a big importance in encouraging businessmen to take all means to prevent their customers from injuries **and not only businessmen**". It is rather obvious that this construction could have been a word-for-word translation from Lithuanian *ir ne tik verslininkus*. However, it is placed further away from the original object *businessmen*, so at the end of the sentence it might cause comprehension problems. The sentence might be paraphrased, "... it has a big importance in encouraging businessmen and not only them to take all means to prevent their customers from injuries." This way it would sound more logical but the register remains inappropriate from the academic point of view.

f) **What to add, even more**

These conjunctions are included into the analysis due to the fact that they have been used although they do not exist in the English language as conjunctive adverbs. It is very

likely that the adverb *what to add* is a direct translation from Lithuanian *ką čia pridėjus*, in which case it cannot be used let alone mark the beginning of a phrase. *Even more* resembles a similar nature to that of *what to add* with the difference being in the translatability. This particular group of expressions does not relate to any possible translation, therefore, the possible reason for such usage is left for interpretation.

Raw Frequency: 7 (AntConc) Out of 7 occurrences, 2 times the phrase *even more* has been used as a possible additive connector. The linker *what to add* has been used once. (AntConc)

These last cases finish the group of additive conjunctions. There is a number of different choices elaborated by learners of English in their academic essays to provide the reader with additional arguments or solidify their opinions. In particular, the conjunctive adverb *moreover* has been used mostly in the essays which lead to a conclusion that it is one of the best accepted linkers in the academic writing process. It has been noticed that some learners are influenced by their native language, in which case nonexistent conjunctions are created. All in all, additive conjunctions build the largely preferred group of conjunctions due to the fact that these particular conjunctive adverbs are the core of the essay.

2. Adversative conjunctions

a) *However, Whereas*

As far as adversative connectors are concerned, *however* is by far one of the most universal conjunctive adverbs. In simple terms, it has two basic meanings: firstly, it acts as an adverb as in “*Inform me about the situation, however it goes*”. Secondly, it functions as a conjunctive adverb to initiate an opposing argument or a contrary statement. It may be put anywhere in the sentence, however, its most common position in the learners’ essays is the beginning of a sentence which is usually the first in a paragraph. It is possible that the use of *however* may cause a misinterpretation, particularly in the case when it does not clearly mark an opposing argument, e.g. “...*it is obvious that twelve people can cancel each other’s prejudices and this ensures the most right decision. However, the first problem of the jury system is that the people selected as jurors do not have professional education*”. When a paragraph begins with such a sentence, it remains unclear what is being opposed. Judging from the context, it is certain that the first contra-argument is being introduced but since *however* stands in isolation from the previous statements, its usage might be considered faulty. In the example above, the line before *however* does not relate to it. Some signalling sentence that contra-arguments are beginning is necessary in this situation. It might be improved in the following way: “**However, there are some negative aspects to the matter. The first problem of the jury system...**” Thus, the linker would clearly express contradiction.

Raw frequency: 30 (AntConc) out of which 2 have been placed within the clause.

The linker *whereas* indicates the opposite opinion to the existent one. In the case when a particular issue is concerned, *whereas* would mark two contrasting opinions toward the same matter. However, it has only been used once in the essays, which shows that it is not frequently used to show opposition.

b) *On (the) one hand... on the other hand.*

The use of this connector is also one of the most common mistakes in the learners’ writing. In a correct manner, the two parts of this single connector must be used in the

essay. It is due to the fact that both parts indicate opposing arguments in close relation to each other, which means that none of them may be placed alone. However, in the essays only one case involves the correct usage of this connector. It must be noted that the use of *on the other hand* alone is overwhelmingly common in the analysed writing.

Raw frequency: 32 (AntConc), all but one of them being mistaken. The explanation for such a tendency could be that in Lithuanian, the use of *iš kitos pusės* is not so strictly related to *iš vienos pusės* which are the direct translations of the connector. *Iš kitos pusės* may go alone and it would not make a significant difference. Besides, this connector in Lithuanian is not as academic as it is in English.

c) ***Nevertheless, nonetheless***

Both connectors indicate the situation where an argument is being presented despite the surrounding circumstances. The first two may be used interchangeably with only slight differences in the usage which are not semantic but rather context-dependent.

Raw frequency: 5 (AntConc)

The linker *nonetheless* has not been found in the learners' essays.

Results from the academic essays suggest that the use of adversative conjunctions is considerably more complex compared to the additive conjunctions due to their peculiar nature typical to the English language, and thus they are relatively scarce in the learners essays.

3. Causal conjunctions

a) ***Although***

Although is one of the connectors that was found to cause many problems for learners. The main reason of its complexity is that students tend to translate its meaning from Lithuanian and in this way use it in the Lithuanian way. The direct translation to Lithuanian would be *nors*. However, the use of *nors* in Lithuanian is rather limited. *Although* might act as indicating contradiction as *however*. In order to use the linker correctly, however, *although* requires a certain extension, i.e. most often at least a two-clause sentence. E.g. "*Although I am home, I am not going to help you*". Most commonly, Lithuanian learners tend to use *although* in the Lithuanian form, e.g. "...rather than really protect their rights. ***Although*** there are other forms of human rights protection." It would naturally require a continuation in the correct form of English as *although* indicates just one part of a sentence after which the opposing view is expected. It might go alone when it is meant to be used as an adversative conjunction, in the case of linking it must be a part of a longer expression. On simple terms, the use of *although* in both languages is too different for them to be mistaken so easily.

Raw frequency: 12 (AntConc). In 8 occurrences the usage has been found faulty, due to the Lithuanian language interference. The influence of the native language is understandable; thus the difference between the two usages must be more clearly defined.

b) ***Therefore, As a result, Consequently***

All these conjunctive adverbs are the primary means to indicate the phenomenon of cause-effect. In order to use it in a correct way, there has to be a link established between the two statements in the middle of which one of these conjunctive adverbs stands. In

simple terms, a statement, made at some particular point in the surrounding context has to be a clearly indicated cause which connects to the forthcoming effect, i.e. none of these adverbs go separately, the cause-effect link has to be clear for the reader. For instance, in the sentence, “**First of all**, those in favour of judges deciding the cases argue that the jury are not professional as they are randomly selected from all layers of society. **Therefore**, their professional as well as intellectual abilities do not allow them to decide on the questions of such great importance.” the adverb *therefore* goes immediately after the sentence where a specific statement is expressed. Thus, *therefore* shows a consequence, a particular result present in the following sentence. Occasionally, the adverbs of cause and consequence are used in isolation, therefore, the reader is forced to go back and ascertain what the adverb relates to. According to the results from the essays, the conjunctive adverb *therefore* has a significantly wider usage than *as a result*, the former being used 26 times (AntConc), the latter in only 4 cases (AntConc) The reason could be that the linker *as a result* is more definitive, i.e. it might be chosen more often to conclude a statement or chains of statements, whereas *therefore* can be easily incorporated within a clause and does not necessarily imply a conclusion. However, these are just individual preferences and they obviously vary among writers.

The conjunctive adverb *consequently* had a raw frequency of 4 (AntConc), which might show that this connector is evidently preferred as much as *as a result*.

c) ***Thus (in this way)***

Thus is a literary connector. In their essays, learners have used *in this way* as a possible substitution. It should be noted that both of them have had very similar numbers of occurrences although it is not correct to use *in this way* in an academic work as a conjunctive adverb. Differently from *thus*, it indicates the manner of doing something rather than a consequence. Similarly to the previously analyzed causal connectors, *thus* marks an even closer relation to the previously mentioned statements as it implies that some specific causal statement has just been mentioned. There have been 12 cases (AntConc) of the linker *thus* in the essays and 11 cases of *in this way*, the latter used incorrectly instead of *thus* due to the fact that the writer is most likely unaware of the existence of this conjunctive adverb. There is a possibility that *in this way* is a translation from Lithuanian *tokiu būdu*, which may cause comprehension difficulties.

4. Temporal conjunctions (including conjunctions of restatement)

a) ***Firstly, secondly, thirdly, finally***

The adverbs *firstly*, *secondly*, *thirdly* and *finally* are used accordingly to introduce first, second and third points in an argumentative essay as well as indicate the finalizing statements. The usage of these connectors is rather strictly defined; the only variation might be their position at the beginning of a paragraph or a sentence which makes a clear distinction that arguments are being introduced indicating their gradation. The writer might choose to assemble his essay from the beginning with the most important argument, following with the less important, and finishing with the least important one. In any case, the gradation is completely individual and does not necessarily follow a certain paradigm.

These adverbs have been found in their usual positions in the essays, i.e. marking the beginning of a phrase.

Firstly has been used for 18 times (AntConc), its corresponding synonym *first of all* occurred in 23 cases and *to begin with* had a total number of 20 times (AntConc), the linker *to start with*, however, has been used only five times.

26 occurrences of *secondly* have been found (AntConc), which indicates that in 8 cases it has been used independently without the use of *firstly* as in, "**To begin with**, the content of definition of justice can be analysed in various ways, one of the most noticeable is that an offender has to be punished for what he has done. **Secondly**, according to statistics, it occurs that the price of maintenance of prisons is staggering." Logically, that is a mistake of cohesion due to the fact that these numbers are not supposed to appear on their own as they are directly related with each other.

Thirdly has been used twice (AntConc), which means that there has been little need to list the arguments up to number three.

The connector *finally* has a wide usage either in paragraphs to mark the end of an argumentation or generally to indicate the final statements of the essay. There have been 10 cases found in the learners' essays. There is a considerable difference between the uses of *finally* and *in conclusion*, the latter normally being used to finalize the whole essay and not its separate parts. It has been one of the most preferred finalizing conjunctive adverbs, having a total of 28 cases (AntConc) with its corresponding synonym *to conclude* appearing 11 times (AntConc).

The conjunctions of **restatement** as the word explicitly implies refers to the stating of information one more time with the intention to cover the questions discussed in a brief manner and, in other words, in order to clearly distinguish the main issues which have been analyzed in the essay. The conjunctive adverbs indicating restatement are therefore found in the finalizing sections of the paper or interim summaries which may appear in the middle of the work, summarizing smaller pieces of information. It is generally agreed that new, previously unmentioned arguments do not appear in the finalizing sections; only known information is being covered. In the academic essays, there is a clear tendency to use the connector *to sum up*, which has had a total of 26 cases (AntConc), the majority of which have been used at the end of the academic essay. The adverb to which learners have been less inclined has been *all in all* with the total of 8 occurrences. (AntConc) There has also been one case of each of the connectors *overall*, *taken everything into account*, *to summarize* and *summarizing everything*, (the last being of considerable applicability) which might be used synonymously to *to sum up*.

5. Conjunctions of exemplification

As far as these are concerned, they are not exclusively important for the desired cohesive effect. However, there is a recurrent tendency to indicate examples and thus ground particular choices, therefore, the use of conjunctive adverbs of exemplification should be briefly touched upon.

For example, for instance

There has been a significant parting of the two most commonly occurring connectors of exemplification. Judging from the occurrences, there is an overwhelming tendency to use

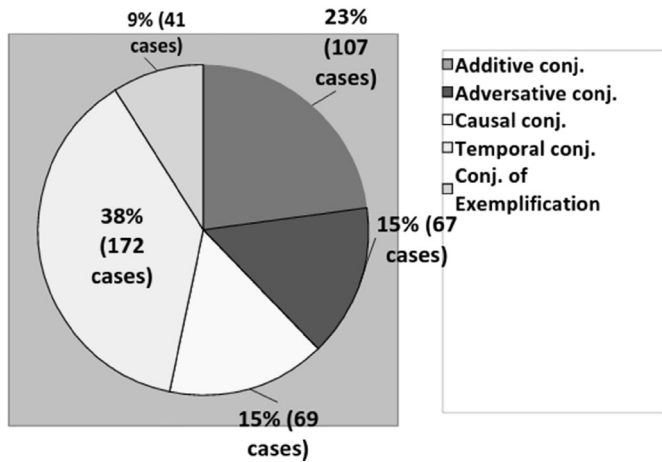


Chart 1. Frequency of the conjunctive adverbs

Total: 456 cases

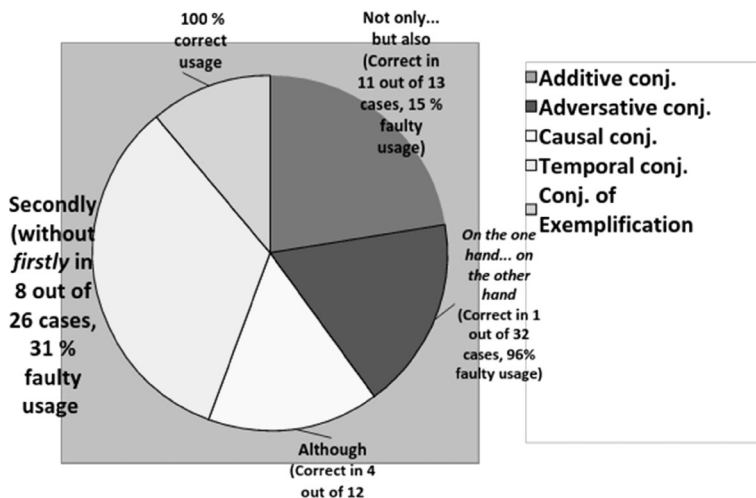


Chart 2. Faulty uses of the conjunctive adverbs

for example rather than *for instance*. The reasons for this difference are individual, though it may be speculated that during the years of studying, learners do not face as many cases of the indicator *for instance* in their reading and writing activities. In total there have been 34 instances (AntConc) of *for example* and only 7 cases of *for instance*.

In general, it should be noted that the use of conjunctive adverbs is highly important and preferred in learners' academic essays. Not only are they significant but also they improve the general expression in English, which may have a positive effect on future uses of English when a certain proficiency in this language would be required. Writing cohesively indicates natural approach to a language; it gives confidence and logic to an academic work. It is rather clear that without conjunctive adverbs, an academic work

would simply be a random compilation of words which do not relate to each other and, therefore, do not provide any sense or understanding to the reader. It is indeed essential to learn and apply conjunctive adverbs in an appropriate way in order to achieve cohesion in academic writing.

Conclusions

It has been confirmed in the present paper that conjunctive adverbs are a crucial device in academic writing. The results of this research paper indicate that learners of English indeed employ different types of conjunctive adverbs, i.e. additive, causal, adversative and temporal as well as those of exemplification to support the cohesive structure of an academic work. The hypothesis of the paper which claims that conjunctive adverbs are a tool to create cohesive relations which is used abundantly by students in their academic essays has been proven due to the fact that they have had a crucial role in the essays analysed. Conjunctive adverbs have been used in every essay without exception, which proves that they are a significant cohesive tool, and the students have been encouraged to use and apply them accordingly in the learning/teaching process.

In terms of frequency, the highest number of those employed belongs to the groups of temporal and additive connectors. These numbers prove that appropriate argumentation to support the claims and the establishment of temporal connections is the most important in an academic essay. Groups with a lesser number of cases have had a supporting role in achieving cohesion. There has been a tendency revealed to use some conjunctive adverbs in a faulty way, which has been due to the Lithuanian language influence in terms of grammar differences. In addition, learners have been inclined to use the conjunctive adverbs independently, i.e. not obeying the rules which oblige to use some of them together, as an inseparable unit in a sentence.

What is more, some conjunctive adverbs, such as those of adversative type, have proven to be more complex than other groups and thus they involve a larger number of faulty uses.

However, despite the importance of conjunctive adverbs, they are only one of the areas that belong to the sphere of cohesive writing. In addition, the other large separate area of expertise which contributes to the current topic and could be extended into a further research is lexical cohesion, which involves the choice of words, co-occurrence of lexical items, etc. With the information gathered from these sections, the case of cohesive writing may become an even more grounded sphere that would provide more alternative to those involved in the academic writing study.

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ON THE USE OF CONJUNCTIVE ADVERBS IN LEARNERS' ACADEMIC ESSAYS

Summary

The aim of the present research was to analyze the usage of conjunctive adverbs in the university law students' academic essays in their role to achieve cohesion, i.e. make the text comprehensible, logical and complete. The concept of cohesion has been defined and its different types explained. The subject of the paper was conjunctive adverbs as a sub-group of grammatical cohesion, so their

classification based on their meaning and function was provided. According to the hypothesis of this paper, learners of English use various types of conjunctive adverbs to join certain parts of their academic essay together, provide background for their arguments, and produce a cohesive academic piece of writing. 88 law students' academic essays have been collected and analysed with the focus on conjunctive adverbs: the area of their usage has been defined, the reasons for a particular usage have been given, faulty usage has been illustrated and interpreted, synonymous adverbs have been explained and separated. To determine the frequency of the adverbs, a corpus tool AntConc has been used and raw frequencies of the conjunctive adverbs have been accordingly provided. The overall results have shown that although conjunctive adverbs belong to only one area of grammatical cohesion, they have appeared in every essay under investigation and thus are a crucial device to achieve cohesion.

KEY WORDS: learners' language, academic writing, text cohesion, conjunctive adverbs.

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JUNGIAMIEJI PRIEVEIKSMIAI KAIP TEKSTO RIŠLUMO KŪRIMO PRIEMONĖ AKADEMINIUOSE RAŠINIUOSE ANGLŲ KALBA

Santrauka

Šio tyrimo tikslas yra išanalizuoti jungiamųjųrieveiksmių vartoseną ir jų vaidmenį siekiant rišlumo angliško akademinio rašinio kūrime. Tyrimo objektas – jungiamiejirieveiksmai teisės studentų akademinuose rašiniuose. Analizei buvo atrinkti 88 rašiniai. Priežastis, dėl kurios buvo renkamasi analizuoti būtent šiuos rašinius yra negimtakalbiai, vartojantys anglų kalbą kaip profesinę kalbą ir besimokantys jos kaip antros kalbos. Remiantis šio tyrimo hipoteze, specialybės anglų kalbos besimokantys studentai vartoja įvairių tipų jungiamuosiusrieveiksnius tam, kad sujungtų atskiras rašinio dalis, pagrįstų savo argumentus ir sukurtų rišlų akademinį darbą. Dėmesio centre buvo jungiamiejirieveiksmai: apibrėžta jų vartojimo sfera, paaiškintos specifinės vartosenos priežastys, įvardinta bei interpretuota klaidinga vartoseną, išaiškinti sinonimiškirieveiksmai. Siekiant nustatyti jungiamųjųrieveiksmių vartojimo dažnumą, buvo pasitelkta tekstynų kūrimo programa „AntConc“. Atlikus tyrimą paaiškėjo, jog nepaisant jungiamųjųrieveiksmių priklausymo tik vienai gramatinio rišlumo priemonių sričiai, juos buvo galima rasti visuose tirtuose rašiniuose. Tai tik įrodo, jog jungiamiejirieveiksmai yra būtina priemonė, kuriant akademinio teksto rišlumą. Studentai studentai šią būtinybę supranta ir pakankamai tasyklingai šią priemonę vartoja.

REIKŠMINIAI ŽODŽIAI: besimokančiųjų anglų kalba, akademinis rašymas, teksto rišlumas, jungiamieji žodžiai.

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