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**Syntactic Study of Transitional Words in English**

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**Abstract**. The current study focuses on the concept of transition words, which can be classified as both stylistic and syntactic phenomena. According to Quirk et al. (1985:634), conjuncts have seven roles. One of these roles is a transitory one. The problem with this study is that learners have difficulty reading some texts. This study seeks to evaluate the role of transitional words in perceiving utterances or sentences. It is hypothesized that no English text is free of transitional words. It has been found that English demonstrates more illustration and development of transitional terms by using them in sentences or utterances. The current study is valuable since it gives appropriate background information for those interested in this topic.

**Key words:** *transitional words, linking, meaning, phrase, structure*

**Introduction**

Carter (2013: 31) describes transitional words, often known as signal words. They are used to connect ideas in a logical order from one to another. Transition words are widely used in writing to connect concepts and highlight significant points.

He (ibid) suggests that definition cues frequently include the unknown word in "bold print or italics" to represent it as a crucial word. Typically, transition words or phrases such as meaning, is defined us, or is follow a word you don't know. Punctuation can also be used to identify definitions, such as a colon (:) or a dash (-) followed by the definitions. Furthermore, Aten (2008: 92) claims that transition words help to clearly connect ideas. These words help sentences and paragraphs flow more smoothly. For example:

These two sentences require something to connect them so that the reader understands that the baseball game was called off due to rain. Transition words can help build this link. He (ibid: 193) adds that transition words or phrases are employed to emphasize and shift from one notion to another. Certain transitional words or phrases are used to convey the sequence or order in which events occur. Furthermore, Halliday and Hasan (1976: 227) state that transitional words can lead to a different type of semantic relationship, one that is no longer a type of search construction, but rather a specification of how what comes next is lexically connected to what came before. Royal (2012: 56) contends that transition words, such as "but" and "however," have been referred to as language's traffic lights. They fulfill one of four main functions: contrast, illustration, continuation, or conclusion. He (ibid) adds that words of illustration include "first," "second," "for instance," and "for example." "So" denotes conclusion. "However" indicates contrast. "Moreover" indicates continuation."

As a result, Lyon (2003: 62) points out that transition words promote seamless reading and contribute to a piece's cohesion. If one starts with an anecdote, for example, the transition must be a clear presentation of the subject or theme. Transitions guide the reader from the lead to the rest of the content. In terms of technique, a single word or phrase might signal a change. This transition is the simplest, if not the most obvious, way to shift gears. Some examples of transition words include "however," "so," "in addition," and "yet" (Lyon, 2003:62). The introduction of independent or dependent clauses is a common transition between phrases and paragraphs. An "independent clause," to examine grammar, can "stand on its own." it is

A "dependent clause" does not contain all of the parts of a sentence and is thus "dependent" on the remainder of the sentence to be grammatically complete, such as "In the 19005, everyone knew how to bake a pie" (ibid).

According to Schorr (2005), transition words help the reader grasp the relationship between sentences in paragraphs; therefore, students must learn to utilize them effectively. According to Rutten (2006), transition words (also known as conjunctive adverbs) connect two independent clauses or phrases. The objective of transition words is to allow the reader to easily follow the paragraph by connecting one sentence to the next. When writing a paragraph, transitions may be required to connect sentences or link one topic to the interaction between parts of the essay; students must learn to use them correctly. Transition words are conjunctive adverbs that help the reader understand the relationship between sentences and connect ideas.

To recap, Richards and Schmidt (2010: 608) define transitional words as adverbs that express relations or transitions between sentences in a paragraph or piece of writing. These might be either individual words or phrases. Transition words frequently add consistency to a piece. Different transition words are used to indicate various types of relationships between sentences. For example, transition words in English include:

**Types of Traditional Words**

Sayidina (2010: 256) distinguishes four types of traditional words which can be illustrated as follows:

**Additive**

According to Halliday and Matthiessen (2004: 406), additive is just one process that is combined with another. Sayidina (2010: 256) believes that in this form of transition word, prepositions are added to previous ones. Common additive transitions include "and, also, furthermore, moreover, besides, in addition, for example" (ibid). Furthermore, Schiffrin (1987: 33) states that additive transitional words serve both structural and cohesive functions, as the interpretation of the entire utterance is determined by the relationships between the various pieces of utterance.

**Causative**

According to Leech (2006: 17), adverbials of reason or cause express a cause-and-effect link between two ideas, as in phrases beginning with because, as, or since: I was sick because I ate too much trifle. Prepositional phrases of cause or reason are introduced by prepositions such because of or on account of: He couldn't see her face because of the thick white veil. Causative verbs, like furious, can communicate the same underlying concept. My refusal infuriated her. Other causative verbs include weaken, beautify, and immunize (all derived from adjectives).

**Temporal**

According to Leech (2006: 17), temporal is an adverb or adverbial that provides information about the time of the happening indicated by the rest of the clause, such as "now, recently, on Monday, since I saw you last". The most prevalent sort of time adverb is one that answers the inquiry, 'When?' There are two more forms of time adverbials: frequency (answering the query 'How often?') and length (answering the question 'How long?').

Furthermore, Sayidina (2010: 256) explains that temporal refers to propositions that can be presented as following or preceding one another. Temporal linkages also encompass the organization of argument in conversation. Typical temporal relationships include: "then, next, previously, before, after; first, second; the first point, the second point, the final point". Furthermore, Schiffrin (1987: 240) states that there are two types of temporal transitional words: "now" and "then". "Now" refers to "the speaker's progression through a discourse that contains an ordered sequence of subordinate parts," whereas "then" refers to the temporal succession between two events.

**Adversative**

According to Crystal (2011: 15), adversative refers to an aspect or construction that conveys a contraction condition. Adversative meaning can be explained in numerous grammatical ways (as 'adversatives'), such as through a conjunction "but", an adverbial "however, nevertheless, yet, in spite of that, on the other hand", or a preposition "despite, except, apart from, notwithstanding". In this context, Halliday and Hasan (1976: 251) identify two sorts of adversative transitional words: "internal and external". They are used to describe the intrinsic link between language discourses and communication processes. Consider the following table.

1. Used to indicate the inclusion of ideas: and, also, besides, further, additionally, too, moreover, in addition, then, of equal importance, equally important, and another.

2. To indicate time: Next, After, Finally.Table (1)

Usage of Transitional Words

**Role of Transitional Words as a Cohesion**

One of the functions of transitional words is to maintain cohesiveness. It demonstrates the relationship between different elements of a text. According to Cruse (2006: 67), cohesiveness is a matter of form and refers to (mostly grammatical) methods of connecting one piece of language to another, such as agreement and anaphora. Coherence is determined by the compatibility and relevance of meaning. Mini-text 1 is cohesive but not coherent, whereas mini-text 2 has few overt evidence of cohesiveness but is coherent:

Two cops explain that cohesiveness refers to the methods of connecting one piece of text to another. Thus, coherence is a property of written discourse that is related to the concepts of text, texture, and tie. As a result, it is used in texts to distinguish between a group of sentences that make up a text. Furthermore, cohesiveness can be established by combining grammar and vocabulary. Furthermore, Martin (2015: 90) defines coherence as the concept created by the structural structure of language. It is also considered as a method of connecting and organizing thoughts (Basturkmen, 2002: 56). Grabe (1984: 45) argues that cohesiveness arises in a text's exterior forms to convey links between sentences or clausal units. Furthermore, Cox et al. (1990: 32) claim that writers use cohesiveness to express meaning within and across phrases in texts. Furthermore, Koda (2005: 25) states that cohesiveness provides the reader with adequate information about the text. It helps the reader understand how sentences are connected. According to Baker (1992: 180), cohesiveness is "the network of lexical, grammatical, and other relations that provide ties among various parts of a text". Markels (1983: 52) defines coherence as a semantic and syntactic phenomena. As a result, coherence is established when a phrase, whether explicit or implicit, holds a significant semantic position in a paragraph in addition to occupying the critical syntactic position in each sentence in this paragraph. According to Halliday and Hasan (1976: 125), coherence creates a pattern in the semantic relationships between discourse pieces. It is recognized as the formal part of language in written speech. Thus, coherence is defined as the relationship between sentences in a text at the lexical and grammatical levels. As a result, writers who understand cohesiveness can create good texts.

To recapitulate, Bussmann (1999: 199) defines cohesion as the numerous linguistic ways (grammatical, lexical, and phonological) by which sentences'stick together' and are linked into bigger units such as paragraphs, stanzas, or chapters. Cohesion in writing is achieved through repetition of elements, compacting with devices like ellipsis, and using morphological and syntactic devices to express relationships like connection, tense, aspect, deixis, and theme-rheme relationships (theme vs rheme).

**Choosing Transitional Words**

When composing sentences, paragraphs, texts, or essays, transition words are vital. He/she makes strong connections between sentences and paragraphs to optimize the flow of information across the writing. Transition words assist readers understand the relationship between each sentence, paragraph, or essay. Transitions are popular writing elements, but they are also powerful tools that can be overused or misapplied if not handled correctly. Here are some tips to ensure you use transitions effectively.

• Look for overused, uncomfortable, or missing transitions when going over and/or editing your paper, not when writing it.

• Use this list to choose a transition term or phrase that will connect concepts, build relationships, and help the reader understand your point.

• If some transitions are repeated frequently, select a substitute transition from the list and utilize it instead. This will assist you diversify your writing and improve the delivery of ideas.

• Read the beginning of each paragraph. Have you included a transition? If not, consider the facts in that and the previous paragraphs and ask yourself, "How does this information connect?" Then, select the best transition from the list.

**Data Analysis**

In this section, the researcher will analyze four texts that are related to "Wuthering Heights" written by Bronte (1974). It involves transitional words with different types as investigated below. However, Sayidina (2010)'s model will be adopted.

**Discussion**

It can be observed that the current text has a transitional word which is and. The type of such transitional word is called additive. It joins the preceded sentence "I told him to beware" by the following one "he must bide the consequences of neglecting my warning!".

Text (2)

Discussion

The preceding text has transitional words, i.e. and, evening. The type of these transitional words is called temporal. It is used to add information about the time of the happening.

Text (3)

Discussion

As far as the previous text is concerned, it can be noticed that it involves a transitional word, i.e. because of. The type of such transitional word is called causative. It is used to match two ideas linking the effect "quite unable to right himself " by the reason "his friendlessness, and his ignorance that he has been wronged!".

Text (4)

Discussion

Two types of transitional words can be distinguished that are: adversative word but which expresses an antithetical circumstance where Heathcliff does not call Catherine with her name although he knows it. Furthermore, the current text has also the causative transitional word which is because. It links the effect and the reason.

**Conclusion**

The following points are worth mentioning:

1. Transitional terms, often known as signal words. They are used to connect ideas in a logical order from one to another. Transition words are widely used in writing to connect concepts and highlight significant points.

2. Transition words can be thought of as conjunctive adverbs that help the reader understand the relationship between one phrase and the next and connect ideas.

3. Transitional words are categorized into four major types: additive, temporal, adversative, and causative.

4. Cohesion is a matter of form and refers to (mostly grammatical) methods of connecting one piece of language to another, such as agreement and anaphora.

Coherence is determined by the compatibility and relevance of meaning. Mini-text 1 is cohesive but not coherent, whereas mini-text 2 has few overt evidence of cohesiveness but is coherent:

5. When composing sentences, paragraphs, texts, or essays, transition words are vital.

6. English demonstrates additional illustration and development of transitional words by using them in sentences or utterances. Thus, the present study's hypothesis has been verified.

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