行政院國家科學委員會專題研究計畫 成果報告

時間狀語子句是如何對其主句發揮'路標'功能的 研究成果報告(精簡版)

公 開 資 訊 ： 本計畫可公開查詢

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中 文 摘 要 ： 本項研究旨在探討前置的英語時間狀語子句是如何對其主句
發揮‘路標’功能的。以往的研究對這一功能的闡釋主要是
通過揭示前置時間狀語子句在其主句和前文之間所提供的語
義銜接，然而近期有研究指出，前置時間狀語子句和前文並
不總是關係密切，這一觀察表明，前置時間狀語子句在其主
句和前文之間所提供的語義銜接並不能充分反映其前置功能
的動因。既然前置時間狀語子句和前文的語義關聯具有不確
定性，而它們相對於其主句總是發揮著一種路標或者鋪墊的
功能，本項研究認為有必要探討前置時間狀語子句與其主句
的各種語義關係，在此基礎上歸納出它們相對於其主句的語
義角色。本項研究從這一視角對50篇英文敘事文中前置時間
狀語子句的分析顯示，大部分時間狀語子句的功能是作為一
個新事件序列的開頭，其它的功能有提示事件順序的顛倒，
指出前一事件序列的完結，描述有關的情勢，提供純粹的時
間訊息，或設定主句事件的地點。該分析還以前置時間狀語
子句在段落首和段落中的使用情形為根據進一步揭示了這些
語義角色的差異。本項研究的結果因而對前置時間狀語子句
在不同語境中的產生以及以何種方式對其主句發揮路標功能
提供了新的訊息。

中文關鍵詞： 時間狀語子句，語意關係，敘事文

英 文 摘 要 ： The present study investigates how preposed temporal
adverbial clauses (TACs) in English serve as a
‘guidepost’ to their main clause. Previous accounts
of this function mainly relied on revealing the
thematic link provided by preposed TACs between the
preceding discourse and the main clause. More recent
research, however, has reported that preposed TACs
are not always closely related to the preceding
discourse, suggesting that the thematic link between
preposed TACs and the preceding discourse does not
fully reflect what motivates their uses in a preposed
position. Given the fact that the thematic
relationship between preposed TACs and the preceding
discourse may be variable while their role in
relation to their main clause remains constant, i.e.,
as a sort of guidepost or grounding link, the present
study finds it worthwhile to look into the ways
preposed TACs are thematically related to their main
clause and on this basis categorize their thematic

roles in relation to their main clause. The analysis it carries out from this perspective of the preposed TACs taken from 50 different narrative texts shows that the majority of them tend to be used to initiate a new event sequence while others may be used to signal a reverse temporal relationship, announce the ending of a preceding event sequence, describe part of the circumstances, provide sheer temporal information, or establish a locational setting. The analysis further reveals the different nature of these thematic roles on the basis of the occurrences of the preposed TACs in paragraph-internal and paragraph-initial sentences. The results of the study thus provide some new information about how preposed TACs are created in various contexts and in what essential ways they serve as a guidepost to their main clause.

How Temporal Adverbial Clauses Serve as a 'Guidepost'
To Their Main Clause in English

Shaojun Ji
Chinese Culture University

1. Introduction.

The discourse function of English temporal adverbial clauses (TACs) used in a preposed position has been analyzed by many previous studies. In a seminal study, Chafe (1984) characterizes their use as generally providing a 'guidepost' to the information presented in the main clause, in a similar way as preposed conditional and causal clauses relate to their main clause. This guidepost role of preposed TACs has been mainly attributed to their status as a thematic link between the preceding discourse and the main clause (e.g., Diessel, 2005; Ford, 1993: 26-62; Givón, 1993: 311-315; Ramsey, 1987; Thompson, 1987) or as a discourse organizing device (e.g., Prideaux & Hogan, 1993; Verstraete, 2004).

Thompson (1987), for instance, based on her analysis of narrative subordinate clauses, shows how preposed TACs are used to serve a 'relating-back' or 'orienting' function in addition to their role in maintaining the temporal line of a narrative. Her analysis may be illustrated by the following examples[1]:

(1) ***When he finished grooming Josh,*** Nim turned to Stephanie and her family and repeatedly signed "play".

(2) ***When I reappeared in the classroom*** Nim tried to jump into my arm.

(3) ***After locking both the inner and outer doors,*** I sat down with Nim to see what he would do.

As pointed out by Thompson (1987), before the TAC in (1) is used, Nim's grooming of Josh was already mentioned, followed by a description of Nim's interaction with other chimpanzees. By indicating the end of Nim's grooming of Josh, the preposed TAC in (1) orients the reader back to the ongoing temporal line of the narrative in a way independent clauses cannot. A similar analysis applies to the preposed TACs in (2) and (3) as well since they also serve the function of relating back respectively to the unexpected exit "I" recounted earlier and the necessity "I" mentioned earlier for all teachers to lock themselves into the classroom.

This observation made by Thompson reverberates in Givón (1993: 311-315)

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[1] Examples (1), (2), and (3) here were originally presented as examples (14), (15), and (16) respectively in Thompson (1987: 447-448).

which characterizes the function of preposed TACs in similar terms: they may serve anaphorically as a coherence link reaching back to the thematic information anywhere in the preceding discourse and cataphorically as a grounding device linking to their main clause. In Diessel (2005), serving the relating-back function is also recognized as the most important factor for motivating the use of English TACs in a preposed position.

Despite what has been revealed by the aforementioned studies, a more recent study (Ji, 2010) has reported that about one third of the preposed TACs found in a large number of narrative texts actually do not provide a thematic link between the preceding discourse and the main clause, and furthermore in many contexts where a thematic link is perceptible this link is not of the same nature. This finding suggests that the relating-back function of preposed TACs does not fully reflect how they are functionally motivated. More research is needed to further investigate the issue. Given the fact that the thematic relationship between preposed TACs and the preceding discourse may be variable while their role in relation to their main clause remains constant, i.e., as a sort of guidepost or grounding link, it appears reasonable that we should find out more about how preposed TACs are thematically related to their main clause in ways that enable them to serve as its guidepost. In the following sections I will first discuss the usefulness of taking this approach. I will then present the results of an analysis of a large group of preposed TACs following this approach.

2.   Towards a categorization of the thematic roles of preposed TACs
The inadequacy of accounting for the variety of uses of preposed TACs on the basis of their thematic relationship with the preceding discourse can be seen through the examples in the following excerpts[2]:

4)   Each of Lucy's birthdays was extra-special for Clive and Jan. Lucy was now one of the longest-living HI sufferers in the world, so no-one knew how long she'd continue to survive.
  As she entered her teens, Lucy encountered another cruel challenge. Because HI caused Lucy's eyes to dry out, her corneas were getting increasingly scratched.
5)   Mum tried her best to make small talk. How grown-up we looked! How pretty my hair was. *As the sun slipped behind the mountains and a light breeze blew,* we gathered our things to leave. We promised we'd come back again.
6)   She stepped out to the courtyard, joining a mass of people being forced into

the gym. ***As the hostages filed onto the basketball court,*** a terrorist fired into the ceiling. "Everybody be silent!" he said. "You have been taken hostage. We are going to issue our demands."

7) … Smudge (a dog) chased a leaf that blew into the river, about three meters down from the walkway. Bob and I yelled, "No! Stop! No!" Smudge never hesitated. … I climbed the rail and jumped in. With my shoes. I wasn't going to go home and tell Krista that I let her dog drown just as he was beginning to help her heal.

   When I jumped, I sank down and down into the filthy river, never touching bottom, then floated slowly to the surface.

In excerpt (4), which consists of two paragraphs recounting Lucy's young life as a HI sufferer, the preposed TAC used in the initial position of the second paragraph announces the beginning of another temporal span. Unlike those TACs in (1)-(3), this TAC supplies temporal information not by relating to any part of the preceding discourse but by basing itself on a entirely new thematic development in the story—Lucy's turning into a teenager. Similarly, the TAC in (5) establishes a new temporal setting based on the changing signs of nature which also bears no relationship with the preceding discourse. In (6), the preposed TAC sets a reference point in time for its main clause by anchoring to the hostages' filing onto the basketball court. If this TAC is said to be thematically linked in a way to the preceding part of the narrative, the link is clearly different from the ones exemplified in (1)-(3) in that the event reported in this clause is a natural development of the event recounted in the sentence before. Furthermore, if we compare the TAC in (7) with those in (1)-(3), we may find it serving a 'relating-back' or 'orienting' function but in a somewhat different way: it brings the narration back to the point when the narrator jumped into the river, after an intervening description of the narrator and his inner thoughts, whereas those in (1)-(3) each set a new reference point of time by referring to events that already took place in the preceding part of a narrative.

The discussion presented here suffices to make us aware that a 'relating-back' relationship between preposed TACs and the preceding discourse is not a necessary condition for all of their uses, and that even when they may be seen as related to the preceding discourse, this relationship is variable and therefore cannot adequately characterize the function they serve in a variety of uses. To better account for their functional behavior, further research is needed from fresh perspectives. In an effort in this direction, Ji's (2010) study offers an analysis of preposed TACs in terms of their role as a temporal information provider in collaboration with the iconicity assumption, the default strategy taken by language users in processing temporal information in

narrative discourse. His analysis suggests that the use of TACs in a preposed position, whether they are related to the preceding discourse or not, may be attributed to serving the function of overriding the reader's iconicity assumption by specifying the temporal relationship between the main clause and the preceding discourse.

Despite the observation made in Ji's (2010) study, we should keep in mind one important fact about how TACs (in both preposed and postposed positions) serve as a temporal information provider—they typically set a reference point of time by anchoring to certain events or situations (which makes them distinct from other types of temporal adverbials such as adverbs (e.g., *then, now, soon,* and *meanwhile*) or prepositional phrases (e.g., *in June, on March 1, over the weekend,* and *at ten o'clock*)). These events or situations are the basis for the creation of TACs and define the way they serve their subordinate role in relation to the main clause. A good understanding of what events or situations tend to be chosen and marked as TACs will enable us to show how specifically they serve this role. According to the thematic link account, the relating-back events tend to be chosen as preposed TACs. Nevertheless, as we have seen from the above discussion, many preposed TACs are clearly not used as such. As the thematic link between preposed TACs and the preceding discourse turns out to be an unreliable basis for characterizing their functional behavior, it is necessary for us to try to achieve the same purpose by paying more attention to the thematic relationship between preposed TACs and their main clause. The approach taken by the present study is to conduct an analysis of how preposed TACs in English, based on the events and situations they represent, are thematically related to their main clause, and through this analysis categorize the main thematic roles played by preposed TACs in relation to their main clause. The categorization of these roles will reveal in a more detailed way how they specifically guide their main clause.

If we adopt this perspective and take a second look at the preposed TACs cited above, with focus on how they are thematically related to their main clause rather than the preceding discourse, we are able to make different observations. From this perspective, we can see that the TACs in (1)-(3), which are characterized by Thompson (1987) as serving the same relating-back function, actually guide their main clauses in somewhat different ways: The TAC in (1), with the use of *finish* to indicate the end of grooming that has been going on all along, can be perceived as a terminator of the preceding event sequence. It is against this ending point designated by the TAC that the main clause starts a new event sequence. In contrast, the TAC in (2), anchoring to the narrator's reappearing in the classroom (the first event of a new sequence), starts this new sequence by itself. For this reason, it can be regarded as an initiator of a new event sequence. The TAC in (3) guides its main clause in a similar way—the locking of the doors also indicates the beginning a new event sequence.

From the same point of view, the TAC in (4) represents another type of preposed TAC which indicates a change of time for the main clause not by basing itself on a related event or situation but by referring to someone's reaching a certain age. In this case, since the temporal information is provided through the change of one's age, the TAC can be categorized as a sheer temporal information provider. The TAC in (5) represents still another type of preposed TAC which, unlike the ones we have considered so far, provides a temporal setting with information about changes in the natural environment. It thus serves as a provider of information about the particular circumstances of the narrative world. In (6), the TAC sets a reference point in time in relation to the hostages' movement to a new place. This information is very important to what is presented in the main clause since the TAC makes it clear that the hostages were now on the basketball court inside the gym. It is here that the firing of the terrorist reported in the main clause took place. For this reason, the TAC can be categorized as a location indicator. The TAC in (7), though based on an event that has already been mentioned in the preceding discourse, is nevertheless regarded as the initiator of a new event sequence like those in (2) and (3) since it initiates the recounting of what the narrator experienced under water.

The above analysis has demonstrated how various thematic relationships between preposed TACs and their main clause may be categorized. The analysis thus provides a good perspective for us to observe the various ways in which preposed TACs guide their main clause. Following this line of investigation, we conducted an analysis of a large group of preposed TACs collected from 50 English narrative texts from *Reader's Digest.* The results of this analysis are provided in the next section.

3. Data analysis and discussion

The database for the present study consists of 506 preposed TACs, which were analyzed in terms of the specific thematic role of each of them according to its thematic relationship with their main clause. On the basis of this analysis, we find them mainly playing six types of roles. Our categorization of these roles and the number of TACs serving each role are displayed in Table 1.

Table 1 Thematic roles of preposed TACs in relation to their main clause

Thematic roles	Number of TACs
1 Initiating a new event sequence	310 (61%)
2 Reversing an event sequence	23 (5%)
3 Terminating an event sequence	15 (3%)
4 Indicating part of the circumstances	50 (10%)
5 Introducing a sheer temporal setting	44 (8%)

6 Establishing a new location	64 (13%)
Total	506 (100%)

As displayed in Table 1, the preposed TACs in the first category are characterized as the initiator of a new event sequence in the same way as we did with the TACs in (2), (3), and (7) mentioned above. They are characterized as such mainly because of their role in forming the first part of a two-event configuration with the main clause. How this role may be perceived can be illustrated through the following examples:

8) The next morning, Adriann and Bill explained what happened to Derek, who adored his little brother. ***When he asked,*** "Where's Alec?" Adriann said finally, "He's gone. He's in heaven."

9) His parents and Michael would visit every Saturday and Sunday but they were kept on the other side of the carrier. …
When Thomas was released [from hospital], he slept in a large body cast every night to correct the direction of his backward-facing feet. His parents refused to accept that he would never walk.

10) He never regained his health. ***After he got out of the hospital,*** Daddy asked to see Kate. We were stunned.

11) It took Mazur and his team two days to make their own way down. ***As soon as they arrived,*** they went to visit Hall, who was recuperating in his tent before the 160-kilometer trip to a hospital in Katmandu.

As exemplified in (8)-(11), the TACs in this category typically start a two-event configuration by anchoring to the first event, which is completed by the second event designated by their main clause. In these cases, the two events are often in a temporally sequential relationship which may be indicated by *when* and other types of subordinators such as *after*, *as soon as*, *once,* and so forth. They are logically related in a way that the first event triggers the thematic development into the second. The TAC in (8), for instance, in the context of a conversation set by the first sentence, reports Derek's asking a question about his younger brother who died in an accident, to which the main clause provides the answer. The TAC in (9) announces the releasing of Thomas from the hospital. After this what he had to do at home is supplied by the main clause. The same analysis also applies to the TACs in (10) and (11) except that in these two cases the temporally sequential relationship between the two clauses is made even more obvious by the use of *after* and more specific by the use of *as soon as*.

Unlike those mentioned above, other TACs reporting the first event may form a concurrent relationship instead of a sequential one with the second event. As we can see in excerpts (12)-(15), the second events may take place while the former are still going on:

12) After he climbed onto his board, Montenegro couldn't find the lone woman, but he glimpsed children's heads and arms flailing 30 feet meters to his left. ***As he raced for them,*** they were swamped by a wave and went under.
13) Shawn's SUV, still parked in the garage, blocked their view. ***But as they stepped around it,*** the Adizones saw the Honda backing out of the driveway.
14) The main thing about the first Jamie is that he's excited by food. ***When he describes the act of making a meal,*** something comes over him, almost a kind of lust, and he's there, doing it, moving his hands around, rubbing imaginary ingredients between his fingers.
15) Vu spoke to her softly, explaining the two of them had come to give her money for food. ***While they talked,*** McCluskey looked inside. "Everything was as neat as a pin," he recalls.

In (12), the TAC leads a description of the children's dire situation by referring to Montenegro's effort to rescue them. What was happening to the children at the same was indicated by the main clause. Similarly, the TAC in (13) bases itself on the Adizones moving around the car, and while this is going on they noticed the Honda being driven away from the driveway. The same role is performed by the TACs with different subordinators such as *when* and *while* in (14) and (15).

The initiating role of some of the TACs in this category can also be observed in the fact that they may report an event while the main clause describes someone's reaction to this event or they may describe a situation while the main clause reports what happens in the situation, as exemplified in excerpts 16-19:

16) As a girl, she says, "I felt like an outcast because I was so heavy. I couldn't run, do sports or find nice clothes that fitted, so I'd get big, sloppy shirts and jeans in the men's department to hide my body." ***After her first husband, John, who was also overweight, died of a heart attack at age 51,*** she was convinced she'd never find love again.
17) She spent six months in jail awaiting trial, then took the rap and was sentenced to time served. ***When she emerged,*** she was ready to turn her life around.

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18) Denise basked in the doctor's praise and left his surgery more determined than ever. She bought a pedometer to track how far she walked, then increased the distance each week. *After she'd grown stronger,* she started working out with weights three times a week.

19) After tying two ropes around himself, Montenegro was hauled up to the cargo deck. *As he lay soaking wet and panting,* passengers clapped and cheered.

In (16) and (17), the TACs encode two events while their main clauses indicate how the participants felt in reaction to the events. Conversely, the TACs in (18) and (19), the TACs each described a situation while their main clauses reveal what the people involved did in each situation.

The TACs classified into the second category consist solely of those led by the subordinator *before*. Because these TACs reverse the natural sequence of the events denoted by the TAC and the main clause, they are assigned the role of reversing an event sequence, as shown in (20) and (21):

20) The dog Krista and Tom picked was mostly brown, with just a smudge of white over his nose. *Before we brought him home,* Bob said to me, "I don't like the idea of a dog in the city. …"

21) Lucy turned to the robber. "There's a deputy here. He wants to make sure we're okay. They want to see Karen. They know her."

"Get her," Tano said.

Before hanging up the phone, Lucy took a chance. She pressed the speaker button on the phone, leaving the line open so the dispatcher and police could listen in.

In (20), the first sentence tells us that the children had decided on the dog they would like to have. The natural development of the scenario is for them to take the dog home. In order to emphasize the fact that before this took place Bob expressed a different opinion (which turned out to be quite reasonable later in the story), the TAC led by *before* is used in the second sentence. Similarly, the TAC in (21) makes it clear that Lucy did not hang up right after she answered the phone and by doing so draws more attention to something risky Lucy did. In both cases, by marking an immediately following event as something that happens later, the TACs seem to bring out some 'unexpectedness' or 'unusualness' about a new event reported in the main clause.

The TACs in the third category are regarded as playing the role of terminating a preceding event or event sequence because of their indication in an explicit way that a preceding event or event sequence has come to an end. It is against this ending point

that a new event is launched in the main clause, as in the case of (22) and (23):

22) …She felt him rip off her jeans, and the man who had been her partner, confidant and lover brutally raped her.
When it was over, Munger retreated to the bedroom, where she spent the night huddled in a corner trying to make sense of what had happened to her.

23) It was in clean, dry clothes from the Lenoir family closets that N'Famara and Moustapha sat down to a meal of noodles and eggs. As the two ate and ate, Joël and Nadine exchanged glances.
When they finished, Joël offered to drive them back. There was an awkward silence. No, no, they said.

The TACs in the fourth category are those that provide a reference point of time not by referring to what participants do but by referring to things that form part of the circumstances in the story world, as in excerpts (24)-(26):

24) He needed rest, and the only comfortable place was in the car. *As the afternoon shadows lengthened,* he let himself slide back down under the fence to his refuge.

25) A beam crossed Hamid's out-stretched legs for a split second. *I'm done for!* he thought. But the pirate didn't spot him. *When the flashlight caught him again,* he removed his wristwatch, hid it under the pipe and steeled himself.

26) Zalina Levina could not console her granddaughter Amina, and did not know what to do. The hostages were miserable in the heat. The gym was crowded, forcing them to take turns extending their legs. *When the gym became noisy with crying children,* the terrorists selected a hostage to stand, then warned everyone: Shut up or he will be shot.

In (24), the TAC provides some temporal information through the natural sign of daytime whereas the one in (25) does so by referring to how the searching flashlight was affecting Hamid. In a different context of (26), the TAC this time describes what the gym was like when the children started crying.

The TACs in the fifth category form a subgroup that are not anchored to events or situations in setting a reference point of time. Instead, they do so by directly indicating the amount of time that has passed, as in (27), or by referring to someone's age, as in (28), or the time of starting schooling for children, as in (29):

27) *As the years passed,* the center of our family gradually shifted away from

Daddy towards Mum. "This is your home too," she'd say when we visited.

28) ***When Ruit was 16,*** his younger sister died of drug-resistant tuberculosis. It was then that he resolved to become a doctor.

29) ***When it was time for the twins to start school,*** their parents had Judith tested, hoping she might qualify for the one class in the public school system for children with learning disabilities.

The TACs in the sixth category are similar to those in the first category except that their predicate mainly indicates a major change of place. Since this information creates a very different context of situation for what is reported in the main clause, they are characterized as a separate group, as in (30)-(32):

30) ***As I enter the Ararat carpet store in Montreal,*** I can almost hear the giggle of my six-year-old self, climbing up carpet mountains and through carpet tunnels with store owner Kerop Bedoukian while Dad was with clients.

31) ***When Joyce and her family moved to San Francisco,*** she was referred to a renal doctor, who monitored her thyroid condition and her medication.

32) Today ***as she sits in a booth at her favorite restaurant,*** a Pizza Hut near her home in Great Yarmouth, Lucy sounds like any other excited 20-year-old, confessing how she recently spent the night clubbing with friends.

Based on the data analysis presented above, it becomes clearer that the preposed TACs, all serving one common function of setting a reference point in time, are in fact thematically related to their main clause in various ways as reflected in the events, the state of affairs, or the situations they base themselves on. Their different thematic bases allow them to perform a number of different roles in guiding the main clause.

What also becomes observable from the data analysis is the relative role of each type of preposed TAC in comparison with the other types. As we can see from the TACs categorized in Table 1, the majority of them (61%) are found to serve as the initiator of a new event sequence. This finding suggests that the preposed TACs are mostly needed to link two closely related events or an event with a relevant state of affairs through a temporal relationship and as such form a meaningful expression of an event sequence with the main clause. Given the fact that a narrative text mainly recounts events that take place in various contexts, the frequent uses of preposed TACs are naturally required to knit them together. In comparison, the preposed TACs in the other categories are much less frequently used. However, this difference in the frequency of their uses does not tell us enough about the different nature of their thematic relationships with the main clause. To find out more about this aspect, we

examined the preposed TACs of each category and tallied their uses in paragraph-initial and paragraph-internal sentences respectively. The rationale for doing this analysis is this: The boundary of a paragraph in narrative texts generally corresponds with the boundary of an episode unit and the transition from one paragraph to another generally involves major thematic changes in time, place and participants (Grimes, 1975: 109; Ji, 2008; Longacre, 1983: 271-271). Since preposed TACs are temporal information providers which may also play different thematic roles to their main clause, their more or less occurrences in paragraph-initial and paragraph-internal sentences can be seen as a good indicator of whether they tend to carry information involving major or minor thematic changes. The results of this analysis are provided in Table 2.

Table 2 Preposed TACs in paragraph-internal and paragraph-initial sentences

TACs	Internal	Initial	Totals
1 Initiating a new event sequence	211 (68%)	99 (32%)	310 (100%)
2 Reversing an event sequence	13 (56%)	10 (44%)	23 (100%)
3 Terminating an event sequence	5 (33%)	10 (67%)	15 100%)
4 Indicating part of the circumstances	32 (64%)	18 (36%)	50 (100%)
5 Introducing a sheer temporal setting	15 (34%)	29 (66%)	44 (100%)
6 Establishing a new location	18 (28%)	46 (72%)	64 (100%)

Taking a close look at the numbers listed in Table 2, we will notice that the TACs in the first and fourth categories are used much more frequently in paragraph-internal sentences. For the TACs in the first category, this finding indicates that in playing the role of initiating a new event sequence, they are more likely to be based on events that are closely related to the one reported in the main clause because the closely related events naturally belong to the same episode and are recounted in the same paragraph. Likewise, for the TACs in the fourth category, when they refer to a certain change of the circumstances in the story world, this change is less likely to bring in a very different context of situation but more likely to be related to the one that has already been established earlier at the beginning of the episode. In contrast, the TACs in the third, fifth, and sixth categories occur more frequently in paragraph-initial sentences. With regard to the TACs in the third category, this means they are more often used to announce the ending of a major preceding event sequence. As for the TACs in the fifth and the sixth categories, they tend to carry information suggesting major changes of time and place for the unfolding events. Finally, as far as the TACs in the second category are concerned, their somewhat even distributions in paragraph-internal and paragraph-initial sentences suggest that their role of reversing the order of events of

the TAC and the main clause can equally likely indicate a major or minor thematic transition in part of a narrative text. The different distribution patterns identified here of the six types of TACs in the two types of sentences provide further information about the different nature of their thematic relationships with the main clause.

4. Conclusions

Through an analysis of how preposed TACs are thematically related to their main clause, the present study provides an account that specifies their main thematic roles in guiding the main clause. The specification of the guidepost roles gives us a better idea as to what events, situations, or states of affairs preposed TACs tend to be based on. An analysis of their occurrences in paragraph-internal and paragraph-initial sentences further reveals the different nature of their guidepost roles in relation to their main clause and in the thematic structuring of the narrative texts.

Texts Used for Data Collection

These texts are all from *Readers' Digest*: *Brothers under the Skin* (April 2003, pp. 58-64), *Tommie's Rainbow* (May 2003, pp. 81-85), *Disaster on the Aegean Sea* (Feb. 2004, pp. 84-90), *For Amie* (March, 2004, pp.62-69), *Hope Floats* (Aug. 2004, pp. 20-25), *Entwined* (Nov. 2003, pp. 34-39), *Misdiagnosed* (Jan. 2007, pp. 30-37), *An Undying Spirit* (Jan. 2007, pp. 118-129), *Miracles by the Thousands* (Jan. 2007, 22-31), *The Accidental Doctor* (Jan. 2007, pp. 98-103), *The Stickup* (Jan. 2007, pp. 82-89), *My Journey from Hate to Hope* (Feb. 2007, pp. 82-89), *Jamie's Passion* (Feb. 2007, pp. 98-105), *A Simple Idea* (Feb. 2007, pp. 56-60), *13 Days* (Feb. 2007, pp. 118-130), *Hunting Britain's Mister Cocaine* (March 2007, pp. 106-112), *Worst Nightmare* (March, 2007, pp. 98-105), *Puppy Love* (March 2007, pp. 76-80), *Gypsy Poet* (March 2007, pp. 42-47), *Left for Dead* (March 2007, pp. 26-33), *Out of Tragedy A Gift* (April 2007, pp. 116-128), *The Woman Who Saves Giants* (April 2007, pp. 28-34), *Sparks of Genius* (April 2007, pp. 46-51), *Gone in 60 Seconds* (April 2007, pp. 38-43), *The Song of Thomas Quasthoff* (May 2007, pp. 74-80). *Life after Loss* (May 2007, pp. 66-73), *Possessed by Love* (May 2007, pp. 98-105), *A Deadly Game of Cat and Mouse* (May 2007, pp. 28-33), *Jet Crash in the Jungle* (May 2007, pp. 117-130), *In over His Head* (June 2007, pp. 106-112), *Drawn Together* (June 2007, pp. 116-130), *Reunion* (July 2007, pp. 118-130), *After the Storm* (Sept. 2007, pp. 25-27), *Life with Lucy* (Sept. 2007, pp. 82-89), *Deadly Flyby Attack* (Sept. 2007, pp. 36-43), *Missing* (Sept. 2007, pp. 118-130), *Spinout* (Sept. 2007, pp. 90-96), *Beslan The Inside Story* (Oct. 2007, pp. 114-130), *How I Saved My Own Life* (Nov. 2007, pp. 44-51), *Think Pink* (Nov. 2007, pp. 52-57), *Saving Iris* (Nov. 2007, pp. 74-80), *An Unspeakable Nightmare, An Unstoppable Dream* (Feb. 2008, pp. 116-130), *Split Second Heroes*

(March, 2008, pp. 120-130), *An Unbreakable Bond* (March 2008, pp. 88-94), *Secret of My Father's Flag* (March 2008, pp. 40-45), *Terror in Bolivia* (March 2008, pp. 66-69), *Sound Mind* (June 2008, pp. 65-71), *The Redemption of Charlie Otero* (Sept. 2008, pp. 90-98), *Lost* (Oct. 2008, pp. 56-65), *A Town to the Rescue* (Oct. 2008, pp. 96-103).

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國科會補助計畫衍生研發成果推廣資料表

國科會補助計畫	計畫名稱: 時間狀語子句是如何對其主句發揮'路標'功能的
	計畫主持人: 姬少軍
	計畫編號: 100-2410-H-034-032-　　　　學門領域: 言談／篇章語言學

無研發成果推廣資料

100 年度專題研究計畫研究成果彙整表

計畫主持人：姬少軍　　　　　計畫編號：100-2410-H-034-032-

計畫名稱：時間狀語子句是如何對其主句發揮'路標'功能的

<table>
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	其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)	無		

	成果項目	量化	名稱或內容性質簡述
科教處計畫加填項目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與（閱聽）人數	0	

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估 ■達成目標 □未達成目標（請說明，以 100 字為限） 　　　□實驗失敗 　　　□因故實驗中斷 　　　□其他原因 　說明：
2. 研究成果在學術期刊發表或申請專利等情形： 論文：□已發表 ■未發表之文稿 □撰寫中 □無 專利：□已獲得 □申請中 ■無 技轉：□已技轉 □洽談中 ■無 其他：（以 100 字為限） 本項研究的成果即將投給國際語言學研究期刊。
3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限） 本項研究的內容有創新之処，增加了對研究題目所涉及領域的認識。