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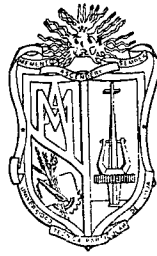
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SEMANTIC RELATIONS OF THE CONJUNCTIONS AND. BUT. OR

A Research Work for
Licenciate's   Degree
in English.

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AKNOWLEDGE

I express my aknowledgement to Licenciada Rosario María Burneo, as my Thesis Advisor, for her direction in the development of my Research Work and her guide to get my goal.

Maria Natacha.

Lic. Rosario María Burneo

Research Advisor

CERTIFIES:

That the present Research Work has been
completely supervised; all the concepts, ideas
and thoughts expressed through the development
of this Thesis are on the author's absolute
responsability; therefore authorizes its
presentation.

Rosario M Burneo

Lic. Rosario María Burneo

Research Advisor

DEDICATORY

To my parents with all my love,
respect and gratefulness and to
the memory of my grandfathers
who gave me tenderness and
understanding.

Maria Natacha.

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INTRODUCTION

The goal of this Research Work is to find out what are the semantic functions that relational words such as conjunctions may establish in a text, taking as a frame syntactic structures actually used in written and spoken English.

In this Research Work, the most important point is the analysis made on the basis of Semantics and Syntax as basic fields of any linguistic study. This analysis can be divided in two parts: the syntactic and the semantic ones. The conjunctions AND, BUT, OR will be studied at these two levels since, to make a thorough analysis of their semantic functions, it is necessary to understand the role of conjunctions at the syntactic level.

Through the Novel "The Pearl" written by John Steinbeck, the first part is based on grammatical structures that I have reviewed in order to discover what kind of categories are joined by the conjunctions AND, BUT, OR; the formation of these grammatical structures is analyzed by the presentation of "Trees" used to indicate the Deep and Surface Structures of the sentence.

Following the theory and methods proposed by Text linguistics, it is important to define the text as the natural frame for this analysis. That is text linguistics as a science of a language considers the text as the fundamental object of this Research.

"Meaning" as a semantic goal is the basis to illustrate the role of junctives as means to establish relations among concepts.

When a conjunction is semantically studied, it is important to pay attention to the meaning of the conjunction itself, and then to the relations that junctives may establish between concepts.

There are some dimensions which are present in the relational meanings exerted by these conjunctive expressions. The dimensions are of: place, time, cause, effect, situation, description and attitude. That is, all of these aspects are going to be treated in order to find what is understood when a conjunction is present in a text.

These so called dimensions are components of the seven standards of textuality recognized by text linguistics: cohesion, coherence, intentionality, acceptability, informativity, situationality, and

intertextuality. Printed and spoken texts have to fulfill, at least, some of these standards in order to make communication effective. For instance, cohesion and coherence are two standards considered by text linguistics as absolutely necessary in order to make texts communicative. Coherence is particularly well illustrated by temporal and causal relations as we will show in the development of this Research.

The present work has been divided in five chapters: the First one contains some bibliographical information about the different theories related to Generative and Transformational Syntax and Semantics. Also, it is concerned with the fundaments of linguistics as a science of language devoted to the text as the primary object of inquiry.

The Second, Third and Fourth Chapters have been devoted to the separated analysis of each one of the conjunctions subject of this Research. The junctive expressions AND, BUT, OR have been studied as relational words used to establish relations of time, space, and cause mainly, and other less frequent relations among concepts in a text.

The Last Chapter refers to Conclusions and Recommendations about the semantic functions of these

conjunctions in order to help the reader fully understand these words and use them with appropriateness.

It is incredible the different variety of aspects that a conjunction can involve when it is placed in a textual environment. Through this Research I am going to present and explain all of these senses which are going to be developed by analyzing the samples given and the relations provided.

C H A P T E R   I

THEORETICAL FRAME

In an article about "Frontiers of Linguistic Theory" M. Hall wrote: "Linguists are often asked by laymen why anyone not interested in mastering a foreign language should be interested in the study of language. The best answer to this question was, I think provided a century ago by the french physiologist Claude Bernard who remarked that language was the best window into man's mind. There is a good reason to believe that Bernard chose language over other manifestations of man's mind because even a century ago, language was understood in much greater detail and to a greater depth than any other mental phenomena of Comparable Complexity".[1]

It is true. However, the interest to study human language from its individual aspects such as sound, word formation, grammar and meaning, and the interrelation

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[1] Morris Hall (1970) "Frontiers of Linguistic Theory".

existing among these four viewpoints, has grown greatly only during the present century. Indeed, phonology, morphology and syntax have been studied in depth by Linguists such as Postal, Saussere, Jackendoff, Lakoff, Chomsky among many others. The study of meaning, in spite of its paramount importance, seems to place Semantics as the youngest sister, because the research done in this field is still far from what individuals need to thoroughly understand how language works to make texts (actual utterances) communicative.

Therefore, Semantics constitutes a wide and difficult, but very interesting field of study, from which a very little part, the semantic relations of the conjunctions AND, BUT, OR will be of my concern in this research work.

But, to create an adequate frame for the description and analysis of this particular aspect of the language, that is to say the conjunctions, I should begin defining Semantics as the study of direct linguistic meaning. Going further, I can say with Anna Wierzbicka that "Semantics is supposed to deal with meaning, in other words, ultimately with the depths of our conciousness"[1], because Semantics deals with ideas

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[1] Anna Wierzbicka. Lingua Mentalis. The Semantics of Natural Language. p. 23.

and thoughts expressed by meaningful symbols which are called words.

I think, Semantics is the bridge that joins the different senses of various elements in one complete idea. For me, it is to join two different worlds, the expressed idea through the oral or written form and the given thought born in the human mind.

Making a first attempt to the study of Semantics, it has been subdivided into "Lexical Semantics" and "Sentence Semantics". The former deals with the linguistic meaning of words and the later refers to the linguistic meaning of sentences. These two areas of Semantic study will be useful when analyzing the semantic relations of the conjunctions in the textual world.

Lexical Semantics refers to lexical terms (words and morphemes) and therefore, involves the use of semantic features. "Semantics Features are individual elements which, when combined, add up, to the meaning of a word"[1]. For example the meaning of the words:

BOY	GIRL
MAN	WOMAN

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[1]   Julia Falk. Linguistics and Language: A survey on Basic Concepts and implications, p. 251. Scott Foresman & Company, Glenview I. (1978)

is well known by English speakers even if they occur in isolation. We are aware that the meaning of these words is different from the meaning of other words such as "animal" or "flower".

The words "boy" and "girl" imply the concept of young; "man" and "woman" are related to older, more mature people; "boy" and "man" imply the concept of male; and "girl" and "woman" imply the concept of female.

Therefore, the concepts of human, young, old, male and female are regarded as semantic features of the words given above.

Now, it is necessary to talk about another important aspect: Semantic Constituents. "Any constituent-part of a sentence that bears a meaning which combines with the meaning of the other constituents to give the overall meaning of the sentence will be termed a Semantic Constituent"[1].

Semantic Constituents are of vital importance for the study of texts in a "textual world" because the term semantic constituent does not refer to the meaning only,

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[1]   D.A. Cruse - Lexical Semantics p. 25.

but to a form-plus-meaning-complex; that is to say "a
semantic constituent is a meaningful form with a
determinated grammatical function"[1].

Semantic constituents help to indicate what part of
the meaning of a sentence depends on the syntactic
structure and word order in which lexical items (words)
occur.

Another concept to be defined is that of Sentence
Semantics, and it refers to the meaning of sentences.
The linguistic meaning of a sentence consists of more
than the sum of the lexical meaning of each semantic
constituent involved. Indeed, two sentences may have
different meaning even though, they are constructed with
the same words, look at the following examples:

1. The man killed the lion.

2. The lion killed the man.

In (1) and (2) it is necessary to distinguish the
subject and the object for each sentence, because this
information contributes to the meaning of that full
statement. Even though, the constituents of (1) and (2)
are exactly the same, the meaning of each sentence is

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[1]   D.A. Cruse - Lexical Semantics p. 25.

totally different from the other. The action performed in (1) gives the opposite result from the action performed in (2).

Therefore, to make a real investigation on the concept of meaning, that is to say on Semantics, it is somehow difficult, but exciting because Semantics is in close relation to thought and sense.

Another important task is to separate two basic points; the grammatical and the semantic connotations because the first one establishes syntactical levels and the second one "uncovers" the real ideas in order to express our thoughts by means of written and oral communication.

"Consequently, some linguists maintain that sentence semantics should be analyzed and described by rules that operate on the syntactic structures produced by a Grammar"[1]. This assertion applies for certain type of syntactic structures to which rules of semantic interpretation should be applied; however, none of them provide enough evidence capable of supporting this approach, which is referred to as Interpretative Semantics.

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[1]   Julia Falk: Linguistics and Language p. 254.

"Interpretative Semantics", assumes that "semantic rules provide for sentences meaning by interpreting sentences through their structures and the lexical items they contain"[1]. Here, a question for interpretative semantics arises: does Semantic Interpretation rules apply to deep structure, to surface structure, or to both?. To answer this question I have to refer to three theories developed by Chomsky and other linguists.

"The Standard Theory of interpretative semantics assumes that semantic interpretation should take place at the level of Deep Structure"[2], as it is defined by Katz and Postal (1964).

For this approach pairs of sentences like:

3. Close the door!

4. You will close the door.

have the same deep structure, therefore, they both have the same meaning because meaning is assigned at the deep structure level, as it is proposed by this theory. Consequently, for many types of English sentences the deep structure contains all the elements needed for

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[1] Julia Falk: Linguistics and Language p. 254.

[2] Katz J.J & Postal P.M. (1964) an Integrated Theory of Linguistic Description, Cambridge, Mass, MIT Press. p. 254.

semantic interpretation while the surface structure does not.

Another version of Interpretative Semantics is the Extended Standard Theory proposed by Chomsky (1972) which supports the opinion that for limited types of sentences, semantic interpretation depends on both, deep and surface structure. This hypothesis is based on the findings of some linguists who argue that certain justified transformations appear to cause changes in meaning, as in the following examples:

5. Everyone in this class speaks two languages.

6. Two languages are spoken by everyone in this class.

where (5) and (6) have different meaning, even though, both have a common deep structure. In (5) it is understood that every person speaks two languages (they could be English/Spanish, Greek/English, Russian/French, etc.); in (6) it means that two specific languages, for instance English/Spanish, are spoken by everybody. It seems that in certain cases the syntactic passive transformation rule results in a change of meaning.

This assertion contradicts the assumption of the Standard Theory which advocates that transformations

must not change meaning. However, the evidence to support the hypothesis that meaning is assigned at the surface structure is very poor because we can give thousands of examples where transformations do not change meaning.

"The Extended Standard Theory is still syntactically based, but it allows for the possibility that the Semantic Interpretation could be determined jointly by its deep structure and surface structure"[1]. Therefore, this theory needs much more analysis in order to be fully accepted.

A third version of Interpretative Semantics is the Revised Extended Standard Theory, which suggests that meaning is assigned at the surface structure level. Therefore, all semantic interpretation occurs at the surface structure. Since this hypothesis still needs to be developed in order to provide more acceptable evidence, it is not worth further discussion.

As we can see, linguists disagree on where the rules of Semantic Interpretation should be located and, of course, at what level - deep or surface structure - meaning is assigned. We should admit that the main

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[1]   N. Chomsky, studies on Semantics in Generative Grammar. The Hague 1972. p. 255.

difficulty lies on the abstractness of Semantics because there are no observable clues to meaning. We can hear, detect word order or observe the order of morphemes, but with Semantics, we deal with abstract concepts and the relationships among concepts which are only in the human mind.

An alternative to Interpretative Semantics is offered by a theory of Generative Semantics. For the Generative Semantics theory, all meaning is present in the Deep Structure (sometimes called logical structure) so, as for this theory syntactic transformational rules can not change meaning in a sentence. Furthermore, the deep structure, in Generative Semantics, does not contain any syntactic information.

But, here arises a difficulty for this approach, up to the point that the advocates of this theory have failed to explain how the semantic deep structures are converted into syntactic structures. However, this approach to Semantics, which deals with meaning itself, apart from Syntax, seems to be more acceptable since it incorporates, in addition to literal meaning, other aspects of meaning that derive from linguistic performance such as: intention of the speaker, knowledge of the words shared by the speaker and listener, expectations of the participants, spatial and temporal

perceptions, etc.

Concluding this brief discussion, we can say that the terms "Interpretative Semantics" and "Generative Semantics" are alternative conceptions of the relationship between Semantics and Syntax. Therefore, both presupose the existence of a theory of Generative Semantics. Indeed, in so far as these two conceptions of the relationship between Semantics and Syntax have been put forward, within the general framework of Chomsky's theory of transformational grammar, they have both taken for granted a particular model of Generative Semantics; they have both accepted that a model of linguistic description should not only generate the set of semantic-well-formed sentences, but should also associate with each, a semantic interpretation.

This manner of generative Semantics of incorporating, besides meaning, other aspects already mentioned, such as the intention of the speaker, knowledge of words, expectation of the participants, etc, is sometimes referred to as Pragmatics; when people use sentences in natural, normal, real life situations, they mean more than they actually say, for instance in this question:

7. Can you pass me the salt?

besides, that (7) is sintactically a question, and it does not have the form of a command, it is meant by the speaker and understood by the listener as a polite request for action.

When we discuss sentences as actual utterances in particular circunstances, including both Semantic and Pragmatic factors, we are considering real acts of speech or speech acts as they are called by linguists. Therefore, speech acts convey the semantic meaning of the sentence and the intention of the speaker and "There, does seem to be some sort of connection between speaker's or user's meaning and the speaker's or user's intention"[1], it suggests that in order to communicate your thoughts you use certain symbols with the intention of expressing that specific thought. Consequently, the distinction between meaning and intention seems to be based upon the speaker's interest in the speech act or "text" as it will called hereafter for the purpose of this research.

As I have read in some bibliographical sources, it is necessary to determine the importance of these two aspects: meaning and intention. But, pretending a definition of "meaning" the word intention seems to be

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[1]   New Directions in Semantics - Ernest Le Pore. Conceptual Role Semantics Gilbert Herman p. 57.

involved in it, because the meaning of any text (utterance) carries a good deal of intention on the part of the speaker and listener as well.

Generally, the meaning of the word "meaning" separates the literal meaning that any word can have and the sense that a speaker, under his proper knowledge and understanding, can express and transmit.

Consequently, in order to produce a communicative text, it is important to organize our ideas in well - structured strings of words, which are able to express our thoughts by virtue of our knowledge of the meaning of the words used in such structure and the intention we want to express and transmit.

In relation to the deep and surface structures, a coordinating point could be the difference between grammar and meaning, which is regarded as intuitive.

Therefore, to draw a well-defined and clear distinction between meaning and grammar is difficult because they are closely related to each other. As Cruse (1986) says "The only purpose of Grammar is to serve the conveyance of meaning"[1], however, we have to

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[1]   D.A. Cruse. Lexical Semantics p.2.

make an effort to separate them for the sake of meaning. Indeed, sometimes syntactically well-formed sentences can result in semantic ill-formed ones. Look at these examples:

8. He planted an interesting concept in his garden.

9. He writes to family a letter.

where (8) is odd by virtue of its meaning, while (9) is sintactically ill-formed. It is easy for any speaker of english to perceive the deviant meaning of (8) even though, it is grammatically well-structured and the deviant structure of (9), even though, it can convey meaning and being understood by the receiver.

Probably, it is because "The distinction between grammar and meaning has a strong intuitive basis"[1], and it seems that the meaning of words reside in the mind and the thoughts of producer and receiver as well.

Talking about meaning, there is some knowledge on which the study of this matter is based on in order to extend vocabulary understanding, for instance, for a native speaker, he or she always tries to expand his or her limitations by using words that are common or

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[1]   D.A. Cruse. Lexical Semantics p.2.

totally known to him or her; clasifying them in order to evaluate those words in the level of frequency and the probability to be used.

The probability of words use is not only based in the general occurrence of them but also in the association of them into groups with other words of the same level or category, allocating those words in the correct group they belong to.

Another important task is that our knowledge of vocabulary deals with the recognition functions or situations on word choice and use of that word according to variations of vocabulary limitations. Making a good analysis of this assumption, it is important to adjust our vocabulary to suit the demands of the situation, in areas or stages on which they are allocated such as temporal, spatial, social, informative, situational, etc.

In the level of Syntax, it is basic to recognize the structural properties of words, making a relation between structural behaviour and semantic structure, and this relation includes the types of grammatical relations acquired by the learner as part of the vocabulary learning.

Here, arises another assumption that is based on the knowing of word derivation, for instance, when we build a frame into any category such as nouns, pronouns, verbs, etc. there are some regular derivations based on tense and person and the semantic relation of those categories in order to find the base form of that word.

As I mentioned before, words do not work in isolation because they are treated under the relations that exist to other words and the connection that they have in the field it is going to work, helping us to understand its system.

The semantic meaning of a word includes the study of a basic set of minimal semantic features or combinations that it impose in order to analyze meaning of words in determinated categories, by placing them on different semantic scales, trying to establish the semantic value of a word and the lexicon that are going to be used.

When we use a word in a context it is important to assume that the knowledge of a word includes the knowledge of the different meanings of that word, and it determines the relation that this word has in a context.

In relation to the meaning of words, it is necessary to set first the meaning and the sense of the noun "meaning", and the verb "to mean" since it seems that these two words may have different senses depending on the context they are inmersed. To illustrate these differences, I have chosen two examples. In the first one:

10. What is the meaning of "Sesquipedalian"?

refers to the equivalent of that word into our native language.

What the concept of that word is, as it refers directly to the Dictionary meaning.

In the following sentences two senses of the verb "to mean" are given in order to show how the literal meaning of this word may change according to the context in which it is needed.

11. It was John I meant, not Harry.
12. Do you know what I mean?

in (11) the connotation that the word "mean" has is of "refer" as illustrated in the following interpretation of (11) while in (12) "mean" can be replaced by "say".

11.a. It was John, I did not want to say Harry.

12.a. Do you know what I want to say?

These examples help to illustrate the various "shades" of the noun "meaning" and the verb "to mean" which, when carefully observed in context, denote differences in meaning according to the thought and intention of the speaker the moment he or she produces a text. This assertion is consistent with what Grice says about the existence of an intrinsic connection between what a speaker means by his text and what his text means.

Consequently, in order to produce a communicative text we have to get first the organization of the idea into a structure which, in its deep forms carries, in addition to the meaning, what is called "kind of intention". This kind of intention is the fundamental distinction between linguistic competence and linguistic performance.

COORDINATION.-

As the purpose of this Research is to describe and analize the functions of conjunctions in texts actually produced by speakers, it is necessary to introduce some expressions such as "text", "surface text", and "textual

word" as appropriate terms to study communicative language within the frame of Textual Linguistics.

A text, for our purpose, is defined as a communicative occurrence. The textual word in Semantics refers to "The concepts and relations which underlie the surface text"[1].

"Concepts are definable as configurations of knowledge (cognitive context) which can be recovered or activated with more or less unity and consistency in the mind".[2].

Relations are the links between concepts; these relations are of causality, directionality, time, space, reason, purpose, situation, among others.

"A surface text" is the actual text that we hear or see in conversation, road signs, news articles, literature (novel and poetry), science textbooks, etc.

Grammatically, coordination can be understood as the harmonious combination or interrelation of functions as part of a whole; coordination, in grammar, has to do

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[1]   D.A. Cruse. Lexical Semantics p. 2.

[2]   Beaugrande and Dressler. Introduction to Text Linguistics p. 4.

with function words and the function of conjoining or connectiong words, phrases, sentences and clauses.

Conjunctions can be coordinating, subordinating and correlative. However, what will be of my concern in this research paper are the coordinating conjunctions AND, BUT, OR.

We have defined conjunctions as a small class of words whose function is to connect words, phrases, sentences and clauses. It is true in what grammar is concerned; however, we are aware that they also serve for semantic purposes by relating ideas, thoughts, feelings, etc, in the spatial, temporal, situational, intentional and causal dimensions.

Indeed, before we continue with the description and analysis of semantic values, it is necessary to write a brief study of the syntactic values of coordinating conjunctions.

Coordinating conjunctions, syntactically, join words, phrases, clauses and sentences. They connect words such as nouns, verbs, adjectives and adverbs.

They join nouns to form complex subjects and objects, as in this example:

12. Bob and Clark are working.

whose deep structure should look like this:

[Bob is working] [and] [Clark is working]

Similarly, they join personal pronouns which act as subjects and object pronouns as in:

13. You and I play cards.

14. He came to visit you and her.

Conjunctions can also join two actions performed by the same subject. Look at this example:

15. Rose jogs and swims everyday.

the verb "jog" and "swim" represent the two actions performed by the subject "Rose".

Also, conjunctions connect, syntactically, adjectives as in:

16. That handsome and smart man is my friend.

or adverbs as in the following example:

17. Mike reads fast and clearly.

In (16) the adjectives "handsome" and "smart" qualify the noun "man" while in (17) the adverbs "fast" and "clearly" are indicating the manner in which the action of "reading" is performed.

Therefore, at the syntactical level, conjunctions join two or more words which belong to the same category and share some syntactic features such as "verbs", "nouns", etc.

In addition, conjunctions, as I mentioned before, join clauses and sentences; look at the following example:

18. The officer blew his whistle and the cars stopped.

the verbs "blew" and "stop" represent the performance of two actions that involve two different subjects "officer" and "cars".

Also, conjunctions join sentences as in the following example:

19. I am reading a book and my husband is writing a letter.

this text represents the joining of two different activities performed by two different subjects. Both sentences can be separated as a whole, that is, they are two independent sentences joined by the conjunction AND.

Text Linguistics

Now, as the main concern of this Research is to identify some semantic relations established by the generally called conjunctions AND, BUT and OR, it is necessary, as a starting point, to give a definition of text linguistics in order to create an adequate and comprehensible environment for the analysis proposed.

Text linguistics has to do with actual utterances used for communication among human beings. In fact, it is a science devoted to the text as the main object of analysis.

For Text Linguistics, a text is a unit bigger than a sentence, is a sequence of well - formed sentences which express a given configuration of ideas intended for communicative interaction among human beings.

This new approach to the study of language shares theories and methods with rethorics, stylistics, sociology, anthropology and philosophy and have used the

knowledge contributed by disciplines in an effort to understand the language communication process in all its social, cultural, cognitive, historical and intentional complexity.

Even though, a large amount of investigation has been done in this field, text linguistics is still a science in continuous evolution as any other science devoted to the study of human beings and their interaction with their "entorno". Therefore, the study of language involves so many options that it is impossible for a single person to approach all of them. This is why, I have chosen only three conjunctions the purpose of this Research.

These conjunctions fulfill a variety of functions as relators among concepts and ideas which are not consciously perceived by the users of a language. The semantic analysis of these relations will be the trend in spite of the limitations in knowledge I have to satisfy the interest and the curiosity that these function words have awaken in me.

Since, within the text linguistics, "a clear device for signalling the relationship among events, concepts

and situations is function"[1], it is important to determine the functions of junctive expressions, which in grammar are called coordinating conjunctions; they fulfill three basic functions: junction, disjunction, contrajunction, and subordination. But, we will refer only to the three first ones.

According with Lakoff (1971):

Conjunction links things which have the same status; for example when both are true in the textual world. Example:

20. Peter is intelligent **and** generous.

Disjunction links things which have alternative status: for instance, two things from which only one can be true in the textual world, for example:

21. Are you working **or** listening to music?

Contrajunction links things having the same status but appearing incompatible in the textual world, for example a cause and an unanticipated effect.

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[1] Beaugrande and Dressler. Introduction to Text Linguistics 1981 p. 71.

22. My house is safe, **but** a thief entered

yesterday.

Being consistent with the text, **junction** is an additive relation as when it connects two independent events or situations mentioned within a text. Example:

23. People in Loja like to attend concerts, and

since 1986 the local cultural institutions have

taken advantage of this situation.

"Conjunction can link utterances not formated as complete sentences at all, provided an independent relationship"[1], as in:

24. After all I have done for law enforcement **and**

for them to treat me this way.

(Time, 26 March, 1979)

Beaugrande and Dressler (1981) say that "Conjunction is the default junction, since, unless specified otherwise, events and situations are combined additively in a textual world"[2].

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[1]   Beaugrande and Dressler. Introduction to Text Linguistics 1981 p. 71.

[2]   Idem.

The default junction is understood as the ability of the conjunction to be omitted between words or sentences leaving an implicit trace of addition which is assumed by a native speaker. Therefore, there is no reason to place "and", "also", etc, between all clauses or sentences; in fact; such a practice makes the text dull, as in these samples:

25. Mary and Peter and Rose and Jim are coming to the party.

26. Luis went to church and attended the mass and listened to the priest and then returned home.

instead of:

25.a. Mary, Peter, Rose and Jim are coming to the party.

26.a. Luis went to church, attended the mass, listened to the priest and then returned home.

Disjunction is usually signaled by "or". It is most commonly employed within sentences like:

27. A man must not act illegally or he can lose his freedom.

within sentences "or" tends rather to announce an alternative not considered before:

> 28. We expected them yesterday afternoon, **or** they
> should have called to tell us about the delay.

Contrajunction is signalled most often by "but". The function of this is to facilitate problematic transitions at points where apparently improbable combinations of situations or events arise. In this sample:

> 29. Discouraged aids talked openly of the trip
> becoming a debacle. **But** at the last minute
> Carter achieved a victory of personal
> diplomacy.
>
> (Time 26 March, 1979).

"but" shows that the expected "debacle" became something very different, a "victory".

Contrajunction also signals two opposite situations (feelings, attitudes, etc) in which both are true; see this:

> 30. Reagan was angry, **but** Sadat remainded cool.

To include this aspect of conjunctions we should admit that the study of junction is far more complex, and what we have done here refers only to the textual world approach in which the text (written or spoken) actually used by native users of English, implies not only the grammatical rules but other elements that help to make the comprehension of the message possible, such as informativity, acceptability, intentionality, situationality, coherence, cohesion and intertextuality on the part of the speaker and listener as well.

Informativity refers to the amount of new/old information carried by the text.

Intentionality concerns the speaker's attitude in producing the text.

Acceptability implies the listener attitude toward the fact received.

Situationality refers to the factors which make a text relevant to a particular situation of occurrence.

Intertextuality concerns the factors which make the utilization of one text dependent upon knowledge of previous texts.

The above aspects are part of the coherence and cohesion of the text.

Coherence refers to the ways in which the components of the textual world —concepts and relations— are mutually relevant; concepts refer to the cognitive content, and the relations are the links between concepts.

Cohesion corresponds to the grammatical structure used to express the concepts and ideas born in the human mind; in other words, it refers "to the way in which the words we hear or see are mutually connected within a sequence"[1].

Therefore, it is wise to accept that coherence, as the semantic factor, and cohesion, as the syntactic factor as well as the other standards of textuality already defined, are necessary for meaningful communication.

Looking at a different aspect of coordinating conjunctions, we find that their behaviour is not as simple as we thought when we studied them as simple connectors in our grammar course. In fact, the

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[1]   Beaugrande and Dressler. Introduction to Text Linguistics p. 3.

behaviour of coordinating conjunctions is complex and intriguing.

We learned that conjuntions connect words such as nouns, verbs, adjectives or adverbs as when we say:

31. Peter and Bill like basketball.

32. Peter likes basketball and tennis.

33. John jogs and swims everyday.

However, sentence (31), when analized, will be found to consist of two different sentences.

31.a. Peter likes basketball; and

31.b. Bill likes basketball.

which would remain separated if we had not the appropriate connector as the conjunction "and" in this case. So, when it is said "Peter and Bill like basketball" it may seem that the conjunction "and" connects only two names "Peter and Bill", but it really connects two sentences.

The same explanation applies for (32) and (33). These examples indicate the possible existence of a theory of conjunction reduction as it has been proposed by some linguistics such as Lakoff and Bacon; even

though, they admit that there are some "difficult cases" which do not admit the conjunction reduction rule.

The theory of conjunction reduction is based on a number of assumptions. One such assumption is that sentences with conjoined phrases are optional variants of conjoined sentences. This is to say, a sentence like:

32. Mary is clever and good-looking.

is an optional variant of:

33. Mary is clever and Mary is good-looking.

however, we know that people never use sentences like (33) and when they do use this type of constructions they are rendering a meaning different from the one expressed in sentence (32).

Moreover, there are many other examples which are not difficult cases but simple samples of everyday speech as:

34. John is handsome and Mary is beautiful.

here "and" is joining two full sentences where a

possible rule of reduction is clearly unacceptable.
Also for this sample:

35. Mary gave John a dime and Rose a nickel.

which is not a derivation of a deep structure like:

36. Mary gave John a dime and Mary gave Rose a
    nickel.

but a single sentence containing a simple subject "Mary"
and a verb that indicates the single action of "giving".

Looking at some complex examples for analysis, let
see this one:

37. Barcelona played very well and fans were
    excited.

here, it seems that the hypothesis of conjunction
reduction is simply impossible as regarded by Postal
(1972) and Wierzbicka (1980).

We have given the above examples to show that the
conjunction reduction theory is not possible. What is
possible, as we said before, is the omission of the
conjunction when the structure allows it without the

danger of regarding a sentence as ambiguous or dull.

In addition to the semantic aspects of conjunction discussed so far, as the semantic function of "adding" that words such as "and" have, we can see that junction offers explicit markers for relationships in spatial, temporal, situational, causative, intentional and informational dimensions.

The spatial dimensions refers, basically, to the place in which a relevant event occurs, that is the respective places in which the protagonists of these events are at the relevant time. In the sentence;

38. Peter killed the cat in the garden.

implies that both "Peter" and "the cat" were at the same time in the garden.

Place is a portion of space; an area with or without definite boundaries, an area occupied by or set aside for someone or something. A position regarded as possessed by someone or something else.

The location on which any event is done must be defined in terms of semantics and grammar. The origin of the event, as the conjunctions join different people,

manner, aspects, they also join events happening in the same or different place. That is the importance of place because it is difficult to establish a relation of events without a spatial setting where actions or events take place.

The temporal dimension refers to the time in which a relevant event happens. It seems, indeed, that a reference to the time of occurrence of an event is part of the meaning of a sentence like:

39. Peter killed the cat last Saturday.

which refers to the time of the event in a very specific manner, it is, using an adverb of place.

Time is a non spatial continuum in which events occur in apparently irreversible succession. An interval separating two points on this continuum, measured essentially in terms of occurrence or a regularly recurring event.

Time is another one of the aspects that are going to be analyzed in order to get complete information about the semantic relations of conjunctions.

Time can be expressed in actions performed at the

same moment; time can give to the message the quality of
the characteristics given in that moment; and time can
show the continuity or end of any activity performed at
the same moment or later. It is basic to be aware of
the real dimension of time because it can determine the
duration of an event.

The situational dimension refers to the factors
which make a text relevant to a situation of occurrence
as in:

40. Motorists should proceed slowly because
children are playing in the vicinity and might
run out into the street.

this sample expresses what is the position of the
speaker in relation to a particular situation; so, we
have the event "motorists should proceed slowly", and
the situation "children are playing in the vicinity".
"Time relations can be very intricate depending on the
organization of the particular events or situations
mentioned"[1], and depending also on our knowledge of the
real world.

The causal dimension concerns the ways in which one

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[1] Beaugrande and Dressler. Introduction to Text Linguistics p. 6.

situation or event affects the conditions of some other event. Let see these examples:

41. The soap factory was remodeled and new work methods were started.

42. Victor corrected his error and received some milk.

The relations established by causality are important for the coherence of the text; this relation is mostly established by "and" rather than "but" and "or".

The two last dimensions intentional and informational, refer to the way in which an event is expressed through the act of speech in oral or written communication. Intention has to do with the way of doing something. One's bearing or behaviour.

This is one of the aspects that helps to discover how each one of the conjunctions is described. Sometimes we give to the frame just one sense but we are not able to establish the manner in which a frame is created in the human mind, but the study of concepts and relations can be very helpful to understand how texts are produced and received.

All of the three conjunctions, in many cases, are used to join not only situations, but also people that express or perform the same activity; and, in other cases, to separate those people in the selection of different activities; this aspect gives this framework the guide to observe what is the opportunity to add, contrast or choose all the characteristics related to the events uttered.

Concluding, what is really important is that conjunctions, besides the aspects discussed in previous pages, are able to establish spatial, temporal, situational, causal, intentional and informational relations between events. Therefore, these relations will be analized and described in the following chapters.

CHAPTER II

CONJUNCTION AND

As it has been already stated, text linguistics is not only a method of analysis or a single theory. Instead it involves a wide scope of aspects related to the study of texts actually produced and received by human beings.

The "text" in our analysis implies a unit bigger than the sentence, it is a sequence of well-formed, meaningful sentences. Within this complex frame, conjunctions AND, BUT, and OR have been chosen for the purpose of the present Research.

In traditional grammar, this function words used to signal relations among events or situations have been indiscriminately called conjunctions, but it has been already accepted that "junctive" is a better expression since it includes the four major types of relators used in English: conjunction, disjunction, contrajunction and subordination. In this chapter, the conjunction

represented by AND will be analyzed since it establishes a wider variety of relations in addition to the "additive" relation performed by other conjunctions such as also, moreover, etc.

The conjunction AND is used to connect grammatically coordinate words, phrases or clauses.[1]

In the bibliographical information that I was investigating, I found all the possible cases joined by this conjunction. Therefore, it is adequate to start this chapter with the grammatical aspect; the conjunction AND usually joins the information given about participants in relation to the same situation or different situations related to the same participant; also it relates two or more characteristics that are different in the same participant or two or more participants with the same characteristic.

This conjunction helps to avoid the repetition of similar grammatical frames because the presence of this conjunction indicates that there is continuity in the different activities performed by the same subject.

The conjunction AND, for me, is the most general

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[1]   The Random House College Dictionary.

junction found in all communication ways, such as for separating the sense of two ideas, adding information, expressing continuity, defining the same activity, etc.

Syntactically, the conjunction AND determines by itself the joining of two or more words of the same category, phrases, clauses and sentences having similar grammatical structure, since this is its purpose. By showing the joining of different elements which appear in the surface structure, the relations can be seen at first sight and usually unconciously used:

Peter **and** Bob are friends.

Bill is smart **and** handsome.

Conjunctions also join complete sentences; look at this example:

1. Ellsberg was arrested by the FBI **and** Fonda was too.

This statement seems to consist of a complete sentence, followed by what we can call an "elliptical sentence" (i.e this incomplete sentence such as "Fonda was too") both linked by the conjunction AND.

This example could not be treated in isolation,

because the meaning of the second part of the sentence is dependent on the meaning of the preceding one. Look at the Deep structure tree:
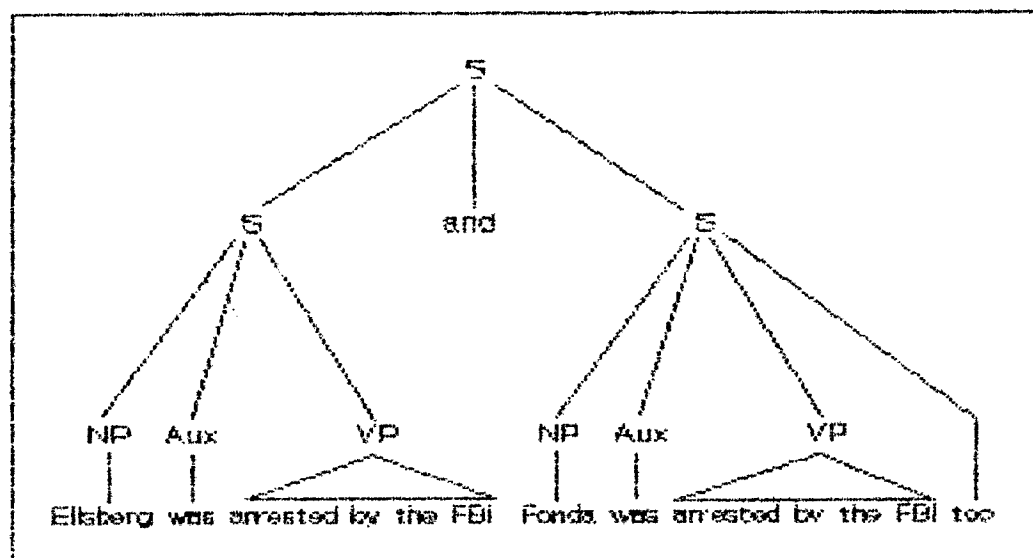
Deep Structure

Here, we have deleted some elements to avoid the repetition of the same idea, as it appears in the Surface structure.

Surface Structure

But, by applying a deletion rule in order to eliminate the verb phrase (VP) of the second sentence, we have the Surface Structure actually performed:
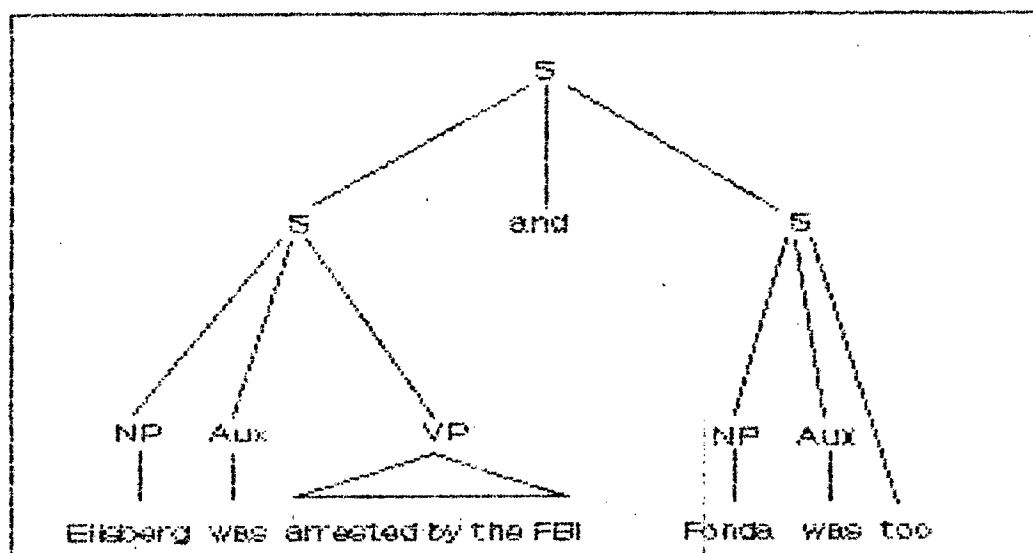
Ellsberg was arrested by the FBI and Fonda was too.

The transformational rules will apply to each conjoined sentence as it normally does to any single independent sentence. The only change in this grammar is that we have added a new rule for expanding a sentence that allows us to generate conjoined structures.

In example (1) it is clearly understood that the presence of the word "too" is due to the presence of the conjunction AND; the deep structure looks like this:

Ellsberg was arrested by the FBI

Fonda was arrested by the FBI too.

Therefore, we can say that the conjunction sometimes allows the "insertion" of a new word that helps to avoid the repetition of a grammatical part of a frame such as the (VP), "was arrested by the FBI too", as in this example.

AND is necessary or sometimes obligatory to determine that two subjects are dominated by the same action or two actions are performed by the same subject, or received by the same object.

So, the insertion of the conjunction is taken as a way to coordinate those two ideas in just one structure.

The trees above illustrated the Deep and Surface Structure as well, and the deletion of some elements such as (VP) in the case of example (1).

In the example given above, the conjunction AND is present in the Deep structure and can not be deleted.

Setting the syntactic analysis of the conjunction AND, it is important to establish the semantic field of study because of the variety of functions that the conjunction AND, within a grammatical structure, can perform.

The concept of the conjunction AND is based on some aspects that determine the sense of the word by itself.

Posed this word within grammatical structures we can see that the role of the conjunction as a connector is based as I mentioned before on syntactic rules,

therefore any semantic analysis can not be isolated from
Syntax.

Sometimes the syntactic role of the conjunction AND
is replaced by the word "so" yielding a similar meaning
and keeping a slightly different grammatical structure
as illustrated in these examples:

Peter goes to the Party **and** I do too.
Peter goes to the Party, so do I.

Here, the first example indicates the syntactic
function of the conjunction AND, illustrating that the
conjunction is present to indicate that the same action
is performed by two different participants, in this case
"Peter" and "I"; in the second example the word "so" is
used to express the same idea that in the former one.

Another sense that the word AND can have is the
"asyntetic connection" that is present in semantic
analysis of any grammatical structure, for example:

I am going on vacation, if I can I am going with
you.

in this text the presence of the word AND is equal to
zero because it is replaced by a comma.   In that place,

can be located the word AND, that is:

I am going on vacation **and** if I can I am going with
you.

In a temporal dimension it is important the role of
the conjunction to explain the time on which an event or
events are or were performed, look at this example:

I went to the theater and I lost my bag.

in this example there is a temporal continuity in
activities performed by the same participant. The
participant is only one and the two events are in past
tense, but the performance of the two events happens
sequentially in time, that is one after the other.

The conjunction is used to join the performance of
specific activities in relation to the same participant,
that is:

Peter works in a factory and he is in charge of
fixing the electrical installation.

The conjunction AND, in a grammatical structure,
can be used to express a collective idea in the same
group of participants, that is two or more participants,

and it can join not only ideas but also attitudes,
activities, locations.

Look at this example:

I like to go to the beach **and** my family too, **and** on
vacation all of us are going to be there.

In this text, there is a collective idea, that is,
the same thing that "I like is preferred by a different
group of participants, in the case of this text "my
family".

With the following text, I am going to illustrate
another function that the connector AND plays:

Peter is older than me, **and** I am older than Jim.

in this text the idea or the continuity is the same, the
participants are different, but the relation is the same
in the insertion of an adjective that expresses
comparison. "Older" does not indicate the same age for
the participants, and the conjunction is used to
indicate the relationship between them.

I am going to work hard **and** I am sure that I will
graduate this year.

The presence of the connector in this text shows the linking between an action and the result of doing something because the first part of the sentence determines the presence of the second event.

All of the relations that I have found in the area of the syntactic uses of AND are the most useful way to establish the meaning of grammatical frames joined by the conjunction AND.

Now, within the frame of text linguistics, I will analyze specific texts in order to show the spatial, temporal, causal and other dimensions that can be expressed by the conjunction AND as it is seen and understood from a semantic point of view. All the texts that follow have been taken from the novel "The Pearl" written by John Steinbeck.

Before getting into semantic analysis, it is important to remember what is text linguistics. As Teun Van Dijk points, "text linguistics designates any work in language science devoted to the text as the primary object of inquiry".[1]

In fact, text linguistics analyzed the text seen as

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[1] Teun Van Dijk: The Structures and Functions of Discourse. Lectures at the University of Puerto Rico, Rio Piedras p. 12.

a macroestructure in which several standards of textuality, such as time, space, cause, intention, situation, coherence, cohesion and informativity are analyzed in relation to the production and reception of the message. Therefore, a text is studied as a human activity for communication, that is to say, a text is a communicative occurrence which has to meet some standards (mentioned before) in order to satisfy the needs of communication between producers and receivers.

In addition, text linguistics intends to define a typology of text in order to facilitate their analysis and understand the multiple ways of discourse used in human interaction. However, to classify texts within types has been very difficult because usually text share features among them, but presenting at the same time distinctive characteristics. Therefore, it seems advisable to follow the lines of traditional rethorics by recognizing three basic types of texts, according to their dominant characteristics;

Narrative texts are those used to arrange actions and events in a particular sequential order.

Descriptive texts "would be those utilized to enrich knowledge spaces"(1), in relation to objects and situations. Frequently in this type of texts conceptual

relations for states, attributes, circunstances, etc. can be found.

Argumentative texts are those utilized to promote the acceptance of certain beliefs or ideas as true vs. false, or positive vs. negative.

Usually, literary texts, as the samples used in this Work share a descriptive and narrative features in which the knowledge of the real world that the producer has (in this case the author of the novel "The Pearl") and a certain amount of fantasy make the text vivid and fully communicative, as in the following one where the receiver (the reader) almost can "see" the place described:

1) "The scurrying procession came at last to the big gate in the wall in the wall of the doctor's house. They could hear the splashing water _and_ the singing of caged birds _and_ the sweep of the long brooms on the flagstones. _And_ they could smell the frying of good bacon from the doctor's house."

This text shows the description of four different events: a) splashing water, b) singing of caged birds, c) sweep of the long brooms on the flagstones, d) smell the frying of good bacon. The conjunction AND in this text has a descriptive function because it helps to tell what is happening.

The spatial dimension includes a big area in the performance of the events, but these events are perceived by the same group of people, that is; "the procession", replaced in this text by the proform "they".

We can see that the "perceiving" events of parts: (a), (b), (c) and (d) come from inside "the doctor's house" and they are perceived from a different place, that is: "outside the house".

Indeed, we have a situational dimension also because it is showing the intention of the author of the Novel to point out the four events in relation to the economic situation of the "doctor" compared with the missery of the people at the door. Here, we have found that the subject "they" which performs the events in parts (a), (b) and (c) is used only once and the linking function of AND makes unnecessary the presence of the subject in events (b) and (c) without making the decription ambiguous.

Referring to the temporal dimension the performance of the events and the perception of them are simultaneous.

As for description, there is another case in which

the characteristics of one participant "canoes" are
pictured:

2) "They were high _and_ graceful canoes with
curving bow _and_ stern _and_ braced section
midships where a mast could be stepped to
carry a small lateen sail."

John Steinbeck uses AND in this text to emphasize
the description of the "canoes", but in the first part
of the sentence the description refers to the full
"canoes", while in the second part it refers only to
part of them. However, in both parts AND is used not
only to link the characteristics of the "canoes" but
also to emphasize the description.

In (2), the spatial and temporal dimensions are not
worth to be mentioned in the following text. The roles
that a conjunction plays in a sentence are always
changing from one text to another and the semantic
connotation of the conjunction may differ due to a
different coordination of ideas or actions. Look at
this one:

3) "On his lap was a silver tray with a silver
chocolate pot _and_ a tiny cup of eggshell china
so delicate that it looked silly when he
lifted it in his big hand, lifted it with the
tips of thumb and forefinger _and_ spread the
other three fingers wide to get them out of
the way."

In this text the presence of a "doer" is implied because of the situations mentioned. We can get an idea about the participant because of the presence of the proform "he" and the actions related to him such as "lift" and "spread". In the continuity of these actions we have a sense of temporal sequence when it says "...and spread the other three..." indicating that the previous action was completed when the following one began. However, in the other two instances of AND in (3) as in "chocolate pot and tiny cup" and "thumb and forefinger" the conjunction is only performing an additive function.

In English we have the means to distinguish past, present and future times, continuity vs. single points, finished vs. unfinished. These distinctions arise mainly from the perspective of text users at the moment of the utterance. Also, they may arise from the organization of text-world situations or events.

However, when the verb used in a text does not make distinctions explicit, junctives can be used as in the following text:

4) "The wind of the morning ruffled the water of
    the estuary and whispered through the
    mangroves and the little waves beat on the
    rubbly beach with an increased tempo."

Here, the forms of the verb used, indicate finished events, however, our world-knowledge makes us identify these events as continuous, having duration in time and extending over an unbounded expanse of time. On the other side, the conjunction AND is indicating the simultaneity of the three events in the temporal dimension.

In the following text we are going to see the use of the connector linking opposite actions in a contrasting manner:

5) "The uncertain air that magnified something
   and blotted out others hung over the whole
   Gulf so that all sights were unreal and vision
   could not be trusted; so that sea and land had
   the sharp clarities and the vagueness of a
   dream."

In this text we have different situations and places and different actions related to these aspects also. The first sentence includes the contrasting actions of "magnify" and "blot" related to the same participant "air"; both joined by the conjunction. In the second part of the text we have different subject "sights" and its proform "vision" and the action of "trust".

Here, AND is performing a causal function since

"sights were unreal" so that "vision could not be trusted". In the last part of the third event we have the joining of two participants in a plural subject involved in the same situation, they are: "sea" and "land" and those are participating of two contrasting events joined again by the conjunction AND.

The connector AND can link utterances not formatted as complete sentences at all, providing an interdependent relation:

6)   "He pursed his lips and made a little
      explosion to show how quickly it could be, and
      he shifted his small black doctor's bag about
      so that the light of the lamp fell upon it,
      for he knew that Kino's race love the tools of
      any craft and trust them."

It has continuity in the development of the events as the previous one. We have the proform "he" as the main participant. From the rest of the sample it is assumed that the pronoun "he" has the noun "doctor" as a co-referent. In the first part of the sample, the conjunction is linking a complete sentence with an elliptical sentence "made a little explosion" it is necessary to resort to the previous one "he pursed his lips".

The relations established by AND in (6) involves

temporal continuity since we have three completed events that happen one inmediately after the other.

In the following sample co-reference is more clearly stated (Kino/he) and the producer uses AND to join full structures instead of the elliptical ones illustrated in (6).

7) "Now Kino lay in the cave entrance, his chin braced on his crossed arms, and he watched the blue of the mountain move out across the brushy desert below until it reached the Gulf, and the long twiling of the shadow was overt the land."

In this text AND links the first two events that have the same participant (Kino/he) in inmediate time continuity. In other words, the same participant performs the events of "lie" and "watch" one inmediately after the other. In the second and third event, AND is linking events: "the blue of the mountain move out..." and "the long twiling of the shadow was..." both subordinated (in object position) to the action of "watch" performed by "he". Here, AND is joining to events performed simultaneously by a single action "watch" and a same participant.

It is interesting to observe this aspect of Semantics which deals with the spatial and temporal

dimensions established by the conjunction AND. These relations are used by the speaker and perceived by the listener unconciously.

Usually, ellipsis function by a sharing of structural components among clauses at the surface text where two elliptical sentences have been connected to an independent one. Here, the ellipsis of the subjects in the second and third sentences illustrates the complexity of the interaction between cognition and syntactic conventions. In (8) the identity of the subject "goat" is easy to recover, however heavily elliptical text may require from the receiver a substantial processing effort.

8)   "And a goat came near and sniffed at him and stared with its cold yellow eyes."

In (8) there is the presence of three different events: "come", "sniff" and "stare" all related to the same subject, that is: "goat". They are expressed in a manner of temporal continuity, in the first part of the sample the use of the connector indicates a way to begin or introduce a situation.

The repertory of junctive expressions is large for the relation of temporal proximity such as near, before,

after, etc. However, the junctive AND is very useful to
express a time sequence of events in a speech act as in
the pattern below in which the conjunction AND is
linking four ordered events which happen one after the
other in time.

From another point of view, conjunctions can carry
across the boundaries of the sentences, in other words,
the conjunction used to begin a sentence connects the
previous sentence with the next one linking both senses;
look at the next sample:

9)   "<u>And</u> as Kino raised his right hand to the iron
      ring knocker in the gate, rage swelled in him,
      <u>and</u> the pounding music of the enemy beat in
      his ears, <u>and</u> his lips drew tight against his
      teeth but with his left hand he reached to
      take off his hat."

It has been accepted (chapter I) that the purpose
of Syntax is to convey meaning, therefore it is
difficult to separate syntax from semantics when the
analysis of meaning is concerned. However, for the sake
of analysis in sample (9), it is necessary to make a
previous attempt to separate the grammatical structure
from the semantic structure in order to get a better
vision of the text.

From the viewpoint of syntax only, in this text we

have three events performed by three different subjects,
that are: (a) Kino, (b) the pounding music of the enemy,
and (c) his lips. But from the semantic point of view
we have that the three events are centered around "Kino"
as the main participant since in event b) "the pounding
music of the enemy beat..." is directed to "Kino's ears"
and in c) "his lips drew tight..." refers once again to
Kino's attitude.

Within this frame, and in relation to the temporal
dimension it is clear that AND is joining three events
which happen simultaneously in time. Concerning the
spatial dimension, it is interesting to see how events
happening in different spaces are coordinated by AND
giving unity to the text. For instance, event b) "the
pounding music of the enemy beat..." seems to come from
a different place and is perceived by Kino's ears
showing a continuous motion in the performance of the
event.

The use of conjunctions as explicit signals is
rarely obligatory because text users can recover
relations such as additivity, by applying world
knowledge. For instance, the conjunction AND can be
deleted in most of the instances in the following
excerpt without rendering the text ambiguous. However,
for the purpose of emphasis, the author (producer) is

using the conjunction AND in place of comma (,):

10)   "This doctor was of a race which for nearly
        four hundred years had beaten _and_ starved _and_
        robbed _and_ despised Kino's race _and_ frightened
        it too, so that the indigene came humbly to
        the door. _And_ as always when he came near to
        one of this race, Kino felt weak _and_ afraid
        and angry at the same time."

We have the actions of: "beat", "starve", "rob",
"despise" and "frighten", which happened in past times
and as a result or effect "weakness", "fear" and "anger"
are felt by Kino in present times. Here, AND is linking
the two parts of the text in which events happen with a
big difference of time (nearly four hundred years)
between these three different moods: "weakness", "fear"
and "anger" and these moods are felt by the same
participant "Kino" and in the same temporal dimension
indicated in the part that says: "...at the same time."

Also in the following text the conjunction is not
obligatory but is used to emphasize that some particular
human features have been given to the town but that in
the real-world do not belong to it. These discrepancies
between our real-world knowledge and the text-world are
important features of literary texts: look at the
following sample:

11) "A town has a nervous system _and_ a head _and_
    shoulders _and_ feet.   A   town is a   thing
    separate from all other towns, so that there
    are no two towns alike.   _And_ a town has a
    whole emotion."

In (11) different parts of the same   subject which
is: "the town" are joined by the coordinator AND.   It is
used to indicate the addition of parts that constitute
the whole aspect of the "town".   In the second part of
the example we have the coordinator at the beginning of
the event and once again this word has a sense of adding
new information about the subject and it can be taken   as
a situational dimension that is expressed through a
description of the subject: "town". Besides, it   can be
noticed   that the linking function of this conjunction
works across the boundaries of the sentence. That is
the new sentence beginning with AND in the last part of
the text indicates that the flow of thought continues
about the same topic.

There are other structures where the conjunction is
obligatory in order to maintain the meaning of the text,
otherwise, it would become dull.   In this perspective,
junctions demonstrate how communicative interaction, not
just grammatically obligatory rules, decide   what
syntactic formats speakers use:

12) "A little moment "he said". I go to inform
myself, "and he closed the gate and slid the
bolt home."

In the above text there is the presence of three

events in relation to the same participant, having a

sense of continuity because after the first event is

completed, the second one begins. Therefore, the

temporal dimension is illustrated by an inmediate

continuity in the performance of the events joined by

AND. We have three actions; they are: "go", "close" and

"slid" and they are performed by the same participant

"the servant"; in the second event the action of:

"close" takes as an object: "the gate" and in the third

event the action of: "slid" takes as an object "the bolt

home"; the place is the same because the participant and

the objects are in the same location, it could be a

"house door".

Following the analysis of the samples we can note

the difference in relation to dimensions or

participants, look at this:

13) "Kino took off his hat and stood waiting."

Here, there is a specific temporal continuity in

the sense that after the first event of "Kino took off

his hat..." is completed, the second action of: "...Kino

stood waiting" begins inmediately. Both events are in relation to the same subject and they are performed one after the other. The conjunction AND indicates a relationship of time.

Now, it is advisable to distinguish between "tense" and "time"; "tense" refers to the time of the action in relation to the time of speech, or the moment in which the utterance .is performed; "time" in our analysis refers to the time of the action in relation to other events within the same topic:

14) "The gate closed a little _and_ the servant
    refused to speak in the old language."

Tense indicates that both events happened in the Past, while the temporal dimensions shows that the second event of "the servant refused to speak in the old language" happens inmediately after the action of: "the gate closed a little" being the conjunction AND the time relator.

A conjunction more than a connector between structures that contain events or actions, it can indicate the addition of new elements in order to describe a situation:

15) "His eyes rested in puffy little hammocks of
flesh _and_ his mouth dropped with discontent."

In this text the presence of two events indicates
the performance of two different actions in relation to
the same participant, but with different parts of his
body, they are: "his eyes rested" and "his mouth
dropped"; there is continuity in the performance of
those events because we have the first one followed by
the other inmediately.

The use of junctives is more likely when inter-
dependency is not obvious and should be expressed:

16) "The doctor had once for a short time been
part of the great world _and_ his whole
subsequent life was memory _and_ longing for
France."

"And" is joining two events which happened with a
great difference in time. The first one happened far in
the past and the second one began in the near past and
continuous into the present. Therefore, the conjunction
is linking two events performed in different temporal
dimension.

Boundedness is one of the principles of time
organization proposed by Leonard Talmy (1978).
Boundedness is the capacity of having discernible limits

as illustrated in the following text where the conjunction AND marks the boundaries of each, completed event and at the same time joins the two first events as one happening after the other in a continuity of time.

17) "The procession left the brush huts and entered the stone and plaster city where the streets were a little wider and there were narrow pavements beside the buildings."

The presence of one participant is shown here, that is: "the procession" which performs different actions such as "leave" and "enter" which are linked by AND in a time relationship due to the inmediate continuity in their performance. Then we have the conjunction to join two different characteristics of the object "the city", they are: "stone and plaster". In the last part of the sample we have the connector AND inform about the existence of "the narrow pavements".

"By using junctives, text producers can exert control over how relations are recovered and set up by receivers"[1].

For instance, using AND, the producer makes clear the relationship between events. Yet, junctives are seldom found in every transition among events or

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[1]   Beaugrande & Dressler p. 74.

situations of an entire textual world. Frequently, as in the following text, the conjunction can be replaced by a comma (,) so the receiver can recover the relation through inference.

18) "The beggars went back to the church steps, the stragglers moved off, and the neighbors departed so that the public shaming of Kino would not be in their eyes."

This text explains the performance of three different events joined by the conjuction and those events are developed simultaneously. The participants are different for each one of the events and they are: "the beggars", "the stragglers" and "the neighbors" and the actions of those participants are different also, we have the events of: "went back", "moved off" and "departed"; the spatial dimension could be the same for the complete text and the temporal dimension is the same for the events and the participants; this sample indicates completed actions.

Look at the following text:

19) "She put her lips down over the puncture and sucked hard and spat and sucked again while Coyotito screamed."

The text above illustrates a sequence of events

performed by the same subject "Juana". This sequence sets the order of events in time.

Once the first event is completed, the second event takes place and so on. AND is giving temporal continuity to the performance of the events.

The link of a situation is always different in relation to a context:

29) "Kino's grandfather had brought it from Nayarit, and he had given it to Kino's father and so it had come to Kino."

In this sample we have the presence of a point that indicates another aspect of an object, it is: "transition" and the conjunction is used to indicate how the object was transferred from one participant to another, but the same object involves different actions for its "transference", they are: "bring", "give", and "come" and the participants that receive the object, are different also. they are: "Kino's grandfather", "Kino's father" and "Kino", all activities are sequential; once the first action is completed, the second event begins and so forth in a temporal succession of events, but the events do not happen one inmediately after the other. Instead, there is a large space of time between each one of them. Our knowledge of the real world permits us to

understand that some years have passed since "Kino's grandfather brought the canoe and give it to Kino's father and Kino's father gave it to Kino".

It is important to be aware of the situation which we are working with. Causal relations also require a specific arrangement in time; that is to say, cause, enablement and reason have forward directionality, that is, the earlier event or situation causes, enables or provides the reason for the later one. In (21) the first event enables the performance of the second one.

21) "Now he came to the canoe _and_ touched the bow tenderly as he always did."

There are two events in this text, the first one includes the action of: "come" and it is performed by "he" and directed to the canoe. The event indicates motion, which enables the performance of the second event of "touch" which is directed to part of the canoe: the "bow". In (21) the conjunction AND establishes a relation of enablement and also a time sequence since the first event is completed before the second one begins.

The relations provided by junctives are much more intrincate that they usually appear at first sight, and

some relations are more difficult to detect than others, for instance, we have seen that a coordinating conjunction such as AND functions as a syntactic link between two elements of the same speech class or between phrases or sentences. In the field of semantics we have been analyzing some temporal and causal relations established by this conjunction. However, it is important to study how one of the standards of textuality (Standards are necessary to make communication effective), that is, "informativity can be upheld by a conjunction." It has been said that informativity concerns the extend to which the situations or events presented in a text are expected vs. unexpected or know vs. unknown. In the following text, for example, we can appreciate a high degree of informativity since a mental action such as "he thought of Paris" seems very unexpected after the concrete action "the doctor's eyes rolled up...". Here, the function of AND is to make the relationship between both events possible, therefore making the text highly informative.

22) "And the doctor's eyes rolled up a little in
     their fat hammocks and he thought of Paris. He
     remembered the room he had lived in there as a
     great and luxurious place, and he remembered
     the hard-faced woman who had lived with him as
     a beautiful and kind girl, although she had
     been none of these three."

The coordinator AND is used at the beginning of the text to add new information about the doctor's attitude. We have in this part two different actions realized by the same participant, but with different parts of his body; the first action is: "roll up" and it is in relation to "doctor's eyes" and the second one is: "think" and it is in relation to "doctor's mind"; then, we have the showing of a different action which is used to describe another event that includes "doctor's mind", it is: "remember". Here, the coordinator plays an important role linking situations related to that action and it is directed to another participant: "the hard-faced woman" and in relation to her we have the connector to join two adjectives that describe her as "beautiful and kind".

In addition, a time relation is present in (22). In the first part of the text, the two events joined by AND happen one after the other, while, in the second part, the action of remembering the "room" and the "woman" seems to happen simultaneously.

Continuity is not only present in the development of the situation, but also in the actions performed by the participant. Here, participant tracking (continuity) is solved by the receiver via world knowledge since the lexicon would not help. In other words, our

knowledge of the real world indicates that "himself" may

corresponds only with "doctor" but not with

"participant".

23) "The doctor looked past his aged patient and
     saw himself sitting in a Restaurant in Paris
     and a waiter was just opening a bottle of
     wine."

Here, we have two different spatial dimensions, the

place where the "doctor" actually is now, and the

"Restaurant in Paris" where his thoughts transported

him. Therefore, in the first part of the text the

conjunction is joining an actual event which is "the

doctor looked past" and an imaginative event "saw

himself sitting..." where the participant forms a mental

image of something that happened in past times, and in a

different place, that is "sitting in a Restaurant in

Paris" and "a waiter opening a bottle of wine". In the

second part, the conjunction is joining two imaginative

situations thought by the main participant, which is the

"doctor". In addition, to the spatial relation

established by AND, we also perceive a temporal relation

that permits to receive the events as happening

simultaneously in the mind of the "doctor" but happening

in different times in the real world.

In the following sample the relation that the

connector supports is the sense of continuity in time and participant since we have the same participant for the whole text. Here, the problem of participant continuity needs some effort to be solved since only once the proform "he" is present to facilitate participant tracking. In the rest of the sample, the receiver has to solve the problem of participant continuity by using inference.

24) "Kino's hand crept into his breast where his knife hung on a string, and then he sprang like an angry cat, leaped striking and spitting for the dark thing he knew in the corner of the house."

Also, we find continuity in the events performed by just one participant: "Kino". These events are performed in sequence, that is once an event is completed, the next one takes place.

Time continuity in this text is very clear while participant continuity needs some effort to be followed.

When the connector joins different situations or reasons, it tries to link them into just one continuous and active event.

25) "He heard the rush, got his knife out and lunged at one dark figure and felt his knife go home, and then he was swept to his knees

and swept again to the ground."

In this sample we have different actions in relation to the same participant: "Kino"; continuity in the temporal dimension is present here; the connector is used to indicate the link of those actions that describe some parts of this whole sample: sensations, movement, reaction; and then we have those actions that describe the state of a situation; they are: "hear" in relation to "rush"; "get" to "knife"; "lung" to "dark figure"; "feel" to "knife" and "swept" to "knees and ground". In the first part of this text, AND is linking the actions of "rush" (here AND is replaced by comma) "get", "lung" and "feel" all performed by "Kino", while, in the second part, AND is linking the events "he was swept..." and "...again to the ground" which are performed by an unknown agent against Kino. In this text we can see a heavy elliptical form.

Causality is one of the relations that provides coherence to the text in the textual world. This relation concerns the way in which one situation or event affects the condition for some other one. In other words, one event becomes the cause and the other one, the effect:

26) "Coyotito moaned a little in Juana's arms and

she spoke softly to him."

The first event in this text takes one subject
"Coyotito" who performs an action that involves "Juana's
arms" and it is directed to her, and in the second event
an action from "Juana" directed to "Coyotito", it is:
"Juana spoke softly to him"; a relation of causality is
established here, because "Coyotito moaned" so that
"Juana spoke softly to him". Both events are continuous
in time and joined in a causal dimension by AND as a
connector.

The causal dimension also is present in the
following text; however, there is a difference with the
previous one because in sample (26) the second event is
a response to the first one, while, in sample (27) the
second event is the effect caused by the first one.
Look at this:

27) "The thorned tail jerked up right. And at that
    moment the laughing Coyotito shook the rope
    and the scorpion fell."

In this text there are two different events related
to different subjects. In the first event AND is used
to introduce an idea. The first event includes the
action of "shake" performed by "Coyotito" which is the
direct cause for the second event to happen. The second

event includes a second participant "the scorpion" and a different action from the previous one "fall". Here, the text illustrates a cause-effect relationship.

However, besides cause and reason, causality also includes another type of relation, which is: "enablement", illustrated in the following sample. In the relation of enablement one event may create the sufficient, but not necessary conditions for a second event to take place. Enablement does not involve interaction as cause or purpose may do.

28) "A copper haze hung over the water and the hot morning sun beat on it and made it vibrate blidingly."

Here, the event of the "hot morning sun beat..." made possible or enabled the "water to vibrate". Therefore, causality is indicated by a conceptual relation of "enablement" and the conjunction makes possible this relation, and facilitates, also, to co-refer the pronoun "it" with "water" and so establishes the necessary relationship among the events in the text.

Look at the following text that involves a similar situation to the previous one:

29) "The baby's face was flushed __and__ his throat
     was working __and__ a little thick drool of saliva
     issued from his lips. The spams of the
     stomach muscles began, __and__ the baby was very
     sick."

In the first part of this text, AND is used to
describe three different sensations that the "baby" has;
in the first event we have the action of: "flush" in
relation to "baby's face"; then the connector links two
other events performed by different subjects that are
"his throat" and "a little thick drool of saliva". The
three events mentioned seem to happen simultaneously.
It is interesting to observe how the conjunction is
joining two completed actions with a continuous one
using three different verbal forms.

In the second part of the event, we have AND
establishing a cause and effect relationship since the
previous situations caused that the sickness of the
baby.

Causal relationships imply some sort of
directionality in time; it means that the former event
provides the cause for the later one. This concept,
therefore, indicates that the first event has to be
finished before the second one is performed,
establishing also a temporal relation.

30) "Now the tension which had been growing in
    Juana boiled up to the surface <u>and</u> her lips
    were thin."

The causal dimension is present here, to describe

how was this situation developed. This sample uses the

juction to explain that "Juana's lips" receive an effect

because of the "tension"; another point that is

important here is that the actions were performed in

sequence, therefore, there is a kind of temporal

proximity between both events. Temporal proximity can

be sequential (as in 30) if events and situations are

ordered in respect to each other.

Look at this text:

31) "The baby spluttered <u>and</u> screeched under the
    treatment, <u>and</u> Juana watched him with haunted
    eyes."

In the first part of this text the conjunction is

used to link two actions performed by the same

participant "baby"; they are: "splutter" and "screech"

and both were performed as a result of the "treatment".

In the second part of the event AND is used to add

another participant that is: "Juana", who directs her

action to the "baby" in response to the baby's attitude,

so, a causal relation of "reason" is established. The

term "reason" is used for a relation where an action

follows as a rational response to some previous event. In (31) Juana's action of "watching him with haunted eyes" is the predictable response to the baby's actions.

In the text below there is also a causal relation but the second event is not a predictable outcome for the first event, only the presence of the conjunction makes possible a relation of enablement.

32) "Kino could feel the blow sand against his ankles and he was glad, for he knew there would be no tracks."

In (32) the presence of the conjunction is necessary to establish a relationship without the conjunction the cohesion of the text would suffer and the receiver wouldn't be able to establish a coherent relation between both events, because the event of "being glad" is not the expected result to "the feeling of the blown sand against his ankles", but the conjunction makes possible a relation of enablement between the two events in (32) since the first event seen in isolation is not a sufficient condition for the response given in the second event.

The conjunction AND is considered a explicit marker for relationships of additivity through causality, time, space, modality and so on.

33) "They had made songs to the fishes, to the sea
in anger <u>and</u> to the sea in calm, to the light
<u>and</u> the dark <u>and</u> the sun <u>and</u> the moon, <u>and</u> the
songs that had ever made, even the ones
forgotten."

In this text we have the joining of different objects and just one action that is: "make songs" which is performed by a group of people represented by the pro-form "they". Here, the conjunction is joining in an additive manner various contrasting objects such as "light and dark". It is that the intention of the producer of this text is to emphasize the contrast by inserting the conjunction only where opposition needs to be stressed in order to insist upon a situational relationship.

It is interesting to notice also, how the technique of "Parallelism" is used to enhance the situation and to give stability to the surface text. "Parallelism entails reusing surface formats but filling them with different expressions".[1]

The junctive AND, as it has been already described, joins additively words, phrases, clauses and sentences. This additive function implies also the presence of spatial and temporal dimensions. For instance in (34)

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[1]   Beaugrande and Dressler. Introduction to Text Linguistics. p. 57.

AND is linking different places for each one of the
events in the text.

34) "Fiddler crabs bubbled and sputtered in their
     holes in the sand, and in the shallows little
     lobsters popped in and out of their tiny homes
     in the rubble and sand."

In the above text, AND is performing three
different functions: one of addition when it says
"bubbled and sputtered"; a second function of
interdependence or twofold direction is illustrated by
the phrase "popped in and out"; and a third function in
this text is indicating the connection of two diverse
events performed by two different participants in two
well-differenciated places. Therefore, AND is
connecting two events happening simultaneously, but in
different spatial dimensions, that is to say "in the
sand" and "in the shallows".

However, in the following text the spatial
dimension appears somehow different. Let's see:

35) "The brown algae waved in the gentle currents
     and the green eel grass swayed and little sea
     horses clung to its stems."

The first event takes place in the "gentle
currents" while the spatial dimension for the third

event is the "green ell grass" which is functioning as
the subject of the second event. Therefore, the
relationship between the second and third event is in
some way "overlapping".

In relation to the temporal dimension AND is
joining three differents events, which happen
simultaneously in time with the presence of three
different participants: "the brown algae", "the green
ell grass" and "little sea horses".

The spatial dimension is being established in many
of the samples and emphasized by the presence of a
connector.

In the following sample it is clear the joining of
elements that involve different events happening in
different places.

36) "The neighbors peered around the doorway, and
     a line of little boys clambered on the window
     bars and looked through."

In the first event we have as participants "the
neighbors" and then the presence of the connector
indicates the addition of another group of participants;
"little boys"; the actions describe movement and
indicate that both events happen simultaneously in time.

Regarding the spatial dimension, the events are performed in two different places, that are the "doorway" and the "window", therefore, AND is also establishing a relationship of space.

In the last part of the text the connector is used to indicate the addition of another action performed by the second group of participants, it is "look.

Look at the following sample:

37) "Kino stood in the door, filling it, and hatred raged and flamed in back of his eyes, and fear too, for the hundreds of years of subjugation were cut deep in him."

The connector AND here, serves to separate different ideas; and then to connect those ideas in relation to "Kino" and the actions that he has performed in continuity and in the same temporal dimension are: "stand" and "fill" and both are in relation to the same object: "the door", then we have the actions of: "hate" expressed through the noun "hatred" that involves that action, "flame" in relation to "Kino's eyes" and "fear" that indicates a feeling that takes part of Kino's sensibility.

In this text, a situational dimension is

established by AND. The way the author of the text expresses Kino's feeling and feeds them into a model of a current communicative situation in a way that permits the receiver to grasp the situation in a way that permits the receiver to grasp the situation and to fit it into his or her knowledge of the real world, creating the impression that things really had happened in that way.

So far, we have made a brief analysis of some of the relationships that can be explored in a text as it is actually produced in human communication. Even though we have limited this analysis to the conjunction AND, it is amazing to see how human processing strategies, not only syntax structures are applied in order to make text coherent and highly communicative and informative.

The standards of textuality invoked in Chapter I, involve relations of causality, situationality, time, space and so on that are not normally noticed when we use the language but are part of the speaker's cognition which permits the user of the language to relate concepts in a coherent manner.

The conjunction AND is a function word which enables such relationships among concepts. In the next

Chapter, the junctive BUT will be analyzed and described within the same frame used for AND.

CHAPTER III

CONJUNCTION BUT

In Text Linguistics, Junction is a clear device for signalling the relationship among events or situations. These relationships can be of conjunction, disjunction, contrajunction and subordination.

Contrajunction is mainly signalled by BUT and less often by yet, however, etc. Therefore, BUT is a contrajunction used to link things having the same status but being incompatible in the textual world, for instance one can be the cause and the other an unanticipated effect.

According to the Dictionary definition: BUT means on the contrary; yet, junction that means contrary to the expectation. The junction BUT indicates the presence of a complete change in any given idea, joining different aspects or elements related to the same point of view. All the aspects joined by this junction can determine a change between two ideas; the first can be

positive and the second one negative or viceversa, and it is impossible to try with two similar situations because the effect that this junction causes in any grammatical frame is the radical change among different positions connected with the same subject; that is to say, the main function of BUT is "contrajunction".

But the sense of this junction is not only the radical change as I mentioned before, many other different aspects can appear in a text where BUT is present.

Grammatically, the junction BUT separates the affirmative connotation from the negative one, in other words it contrajoins the ideas presented in a text.

I was researching for all the possible meanings that the connector BUT holds. Look at the following:

* Except, save:

    She was so overcome with grief she could do nothing but weep.

in this example, the second part of it expresses the exclusion of an activity that could be realized because in the first part says: "she could do nothing" and then as a reaction the action of "weep" appears.

* Unless, if not; except that:

    Nothing would do <u>but</u> that I should come in.

    In the sentence the connector "but" holds a meaning closer to the previous one, but with a slight difference because the situation that I reviewed before, expressed a negative possibility to perform the whole situation, and here, there is nothing that can stop the appearance of a new situation, that is: "come in".

* Without the circunstance that:

    It never rains <u>but</u> it pours.

* Otherwise than:

    There is no hope <u>but</u> by pray.

* That:

    I don't doubt <u>but</u> he will do it.

* That not:

    The children never played with anyone <u>but</u> a quarrel followed.

* Who or which not:

    No leader ever existed <u>but</u> he was an optimist.

* Used as an intensifier to introduce an explanatory

expression:

But she's beautiful!

* -prep with the exception of:

No one replied but me. [1]

* -adv only; just:

There is but one God.

* Except for:

But for the excessive humidity, it might have been a pleasant day. [2]

More than the possible relations that I could discover in this kind of research work, I want to make clear that the field on which I will introduce my study is not the syntactical analysis because it can be just one of the important parts of the whole frame; I mean, the grammatical knowledge is the element that carries my investigation to the final important point which is the semantic analysis of the functions of BUT.

In many of the causes this conjunction, more than a connector is a big structure for me, like a bridge

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[1]   The Random House, College Dictionary. p. 183.

[2]   Idem.

between two different ideas. It is not necessary that these two constructions try about the same idea; but it is important continuity in relation to cause and effect connotations.

This conjunction, as it concept indicates, serves to express contradiction in the way of communication, that is, to change from positive idea to a negative one or viceversa. The contrajunction BUT links things having the same status but appearing incompatible in the textual world.

This kind of conjunction, sometimes expresses the exclusion of determinated elements or words in the intention of communication. In other cases it expresses the presence of an opportunity to choose from two alternatives.

The context is important to give significance to the presence of the connector because the elements that sorround it help to establish the true relation between them. As an indicator of different senses at the beginning or at the middle of grammatical structures it gives the sense of continuity, change, alternative or intensity in different texts.

Setting the analysis of the connector BUT as a

discourse connector I have read that this word is used
to contrast two principal levels as we will see in the
texts taken from the Novel "The Pearl". They are
mostly: contrasting ideas and contrasting actions.

Before going to the semantic analysis it is
important to pay attention to the structural tree that
will be the base to get the real knowledge of text,
through the representation of Surface and Deep
Structure, look at the following sample:

Deep Structure
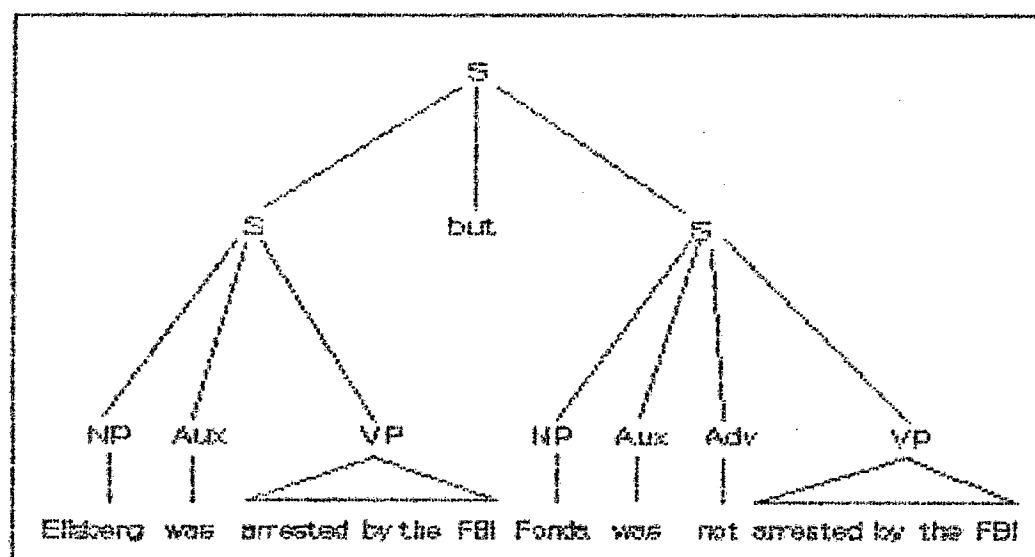
Surface Structure
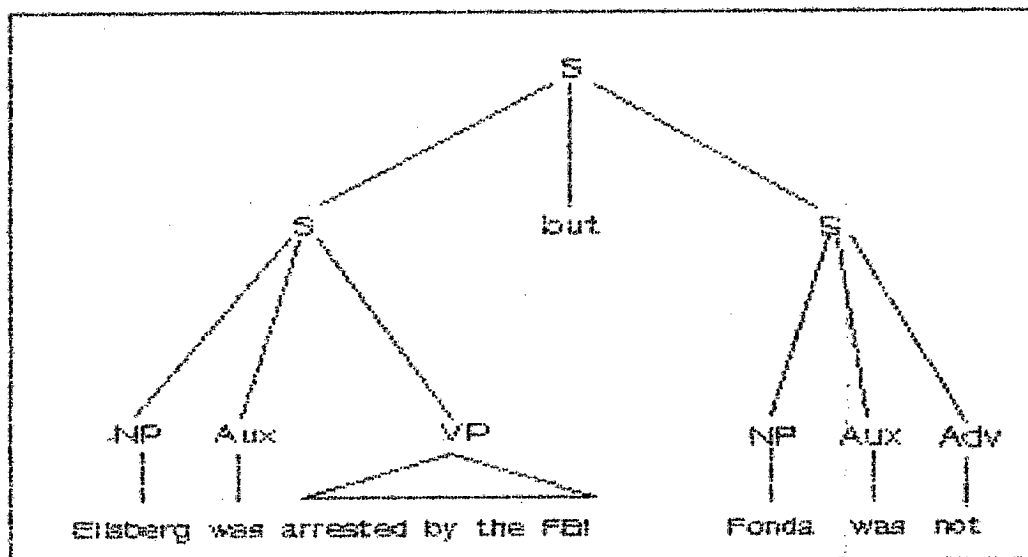
Usually, spanish speakers translate BUT as "pero" as it is understood in the text below, however this junctive may accomplish a variety of Semantic functions depending on the context it appears. These varied functions are worth to be analyzed and described. Look at this text:

1) "Across the brush fence were other brush houses, and the smoke came from them too, and the sound of breakfast, but those were other songs, their pigs were other pigs, their wives were not Juana."

In this text I observe that the connector BUT is used to indicate a radical change in the "flow of thought". In the first event there is a description of situations in relation to aspects very different from

the concluding ones; for instance, in the first event we
have: "brush fence", "brush houses", "smoke" and "sound
of breakfast" and in the second event the idea indicates
that the first part is real, while the second part is a
"recalling" of other events which are only in the mind
of the seer, they are: "songs", "pigs" and "wives"; and
those events are different from the ones that belong to
the first part of the text because of the word "other";
more than a sense of a change between events, the
connector BUT is indicating that the "flow of thought"
goes back to events that are not the ones the subject is
actually looking at.

In text Linguistics, one of the standards of
textuality is: situationality. "Situationality concerns
the factors which make a text relevant to a situation of
occurrence ."[1] Situationality, mainly rests upon the
goals and beliefs of the text user on one hand, and
about his knowledge of the real world on the other one.

Situational Relations concerning our knowledge of
the real world are "description" as illustrated in the
following text:

2) "The beach was yellow sand, but at the water's
    edge a rubble of shell and algae took its

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1. Beaugrande and Dressler. Introduction to Text Linguistics p.9.

place. Fiddler crabs bubbled and sputtered in their holes in the sand, and in the shallows little lobsters popped in and out of their tiny homes in the rubble and sand".

Here, the description of the "beach" is not a mere literary resource, but it is important to set an appropriate scene for the event that would take place there. Here, the description includes two places in a spatial continuity, that is, one inmediately after the other, both joined by BUT.

In this text we can see also, the presence of situational and spatial dimensions; the first gives information about the situation through the use of characteristics, and the second one in the setting of the place on which the two different situations were allocated, this text expresses an aspect of continuity in the development of the information. This text shows the description of a place in which "the beach" and "the water's edge" give a unified view of the seascape, using BUT to give a spatial continuity to the view, rather than a contrajunctive meaning, that is the characteristic function of the conjunction BUT. The temporal dimension is not present in this sample.

Another sense that I found in the researching of this text is of "addition" at the beginning of the

second event, that is, the connector indicates the
addition of a new part referring to situations in the
same place in the part that says: "...but at the water's
edge".

At the beginning of the first event the place is
the "beach" and the characteristic that qualifies it,
is: "...was yellow sand"; that the connector is used to
indicate that another part of the "beach" is important
to be mentioned, an aspect of addition or continuity of
the information is hold by BUT; and at the end of the
text the "beach" and the "water's edge" have the same
goal that is the action of "inclusion" of different
participants located in the same place "the water's
edge".

The connector BUT here is going to be used as a
word that describes the state of the participant
according to the situation:

3)   "Kino was no breathing, but his back arched a
      little and the muscles of his arms and legs
      stood out with tension and a line of sweat
      formed on his upper lip".

Here, the text describes a feeling of "high
tension" shown by "Kino's body". But it is not
expressing contrast, on the contrary, this junctive is

indicating that even though the state of "no breathing"
is given, "Kino's body" shows life by the arching of his
back and the tension of the muscles, there is a
difference between actions, just a step from one aspect
to the other. The descriptive dimension is present in
this text because of the details in relation to "Kino's
body".

We know that the connector BUT is used to join
different connotations, in the following text there is a
complete change from a positive idea to a negative one;
it is the part that is know as "Transitive Relation"
when the ideas change from one point of view to another;
and the ideas transmitted have a sense of continuity at
the level of "Transition" by showing contrast between
them:

4) "When Kino had finished, Juana came back to
    the fire and ate her breakfast. They had
    spoken once, but there is no need for speech
    if it is only a habit anyway".

As I mentioned in the description of the connector
BUT, it indicates something that is contrary to the
expectation; and here I observe that the text indicates
in the first event a positive idea, but then the
explanation that the aspects mentioned in that event are
not enough for the participants, the connector is

joining the performance of the action "speak" that in the second event has no relation to the necessity of the participants. Because of the words "need" and "Once" there is a sense of unsatisfactory situation in relation to the action of "speak".

The contrajunction is used to ease problematic transitions at point where combinations of events or situations that seem to be impossible arise.

Let's review the text below where BUT is used to facilitate the transition between the first and the second event:

5)   "The songs remained' Kino knew them, but no new songs were added".

In this text the use of the connector BUT relates two events in an additive manner, in the first event we have as a subject "Kino" who knows the "songs" and in the second event we have the addition of a new information about the "songs".

The temporal dimension is present in this text and it is showing that in the performance of the events there is a time continuity in which the second event "no new songs were added" happens after the first one. In

addition, as in the second event, the agent performing
the action of "adding" does not appear. So, according
to the principle of textuality, the text user fills
these gaps by updating or making inferences about how
the text world is evolving, for instance, we infer that
"people" is the agent.

In the following text the two events joined by the
connector BUT show the difference between the positive
connotation from the negative one; but seen from another
point of view, that is, when in a situation it is
expected the appearance of a change that improves its
aspects:

6)   "...this was the Song of the Pearl That Might
       Be, for every shell thrown in the basket might
       contain a Pearl. Chance was against it, but
       luck and gods might be for it."

The two events in this text are very different, but
in relation to the same situation; the first event is
describing a negative aspect because of the word
"against" that avoid the appearance of a new
opportunity; but in the second event there is a complete
change into a positive idea, but with a little
possibility to be performed because of the word "might"
by the presence of "luck and gods" that possibly can
solve the problem arose. Therefore, there is

expectation about the outcome of events.

Here, we have contrast in time, this situation includes past and present events indicating a radical change between aspects that were important in the Past and have influence in the Present.

7)   "The way began to rise, and as it did the rocks grew larger. But now Kino had put a little distance between his family and his trackers."

There is a contrast between actions, situations and time in this text, the subjects are different too, but a different dimension that is present here, is the noticeable contrast between a past time in the first event and a present time in the second one, because the junctive BUT, at the beginning of the second event, is followed by the word "now" that conceptualize a present time. Another sense or dimension on which this text can be set is the use of the connector to emphasize the appearance of a new time or age; in the temporal dimension there is a part that indicates a manner of sequence because we have that time goes on and new situations appear; according to subjects the contrast is in the actions performed by them: "the way began to rise", "the rocks grew larger" and "Kino had put a little distance".

As a discourse connector, the junctive BUT in the following text is going to be used as a bridge to indicate possibility in the appearance of a different event, which has to deal with the performance and continuity of the previous event, determining the presence of enablement.

8) "His stinging tail was straight out behind
   him, <u>but</u> he could whip it in a flash of time".

In this text the first action has to deal with the aspect of the "tail" of the "scorpion" that is: "straight out" and then there is a possibility in the part that says: "...but he could whip it in a flash of time". A relation of Enablement appears in this text, at the beginning of the second event, because there is a reaction from "he" that enables the action of "whip" directed to the "scorpion" replaced by the pro-form "it".

The contrajunction BUT establishes a relation in which the first event enables the second one and allows continuity in the level of the dimension that in this case is "Enablement".

Causal relations known in textual linguistics as casue, enablement and reason, have forward

directionality, that is, the earlier event causes or provides a reason for the later one, as it is illustrated in the following text:

9) "Kino's hand leaped to catch it, but it fell past his fingers, fell on the baby's shoulder, landed and struck. Then, snarling, Kino had it, in his fingers, rubbing it to a paste in his hands".

In this text, there is a causal dimension illustrated by the description of the events indicating that the first part causes the result of the second one. In other words the event of "leaping" created the condition for the second event of "falling" to happen, however, the second event is not the predictable outcome because what is predictable is that "Kino" could catch it. It emphasizes that the situation does not end with the first event and another important event completes the information about the situation.

The junctive BUT very often signals an unexpected outcome as in the text below where the result does not correspond to what was expect from the performing of the previous event, therefore, BUT is used to make possible the relation between both events.

10) "The little hole was slightly enlarged and it edges whitened from the sucking, but the red swelling extended farther around it in a hard

lymphatic mound."

In this text, BUT is joining two situations from which the second one "the red swelling extended farther..." is a result contrary to the expected one by the performance of the first action of "sucking". Therefore, BUT is establishing a relation of cause and effect. Also, a sense of continuity involves the analysis of the temporal dimension, because the second event comes inmediately after the first.

There is a part in the second event which indicates that this one offers the idea of importance because it is followed by a group of words that characterize or qualify the presence of it, in the part that says: "...but the red swelling" and once again the text holds a sense of addition in the moment that we introduce new and different information that helps to the development of the situation.

In the following situation the connector is going to be used to emphasize a desire for avoiding a new situation:

11) "They knew they should go their own dinners, but they were reluctant to leave."

The situational dimension is present in this sample, that is, the group of participants are situated in the same place and they are involved in the same situation. In the first event there is the possibility to perform an action that could be good for the group of participants, but in the second event there is reject to perform the action in the part that says: "they were reluctant to leave". In this way the participants keep an attitude that indicates a negative reaction to perform the second action.

In English, as in other languages, we can distinguish "content words" and "function words". Content words are generally more informative and, as Clark and Clark (1977-275) suggest, "content words activate more extensive and diverse cognitive materials and can elicit more pronounced emotions and mental images than can function words". That is to say, content words are necessary while function words (such as articles, conjunctions and prepositions) which signal relations rather than content are considered of little importance and when extreme economy is required in a text, such as telegrams or road signs, function words are usually omitted. However, in texts like (11) the function word BUT is necessary to convey the sense expected by the producer. The placement of the junctive BUT in this text creates a focus of attention on the

circumstances of the situation described.

12) "He stood over her, looking down, but the
     light was very dim."

The relationship in this text indicates that there
is a contradiction in ideas, the first one is positive
and it indicates a movement, the participant is "Kino"
and he performs two actions: "stand" and "look"; in the
second event the negative change appears when the
presence of the "light" as a second subject indicates
that its performance is not enough to allow the
performance of the first event.

There are some cases on which a text can use a
different word but keeping a similar meaning; for
instance in this text the junctive BUT as a connector
can be replaced by a word of different grammatical
category, it is, the adverbial: "even though"; it means
that in this text this expression can give to the sample
the same meaning that it has; as in:

He stood over looking down even though the
light was very dim.

In spite of the little or no value given to
function words to convey meaning, it seems that

conjunctions when posed in a string of content words
make a difference in the whole meaning of the text. In
other words, the meaning of a text is different when AND
is used instead of BUT or OR. Therefore, junctives have
certain sense that can not be disregarded when a
specific connotation needs to be given to the text as in
the following sample:

13) "Kino knelt beside his wife. "So the doctor
knew, he said, <u>but</u> he said it for himself as
well as for his wife, for his mind was hard
and suspicious and he was remembering the
white powder."

In this text the presence of the relational word
BUT indicates an element used to show emphasis in the
expression of an action performed by "Kino" as a
participant because the connector is indicating that it
is necessary to pay attention to that action, that is:
"say".

It is know that by using junctives, text producers
can control the ways in which relations are recovered
and set up by receivers. For instance, in sample (13)
by introducing BUT, the writer of this text inserts his
own interpretation of the situation.

Here, BUT emphasizes the suspicious attitude of the
speaker (Kino) toward the doctor's attitude, creating

the necessary conditions to obtain the producer's goal which is to clearly establish the feeling between the doctor's race and the indian's race.

It is interesting to observe that BUT is not only used to establish contradictory points as when speakers defend this point of view against challenge, but when they actually issue a challenge, by expressing disagreement about something without any previous argumentation as in this text:

14) "Kino's neighbors whispered together. They had been afraid of something like this. The Pearl was large, but it had a strange color."

In the text above, the producer agrees about the size of the "Pearl" but he shows doubts about its color, the situation includes a closer relation between the temporal and causal dimensions; in the first event, we have the result or effect in the situation that says: "the neighbors were afraid" because of the shape of the pearl as an object of this text; and this part becomes the causal dimension, in the second part we have a little description of the "Pearl", the connector is discussing it through the use of two different adjectives that qualify the "pearl" in the part that says: "the pearl was large" it indicates an important aspect of the object, and then the connector as I

mentioned before indicates a sense of temporal continuity in a manner of sequence in the situation. But, another sense that I have found here, is that the connector is used to indicate emphasis in the characteristic that follows the first, it is: "...it had a strange color" is more important and outstands the previous.

In this text, the connector BUT is used to emphasize the existence of an action that would make possible to continue with the development of the situation. At the end of the text, BUT is used to add more information and more subjects to the situation:

15)   "Juan Tomás nodded gravely.   He was the elder, and Kino looked to him for wisdom.   "It is hard to know", he said.   "We do know that we are cheated from birth to the over charge on our coffins. **But** we survive. You have defied not the pearl buyers, **but** the whole structure, the whole way of life, and I am afraid for you."

As I mentioned in previous pages, the junctive BUT in general is used to indicate contrast between ideas or actions, but in this text that word has a sense of inclusion or addition, indicating the presence of a new group of people; in this text there are three different events. The word BUT at the beginning of the second event is indicating the continuity of the first one with

a possitive assertion; as I mentioned before the word BUT is used to add a new action. The field of the analysis extends its structure and includes the whole sense of the text. There is another important aspect in this sample the junctive is used to emphasize the positive change of idea in the action of "survive" and this part can hold a sense of causal dimension because of the effort that helps in the showing of that action.

In the previous chapter, I mentioned that the connector AND can give to the situation a sense of ending, that appears when a situation is going to finish, decrease its function or disappear. In the following text, there is a situation like this, using BUT as a connector:

16) "Then Juana steadied the boat while he climbed in. His eyes were shining with excitement, but in decency, he pulled up his rock, and then he pulled up his basket of oysters and lifted them in".

As stated by text linguistics, "a text does not make sense by itself, but rather by the interaction of text presented knowledge with people's stored knowledge of the world", therefore, to fully understand a written text like (16) it is necessary to have a stored knowledge about the mechanism used to fish oysters. The "rock" was used to pull down the empty basket to the bed

of oysters. With these knowledge about the real world, the receiver is able to understand the text.

Here, BUT indicates that in spite of the "excitement" of the participant there is a change in his attitude and he does what is expected after finishing collecting oysters. In this part the junctive is joining a situation that is expressed in a manner of continuity, that is, the temporal dimension take a past time in the performance of the events and, as I said before, there is a sequence in the introduction of different actions such as "shine" and "pull up", and those actions take as objects "rock" and "basket of oysters".

Here, the presence of the negative and positive connotations is clear, but with a sense of continuous change, and in relation to time and state:

17) "The music had gone out of Kino's head, but now, thinly, slowly, the melody of the morning, the music of evil, of the enemy sounded but it was faint and weak. And Kino looked at his neighbors to see who might have brought this song in".

BUT indicates the addition of a new point of view in the second event in relation to the subjects "melody and music" there is the action of "sound"; in the third

event the connector shows that the previous event
suffers a change that decreases the quality of it
because of the adjectives: "faint" and "weak". Here, we
have that the two situations joined by BUT show a time
sequence where the perception of each situation comes
one after the other in time continuity.

It is accepted by text linguistics that junctive
expressions signal the relationships among events or
situations adding coherence and cohesion to the text.
Among such junctives is contrajunction which usually
links events having the same status but being
incompatible in the real world. Also the contrajunction
can connect events happening simultaneously in time as
in the following text:

18) "The puppy did not enter to the house, but he
    watched with frantic interest while Kino ate
    his beans from the little pottery dish and
    wiped it clean with a corncake and ate the
    cake and washed the whole down with a drink of
    pulque".

There are some cases on which a conjunction can be
replaced by another function word of the same category,
in this text, BUT can be replaced by other word with a
similar meaning, it is the word "while", because it
indicates that the "puppy", as a subject, is performing
two actions at the same time, they are: "didn't enter"

and "watch". The previous concept also includes a temporal dimension which indicates simultaneity in the happening of the two events joined by BUT.

Not always the connector BUT indicates contrast, it can be also used to introduce a new activity which continues with the same positive sense of the situation:

19) "After a while they lay down together on the sleeping mat, and Juana did not put the baby in the box tonight, but cradled him on her arms and covered his face with her head shawl".

The temporal dimension is present again in (19) and keeps a sense of continuity, but this temporal dimension, as in this part, can indicate that there is a contrast in the continuity of actions, that is, the first one needs the second event to show its continuity.

In relation to the temporal dimension is easy to set that the participant "Juana" performed the three actions almost inmediately, that is, the first one: "lay down" then "didn't put" and finally "cradle", in a manner of sequence.

In the following text, the connector BUT expresses continuity in a close relation to cause according to the temporal dimension, look at this:

20) "For a moment he seemed about to wipe the
blade on his trousers <u>but</u> then he plunged the
knife into the earth and so cleansed it".

In this text the use of BUT is showing a sense of
continuity in action, the temporal dimension involves
movement in the activity performed by "Kino" as a
participant; the junctive, in this case, is used to
describe the presence of two events that indicate a
change that contrast different actions, but in relation
to the same participant and directed to different
objects. In the first event the action of "seem" in
relation to "Kino's attitude" and in the second event,
the action of "plunge" in relation to the "knife".

When we include a word that indicates time it can
help to establish the temporal dimension, here the word
that is after BUT is: "then" and this word indicates
that there is a manner of sequence in the development of
a situation. Talking about the causal dimension in this
text, there is a reaction of "Kino" because he, in the
first event was about to perform an action but suddenly,
he changed his mind and performed a different action.

So, in relation to the causal dimension there is a
reaction in "Kino's attitude", that indicates that the
second event is the result of the uncertainty to perform
the previous one.

Continuity in the development of the situation is the sense that the following text includes, and manner of addition of a new participant:

21) "She gave him the soft corncakes Apolonia had packed for them, and after a while she slept a little. But Kino sat on the ground and stared at the earth in front of him".

In this text the use of BUT, at the beginning of the second event, shows a temporal dimension with a word that helps to express continuity in the description of the situation. Another aspect that the use of this junctive involves, is the introduction of a new participant: "Kino" and here there are different actions in relation to the participants: "Juana", "Apolonia" and "Kino"; they are: "give", "pack", "sleep" and "sit".

The presence of the different dimensions such as temporal, causal, situational, spatial, etc are the starting point to set the real meaning of the junctive BUT in a text because they help to obtain the relation established between structures such as grammatical and semantic ones.

CHAPTER IV

CONJUNCTION   OR

In Grammar we recognize the functional word "OR"
as a conjunction but making a semantic analysis it has
to be considered as a disjunction. A disjunction can be
defined as a relational word which links things having
alternative status; for example, two actions, events or
situations of which only one can be true in the textual
world.

We say that "OR" is a relational word because it
relates concepts in a text.

Here, it is also necessary to remember that the
textual world is the configuration of concepts and
relations that underline the surface text; and, the
surface text refers to the actual words that we hear or
see (it is the same as the surface structure of Syntax).

"OR" is a junction that connects words, phrases or
clauses representing alternatives.   The last one of the

junctions that will be treated in this Research Work and will be analized upon the semantic area, is the disjunction OR, that is used as a connector between different aspects that offer the presence of an alternative, given the opportunity to choose between two kinds of situations or events. In this analysis, I observe sometimes a closer relation to the coordinators: AND, BUT; according to the senses of: adding information, changing one idea, establishing new ways of communication at the beginning or at the middle of any text.

Or is used as an option marker in discourse like AND and BUT. However, OR differs from AND and BUT not only in meaning, but because it is more hearer-directed, because while AND marks a speaker's continuity, and BUT a speaker's return to a point, OR marks a speaker's provision of options to a hearer. Moreover, I would suggest that OR provides hearers a two-way choice between accepting only one member of a disjunct, or both members of a disjunct.

The grammatical frame is very important but it needs the presence of semantic relations because each in isolation can not establish full meaning by itself.

Disjunction is usually signalled by OR (sometimes expanded to either/or, whether or not, etc). It is most commonly employed within sentences or between sentences,

phrases or words.

As accepted by linguists, OR is the only junction, from the group analized in this Work, that is obligatory in a structure. that is, it can not be omitted as BUT or AND.

This junction as its concept expresses, is a connector used to join words, phrases, or clauses representing alternatives; that is, the hearer has the opportunity to choose between different aspects. More precisely, OR is used in arguments primarily to mark different pieces of support as multiple evidence for a position.

It is not only the grammatical connotation that is present in a structure where the junction is really necessary, but it is fundamental the correlation that this junction has to correlate ideas expressed in a text.

The presence of the junctive OR provides the hearer the option to choose among different connotations such as real vs. unreal, positive vs. negative, Known vs. unknown, etc.
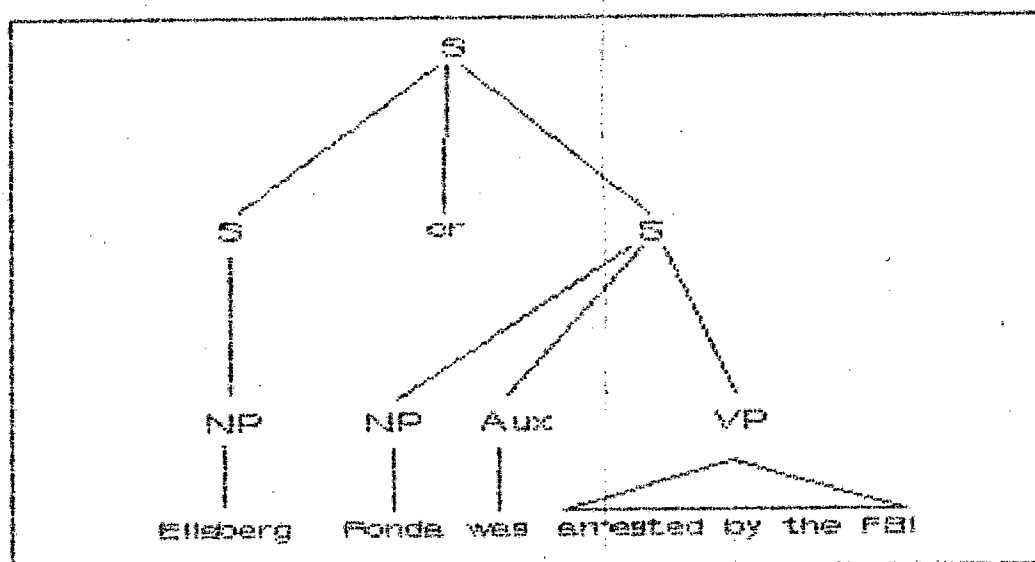
As the intention of chapters two and three is to

use the syntactic structure as the basis to semantic analysis, in this chapter there is the presence of "Trees" that explain the relation between the Surface and Deep Structure of a text, look at this one with its corresponding "Trees":

Deep Structure
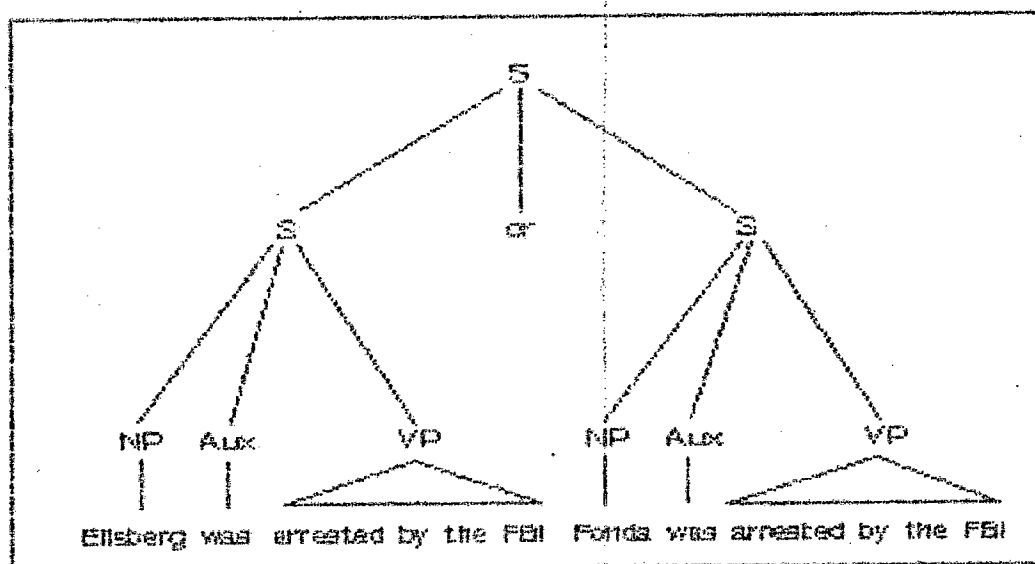
Surface Structure

As it can be observed in these "Trees", OR is present in the Deep Structure and can not be delected in the Surface Structure (as sometimes happens with AND or BUT), because it functions as an "inclusive" and "exclusive" marker, that, the moment it is omitted, the text looses coherence and cohesion as well.

But, not only its obligatory position in a structure makes OR different from the two other coordinators analized, but also its semantic function. The semantic relations that OR performs are much more limited. It is very difficult to establish spatial, temporal and causal relations between situations or events joined by OR; therefore, the analysis of this coordinator will be more on its situational aspect in relation to the hearer or reader, using for this purpose pieces of text taken from the novel "The Pearl" by John Steinbeck.

In the text analyzed will see how important is the position of the hearer (or reader) for the inclusive or exclusive interpretation of discourse as in the sample below where the reader can interprete the function of OR as inclusive or exclusive.

In many of the texts the connector OR provides idea options in arguments to mark different pieces of

support as multiple evidence for a position; according
to the analysis of this text, it is important to
remember the role of the agent as the force-possessing
entity that performs an action and thus changes a
situation:

1)   "His people had once been great markers of songs so
      that everything they saw or thought or did or heard
      became a song."

In this sample the connector OR is being used to
include many actions taken as alternatives to present a
situation; the use of this word is indicating that the
insertion of those alternatives have a sequence, that
is, in the temporal dimension there is a manner of
continuity. The actions are: "see", "think", "do" and
"hear" and they are in relation to the same group of
people.

Or in this case is showing that the actions
performed by "People" were presented in order to make
possible a good situation or ended in the same goal in
relation to the action of "became" and directed to just
one object a "Song".

In a specific way the junctive OR offers the
opportunity to choose among many options accepting or
avoiding them; "in a wider sense of the term,

"acceptability" would subsume ACCEPTANCE as the activity willingness to participate in a discourse and share a goal. Acceptance is thus an action in its own right, and entails entering into discourse interaction, with all attendant consequences." [1]

2)   "Thus it might be that the people of the Gulf trust
     things of the spirit and things of the imagination,
     but they do not trust their eyes to show them
     distance or clear outline or any optical
     exactness."

As in the previous one, in this text, OR is given to the group of participants the chance to choose between them however, the alternatives can be all possible since OR has here an inclusive function.

In order to continue with the analysis, look at the following sample:

3)   "On the beach the hungry dogs and the hungry pigs
     of the town searched endlessly for any dead fish or
     sea bird that might have floated in on a rising
     tide."

The principal concept of the junctive OR is to present an alternative. Here, in this text, there is a situational dimension and the alternative as I mentioned before of choosing one of the two objects, "dead fish or

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1   Beaugrande and Dressler. Introduction to Text Linguistics. p. 132.

sea bird" or both. For me, here OR is functioning as an inclusive marker since "the dogs and pigs" would eat both if they find them. Therefore, the writer gives the choices and the reader interprets them. On the level of the spatial dimension we have the Beach, as the scenary for the performance of the events.

In a general way the sense of disjoining among alternatives represented by the coordinator OR is usually found, but the semantic meaning could have a different result according to the context. In the following text it makes sense because there is continuity of senses among the knowledge activated by the expressions of the text; look at this:

4) "Part of the far shore disappeared into a shimmer that looked like water. There was no certainty in seeing, no proof that what you saw was there or was not there and the people of the Gulf expected all places were that way, and it was not strange to them."

There is a different situation performed by OR. The alternatives given by this word are exclusive because the reader has the possibility of choosing only one of them because it is impossible that both be realized; the spatial dimension is not explicit here, but the word "there" is indicating "location". Another aspect that I have analyzed is that the junctive

presents two alternatives that differ in appearance; the first event includes a positive sense and the other presents the negative one. In the description of the second event, observing another relation to the connector, I got the idea that the connector presents a slight doubt about the certainty of either possibility.

Events in the setting of this frame work are conceptualized as occurrences which change a situation or state within a situation, paying attention to the dimensions that I set here in this text, it is necessary to be aware that all the alternatives not always have to be in the frame but also they have to be excluded in order to make relevant a text according to the existence of the events:

5) "An accident could happen to these oysters,' a grain of sand could lie in the folds of muscle and irritate the flesh until in self-protection the flesh coated the grain with a layer of smooth cement. But once started, the flesh continued to coat the foreign body until it fell free in some tidal flurry or until the oyster was destroyed."

The situation to exclude one of the two alternatives is illustrated here. It is impossible that the two events be performed in the real world. In this text the connector is being used to indicate that there are two different situations; in the first one there is the action of "fell free" related to the "foreign body"

and then the second one is "destroyed" in relation to "the oyster" according to the spatial dimension is the same for the performance of the two events; the setting of the place is not exact, but because of the description of the vocabulary used here, it could be: "the sea".

In the following text appears a relation on which the connector is used to indicate possible inclusion of elements:

6) "But the pearls were accidents. and the finding of one was luck, a little pat on the back by God or the gods or both."

The position of the two alternatives establishes that the connector is being used to indicate that both are possible to be present in this description, the performance of them indicates that both "God and Gods" are involved in the same situation.

Some types of global patterns would be stored as complete chunks because of their usefulness in many tasks. Frames are global patterns that contain common sense knowledge about some central concepts. In the following text, options are the base to organize the semantic role of the connector:

7)   "Now, Kino's people had sung of everything that
     happened or existed."

In this sample, the connector OR performs an
inclusive function, too. The actions of "happen" and
"exist" have influence and importance in relation to
"everything" occurred in the Past and in the Present of
"Kino's people". A temporal dimension is illustrated by
the form of the verbs "happened" and "existed" and also
by OR which indicates that "everything that happened and
existed" is present in the songs.

Despite the diversity of approaches, nearly all
work reflects the conviction that style results from the
characteristic selection of options for producing a text
or set of texts. The selection of alternatives has to
deal with the possibility to understand a text,
including or excluding elements. In the following text
OR is joining three alternatives, even though in one of
the positions the coordinator has been replaced by comma
(,).

8)   "The flutes were shining black to brown, and only a
     few small barnacles adhered to the shell now Kino
     was reluctant to open it. What he had seen, he
     knew, might be a reflection, a piece of flat shell
     accidentally drifted in or a complete illusion. In
     this Gulf of uncertain light there were more
     illusions than realities."

In this text it is important to establish the choice that "Kino", as a participant, has in relation to the object that he had seen and the alternatives could be possible, real or imaginary things; but just one was the one that "Kino" really observed. Another sense that I found in this analysis is that the connector is being used to present the alternative between a verb phrase "drift in" and a noun phrase "complete illusion".

In the following text there is a relation on which OR is going to describe a situation through the use of the word "like" that indicates comparison and helps to discover an available construction to set the true relation between the meaning of the connector and the meaning of the text:

9)   "The news stirred up something infinitely black and
      evil in the town; the black distillate was like the
      scorpion, or like hunger in the smell of food, or
      like loneliness when love is withheld."

The option to choose between alternatives that expresses different ideas in relation to the same subject "black distillate", OR is being used to show, through an alternative, the inclusion of new possible aspects to define the situation. The three options joined by OR involve a sense of Comparison because of the word "like". The three comparisons joined by OR and expressed by the word "like" are intended to exert in

the reader an interpretation and understanding of how
bad are the news that required the use three
descriptions in order to express their real quality.

Adding information can cover a sense of inclusion
of elements and in this text it can be taken as a way to
introduce different subjects in relation to the same
aspect or idea. In the following text the use of OR is
going to describe a situation in which there is
inclusion of different elements but according to the
same matter.

10) "Sometimes, the doctor went on a liquid tone,
"sometimes there will be a withered leg or a blind
eye or a crumpled back". Oh, I know the sting of
the scorpion, my friend, and I can cure it."

The inclusion of the alternatives is present in
this sample; that is, the three situations are possible
cases in relation to the doctor's work" and they are
true according to problems or pains that the body
suffers; that is, the connector OR indicates a sense of
addition when the alternatives appear.

In the choosing of alternatives, the user working
with a text can find a good advantage to organize a
grammatical frame.

11) "He smelled the breeze and he listened for any
    foreign sound of secrecy or creeping, and his eyes
    searched the darkness, for the music of evil was
    sounding in his head and he was fierce and afraid."

The two alternatives joined by OR indicate that
both are in relation to the same sense "listen" and both
are perceived by the same participant. The two
alternatives are in relation to the same object, that
is, "foreign sound". The connector OR is showing the
option to choose one of the alternatives: "secrecy" and
"creeping" or both illustrating the inclusive function
of this junctive in a temporal relation of simultaneity
since both may happen at the same time.

In the temporal dimension the role of OR is
important to notice the time on which the alternatives
were developed and performed.

12) "The sun was quarter high when they were ready.
    Kino's ragged white clothes were clean at least,
    and this was the last day of this raggedness. For
    tomorrow or even this afternoon, he would have new
    clothes."

The alternative in this sample is just one because
it is impossible that the event of having new clothes
could take place in both moments at the same time. The
participant "Kino" has the option to choose just one
instance to improve his appearance. And the connector

OR is given the sense of exclusion because as I mentioned before, just one part of the day can be involved in the improvement of "Kino" but no both, in this sample OR gives to the text a sense of emphasis because the word OR inmediately is followed by the adverb "even" and it indicates that the action of "have new clothes" would be performed as soon as possible.

The dimensions being used in order to establish the role of OR help to make clear the appearance of the situation as in the following text where OR is, somehow, performing a function of addition.

13) "Do not blame me," he said quickly. "I am only an appraiser. Ask the others. Go to their offices and show your pearl or better let them come here, so that you can see there is no collusion."

The connector is showing the opportunity to choose just one of the two alternatives in order to obtain the better way to solve or improve the situation in relation to the "Pearl"; the reader may discuss about which of the options is more acceptable to be performed and which one would avoid difficulties.

The following situation has a different sense when the connector expresses emphasis in the development of the situation by excluding ideas.

14) "Juana knew there was murder in him, and it was all right; she had accepted it, she would resist or even protest."

OR here, is describing that neither of these actions were performed and both were excluded in the participation of the situation. OR presents two alternatives that could have been possible, but they don't come through the text. The two events have a sense of negative intention because of the word "not" and they are "resist" and "protest".

Time and tense are closer in meaning, but separated in the semantic sense. The first one has to do with the temporal dimension that in the following sample we can observe:

15) "The trackers along, stopping, looking, and hurrying on. They would be back, Kino knew. They would be circling and searching, peeping, stooping, and they would come back sooner or later to his covered track."

The temporal dimension is indicating that OR joins changes or states of time, that is, the situation can be performed "sooner or later", but never it can be performed in the two possible options, just one can be possible. It is important to notice that the sense of exclusion is present again because we have to exclude one of them, and both are in relation to the same action

that is "come back".

The spatialization of time is so obvious and so persuasive a phenomenon in the grammatical and lexical structure of so many of the world's languages that has been frequently noted, even by scholars who would not think of themselves as subscribing to the hypotheses of localism.

16) "Juana," he said, "I will go on and you will hide. I will lead them into the mountains, and when they have gone past, you will go north to Loreto or to Santa Rosalia. Then, if I can escape them, I will come to you. It is the only safe way."

In this sample is being discussed the option of selecting between the two places mentioned above, they are: Loreto or Santa Rosalia". However, it is up to "Juana" to choose one of them, therefore, the hearer-directed quality of OR is well-illustrated in this text where Juana is the hearer to whom the utterance is directed.

In the outworn tradition of behaviourism, the human organism figures as a mechanism continually "responding" to the "stimuli" of its environment. One of the many human capacities ignored or even abrogated by this approach is: PLANNING: the ability to envision alternative future states and work toward a particular

desired one. In this text I am going to describe a situation that holds a relation between states or changes of behaviour in a person. look at this text:

17) "He looked then for weakness in her face, for fear
    or irresolution, and there was none."

In this text there is the presence of a selection between alternatives in the physical appearance of "Kino's face". Or is showing the presence of two different attitudes in relation to "Kino's feelings and sensations".

Sometimes. OR may perform a descriptive function in a given situation:

18) "Far down the slope he could see the two trackers;
    they were little more than dots or scurrying ants
    and behind them a larger ant."

There is the presence of two alternatives to describe the same thing, that is "the trackers", by using two expressions: "dots" and "scurrying ants" to indicate the size of the trackers seen from the distance.

The analysis of OR made in this Chapter supports the assumption that, it is quite different from AND and

BUT in many ways. For instance, AND expresses spatial, temporal and causal dimensions in a very clear manner, while OR better expresses argumentation, clarification, inclusion and exclusion.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

As Conclusions and recommendations I have the following:

1.- Semantics as a branch of Linguistics refers basically to Meaning and it has to deal with sentences, phrases, words, clauses grouped in texts, that constitute the way we use to express our thoughts and ideas by means of written and oral communication.

2.- The study of junctives such as AND, BUT, OR, in this Research Work, approaches a variety of functions and relations that usually are unconciously performed by native speakers of the English Language and they are adjusted to some limitations like the seven standards of Textuality: Cohesion, Coherence, Acceptability, Informativity, Intentionality, Situationality, and Intertextuality. These standards are particularly

illustrated by some relations such as time, space, cause-effect, reason, purpose, etc, which create the form of behaviour definable as textual communication.

3.- Text Linguistics is a part of Linguistics that deals with actual utterances used in communication among human beings and it is devoted to the text as the primary object of analysis, considering a text as a unit bigger than a sentence, which makes possible communicative interaction between listener and speaker. Since communicative interaction involves several aspects, texts can be fully analyzed under a semantic view of how they are produced, presented and received.

4.- The seven standards of Textuality as Cohesion, Coherence, Informativity, Intentionality, Acceptability, Situationality and Intertextuality, are the most important constitutive principles of a text because they help to make the communication effective and they become the true purpose of the language. If some of these standards fail, specially coherence and cohesion, a text can be considered non-communicative.

5.- In a semantic analysis of the junctive AND, it is

functioning as a coordinator to show addition and continuity of the information in order to illustrate the real world-knowledge of a text. In the analysis of AND, it is really important to illustrate the role of the connector and the insertion of it at the Deep structure of a text.

6.- In the analysis of a text, it is expected that Contrajunctions performed by BUT will present two basic connotations such as the positive and the negative one. Sometimes , it expresses the possibility to perform a particular event and the linking of things with similar status, but incompatible in the textual world.

7.- The function of the junctive OR is Disjunction which relates things having alternative status such as actions, events, situations, from which only one can be true in the real world.

8.- The junctive OR is different from AND and BUT since OR is hearer-directed while AND and BUT are speaker-centered. Therefore, OR gives the hearer the chance to choose one or all of the options presented depending on its inclusive or exclusive function within a text. On the other hand, AND and BUT are speaker-centered because is the producer

who commands all the information given in a text.

9.- The junctive OR as AND, BUT, in certain way can perform the function of: addition, change, deletion, etc, allocated at the beginning or at the middle of any grammatical frame.

As Recommendations, I have the following:

1.- It is recommended that the study of Semantics be basically treated paying attention to our knowledge of the world and the intention of the speaker, because in order to produce a communicative text it is necessary to organize our ideas in well-structured group of words, phrases, sentences, in which meaning and sense are important.

2.- It is recommended for the speakers of a Second Language to understand the diversity of functions and relations of these coordinators in order to achieve a native-like use of the language.

GLOSSARY

Comparable Complexity.- The state or quality of being complex in the level of comparison.

Conjunction Reduction.- The analysis of Conjunction involves a rule of Conjunction Reduction, which transforms big grammatical structures into a small ones having as a guide word the use of a Conjunction.

Ellipsis.- The omission from a sentence of a word or words that would complete the construction.

Generative Semantics.- A system on which there is a closer relationship among structures such as meaning, sense, grammar, and syntax through a complex and componential analysis.

Intrinsic Connection.- Defined as a construction or form belonging to a thing by its very nature, or innatness.

Lexical Semantics- Is about the meaning of words. Although obviously a central concern of linguistics, the semantic behaviour of words has been unduly neglected in the current literature, which has tended to emphasize sentential semantics and its relation to formal system of logic.

Pragmatics.- Is a branch of Semiotics dealing with causal and other relations between words, expressions,

or symbols and their users.

Pragmatic Factors.- In terms of their utilization in a procedural approach, they are the plans and goals on which the existence of relations set its analysis in the field of Semantics.

Proform.- Economical, short words empty of their particular content, which can stand in the surface text in place of more determinate, content - activating expressions. These pro - forms allow text users to keep content current in active storage without having to restate everything. The best - known pro - forms are the PRONOUNS which function in the place of the nouns or noun phrases with which they CO - REFER.

Semantic Interpretation.- Considered as representations of the meaning of sentences, are theoretical constructs, which must be justified (if they can be justified) in terms of their explanatory value.

Semantic Factors.- Are the componential units on which the bases of Semantics is established in order to set the real knowledge in a text.

Syntactic Features.- Defined as the characteristics which deals with the setting of Syntax as a branch of

Linguistics.

Text.- The word "text" is used in Linguistic to refer to any passage, spoken or written, of whatever length, that does form a unified whole.

Textual World.- The configuration underlying a text is the Textual World, which may or may not agree with the established version of the "real world"; that version of the human situation considered valid by a society or social group.

Transformational Rule.- The principle which changes one structure to another in the level of procedures that constructs a new frame is known as Transformational Rule.

Transformational Grammar.- The science on which rules and principles permit a change in the basis of grammatical structures and under syntactic transformations is known as Transformational Grammar.

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