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Distinguishing Adjunct Adverbials in English and Arabic: A Contrastive Study

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Distinguishing Adjunct Adverbials in English and Arabic: A Contrastive Study

تمييز الظروف المتممة في اللغتين الإنكليزية والعربية
دراسة مقارنة

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Abstract

Adverbs are sentence elements which have different types of forms and semantic functions depending on their uses and the type of verb used in forming sentences. They can be classified in many ways, but one simple way is to classify them according to the elements they modify. They are divided into three types: adjuncts—those adverbs that form an integral part of the clause they occur in, conjuncts—those adverbs that help join the clause they occur in to another clause, and disjuncts—those adverbs that neither

form an integral part of the clause they occur in nor help join their own clause to another clause elsewhere, but instead express a parenthetical opinion of the speaker. The main focus of this paper is on the forms and functions of adjuncts in both English and Arabic languages. One main problem related to this topic includes confusing the forms and functions of the different types of adjunct adverbials and the other types of adverbials.

This study aims at illustrating the main types of adverbs in general and the forms and semantic functions of adjuncts in English and Arabic languages specifically. It also aims at pinpointing aspects of similarities and differences in the use of the term ‘adjuncts’ (fadla in Arabic) in both languages. It hypothesizes that there are certain aspects of similarities and differences between the two languages in the use of adjuncts, but the differences are more due to the varied structures used in Arabic language and the different needs and purposes requiring the use of the different forms of adjuncts in Arabic

The study comprises four sections: the first is an introductory one shedding light on the problem, aims, procedures and hypotheses of the study. The second section surveys the different forms and semantic functions of adjuncts in English. The third is concerned with illustrating the different forms and semantic

functions of adjuncts in Arabic. The last section presents the contrastive analysis where the aspects of differences as well as similarities between adjuncts in both languages are presented to show the difference between the two languages with respect to using adjuncts and the grammatical terms used in each to denote adjuncts. It has been found out that the use of adjuncts in both languages largely varies in terms of consideration, use, and forms, yet there are still some aspects of similarities between them. Arabic makes more use of adjuncts as the concept somehow differs. Fadla in Arabic includes constituents which are in some cases not adverbials but actually function as complements for certain considerations that will be illustrated within the pages of this paper.

Key terms:

Adjuncts, fadla, conjuncts, disjuncts, complements, differences, similarities.

تمييز الظروف المتممة في اللغتين الإنكليزية والعربية: دراسة مقارنة

المستخلص:

الاشكال والوظائف الدلالية للظروف المتممة في اللغتين الإنكليزية والعربية بشكل خاص. وكذلك تهدف الدراسة الى تحديد جوانب التشابه والاختلاف في استخدام مصطلح الظرف المتمم (الفضلة باللغة العربية) باللغتين. تفترض الدراسة ان هناك عدد من نواحي التشابه والاختلاف بين اللغتين في استخدام الظروف المتممة، لكن الاختلافات تكون أكثر بين اللغتين بسبب التراكيب المتنوعة المستخدمة باللغة العربية والحاجات والغايات التي تتطلب استخدام الاشكال المختلفة للظروف المتممة في العربية.

تتألف الدراسة من أربعة أجزاء: الجزء الأول تقديمي يسلط الضوء على مشكلة الدراسة، الأهداف، والإجراءات والفرضيات الخاصة بالموضوع تحت المناقشة. اما الجزء الثاني يقدم تغطية للأشكال والوظائف الدلالية المختلفة للظروف المتممة في اللغة الإنكليزية. ويقدم الفصل الثالث شرحاً للأشكال والوظائف الدلالية للظروف المتممة (الفضلة) في اللغة العربية. بينما يقدم الجزء الأخير التحليل المقارن حيث يتم عرض أوجه التشابه والاختلاف بين الظروف المتممة في اللغتين لتوضيح الفرق بين اللغتين من حيث استخدام الظروف المتممة

تعتبر الظروف من عناصر الجملة التي لها أنواع مختلفة من الاشكال والوظائف الدلالية اعتماداً على استخداماتها ونوع الفعل المستخدم في تكوين الجملة. من الممكن تصنيف الظروف بطرق متعددة، ولكن هناك طريقة بسيطة لتصنيفها وفقاً للعناصر التي تقوم بتعريفها. يمكن تقسيمها الى ثلاثة أنواع: الظروف المتممة والتي تتضمن الظروف التي تشكل جزءاً متكاملًا من الجملة التي تستخدم فيها، والظروف الرابطة والتي تتضمن الظروف التي تساعد في ربط جملة بأخرى، والظروف المنفصلة والتي لا تشكل جزءاً متكاملًا من الجملة التي تستخدم فيها ولا تساعد في ربط جملة مع أخرى، لكن تستخدم للتعبير عن رأي محدد للمتكلم. في هذه الدراسة تم التركيز على اشكال واستخدامات الظروف المتممة في اللغتين الإنكليزية والعربية. واحدة من المشاكل الرئيسية ضمن هذا الموضوع تتعلق بعدم التمييز للأشكال والوظائف للأنواع المختلفة للظروف في اللغتين وكذلك التمييز بين اعتبار بعض عناصر الجملة كظروف ملحقة او تنمات. تهدف الدراسة الى شرح وتوضيح الأنواع الرئيسية من الظروف بشكل عام والى شرح

كتمت لاعتبارات معينة ولهذا السبب فضل بعض النحويين على تسميتها تلمات وليس ظروفًا والتي تم توضيحها خلال البحث الحالي.

الكلمات المفتاحية: الظروف المتممة، الفضلة، الظروف الرابطة، الظروف المنفصلة، التلمات، الاختلاف، التشابه.

والاصطلاحات اللغوية المستخدمة في كل منهما. وتوصلت الدراسة الى ان استخدام الظروف المتممة في اللغتين يختلف من حيث المعالجة والاستخدام والاشكال المستخدمة لطرح الموضوع، مع هذا تبقى بعض جوانب التشابه بينهما. تستخدم اللغة العربية الفضلة بشكل اوسع لان المصطلح المستخدم (فضلة) يتضمن عناصر ليست بواقع الحال ظروفًا لكن تستخدم

Section One

1.1 Introduction

Adverbs are usually optional elements which may occur at either the level of the verb phrase or the level of the sentence. They can be classified in many different ways, but one simple way is to classify them according to the elements that they modify. They are divided into adjuncts, conjuncts, and disjuncts. This distinction is based on Greenbaum's (1969) study of adverbials in which he makes a distinction between these three classes of adverbials. This distinction is based on syntactic and semantic features depending on the extent to which they are integrated in the clause structure. The same distinction of adverbials is used by Quirk et al. (1985).

Crystal (1997:12) defines an adjunct as "A term used in

GRAMMATICAL theory to refer to an optional or secondary element in a CONSTRUCTION: an adjunct may be removed without the STRUCTURAL identity of the rest of the construction being affected". At the sentence level, adverbials are the well-known examples for adjuncts. Crystal (ibid) illustrates that "Many adjuncts can also be analyzed as MODIFIERS, attached to the HEAD of a phrase (as with adjectives, and some adverbs)". He adds that in Quirk grammar, the term 'adjunct' has been used with a very restricted meaning to denote a subclass of adverbials (ibid).

In Arabic language, the term 'adjunct', for which the term *fadla* is employed, is usually used with almost the same connotation but the labels and forms used to refer to adjuncts are definitely different. The questions that are associated with this subject and which are the main

interests of this paper include the following:

- 1-What are the main differences between adjuncts, disjuncts and conjuncts?
- 2- Is there such a distinction in Arabic?
- 3-What are the main forms and functions of adjuncts?
- 4-Do adjuncts have any role in sentences? If yes, then how do they differ from complements?

5-

How and why do adjuncts differ in both English and Arabic?

1.2. The Problem:

Adjunct adverbials in English, as well as in Arabic, have different forms and functions which completely differ from the other types of adverbials. One main problem related to our study is how to make it possible to distinguish between the different types of adverbials as well as their forms and functions in the two languages. Besides, some constituents, especially in Arabic, are not actually adverbs but considered as such for certain considerations and this causes a problem as what statuses these constituents have, i.e. if they are really adjuncts or complements.

1.3. Aims of the Study:

The study aims at achieving the following:

- 1- Illustrating the main forms and functions of adjuncts in both English and Arabic.
- 2-Claryifying the main roles played by adjuncts and the significance of such roles.
- 3-Specifying how they differ from complements.
- 4-Identifying the points of similarities and differences between adjuncts in both English and Arabic.
- 5-Drawing some conclusions.

1.4 The Hypothesis:

The study assumes that adjuncts play a significant role in both English and Arabic sentences though they are sometimes considered as secondary elements. It is also assumed that good understanding of the forms and functions of adjuncts helps identifying the forms and uses of adverbs and solving certain types of ambiguities related to the statues of elements used in forming sentences. Besides, adjuncts certainly have some roles to play in a sentence; otherwise, they are not used in different sentence patterns. Finally, it is assumed that there are many differences between adjuncts in English and Arabic, differences in forms, functions and consideration, yet there are certain significant aspects of similarities between them.

1.5. Procedures of Study:

The procedures followed in writing this paper are:

- 1- Surveying the forms and functions of adjuncts in the English language and their counterparts in Arabic.
- 2- Presenting and describing these forms and functions with examples from both languages.
- 3- Pointing out what elements they include to clarify how they differ from other sentence elements.
- 4-Carrying out a contrastive analysis of the ways of using adjuncts in both languages to pinpoint aspects of similarities as well as differences.
- 5-Drawing conclusions from the results of the study.

1.6. Limits of the Study

The present study is limited to dealing with adjuncts in both English and Arabic. The main focus will be on the forms and functions of adjuncts rather than on those of disjuncts and conjuncts.

1.7. Significance of the Study:

- 1-The study is hoped to be of theoretical significance to researchers.
- 2-It can be of significance in understanding the forms and functions of adjuncts specifically and of conjuncts and disjuncts in general.
- 3-It can be of significance in solving certain ambiguities related to their uses and statues in both languages.

Section Two

Adjuncts in English

2.1 Introduction:

Hasselgård et al. (2024) define an adverbial as a “syntactic function at clause level”. It may be obligatory in certain cases and optional in others. Three types of adverbials are distinguished: adjuncts, conjuncts, and disjuncts which may occur in many different forms like adverbs, adverb phrases, noun phrases, prepositional phrases, or subordinate clauses of time, place or manner (ibid). Adjuncts, which are the main focus of this study, are typically adverbials and usually optional sentence constituents. They may occupy different sentence positions, unlike nucleus sentence elements which have specific positions and if moved it is done for certain purposes (Brown and Miller, 1980 :353).

In this section, we are going to provide a brief overview of the kinds of optional modifying and embellishing constituents in clause structure that are called adjuncts. A sentence element is called an adjunct if it is neatly placed within the sentence. From a syntactic point of view, adjuncts are, in most cases, considered as optional elements as; firstly, their omission still leaves a complete sentence, thus the following words written in italics are adjuncts:

1. a. He ate his breakfast *quickly* ~
b. He ate his breakfast.

2. a. Susan met him *yesterday* ~
b. Susan met him.

3. a. Mike taught linguistics *in London* ~ b. Mike taught linguistics.

and, secondly, such constituents are not criteria for verb

subclassification, they can occur with all verb classes.

Adjuncts are considered as a rather 'mixed bag' as, syntactically, there are numerous subclasses which have different and overlapping distribution, and they fill a variety of semantic functions as will be illustrated below.

2.2 Adjuncts, Disjuncts, and Conjuncts:

A distinction must be made first between adjuncts, disjuncts, and conjuncts. The distinction of adverbs into adjuncts, disjuncts, and conjuncts is based on their integration in a clause (Aziz 1989:174). An adverb is called an adjunct when it is often neatly integrated into the flow of a sentence. When the adverb does not fit into the flow of the clause, it is called a disjunct or a conjunct and is often set off by a comma or a set of commas. A disjunct frequently acts as a kind of evaluation of the rest of the sentence. Although it usually modifies the verb, we could say that it modifies the entire clause, **too**. The word **too** in the preceding sentence is considered as a disjunct and it can also function as an adjunct as in the following sentence:

4. It is *too* difficult to pass the exam. Disjuncts are not integrated into the basic clause structure. According to Greenbaum (1969: 81) disjuncts 'can serve as a response to a yes-no-question, though some require to be accompanied by 'yes or no'. He makes reference to other types of disjuncts: attitudinal disjuncts which 'express the speaker's attitude to what he is saying', and style disjuncts which 'represent the speaker's comment on the form he is giving his message.' (ibid: 94).

Disjuncts include words like *probably, fortunately, honestly speaking....* etc.

5. *Frankly*, Martha, I don't give a hoot.

6. *Fortunately*, no one was hurt.

Conjuncts, on the other hand, serve a connector function within the flow of the text, signaling a transition between ideas. Hasselgård (2010:20) points out that these adverbials are not an integrated part of the clause structure and that they usually occur in sentence initial position though they may occur medially, they include words like *however, furthermore* and *to begin with*. He adds that 'Conjuncts set up contextualising relationships between portions of text and thus belong to the textual metafunction, according to Halliday' (ibid). For example: the words *then* and *yet* in the following sentences are conjuncts:

7. If they start smoking those awful cigars, *then* I'm not staying.

8. We've told the landlord about this ceiling again and again, and *yet* he's done nothing to fix it.

Quirk et.al. (1973: 126) point out that 'Semantically, conjuncts have a connective function. They indicate the connection between what is being said and what was said before'. Biber et al. (1999) refer to these three different classes of adverbials using different terms.

They use circumstance adverbials, stance adverbials and linking adverbials to refer to adjuncts, disjuncts and conjuncts consequently. They state that the most varied and integrated class into the clause is the first one as these adverbials 'add information about the action or state described in the clause, answering questions such as 'How' When, Where, How much, To what extent? And 'Why?' (ibid:763).

Circumstance adverbials include both obligatory and optional adverbials. Stance adverbials, on the other hand, 'convey speakers' comments on what they are saying (the content of the message) or how they are saying it (the style)'. Lastly, linking adverbials 'have a more peripheral relationship with the rest of the clause than circumstance adverbials typically do.they serve a connection function. They make explicit the relationship between two units of discourse...' (ibid: 764-765). Biber et al. add that these adverbials 'are used slightly more commonly in academic prose because this register tends to have an emphasis on conveying logical coherence and building arguments' (ibid: 765). The last two types of adverbials are considered to have a more peripheral connection with the clause than the first. The distinction between these types is

based on syntactic as well as semantic grounds. Our focus in this study is only on adjuncts which will be illustrated next.

2.3 What is an Adjunct:

Carter & McCarthy (2006:578) define adjuncts by stating that they 'modify, comment on or expand in some way the meaning of the clause in terms of manner, place, time, frequency, reason, intensity, etc.), and they are optional elements within the clause'. In a similar way, Hasselgård et al. (2024) illustrate that an adjunct is 'A type of adverbial indicating the circumstances of the action. Adjuncts may be obligatory or optional. They express such relations as time, place, manner, reason, condition,...". Similarly, Sinclair et al. (1990: 281) define an adjunct as 'a word or a group of words which you add to a clause when you want to say something about the circumstances of an event or situation, for example when it occurs, how it occurs, how much it occurs, or where it occurs.' Generally speaking, the element used to answer any question starting with the following question words is considered an adjunct:

How? (manner) e.g. *carefully, with enthusiasm....*

When? (time) e.g. *yesterday, on Tuesday, after I left*

Where? (place) e.g. *there, in the kitchen, where I was*

Why? (reason) e.g. *for no reason, since I am poor*

How often? (frequency) e.g. *twice, monthly*

How long? (duration) e.g. *for two years.*

(Brinton & Brinton, 2010:217; see also Kim and Sells, 2007:41)

Aziz (1989: 174) illustrates that adjuncts are more integrated into the structure of the clause in that:

1-They cannot usually occur initially in a negative sentence:

9. a. **Quickly* he did not walk.

2-They can be contrasted with another adverb in the interrogative sentence:

b. Did he walk *quickly* or did he walk *slowly*?

3-They can be contrasted with another adverb in the negative sentence:

c. He did not walk *quickly*; he walked *slowly*.

In sentence (9) above *quickly* is an adjunct; if is replaced by *perhaps*, the first sentence will be acceptable:

10.a. *Perhaps*, he did not walk home.

If it replaces the adjuncts in the other three sentences, the sentences will not be acceptable:

b. *Did he walk home *perhaps* or did he walk home *likely*?

c. *He did not walk perhaps he walked likely.

Perhaps is therefore a disjunct.

Greenbaum (1969: 24) argues that an 'adjunct should satisfy a set of 'diagnostic criteria': it must be unacceptable in an independent tone unit with a rising, falling-rising or level nuclear tone when the clause is negated; it must be able to serve as the focus of clause interrogation; and it must be able to serve as the focus of clause negation'. Quirk et. al. (1985:504) present a description of some of the features or characteristics of adjuncts. They state that an adjunct, which may resemble other sentence elements, can:

- be the focus of a cleft sentence

11. a. It was *because of his injury* that Hilda helped Tony.

- be used as the focus of alternative interrogation or negation

b. Hilda didn't help Tony *because of his injury* but (she helped him) *to please her mother*.

- be the focus of a 'focusing subjuncts'

c. Hilda helped Tony only *because of his injury*

- be elicited by question forms

d. Why did Hilda help Tony? (*Because of his injury* [Adjunct]).

Biber et. al. (1999: 766) point out that adjuncts, which they refer to as circumstance adverbials, 'have the most varied functions of the classes of adverbials, since they can add all types of circumstantial information (e.g. place, time, process, extent). It is thus not surprising that they are the most common class of adverbials.' They add that these adverbials are frequently used in fiction where they 'are commonly used to describe the environment, the characters, and the action, and to make narrative relationships clear'(ibid). It is quite clear now that adjuncts adverbials are the most frequent, varied and significant types of adverbials. They are very important in sentence constructions, though they are optional in most cases, as they add new and additional information to the sentences produced. In the following section, we are going to shed light on the most common forms of adjuncts by means of which they are realized.

2.3.1 Realization of Adjuncts:

There are four main types of adjunct adverbials: manner, time, place, and reason. They may have a variety of forms including adverb phrases, prepositional phrases, dependent clauses, as well as noun phrases which, in turn, have different types, like directional adverbs (e.g. home,

upstairs...), measure phrases (e.g. ten miles), and time expressions (e.g. today, last year....) (Brinton &Brinton:2010, 217).

Many types of constituents can function as adjuncts. The different kinds of adjuncts sometimes overlap: a single constituent can function as two different kinds of adjunct simultaneously. For example, a conditional adjunct or a reason adjunct can at the same time be a speech act adjunct. The main forms of adjuncts and their types can be illustrated with examples as below:

1- Noun phrases functioning as adjuncts usually refer to time as in the following examples

12. They arrived *last week*.

13. We 're celebrating our silver wedding *this year*.

2- Adverb phrases functioning as adjuncts:

14. She folded the napkins *carefully*.

15. *Luckily* the weather was very nice.

3- Prepositional phrases functioning as adjuncts generally refer to time or place; they are also used to denote cause, means, instrument, manner, or contrast ... as illustrated in the following examples:

16. *After that* I felt really bad.

17. He got in *by breaking the door down*.

18. She cut it *with a razor-blade*.

4- Clauses functioning as adjuncts: Subordinate clauses, finite and nonfinite clauses, can function as adjuncts.

a. Finite clauses include clauses of time, reason, condition and purpose. Examples are given below:

19. *Had I known this at the time*, I wouldn't have bought.

20. She wrote to me *when she arrived in Oxford*.

b. Nonfinite clauses include to-infinitive clauses, bare infinitive clauses, -ing clauses, and -ed clauses. Here are some examples:

21. We were saving up *to buy a new car*.

22. *Realizing he couldn't win*; Tom began to lose heart.

23. *His assignment completed*, Ed went down to the pub.

(Biber et. al. 1999: 767-768; Huddleston &Rodney, 2002:669; Carter &McCarthy, 2006: 578; see also & Huddleston and Rodney, 2005: 79).

In all the above-mentioned cases, adjuncts express additional and optional information. If they are omitted, the remaining clause is still

syntactically complete. Even though, as will be illustrated, few adjuncts are obligatorily used in forming sentences as there are some verbs that require to be followed by adjuncts as complements not as adverbials.

2.3.2 Positions of Adjuncts:

In reality, adjuncts are very free in their placement, they may be found in different positions in the sentence. They can occupy three major positions within the sentence: initial, medial, and final (Biber et al. 1999: 771; see also Quirk et. al. 1985 for more details).

-Initial: adverbials may occur in the first position in the clause before the subject or other obligatory elements within the clause:

24. *Yesterday* I saw her blow a bubble.

-Medial: this position includes 'all positions between obligatory initial and final clausal elements' (Biber et. al. 1999: 771). Thus, adverbials may occur between the subject and the beginning of the verb phrase (preverbal), after the operator before the main verb, or after the main verb before other obligatory elements. Note the following examples:

25. Jean *never* put anything away.

26. Carrie had *often* dreamed about coming back.

27. It is *still* three weeks away.

-Final: the adverbial may occur in the final position in the sentence

though it may not be the last if there is a sequence of adverbials used at the end of the sentence.

28. Roads remained dangerous and slow in many parts of the region *yesterday*.

29. They sold their house *quickly* for a big profit. (After the verb complement).

It has been obvious that the different types of adjuncts previously mentioned may occur in different positions within the sentence. All of them may occur in final position, but for example time adjuncts may occur at initial position and sometimes preverbally, place adjuncts, on the other hand, are clumsy to occur initially, and manner adjuncts often occur preverbally but not quite common at initial positions. It must be noted that adverbials, specifically adjuncts, never occur between the verb and the direct object. (Brinton &Brinton, 2010: 218-219).

2.3.3 Semantic Functions of Adjuncts:

Adjuncts can also be categorized in terms of the functional meaning that they contribute to the phrase, clause, or sentence in which they appear. The following includes some of the most important and common semantic functions of adjuncts:

1- Space (place) adjuncts: these express spatial location, motion or

distance. They mainly answer questions like *where* (position), or *where to/ from* (direction).

30. I 've got a lemon *at home*.

31. It comes *from Marks and Spencer's*.

2- Temporal adjuncts (or time as well as duration adjuncts): these adjuncts 'locate events and states in time (sometimes in relation to other events) or specify their duration or frequency' (Hasselgård, 2010: 25). They establish *when*, *how long*, or *how frequent* the action or state happened or existed.

32. Put it near the window *now*.

33. We met her at your wedding *very briefly*.

34. She gets paid *monthly*.

3- Manner and means adjuncts, also called medicative adjuncts, establish how (or the way in which) the action happened or the state existed. They answer questions with *how* or *in what way*. Manner adjuncts may include accompaniment adjuncts, means adjuncts, instrument adjuncts, method adjuncts, attire adjuncts, and role (or capacity) adjuncts. (ibid: 26)

35. He played his hand *foolishly* (manner)

36. If only young Daniel had come *with you*. (accompaniment)

4- Degree (and intensity) adjuncts (also called measure adjuncts)

denote the intensity with which something happens and refer to *how much*, *to what degree* or *to what extent* something happens.

37. It was *totally* unintelligible.

38. *Largely* they looked after themselves.

5- Contingency adjuncts: they include adjuncts of cause and result which express *the reason for*, or *the purpose of*, an action or state. They are elicited by the question *why*. Besides, they include condition and concession adjuncts which usually have no typical question, though in certain cases the phrase *under what circumstances* would be appropriate.

39. I told him off *for all the mess on the floor*.

40. It's there *to be used*.

5- Respect adjuncts: these adjuncts 'specify a circumstance of the action which is neither temporal nor spatial, though they often consist of a spatial expression used metaphorically.' (ibid: 28). They constitute answers to a question including *with respect to what*. For example:

41 - *With the Dumfries inquiry moving into its second month*, Mr. Kreindler said that there was nothing his group could do.

6- Participant adjuncts: these refer to a participant in a process. Specifically, they refer to an entity

which might have been a participant – typically with subject or object function – in an agnate clause .
(Hasselgård, 2010: 29; See also Quirk et. al., 1985:560-565; Carter & McCarthy, 2006: 579-580; Payne, 2006:298)

Moreover, Carter & McCarthy (2006, 580) point out that in certain cases some adjuncts are categorized differently as a result of some kind of overlap in the types of meaning expressed according to the context of use, for example:

42. He has changed *a lot*. (*meaning to a great degree*)

43. We plan to go away *a lot* you see. For weekends and things.
(*meaning frequently*)

In all the above cases of adverbials, the focus was on adjunct adverbials, that is, on adjuncts that modify verbs, verb phrases, or entire clauses. Adjuncts can appear in other domains, however; that is, they can modify most categories. Thus, one can have ad-nominal adjuncts, ad-adjectival adjuncts, ad-adverb adjuncts, etc.

-the discussion *before the game*
before the game is an ad-nominal adjunct.

-very happy - *very* is an ad-adjectival adjunct.

These types are out of the scope of our study as the focus of our study is on adjuncts modifying verbs or verb phrases or clauses in both languages.

2.4. Cognate Objects:

Jones (1988: 89) defines the cognate object construction as a construction in which an intransitive verb is followed by a noun phrase which seems to function as its direct object. This noun phrase has a head noun which expresses the event or state nominalization of the verb. For example:

44. John died a gruesome death.

45. Harry lived an uneventful life.

46. Bill sighed a weary sigh.

Kim and Lim (2012: 2-3) illustrate that there are two different types of the cognate object: an eventive-cognate object as in the following sentence:

47. a. He smiled a lovely *smile*/*a lovely laugh/*a giggle and patted me on my shoulder.

and a referential-cognate object as in the following:

48. a. When he saw her house, he *sang* the second *song*/the second *melody*.

It has been argued that the object of the first type functions as a predicate while that of the second refers to an

individual and this classification depends only on what the verb licenses. For example, verbs like *smile*, in sentence (47), are different from verbs like *sing*, in sentence (48) above, in that the first type of verbs allows only a cognate object as its object, while the second type can be followed by any other object. The difference between them leads to a semantic, paraphrasing difference between them as illustrated below:

47 b. He smiled a lovely smile. $\Rightarrow$
He smiled lovely.

48 b. He sang the second song. $\neq$
He sang secondly.

In the first sentence, it is possible to paraphrase the eventive-cognate object as an intransitive verb with the object's modifier as adverb, but this is not possible with the referential-cognate object in the second sentence, as such there is no such entailment relationship between this object and its assumed intransitive paraphrase with an adverb (ibid: 3).

Concerning the status of the cognate object, there has been no agreement on whether it is considered as an adjunct or argument as it has the features of both. So, according to Jones (1988) and others the cognate object behaves as an adverbial expression in many syntactic environments. Jones illustrates that cognate objects have been classified

as adjuncts because they show properties that are not characteristic of prototypical objects. First, they cannot undergo certain processes specific for noun phrases functioning as object like passivization, topicalization, pronominalization or other processes as illustrated in the following examples:

49. a. *A *silly smile* was smiled.
[Passivization]

b. *A *silly smile*, nobody smiled.
[Topicalization]

c. *Maggie smiled a *silly smile* and then her brother smiled it.
[Pronominalization]

d. *He smiled *the smile* for which he was famous.
[Definiteness Restriction]

50. a. *What did he die?
[Questioning]

b. ?He died a *death*.
[Modifier obligatory]

c. *He died a suicide/ a murder.
[required cognateness]

51. Bill sighed a *weary sigh*=
Bill sighed *wearily*.
[manner paraphrase]

On the contrary, Massam (1990) and others argue that the cognate object has certain properties that indicate it is a syntactic argument. One of these arguments for its being an argument rather than an adverbial expression is that as there is nothing which can come between a transitive verb and its object, nothing can come between

the cognate object and its verb as in the following:

52. a. Ben always runs (quickly) that way.

b. Let Ben run (*quickly) a little run.

c. Ben sneezed (*that way) a glorious sneeze.

Accordingly, it is considered as an argument (an object not an adjunct). Since our focus is on adjuncts, we will follow Jones' view and consider it as an adjunct to support the argument for considering the cognate object as an adjunct adverbial in Arabic as will be presented in the following section dedicated to Arabic adjuncts.

2.5. Distinguishing between Arguments (Complements) and Adjuncts:

It has been clarified that an adjunct is a modifying form, word, or phrase that depends on another form, word, or phrase, which is considered as being an element of clause structure with an adverbial function. Subjects, objects and complements form the nucleus of a sentence. They are considered as nuclear in at least two senses which are complementary. They are the constituents which are either obligatory or are introduced by an expansion of the verb phrase, and hence relevant to strict

subcategorization. They are also to be identified with nuclear participants. All other sentence constituents are called adjuncts. Adjuncts are usually adverbials whether they are adverb phrases, prepositional phrases, adverbs or subordinate clauses of time, place, manner, etc. that function as adverbials. They are mainly optional sentence constituents, and have a degree of mobility within a sentence which the nuclear constituents do not have (Brown and Miller, 1980:353).

Van Valin (2004: 92) refers to the different types of constituents following the verb as dependents and shows that there are differences between these dependents. He illustrates that those dependents which are necessarily required by the verb are semantically referred to as 'arguments' and syntactically as 'terms', whereas, those dependents which are not necessary or dispensable are referred to as 'adjuncts' or 'non-terms'. This distinction between arguments and adjuncts is made in terms of what is known as 'verb valency' which refers to the number of arguments that it takes. Terms (i.e. subject, direct object, indirect object) are in most cases arguments, while non-terms can be either arguments or adjuncts. An adjunct is not an argument (nor is it a predicative

expression), and an argument is not an adjunct. The distinction between arguments and adjuncts is basic in most theories of syntax and semantics. The area of grammar that explores the nature of predicates, their arguments, and adjuncts is called valency theory. Predicates have a valence; they determine the number and type of arguments that can or must appear in their environment. The valence of predicates is also investigated in terms of subcategorization.

To illustrate such a distinction, let's have the following example: the locative prepositional phrase with *put* is considered an argument but a non-term, while all adjuncts are non-terms. Generally speaking, most theories of syntax use the 'complement' and 'adjunct' contrast to discuss this distinction. Huddleston and Pullum (2005:65) use the term 'complement' to refer to those elements that are part of verb complementation. Accordingly, an adverbial expression with copular verbs or other verbal expressions of appearance or existence, which require adverbials as complementation, is considered as a complement not an adjunct.

Predicates take arguments and they permit (certain) adjuncts. The arguments of a predicate are necessary to complete the meaning of the predicate. The adjuncts of a

predicate, on the other hand, provide additional information about the core predicate-argument meaning, that is, they are not necessary to complete the meaning of the predicate.

Various criteria can be used to make distinctions between adjuncts and arguments. One of these criteria is 'omission', which helps identify an element as being an argument or an adjunct. If a constituent cannot be omitted from a sentence, clause, or phrase without affecting sentence construction or meaning, that constituent is considered as an argument not an adjunct (Payne, 2006: 297), e.g.

53. a. Fred **certainly** knows.

b. Fred knows. - *certainly*, is an adjunct.

54. a. He stayed **after class**.

b. He stayed. - *after class* is an adjunct.

55. a. She trimmed **the bushes**.

b. *She trimmed. - *the bushes* is not an adjunct.

56. a. **Jim** stopped.

b. *Stopped. - *Jim* is not an adjunct.

Other criteria which can be used to distinguish between arguments and adjuncts include multiplicity, distance from head, and the ability to coordinate. A head may have various adjuncts but only one object argument (=complement):

57. a. John ate *the pizza*. - *the pizza* is an object argument (=complement).

b. *John ate *the pizza the hamburger*. *the pizza* and *the hamburger* would both be object arguments (=complements).

c. John ate the pizza *with a fork*. - *with a fork* is an adjunct.

d. John ate the pizza *with a fork on Tuesday*. - *with a fork* and *on Tuesday* are both adjuncts.

Adjuncts can be coordinated with other adjuncts, but not with arguments:

e. *John ate *the pizza* and *with a fork*.

f. John ate *with a fork* and *with a spoon*.

Brown and Miller (1980:72-73) argue that the distinction between nuclear(arguments) and non-nuclear (optional arguments and adjuncts) constituents is not a simple matter of optionality. For example, the noun phrase following the verb 'stand' in the following sentence is not obligatory:

58. a. He stood *the lamb* on the table.

b. The lamb stood on the table. The two sentences are grammatical. However, it is nuclear as it is part of the necessary strict subcategorization frame. Other verb classes with optional but nuclear constituents

include verbs of 'motion' like *run*, *walk*:

59. a. John is running

b. John is running *to school*. where the *to school* constituent is nuclear but not obligatory.

Note that a number of verbs can be followed by prepositional phrases functioning as what is referred to as 'oblique complements', they are obligatorily required by certain verbs for syntactic well-formedness. Note the following instances:

60. John put books *in the box*.

61. John talked to Bill *about the exam*.

62. *John gave a book* to the student.

The prepositional phrases here are neither objects nor complements for the subject or object nor adverbials, they are directly related to the verb as oblique complements. (Kim & Sells, 2007:40)

Section Three Adjuncts in Arabic

3.1. Introduction:

Arabic sentences consist of two main parts, al-musnad and al-musnad ilayhi, and they are considered as the basics of speech (umdat al-kalam). These can be nouns, verbs or adjectives. Anything else added to them is considered as an adjunct (fadla in Arabic) which may be optional or obligatory. Arabic

grammarians and rhetoricians refer to such part of a sentence using different terms as 'fadla', al-mutamim, al-takmila, al-lawahiq, al-zyaada, and others. Al-fadla means an extra or additional element added to the basic or kernel sentence elements, al-musnad and al-musnad ilayhi, and it is possible to dispense with without affecting the sentence (ابن عقيل, 1980, V.2:155). Here are some examples:

١. أَقْرَأُ كِتَابًا/حَيَانًا (I read a book sometimes)

٢. أَنَا لَنْ ادْخُنْ أَبَدًا (I will never smoke)

٣. هَلْ أَنْتَ وَحْدَكَ؟ (Are you alone?).

The italicized words in the above examples are adjuncts (fadla) which can be dispensed with without affecting the basic meaning expressed by sentences, even though they add additional meaning to that given by the basic elements. In other instances, as will be illustrated, the adjunct is an essential element which is necessarily required to complete the basic sentence meaning.

3.2. Adverbs in Arabic (Adjuncts, disjuncts and Conjuncts):

Arabic adverbs are parts of speech. Generally, they are words that modify any part of language other than a noun. Adverbs can modify verbs, adjectives (including numbers), clauses, sentences and other adverbs. السامرائي (2017:17)

points out that the use of the term 'fadla' to refer to elements which are not basic within the sentence does not mean that such elements are dispensable in terms of meaning or mentioning, but what is meant is that it is possible to construct speech without them. Arabic adverbials, as will be shown, may include different grammatical structures like the cognate accusative (al-maf'uul al-mutlaq (المفعول المطلق) and circumstantial phrases) Haal (حال)

Disjuncts usually convey the attitude of the speaker: قد، لام، إن، (with perfect meaning *already*; e.g.

٤. قد جاء المدير. (The director has *already* come).

قد when used before the imperfect means *perhaps* (may), for example:

٥. قد يأتي المدير. (The director *may* come).

Conjuncts join what has been said with what follows. The main conjuncts in Arabic include:

- إذن (inferential), أي (opposition), كذا، ثم (antithetic), ثم (transitional), بل (equative), and لكن (concessive) meaning *but* or *yet* (used often with the conjunction و 'waw') for example:

٦. ولكنك لم تفعل ما أمرت به. (But you did not do what you had been told to do).

كذلك and كذا meaning *thus* for example:

كذلك نجزي المحسن. ٧ (Likewise the person who does good is rewarded).

So, adjuncts, disjuncts and conjuncts distinction does exist in Arabic and requires deep investigation and research, but we are going, in the following pages, to focus on the main topic of this paper 'adjunct' leaving the investigation of the two other topics to future research.

3.3 What is an Adjunct (Fadla):

It has been stated that an adjunct in Arabic includes those elements which are added to the basic sentence elements to modify them or add more information to the whole sentence. ابن جني (1955:197) illustrates that adjuncts include a variety of elements functioning as 'al-mafool bihi, al-mafool lahu, al-mafool mahu, al-masdar, al-tamyeez, wa 'l-mustathnaa, and usually they are used in the accusative form'. As noticed the object in Arabic language is also considered an adjunct since grammarians consider the Arabic sentence as being either a nominal (mubtada' and khabar) or verbal (verb and a subject). Accordingly, the adjunct is 'whatever one adds to al-umdah (basic sentence elements) for the purpose of expanding the meaning, completing or clarifying it'. (شقراوي, 2016: 21).

الغلايني (1993:30) defines it as 'a noun mentioned to complete the meaning of the sentence and it is not one of its basic parts', that is it is neither musnad nor musnad ilayhi, and it is called fadla because it is attached to them.

السامرائي (2017:13) argues that in certain cases it is not possible to dispense with fadla, that is it is considered as an obligatory element along with basic sentence elements as the meaning of the whole sentence depends on its use. Note the following example:

8. ان نظن الا ظنا. (We only think it is an idea)

Where the use of ظنا is obligatory though it is considered here as fadla. He adds that it may be in other cases also obligatory and the main elements (al-umdah) have to be deleted as in the case of temptation and warning as in

الله الله في الدماء. ٩

فياض (٢٠٠٥:353) emphasizes such a point by stating that 'the Arabic word in Arabic sentences includes four types: al-musnad, al-musnad ilayhi (considered as umdha), fadla and the conjunction (which both may be used with umdha)'. He adds that al-fadla is 'a noun mentioned to complete sentence meaning and it is not one of its parts, neither musnad nor musnad ilayhi' (ibid: 356).

It has become evident that al-fadla is a basic element in sentence construction syntactically and semantically. It adds more information and elaboration to the basic meaning presented by sentence basic elements. It is considered as the second basic part in sentence construction. As will be noted it has a basic role to do within sentences, in other words it has significant grammatical and semantic functions to fulfill within Arabic sentences.

3.3.1 The Realization of Adjuncts:

Arabic adverbs are a more heterogeneous class. They traditionally belong to particles and nouns. Two kinds of particle adverbs may be recognized: inseparable and separable.

-The first kind (inseparable particle adverbs) is a small group including the interrogative particle 'hamza'; the particle of futurity ' sīn ', and the particle 'la---'. Semantically, the various types which 'la' has function as attitudinal disjuncts. (Aziz 1989:178).

- The second kind (separable particles) includes a large group of adjunct adverbials. Aziz presents a long list of these adverbs indicating different meanings; they are summarized below:

•Separable particles indicating time include words like:

- (then) إذ ذاك , (indicating not) لم.
(negative in the future) لما (not yet)
لن (when), متى
(I then stood and said). وقفت إذ ذاك
10. قلت
(He did not pay the sum). لم
11. يدفع المبلغ

•Separable particles indicating place include words like:

- (where) أين (here, there), هنالك، هناك، هنا-
(Where have you come from?) من
12. أين أتيت؟
13. هنا ولدت. (I was born here.)

• Other particles indicating confirmation, denial, restriction, interrogation and urging. These cases include particles like:

- (expressing confirmation and meaning: yes)
اجل، بلى، نعم-
(Has he come? Yes, he has.) هل
14. جاء؟ اجل

- (expressing denial and meaning: never) e.g.,
لا، قط-
(I have never heard of this) لم اسمع
15. بهذا قط

(expressing restriction and meaning: only and it is used for focusing); e.g.:
فقط، إنما-

- (Only the guilty person is punished). إنما يعاقب المذنب
16.

(expressing interrogation and meaning: how) e.g.:
أنى -

أنى لي أن (How do I know that?)
اعرف ذلك 17.

(used to urge someone to do something):
- هلا = هلا -
(Why do not you come?)
(Aziz
18. هلا تأتي؟ 1989:178-179)

A subclass of nouns can also function as adjuncts:

-The first kind consists of a small group of nouns which are used either as prepositions followed by a genitive noun or as adverbs, in which case they are always put in the subjective case. Examples:

- من تحت (beneath)
- من بعد (Afterwards)
- من قبل (before)
(above), when used as prepositions, they are declinable; e.g.:
نزل (He came down from the hill)
من فوق التل ١٩.

The other subtype includes a large group of adjuncts which are usually classified by the Arab grammarians as nouns. They are put in the objective case, and belong to an open class. In Arabic, adverbs are formed by adding the indefinite accusative ending '-an' to the root. For example, *kathiir*-, "many", becomes *kathiiran* "much". However, Arabic often avoids adverbs by using a cognate accusative plus an adjective. Such

type of adjuncts includes what is commonly known as:

المفعول المطلق, الحال the cognate object, المفعول فيه, al-mafool fihi, الظرف, adverb,

Examples:

In خارجا outside, ليلا at night
صباحا the morning,
(tomorrow), رويدا (gently) ...etc.
غدا

Generally speaking, most words functioning as adverbs in Arabic are either nouns or adjectives used in the accusative case, for example, احيانا (sometimes), غدا 'tomorrow,' اليوم 'today'....

- Other adverbial expressions are compound words consisting of a noun and a demonstrative suffix, e.g., yawm-a-dhaak 'that day' (Ryding, 2005: 276-277).

Concerning the place of adjunct adverbials within the Arabic sentences, their placement is somehow flexible due to the flexible word order in Arabic, but in certain cases adverbs occur in certain specific places within the sentence. It is also possible for more than one adverb to occur in one sentence. The most common position for adjunct adverbials is after the verb or its object.

3.3.3. Semantic Functions of Adjuncts:

Ryding (2005:277) points out that it is possible to divide most Arabic adjunct adverbials into four main groups in terms of their semantic functions: degree, manner, place and time. Besides there are other important functions that do not fall within these types but they are of considerable importance in Arabic and considered as 'fadla'. These include 'adverbial accusatives of cause or reason (al-mafuul liajlihi, or maff'uul la-hu) and the accusative of specification '(tamyiiz).

In Arabic, the term 'accusative' is mainly used with nouns but not every noun is fadla. Some grammarians used the word 'complement' (mutamim) to refer to those elements other than al-musnad and musnad ilayhi to complete sentence meaning including the object. Since our study is limited to investigating adjunct adverbials in both languages, we will overlook the role played by nouns in Arabic as objects as they lie out of our focus. Here the focus will be on al-maf'uul maahu, 'al-maf'uul fiihi, al-maf'uul Al-mutlaq, al-mafuul liajlihi, al-haal, and al-tamyeez and other basic forms as they are considered as the main types of adjunct adverbials in Arabic.

3.3.3.1 Time adjuncts:

These adjuncts are divided into four groups: basic adverbs, single nouns and adjectives in the accusative, compound time demonstratives, and phrases.

-The basic adverbs of time include words like امس، الان، بعد، فيما بعد. 'These words denote particular points in time and tend to remain in one form without inflecting for case or definiteness' (ibid:290).

-The second type (time nouns and adjectives in the accusative) includes nouns which may be definite or indefinite:

20. الندوة تستمر يوماً واحداً. (The seminar lasts **one day**) (indefinite)

21. التقينا الليلة قبل الماضية. (We met **the night** before last.)

-The third type (compound time adverbials) includes time nouns in the accusative form with the suffixes ذاك and ذلك and thus they have the same meaning as a locative demonstrative phrase. Words like آنذاك، يومذاك، سنتذاك، بعدئذ .. are considered as compound adverbial phrases.

22. انتهى الحادث يومذاك. (The incident ended **that day**.)

وبعدئذ انتقل الى دار ماهر ٢٣ (And **after that** he moved to Mahir's house.)

3.3.3.2 Place Adjuncts:

These may include one-word adverbs denoting the place of something or someone in terms of

proximity *huna* (here) or remoteness (there) and also considered as locative pronouns. Place adjuncts 'are invariable, that is they always end with *fatHa*. The adverb 'hunaalika'(over there) is a variant of the adverb (there) *hunaaka ...*' (ibid:288)

هناك، هناك، هنا، (here, there, over there):

24. هنا ولدت (I was born *here*.)
which is also considered as
Another place adjunct *thammat-a*
is *thammat-a*
....and there are scholars who
.....وئمة علماء يعتقدون ان.... (believe that)
25

Some adverbial expressions denoting place usually come in the form of prepositional phrases:

(He began his meetings in occupied Jerusalem) (ibid:290)
26. القدس المحتلة -

3.3.3.3. Adjuncts of Degree:

These adjuncts 'describe and quantify concepts such as intensity ("very," "considerably," "particularly"), measurement ("one by one"), or amount ("a little," "a great deal," "completely"). In some respects, they are a subcategory of manner adverbials, but they constitute a substantial group of their own.' (ibid: 277). Degree adverbs include some basic adverbs of degree like 'faqat' (only) which is

used to express limitation and usually placed at the end of the phrase or clause:

٢٧. -تعلم كلمات معدودة فقط- (He only learned a [limited] number of words)

Degree adjuncts also include degree nouns and adjectives in the accusative. The use of certain accusative adverbials has become so frequent to the extent that they are used today as idiomatic expressions. They include words like *jidd-an* 'very', *kathiir-an* 'much', a lot', *qaliil-an* 'a little bit', *tamaam-an* 'exactly'....

٢٨. افهم قليلا (I understand *a little*)

٢٩. طبيعي جدا ان نحبه (It is *very* natural that we love him).
(ibid:277-278)

Moreover, there are many adverbial phrases of degrees consisting of two or more words. They include phrases like *bi-l-DabT* 'exactly', *bi-kathiir-in* 'much', *laa siyyamaa* 'particularly', *li-l-ghaayat-i* 'extremely', *akthar-a min-a l-laazim* 'too much' and many others. (ibid: 279-281).

3.3.3.4. Adjuncts of Manner:

Adverbs of manner are used in Arabic to describe a variety of cases, states, conditions, circumstances, manner or the way in which something is done or carried out. They include:

a-Basic adverbs of manner: they are related to demonstrative pronouns and include words like *haakadhaa* meaning *thus* and *ka-dhaalika* meaning *also*. These adverbs are actually conjuncts, as they are used to join sentences.

b-Nouns and adjectives in the accusative: many nouns and adjectives are used in the accusative case adverbially to intensify a certain statement. The indefinite accusative is mainly used on the singular base form of the noun or adjective. For example:

30. لن ننسى أبداً (We will never forget)

٣١. نعمل جميعاً من أجل النجاح. (We are working **together** for peace) (ibid:281-283)

c. Manner Adverbial Phrases:

These adverbials can be expressed using four general ways: haal structures, the cognate accusative, other accusative phrases, and prepositional phrases.

3.3.3.4.1. The Circumstantial Construction (al-Haal)

Ryding (2005:283) illustrates that the circumstantial accusative structure 'is a way of expressing the circumstances under which an action takes place. It is often structured using an active participle in the indefinite accusative to modify or

describe the circumstances of the action'. For example:

سأله هامساً . 32 (He asked him, *whispering*)

٣٣. وترك المكتب مسرعاً (He left the office *quickly/in a hurry*).

٣٤. يكتب متهما بعض المسؤولين (He writes *accusing some officials*)

Note in this example the haal active participle is derived from a transitive verb, in this case it is possible to be followed by a noun object in the accusative case. Moreover, an adjective may be used to express this construction, as shown below:

فقدت أمي صغيراً. ٣5 (I lost my mother [when I was] *young*).

Another case for expressing the haal construction is through the use of a verbal noun in the accusative:

... وقال رداً على سؤال.... ٣٦ (He said, **responding** to a question)

The active participle can be used in haal construction which could be a clause. It must be indefinite and in the accusative case and it must also agree with the modified noun in number and gender. The following example illustrates this use:

37. a. حَضَرَتِ الطَالِبَةُ إِلَى الصَّفِّ حَامِلَةً كِتَابَهَا (The student (f) came to class carrying her book) .

b. حَضَرَتِ الطَالِبَةُ إِلَى الصَّفِّ وَهِيَ تَحْمِلُ كِتَابَهَا

c. حَضَرَتِ الطَّالِبَةُ إِلَى الصَّفِّ .
تَحْمِلُ كَتَبَهَا

(Jiyad, 2006: 37).

The haal construction can be expressed using a variety of forms which are beyond the scope of this paper.

3.3.3.4.2. *Al-Maf'uul Al-Mutlaq* (*The Cognate Object or Cognate Accusative*):

The cognate object is 'an elegant way of emphasizing or enhancing a previous statement by deriving a verbal noun from the main verb or predicate and modifying the derived verbal noun with an adjective that intensifies the effect of the statement' (Ryding: 2005: 285). So, it is a verbal noun of the same verb which is being used in the sentence or of its synonym which comes usually at the end to tell about the verb (action). It is used to express different states:

a) To *intensify* the action that was done = used as an adverb.

I beat him as the beating should be
38. (done) ضَرْبَتُهُ ضَرْباً

b) To show *how* the action was done = as an adverb (verbal noun+ adjective)

(the verb/action of beating was

39. severe). ضَرْبَتِ الْوَلَدَ ضَرْباً شَدِيداً.

It could be used without its verbal noun and its adjective could represent it e.g.,
(here the verbal noun *darban* is implied).

40. ضَرْبَتِ الْوَلَدَ شَدِيداً

c) To show how many *times* the action was done.

41. ضَرْبَتِ الْوَلَدَ ضَرْبَةً (I beat the boy once)

So, it is a verbal noun, which is derived from the same verb of the sentence. It must be mentioned here that the cognate accusative phrase functions as an adverb to modify the verb of the sentence (Jiyad, 2006: 32).

3.3.3.5. *'Al-Maf'uul Fiihi* المفعول فيه 'Adverbial Object':

As Arabic has only three-word classes: noun, verb and particles, the adverbial function is sometimes realized by the nouns of time' *asmaa* ' u z-zamaan أسماء الزمان and the noun of place '*asmaa*'ul- makaan أسماء المكان, they are also called ظروف المكان (adverbs of place and adverbs of time). Both are treated by Arab grammarians under the heading '*al-maf'uul fiihi* المفعول فيه 'adverbial object', which is a noun in the

accusative case denoting the time or place of the verb (Aziz 2010: 238).

These adverbs are followed by a noun in the genitive, or with a pronoun suffix. They are somehow close to prepositions in both meaning and function and 'are of substantive (usually triliteral root) origin and may inflect for genitive case if they are preceded by a true preposition' (Ryding, 2005: 290).

These adverbs include words like تحت، فوق، امام، قبل، بعد، عند...

42. سنلتقي بعد أربعة اشهر (We shall meet within four months)

(The book is *under* the table).

الكتاب

43. تحت المنضدة.

3.3.3.6. Accompaniment Object:

Again, the action/verb is being done with some other incidence or something e.g.,

(I went out of the house with the call of fajr)

44. الفجر

(the time of going out of the house was done with that).

٤٥- سلمت عليه و أخاه (I greeted him along with his brother)

(if you will translate it as I greeted him and his brother then it should be أخيه).

3.3.3.7. The Adverbial

Accusative of Purpose or

Reason (al-maf'uul li- 'ajl-i-hi, al-maf'uul la-hu):

Jiyad (2006:40) defines the accusative of purpose as 'an indefinite, singular verbal noun in the accusative case. It gives information about why the action/verb is done, that is, it 'is used to indicate the motive, reason, or purpose of the mentioned action'. If the verbal noun has a preposition associated with it, that preposition remains as part of the structure' (Ryding: 2005: 296-297). This form always comes as an answer to a question with 'why', as illustrated in the following example:

46. a. لماذا قام الطلاب؟ (Why did the students stand up?)

b. قام الطلاب احتراما للأستاذ. (The students stood up in respect for the professor)

3.3.3.8. The Adverbial Accusative of Distinction (al-tamyiz)

This type of adverbial 'is used to label, identify, or specify something previously referred to in the sentence (ibid: 295). This case includes a noun in the accusative form coming as an answer to a question beginning with the particle 'kam' meaning 'how many' which should always be

followed by an indefinite noun in the accusative case. It is called ‘the distinction of number’ (al-tamyeez al-adadi) by Arabic grammarians (Jiyad, 2006:38-39). For example:

47. a. كم كتابا قرأت خلال العطلة؟
(How many books did you read during the holiday?)

b. قرأت عشرين كتابا خلال العطلة.
(I read twenty books during the holiday).

There is another form of this accusative noun called ‘al-tamyeez al-nawi’ which deals with the kind of noun in question. It is usually ‘an indefinite singular noun/verbal noun which has the meaning of "with respect to, in terms of, as to," and thus involves some level of comparison’ (ibid: 39). For example:
48. مَلَأَتِ الْأُمُّ الْبَيْتَ سَعَادَةً. (The mother filled the house (with) happiness.)

It is quite evident that al-fadla has an important role in constructing sentences which is as important as that of the basic elements (al-musnad and al-musnad ilayhi) as its use adds more information to what is presented by the basic elements and completes their meanings. Besides, it includes a variety of constructions necessary to add more information required to complete the basic meaning presented by the kernel sentence elements.

Section Four

A Contrastive Analysis of Adjunct Adverbials in English and Arabic

4.1 Introduction:

Throughout the course of investigation and analysis of ‘adjunct adverbials’ in both English and Arabic, some points of contrast have been detected. The similarities and differences between adjuncts in both English and Arabic can be stated in the light of the discussion presented earlier. In this section, we are going to illustrate these points by pinpointing the identifying and distinguishable features in each language in order to get to the points of differences and similarities.

4.2. Aspects of Similarities:

- Adjuncts in English are basically adverbials that provide additional, non-essential and sometimes essential information about the action or state described by the verb. They can describe time, place, manner, reason, and other cases. They can appear at the beginning, middle, or end of a sentence, and their position can affect the emphasis of specific sentence elements. In Arabic, adjuncts (known as *fadla*) also provide additional information about the verb but in many times essential information about the state or action described by the verb because in certain cases, especially

when *fadla* is an accusative noun, what is added constitutes an important part of the meaning needed to understand the whole sentence. They can describe similar aspects, as those in English, such as time, place, and manner. Concerning their position, adjuncts often follow the verb they modify, and usually their position within the sentence is somehow fixed compared to English attributed to the fixed word order in Arabic sentences.

- In English, as well as in Arabic, the term 'cognate object' is used to refer to a noun used in the accusative case functioning as object. The "cognate object" or the "cognate accusative" means that the object is from the same root as the verb itself (thus the word "cognate"). The verb requiring the cognate object is usually intransitive because this is how it is used in sentences and that is the reason for considering it as an adjunct in English rather than as a complement. Even though, in Arabic, this type of structure is much more common and has many cases and meanings used to add a variety to Arabic sentences. It is called 'fadla' in Arabic as it is considered as an additional element added to the kernel sentence elements (al-musnad and -al-musnad ilayhi), even though what is added is essential to sentence

meaning and thus deserves to be considered as a complement.

-Some of the semantic functions of adjuncts in both languages are somehow similar. Time, place, manner, accompaniment, reason and purpose adjuncts can be found in both languages. They are used to attain the same purposes and placed almost in the same positions within sentences. Arabic language tends to use a variety of terms to refer to some of them as a way to distinguish the uses of one from the other.

4.3. Aspects of Differences:

-In English, the term 'adjunct' is used to refer to all the types of adverbs used to modify sentences as a whole or parts of sentences as explained earlier. In Arabic, on the other hand, Arabic grammarians and rhetoricians used a variety of terms to refer to what we discussed here under the term 'adjunct'. They used words like 'fadla', 'mutamim', al-takmila, al-lawahiq, al-zyaada, and other labels. As noticed, most of them indicate the significance of those constituents considered as 'adjuncts' in Arabic sentences, and thus it is better to use the label 'complement' to refer to them if considered as essential constituents.

-In English sentences, the verb is, in most cases, the nucleus which

controls the existence of other sentence elements including complements, objects, and adjuncts in special cases. Verb valency plays a great role informing English sentences. In Arabic, on the other hand, sentences consist of two main parts: al-musnad and al-musnad ilayhi and whatever added to them as fadla or complement, which may be optional or obligatory, is restricted by either the verbs used or the construction requirements. We have noted that even the object for some grammarians, like ابن عقيل, is considered as part of fadla.

So, the term 'adjunct (fadla) is used in a wider sense in Arabic as it includes varieties of optional and obligatory elements.

-Adjuncts in English have a variety of forms. They may be a single word in most cases or a complete subordinate clause in other cases used to express different meanings. In Arabic, on the other hand, adjuncts can be either particles either used alone or followed by nouns or they may be nouns used in the accusative case and in this case, they have different forms and used to express different meanings. In Arabic, the use of the word 'maf'uul' to refer to some types of adjuncts (fadla) having the forms of nouns or adjectives in the accusative case forces one to re-consider using them as adjuncts as they constitute

an important part of the whole meaning of sentences in Arabic. So, it is better to use the term 'complement' to refer to such constituents which is one of the terms suggested by some Arabic grammarians, and that is why we translated adjunct adverbials into Arabic as 'الظروف المتممة'.

- In English, adjuncts may function as modifiers or complements in some other cases depending on verb valency. Adjuncts can be used to modify the whole sentence or specific constituents within the sentence. In Arabic, on the other hand, most adjuncts are mainly considered as constituents of sentences specially nouns in the accusative case as they constitute an essential part of sentence meaning by adding extra necessary information. When adjuncts used as modifiers, they are usually used to modify adjectives as in the following example:

هذه سيارة سريعة جدا. (This is a very fast car).

- In Arabic, the adverbial object (al-maf'uul fiihi) is a noun in the accusative case denoting the time and place of the action or state expressed by the verb. It is actually an adverb of time and place but the forms used in English to refer to adverbs of place and time are

realized and labeled differently. In English, time and place adjuncts may have different types ranging from simple to complex adverbs.

4.4. Conclusions:

We have noted that adverbs can be classified into three main types depending on the elements they modify. They may add information (adjuncts), or express one's attitudes towards the clause (disjuncts), or link the clause or some of its parts to some other parts (conjuncts). Our focus in this study has been on adjuncts. An adjunct makes a sentence more specific by answering *how*, *where*, or *when*. However, we can in many cases remove an adjunct and still have a valid sentence. The main findings of the present study concerning adjuncts as an important class of adverbs are:

- 1- It should by now be clear that there is a great deal of difference between the treatment of adjuncts in both English and Arabic. In English, adjuncts include a large group of constituents which may have varying forms and functions. They may be single words, phrases and even clauses modifying other elements but not the nouns. In Arabic, on the other hand, adjuncts can be either particles which constitute the majority of adjunct types or

nouns which are used in the accusative case.

- 2- It must be noted here that though adjuncts are considered as optional elements (called in Arabic 'fadla' "فضلة"), they still have a role to play in a sentence otherwise, they have not been given such emphasis and explanation in both English and Arabic. They constitute an important and big class of words which need to be thoroughly studied and investigated.
- 3- Basically, an adjunct is a word that describes, modifies or qualifies another word or phrase. Adjuncts can modify verbs, adjectives or other adverbs, but they cannot modify nouns (adjectives modify nouns). In English, some adjuncts are independently formed words (very, today, often, many, etc..) while others are formed by adding the ending "-ly" to the end of an adjective (quickly, easily, etc.). Still, in certain other cases whole clauses may function as adjuncts.
- 4- It has been noted that adjuncts are not necessarily pure adverbs in Arabic and thus they constitute an important and obligatory part of sentence

5- constructions. However, any optional element in the sentence other than the basic or central elements is considered as an adjunct modifying the whole process represented by the verb or any other element. In English,

not all optional elements can be considered as adjuncts: they can be either complements or adjuncts depending on the classification of the verb in question.

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