

## **A Cognitive Domain Analysis of English Stance Adverbs**

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### پوخته

له م تووژینه وهیه دا تیوری بواری واتایی به کارهینراوه بۆ روون کردنه وهی هاوه لکاره کانی هه لوپست له زمانی ئینگلیزیدا. هه لوپست ئاماژهیه بۆ دیدگاوه بۆچوونی ئاخپوهرله هه مبه ر هه ر رووداو یك یان هه لومه رجیک. له ئینگلیزیدا هه ندیک هاوه لکاره ن که ده ربړی هه لوپستن له پیکه گه یشتنه رۆژانه کاند. به کارهینهرانی زمان تووشی ئاریشه و گرفت ده بنه وه له به کارهینانی ئه م هاوه لکارانه دا به بڼ گویدانه به کارهینانی دروستیان له کایه جیاوازه کاند. له زانستی زمانی درکپکردن (هۆشه کی) دا هاوه لکاره هه لوپستییه کان کۆمه له ده کرپن له ژپړ چه ند بواریکی جیاوازا که نوینه رایه تی چه ند روویه ک یان لایه نیکی جیاوازا ده که ن که تپیدا یان یه کده گرن و له یه ک نزیک ده بنه وه یان دوور ده که ونه وه له یه کتری ولاده دن. بۆ نمونه هه ردووک هاوه لکار (به ریزه وه، Politely) و (به ره وانی، لیزانانه tactfully) بواری واتایی (attitude) ده رووژینن به لام هه ر یه کیکیان روویه کی یان لایه نیکی مانا ده گرنه وه. هاوه لکاری "به ریزه وه" ره فتاری دروست پیشانده دات که ته بایه له گه ل رپساکانی کۆمه لگه دا به شیوه یه کی گشتی، هه رچی (به ره وانی و لیزانانه tactfully) ره وانی یه له ره فتارو گفتووگۆدا له هه لومه رجیک تاییه تا بۆخۆپاریزی له جاپز کردنی به رامبه ر. گرنگترین ده رئه نجامی ئه م لیکۆلینه وه یه ئه وه یه که هاوه لکاره کانی هه لوپست جیاواری زۆر که م له نپوانیدا هه یه به کۆمه له کردنیان له ژپړ چه ند بواریکی جیاوازا وه هه ربه ک له هاوه لکاره کانی هه لوپست بۆچونی ئاخپوهر نیشان ده دات له کاتی به کارهینانیان له کایه یه کی دیاریکراودا.

### الملخص

يعتمد هذا البحث نظرية (نطاق) أو مجال المعنى لشرح ظروف الموقف باللغة الإنجليزية. يشير "الموقف" إلى وجهة النظر التي يتخذها المتحدث إزاء حدث أو موقف ما. يوجد في اللغة الإنجليزية ظروف تعبر عن الموقف. في التواصل اليومي، يواجه مستخدمو اللغة صعوبات لدى استخدام هذه الظروف دون الأخذ بنظر الاعتبار استخدامها الصحيح في السياقات. وعليه، تهدف هذه الدراسة إلى معرفة المعاني الدقيقة لهذه الظروف. في علم اللغة الإدراكية، يتم إدراج الظروف الموقف في نطاقات مختلفة تمثل جوانب مختلفة حيث تتلاقى وتتباع. على سبيل المثال، على الرغم من أن ظرفي الموقف "بأدب ولباقة" تعبران عن مجال الموقف ولكن يحتلان جانبيين أو وجهين مختلفتين من المعنى، فإن لكل منهما له معنى مختلف. يُظهر "بأدب" السلوك الصحيح وفقًا للمعايير الاجتماعية. في حين كلمة "لباقة" تعني إظهار اللباقة في موقف معين بغية تجنب إغضاب شخص ما. من أهم استنتاجات هذه الدراسة هي أن ظروف الموقف تحتوي على فروق ضئيلة في المعنى وذلك بوضعهم تحت نطاقات مختلفة وأي ظرف من ظروف الموقف تعطي وجهة نظر للمتحدث عندما تستخدم في سياق معين.

### Abstract

This paper adopts the domain theory of meaning to explain stance adverbs in English. *Stance* refers to the viewpoint taken by a speaker vis-à-vis an event or a situation. In English, there are adverbs which express stance. In everyday communication, language users may face difficulties in using these adverbs without considering their proper use in contexts. Thus, the study aims to find out the precise meanings of these adverbs. In Cognitive Linguistics, stance adverbs are grouped in different domains representing different facets where they converge and diverge. For instance, although the two stance adverbs *politely* and *tactfully* evoke the domain of attitude and occupies the same facet, each has a different meaning. *Politely* shows correct behavior in accordance with social norms of society. Whereas, *tactfully* means showing tact in a specific situation to avoid upsetting someone. The main conclusion of the study is that stance adverbs have subtle differences in meaning by grouping them under different domains and each stance adverb conveys a certain view point of the speaker when it is used in a certain context.

**Key words:** Cognitive Linguistics, Cognitive Grammar, stance adverbs, domain theory and facet.

## 1. Introduction

In everyday communication, the interactants seek to express their relation to their own utterances in order to position themselves in them. There have been different linguistic elements to show the speaker or writer's opinion and attitude, or make comment on the entire clause they give which means they express *stance*. *Stance* is the way the interactants can convey different kinds of personal feelings and assessments including attitudes that a speaker has about its veracity, how they are obtained access to the information and what perspective they are taking (Biber, 2006:87). Biber et al (1999:966) claim that *stance* can be expressed by grammatical devices and *stance adverbs* are grammatical devices which are used to express speakers and writers' personal feelings, attitudes, value judgements, assessment or commitment about the proposition; thus, they express *stance*. These adverbs express both personal stance and the proposition made by the stance. Tseroni (2009:45) states that these adverbs comment about the proposition and express more information about the content of the proposition or about the speech act which is matched with the sentence. Consider the following examples:

1 (a) *Possibly*, Sam wrote this poem, I know his handwriting.

(b) *Obviously*, Sam wrote this poem, I know his handwriting.

*Possibly* in (1a) is a stance adverb that indicates the speaker is not certain about the truth of the given information. The speaker may know the poem is written by Sam, but he/she is not totally certain that it is Sam's handwriting. However, *obviously* in (1b) is a stance adverb which indicates what the speaker asserts is totally reliable because it is based on the evidence of knowing his handwriting. The speaker has seen Sam's handwriting before, and his previous knowledge about Sam's handwriting enables him to deduce the information and recognize it.

The goal of this paper is to analyze and describe the meaning of these adverbs in the light of domain theory. To this end, the paper is organized as follows. Section (1) is an introduction. In section (2), an outline of theoretical background about Cognitive Linguistics and Cognitive Grammar is given. In section (3), the domain theory is explained. Lastly, in section (4), the stance adverbs are investigated and put in different domains under different facets. To conduct this investigation, three steps are adopted. First, the stance adverbs are grouped into domains. Second, they are assigned to different facets they refer to. Lastly, the specification of each adverb is identified.

## 2. Theoretical background

In dealing with the meaning of each stance adverb within the scope of Cognitive Linguistics, the domain theory of meaning is adopted. Below is a description of the model and approach implemented in this study.

### 2.1 Cognitive Linguistics

The framework of Cognitive Linguistics began to appear in the 1970s as a movement which has grown and expanded quickly since then in cognitive science and modern linguistics as Langacker (2010:255) mentions, Cognitive Linguistics is a vibrant and broadly based intellectual movement that has become increasingly sounder and more effective since its founding. This school of linguistics conducted by a group of linguists such as Charles Fillmore, George Lakoff, Ronald Langacker, and Leonard Talmy emerged due to widespread discontent with formal approaches especially Generative Linguistics that treat language as an autonomous component of mind. In contrast, Cognitive Linguistics aims to give a holistic account of language as it sees language as an integrated part of the cognitive abilities of the human mind such as perception, memory, attention, emotion, reasoning, etc. (Dirven, 2005:17).

Cognitive linguistics is not a single closely-articulated theory. Alternatively, it is a broad theoretical and methodological enterprise which adopts a set of primary commitments and guiding assumptions as Evans and Green (2006:3) state, Cognitive Linguistics has two primary commitments that distinguish it from other schools of linguistics namely, the *cognitive commitment* and the *generalization commitment*. First, the *Cognitive Commitment* represents the view that principles of linguistic structure should reflect what is known about human cognition from the other cognitive and

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brain sciences, particularly psychology, artificial intelligence, cognitive neuroscience, and philosophy. This means that language is described in the light of other evidence from other cognitive and brain sciences. Following *cognitive commitment*, language and linguistic organization should mirror general cognitive principles rather than specific principles of language. It is *cognitive commitment* that makes Cognitive Linguistics cognitive, and thus an approach which is fundamentally interdisciplinary in nature. Second, the *generalization commitment* describes the nature and principles that constitute linguistic knowledge as an outcome of general cognitive abilities. The general principles that are applied to all aspects of human language are differentiated by an effort of *generalization commitment*. It is this goal that reflects the accepted commitments in science to look for the possible broadest generalizations. In contrast to Cognitive Linguistics, in formal approaches the study of language (language faculty) is separated into distinct areas or domains such phonology (sound), semantics (meaning), pragmatics (meaning in use), morphology (word structure), syntax (sentence structure) (Evans and Green 2006:28; Evans, 2012:130).

Furthermore, Cognitive Linguistics has a number of guiding assumptions that are arisen on the basis of the primary commitments which leads Cognitive Linguistics to depart itself from other approaches, such as the idea that language is not autonomous and there is no specific autonomous part of brain to separate language from non-linguistic cognitive abilities. Additionally, Cognitive Linguistics assumes grammar is conceptualization. Conceptual structure cannot be reduced to a simple truth- conditional correspondence with the world. In Cognitive Linguistics, every element is meaningful due to this, it refuses all theories that refer to grammatical structure as meaningless. Additionally, the knowledge of language emerges from the use of language in the context. Moreover, in cognitive linguistics, both closed (grammatical) and open (lexical) entities are meaningful and their meaning are derived in the context of use. Lastly, it views language as being creative. Hence, creativity is either the speaker's ability to invent novel expressions by conventional expressions which are units firmly set in lexicon by the reusing it or it is the interpretation of the same scene by alternative ways using different linguistic expressions (Hamawand, 2011:17-26).

## 2.2 Cognitive Grammar

Cognitive Grammar is a highly innovative cognitive theory of language in Cognitive Linguistics. It is originally called 'space grammar' by its founder Ronald W. Langacker (1987,1991) who is still one of its practitioners. This theory has emerged as a reaction to Chomsky's Generative Grammar. Cognitive Grammar's father 'Langacker' (1987:4) proves this idea and he states that Cognitive Grammar is emerged as a trend to replace generative tradition and to refuse many assumptions of this approach. One of the believes which this theory based on is that language is an integrated facet of cognition and another as grammar being inherently symbolic and meaningful in nature. Additionally, Evans and Green (2006:114) explain that Cognitive Grammar is labelled by this name because it shows an effort to understand language as an outcome of general cognitive processes and procedures rather than a specialized language faculty.

Pivotal to Cognitive Grammar is the assumption that Cognitive Grammar takes a symbolic view of language. According to which, grammar consists of an inventory of linguistic units that are form-meaning pairings. Linguistic units are also labelled as symbolic structures. A symbolic structure has three structures of phonological structures, semantic structures, and symbolic structure that works as a bridge to link them. For instance, an expression like *car* has the phonological structure of /ka:/ and the semantic structure (a moving vehicle on wheel) and the symbolic structure that links them. Another claim of Cognitive Grammar is that grammar is meaningful. Every linguistic structure is meaningful whether they are closed-class or open-class since they have semantic value. Additionally, Cognitive grammar is usage-based. Knowledge of language arises from knowledge of actual use; this idea is referred to as empiricism, language use determines language knowledge. The linguistic structure is described by referring to human cognitive ability as a meaningful unit. One of the [jzsb.univsul.edu.iq](http://jzsb.univsul.edu.iq)

important theories of meaning in cognitive linguistics is domain theory which is used to explain the meaning of the stance adverbs in this paper. (Hamawand, 2008:17-28; 2016:66, 121).

### 3. The Cognitive Domain theory

The *cognitive domain* theory refers back to 1980s which is a theory that has been developed by Langacker as a reaction to a lexical field theory. The core of this theory is that any linguistic expression's meaning is best explained by referring back to the domain it belongs to. As Hamawand (2009: 21) explains, the reason behind the appearance of the domain theory is that the dictionary theory assigns lexical items separate entities, with knowledge about meaning usage or register and dictionaries are unable to show similarities and differences between such items. Due to that, dictionaries fail to show how such items are related to one another and fail to identify the subtle differences in meaning. The process in which lexical items are grouped into a cognitive domain as it is a necessary important background information for understanding a concept is called *configuration*

Langacker (1987: 147) defines *domain* as necessary cognitive entities: mental experiences, representational spaces, concepts or conceptual complexes and a context for characterization of a semantic unit. He states that the numbers of domains that can be recognized depend on the purpose of the user. In Hamawand's (2008:46) words, a *domain* is a background information that describes the sense of a lexical item. This knowledge is based on human experiences derived from beliefs, customs and practices. The structure of a domain has some *facets*. A *facet* is a part of domain that is linked with a particular concept. The lexical items of a domain are linked in such a way that to understand the meaning of an item, one should first identify the conceptual knowledge the item evokes. Second, one should relate the conceptual knowledge to the specific facet within it. This implies that the meanings of a lexical item cannot be understood independently of the domain it refers to. For example, the stance adverbs *certainly, surely, probably and possibly* form the domain of *epistemics* which is the degree of speaker's certainty or doubt about the truth of a proposition. This domain has two facets of *certainty* which is represented by *certainly* and *surely* and the *likelihood* facet which is realized by *probably and possibly*. The meaning of *certainly* as a stance adverb cannot be realized without depending on *epistemic* domain.

According to Hamawand (2016:146), the domain theory has a number of advantages; First, it is an area of knowledge that describes a linguistic element. Thus, it is a mechanism for defining meaning. Second, it contains several linguistic units because of that it can be used as a device for comparing one unit to another. Third, it enables the speaker to interpret the same situation in different ways using different lexical items.

### 4. Domains of stance adverbs

The stance adverbs are grouped under four domains of *epistemics, evidentiality, attitude* and *style*. Below is a discussion of each domain.

#### 4.1 The domain of epistemics

The epistemic domain means the knowledge that the speakers or writers have about the validity of their proposition and the degree of certainty or doubt about their statements. This domain shows the estimation of the chances of occurring an event. In language, the epistemic domain is realized by stance adverbs of *certainly* and *surely* under the facet of *certainty* and *probably and possibly* under the facet of *likelihood*. These adverbs express the degree of the speaker's commitment to the truth of a statement. Biber (2006:89) explains that stance marking includes two distinct grammatical components, which are: showing a personal stance and presenting a proposition that is framed by that stance. Epistemic stance adverbs have three functions in interaction which are expressing opinion, maintain relation between interlocutors and discourse organizations. So, they are both a subjective (self-expressive) and intersubjective device, allowing speakers to position themselves towards their propositions (express their doubt or certainty about a statement) as well as towards the other interlocutor(s) because when we speak we do not only convey propositional content but also communicate a variety of subjective meanings that pertain to our value systems, identities, confidences, and others (Hunston and Thompson (2000), Kärkkäinen (2006), Bucholtz and Hall

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(2005), cited in Gablasova et al. 2017:614).

#### 4.1.1 The facet of certainty

The facet of *certainty* is the state of being completely certain and having no doubts about a statement. In language, this facet is represented by stance adverbs *certainly* and *surely*. *Certainly* emphasizes the speaker's belief that what is said is definitely true and there is no doubt about it. It shows the highest degree of certainty which explains truth value of a proposition without depending on evidence. As Carretero and Zamorano- Monsilla (2013:320) mention, the role of evidence is not indicated in evaluating the truth and reliability of the given information when is used. In addition, its meaning is close to the two stance adverbs of *undoubtedly* and *indubitably*. This means that there is no presence of doubt instead, a total confidence exist. In contrast, *surely* expresses that something must be true especially when others disagree with what is believed. It emphasizes the speaker's firm belief that what is said is true and the speaker is almost certain about his/her statement. It expresses a degree of certainty but it is weaker than *certainly* as there is a belief of being true. *Surely* has the meaning of high, but not total certainty. Consider the examples below:

- 2 (a) They *certainly* signed the contract.  
 (b) *Surely*, they won the match.

In (2a), the sentence includes *certainly* which means the speaker does not judge the truth of the information, rather he/she asserts that for certain the contract was signed and he/she is totally sure about the signing and has confidence about what he/she asserts. It shows the knowledge that the speaker has about the contract is true without any doubt. While in (2b), *surely* conveys that the winning of the match must be true. The speaker believes that their winning is true and wants his/her around to agree.

#### 4.1.2 The facet of likelihood

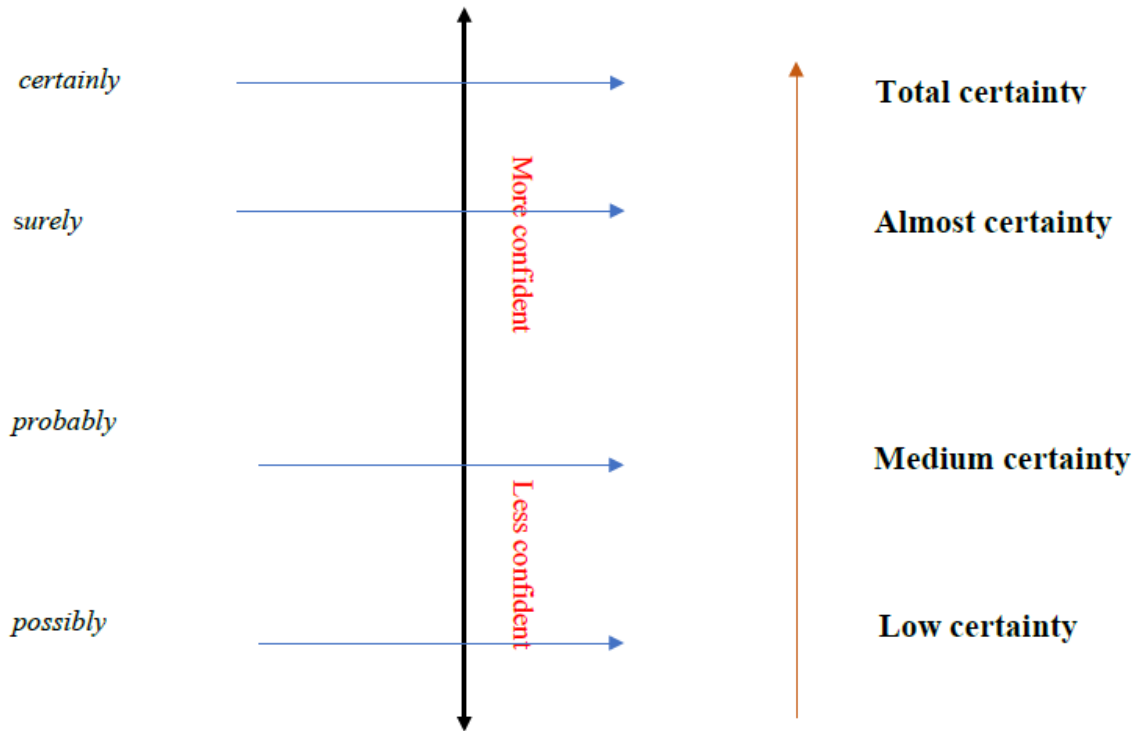
This facet of *likelihood* explains the estimation of the chances that an utterance is true. The degree of this facet's certainty is lower than total certainty. It is realized by the stance adverbs of *probably* and *possibly*. Çakır (2016:87) states that when these adverbs are used, the author judges on the truth value of the proposition and express doubt in their meaning. *Likelihood* is the degree which something can reasonably expected to happen. It is the chance that an action is likely to be performed. If the chance of the truth of the action is high, the epistemic stance which represents this facet is *probably*. In contrast, if it is low, *possibly* is used.

*Probably* indicates doubt about the happening of something, but in its meaning the certainty is higher than the doubt. Traugott (1989) defines *probably* as a stance adverb which refers to as far as one knows and can tell; in all probability; most likely. It describes the speaker's belief and attitude towards the proposition (Chan, 2009:55-7). *Possibly* indicates a minimum degree of certainty about the truth of a proposition. It expresses the speaker's commitment on the degree of doubt about the conveyed information. Consider the following examples:

- 3 (a) *Probably*, Sara became the candidate.  
 (b) *Possibly*, Jack will join us.

In (3a), *probably* is an epistemic stance adverb which shows the author's lack of commitment about Sara's being the candidate and expresses the chance of being candidate to be true. Whereas, for the meaning of *possibly* in (3b), the chance of Jack to join them is too low, though he may come.

Corretero and Zamorano - Monsilla (2013:86) make a certainty scale to explain the degree of certitude of epistemic adverbs. He says *certainly* is seen as an adverb at the top of the epistemic scale then comes *probably* in between while *possibly* lies at the bottom. Lastly, they mention *almost certainly* is lower on that scale than *certainly*.



**Figure 1.** The certainty scale of epistemic stance adverbs (adopted from Corretero and Zamorano – Monsilla, 2013:86)

**Table (1) The domain and facets of epistemic adverbs**

Domain	Facets	Adverbs	Differences
Epistemics	Certainty	certainly	In <i>certainly</i> , the degree of certainty is 100%, which means the speaker is completely certain. Whereas, <i>surely</i> means almost certain but not completely. (this implies that the degree of certainty is 90-99%).
		Surely	
	Likelihood	Probably	<i>Probably</i> expresses that the situation is very likely to be certain than not, the degree of its certainty is < 50%. In contrast, <i>possibly</i> expresses the least certainty but its certainty degree is not zero.
		Possibly	

**4.2 The domain of evidentiality**

The domain of *evidentiality* indicates the information source the speaker depend on to make a claim rather than the certainty degree of the proposition or whether the statement is true or false. It shows evidence to prove any comment by the speaker on the proposition. Haan (2009: 263) (as cited in Pic and Furmaniak, 2012:18) refers to this domain as the source of evidence the speaker has for his/her assessment. Moreover, as stated by Aikhenvalid (2004:3), *evidentiality* is a linguistic category that its primary meaning is the source of information. Therefore, it contains those adverbs which signal that the speaker’s claim is based on some evidence. This concludes, the domain of *evidentiality* is the evidence which the reliability of the evidential adverbs is based on. However, English speakers

face difficulties in the dictionary meaning of these adverbs since they have the meaning of easy to see or understood. Besides, in the definition of one of them the others are given as synonyms. For example, in the OED *obviously* is defined as: In a way that is easily perceived or understood.

According to the types of the evidence which the commenting of the truth of a proposition is based on, two facets can activate this domain which are *vision* and *audition*. The facet of *vision* is expressed by stance adverbs *obviously* and *apparently*. The *audition* facet is expressed by the stance adverbs *reputedly* and *allegedly*. These adverbs convey the speaker's level of confidence in the veracity of a proposition.

#### 4.2.1 The facet of vision

The *vision* facet is the state of obtaining information or evidence by sight. The *vision* facet produces a mental image for explaining the meaning of the stance adverb. Thus, it contains those adverbs which relate to sight that has an important role in assessing the reliability of the information. In language, this facet is represented by *obviously* and *apparently*. These adverbs refer to that whether there are or there are not levels of doubt in the reliability of a statement asserted by a speaker and have a semantic feature of high degree of probability with showing the role of evidence in the reliability of a given knowledge. *Obviously* means the fact that is stated can be easily noticed or understood. It shows that the speaker is totally sure and has the highest degree of confidence about the reliability of the proposition when it is used because the obviousness of something no one can deny or not see and it has to be obvious to everyone. Simon -Vandenberg and Aijmer (2007:320) indicate that the meaning of *obviously* is as everyone knows about the reliability of the stated proposition. *Obviously* implies that there is a direct evidence of something to convince its reliability. In contrast to *obviously*, *apparently* means that something appears to be true, but the speaker is not totally sure. It shows less confidence of the speaker than in *obviously* about the reliability of the statement because the situation appears to be like that, the speaker does not directly see the situation. Thus, it may not be as it appears in reality. Consider the examples below:

- 4 (a) Mark *obviously* stays for lunch, there is one plate more on the table.  
 (b) The window is *apparently* opened by force.

In (4a), *obviously* expresses the speaker is certain that Mark will stay for lunch since the scene there shows a plate more is on the table, about being Mark, the speaker had seen Mark before at his/her house and Mark is their only guest. The reliability of the speaker's knowledge depends on the visual evidence of the plate that the speaker directly sees so there is no doubt about Mark's presence. Thus, the evidence which the reality depends on is visual and inferred from the whole situation. In (4b), the opening of the window by force is not totally reliable and the speaker is not completely sure about the reliability of the fact he/she stated because the speaker says it appears to be opened by force. He has not seen anyone directly to open it, but as the situation looks it results to be forced to open.

#### 4.2.2 The facet of audition

The facet of *audition* is the state of getting information or evidence by the sense of hearing. The evidence is information which has been heard, but the hearer does not know definitely the information is true or not. There is a doubt in the reliability of the knowledge as the speaker is not sure and does not have complete confidence. This facet is realized by *reputedly* and *allegedly*. All these adverbs' evidence in this facet which their reliability depend on is verbal. This means with hearsay evidence; the knowledge source is language. Both *reputedly* and *allegedly* express the chance of happening something. *Reputedly* expresses something that many people say to be true but the speaker does not know if it is definitely true. Despite that, *allegedly* shows more doubt about the reliability of the statement because the speaker says something that people say it is true and has not been proved. *Reputedly* is different from *allegedly* in that the degree of the speaker's confidence is more in [jzsb.univsul.edu.iq](http://jzsb.univsul.edu.iq)

*reputedly* because it means according to the general belief or opinion that people have in general and what is stated may have been proved to be true but the speaker is not aware of it. While, in *allegedly* the statement has not been proved to be true because it means according to what has been alleged (declared without proof). Additionally, *allegedly* allows the speaker to distance himself or herself totally from the statement that is being attributed to someone else. The speaker emphatically disassociate himself or herself from the original statement. Consider the below examples:

- 5 (a) *Reputedly*, Titanic hotel is the best hotel in the city.
- (b) *Allegedly*, they were arrested for stealing bags.

In (5a), the speaker says that the hotel is the best based on what other people generally said, although he/she is not definitely sure if it is true or not. The speaker does not have not absolute confidence because he/she does not know if the hotel is the best one or not, the clam is based on the general opinion of the people that spoke about it and it is not reliable. In (5b) *allegedly* means that the speaker says that someone stated that they were arrested because of bag stealing but has not been proved yet to be true. The speaker is not sure if it is true or not and puts himself or herself apart from the statement ‘arresting them because of stealing bags’.

**Table (2) The domain and facets of evidentiality**

Domain	Facets	Adverbs	Differences
Evidentiality	Vision	Obviously	<i>Obviously</i> shows the highest degree of speaker’s confidence concerning the reliability of the statement as he/she directly sees the event, While, <i>apparently</i> means as it appears. It expresses doubt because the speaker is not sure and does not directly see the situation.
		apparently	
	Audition	reputedly	Reputedly expresses doubt about the reliability of the information because it is based on general belief that many people said it is true but the speaker does not know. While, <i>allegedly</i> expresses more doubt because the given information is not proved to be true.
		allegedly	

**4.3 The domain of attitude**

The domain of *attitude* means the reflection of opinions and feelings on the speech or texts. Thus, it shows authorial personal attitude or feeling about a statement. According to Hunston and Thompson (as cited in Ağçam, 2015:123), attitude designates the way in which writers give value in light of appreciation, judgement and affect. Simply, as the term attitude indicates, this domain gives some knowledge on speakers’ attitude about the content of the statement. Hyland (2005:180) defines attitude markers as indicators of “the writer’s affective, rather than epistemic, attitude to propositions, conveying surprise, agreement, importance, frustration, and so on, rather than commitment.”

Biber et al (2002: 212,384) state that attitudinal adverbs express a speaker's or writer's emotional attitude toward a proposition to convey an evaluation, or assessment of expectations. The attitude domain represents the two facets of *positive* and *negative* attitude.

**4.3.1 The facet of positive attitude**

The facet of *positive attitude* is the state of mind that envisions favorable results. If *positive attitude* is adopted, a positive reaction, feeling and thought is created in the mind of others. The

adverbs which represent this facet show accepted behavioral of the addressee. In language, this facet is expressed by the stance adverbs *politely* and *tactfully*. The stance adverb *politely* refers to the attitude of behaving in a way that is correct for the social situation and shows respect and care to consider other people's needs and feelings. In contrast, the adverb *tactfully* conveys the meaning of skill and sensitivity in dealing with people to avoid doing something which upsets or hurts them. Their positivity is expressed in their meaning as they both focus on respecting, protecting and considering other people but they are different in that *politely* is for a situation or environment which is socially correct by following social norms. Whereas, *tactfully* shows good skill in dealing with people in sensitive situations in order not to hurt them. Consider the following examples:

6 (a) *Politely*, I sent a bouquet to the patient.

(b) *Tactfully*, they welcomed their uninvited guests.

In (6a), *politely* shows the attitude of the speaker while he/she sent a bouquet of flower to a patient which is socially correct. According to the rules followed in hospitals, care is symbolized by flowers. In (6b) *tactfully* denotes the positive and good attitude of the family who welcomed some uninvited people and considered the feeling of those people in order not to hurt them and feel unwanted. The thoughtfulness and wisdom of the family is showed by using *tactfully* which indicates their good skill in dealing with their guests.

#### 4.3.2 The facet of negative attitude

The facet of *negative attitude* is the state of feeling negative from the speaker towards the addressee. *Negative attitude* is an attitude which shows impolite, unacceptable or undesirable viewpoint. This facet is realized by two stance adverbs *foolishly* and *rudely*. *Foolishly* denotes the meaning of behaving stupidly in a way that shows the lack of good sense, responsibilities and seriousness that results from lacking forethought and caution. While, *rudely* conveys the attitude of lacking respect to other people and their feelings by ignoring accepted social norms or etiquettes. It indicates annoying and offending others as the action towards them is impolite, rough and inappropriate. Consider the following sentences:

7 (a) *Foolishly*, I went to examination without pen.

(b) *Rudely*, the students interrupted the lecturer.

In (7a), *foolishly* describes the attitude of the speaker which is unwise to enter examination without pen. It shows how his behavior lacks responsibilities and thought indicating the speaker's silliness. Thus, it means that the speaker behaves stupidly without sense. In (7b), *rudely* shows how impolite and disrespectful the students are as they interrupted their teacher's speech and how careless they are about their teacher's feeling. It conveys the ill-manner of the students which annoyed their teacher since their act is inappropriate and socially incorrect and unacceptable behavior.

**Table (3) The domain and facets of attitude**

Domain	facets	Adverbs	Differences
Attitude	Positive	Politely	Politely shows respect to consider other people's feeling to follow moral and social rules for a society. Whereas, tactfully means showing tact in a specific situation to avoid upsetting someone.
		tactfully	
	Negative	Foolishly	Both foolishly and rudely explain negative attitude of the speaker but in foolishly is through the lack of forethought and responsibility while rudely lacks respect by ignoring social norms or etiquettes.
		Rudely	

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#### 4.4 The domain of style

The *style* domain expresses the situation or condition under which the statement is being said. It indicates the speaker's or writer's comment on the way in which the information is stated. The adverbs in this domain comment on the style in which a proposition is expressed as Biber et al. (1999: 857) defines, style stance adverbials comment on the manner of conveying the message and can be interpreted as I am being X when I say....., it is because of that the adverbs of this domain focus more on the speaker if it is compared to epistemic and attitude adverbs although they all express the speaker's stance.

In the same view, Hoyer (1997: 180) states that the adverbs of this domain convey the comments of the speaker on the style and the form of what is being stated and the condition in which the speaker acts as authority for the utterance. Additionally, Huddleston and Pullm (2002:773) classify these adverbs under the name of speech act-related adverbs that characterize the attitude of the speaker toward a content. The adverbs which represent this domain include *plainly*, *openly*, *vaguely* and *obscurely* which fall under two facets of *explicitness* and *inexplicitness*.

##### 4.4.1 The facet of explicitness

The facet of *explicitness* is the quality of stating something clearly or directly. The meaning is easy to understand and no attempt is done to hide anything. It is realized by the stance adverb of *plainly* and *openly* in language. *Plainly* means to express things clearly in a simple language or words so it can be understood easily without hiding the truth of the proposition or to be complicated. It implies frankness with indiscretion. In contrast, *openly* shows willingness to directly say the proposition without hiding the facts or feelings. It implies outspokenness and freedom from affectation or subtlety in expressing what is thought and meant. Consider the following examples:

8 (a) *Plainly*, he is a coward.

(b) They *openly* discussed her mental illness.

In (8a), *plainly* expresses that the speaker says frankly what he/she thinks about him. His cowardice is stated without thinking about the effect it may have, especially as it offends or embarrasses him. The speaker simply says how he thinks about him which aims to make him clearly understand. While, *openly* in (8b) shows the open way of their discussing about her mental illness without hiding the truth and their feeling as they exactly say what they think without considering or worrying about her feeling.

##### 4.4.2 The facet of inexplicitness

The facet of *inexplicitness* is the state of being unclear. It expresses inexplicitness in expressing ideas or stating a proposition. In language, this facet is realized by *vaguely* and *obscurely*. When *vaguely* is used in a statement, it shows confusing in the stated idea. It means what is stated is not expressed or explained explicitly because the information is given is not detailed. While, *obscurely* explains the statement is not clearly expressed to be understandable because it is not expressed in accurate terms which leads not having a precise meaning. Consider the following examples:

9 (a) *Vaguely*, she answered my questions.

(b) *Obscurely*, the report is written to the court.

In (9a), *vaguely* describes how vague her answers are which confuses the speaker's mind because the information she gave is not detailed to answer the speaker's question. It shows how imprecise and unclear she is in her language. In (9b), *obscurely* shows the comment of the speaker on the report which is not worded in a way that can be understandable and suitable to court. The given information is worded by indefinite words which do not clearly express the meaning to be understandable.

**Table (4) The domain and facets of style**

Domain	Facets	Adverbs	Examples
Style	explicitness	plainly	Both plainly and openly shows the willingness to say what is meant without trying to hide anything. however, plainly expresses how the speaker is indiscreet while openly shows how the speaker is outspoken without affectation.
		openly	
	Inexplicitness	vaguely	<i>Vaguely</i> expresses inexplicitness in meaning because the information given is not a lot or detailed. Whereas, in <i>obscurely</i> , the inexplicitness is in the words chosen to state the information.
		obscurely	

#### 4. Summary and conclusion

After investigating stance adverbs in English in the light of the domain theory of Cognitive Grammar, it can be stated that despite the nearness of some adverbs, they have different meanings and each one conveys a certain perspective of the speaker whilst it is used in a certain context. To fully grasp the intended meaning of the intention of the speaker, one has to have knowledge about these domains and be able to differentiate between them. The domains and the facets that stance adverbs are grouped in are summarized in the following points:

1. Stance adverbs which share the domain of *epistemics* are different in meaning as they express different degrees of certainty. Both *certainly* and *surely* show certainty but the degree of certainty in *certainly* is higher than in *surely*. Additionally, *probably* and *possibly* express doubt and likelihood of a statement but *probably* has the highest level of probability, and has medium degree of certainty, while *possibly* expresses the lowest degree of certainty.

2. The stance adverbs *obviously*, *apparently*, *reputedly* and *allegedly* represent the domain of *evidentiality*, but they differ in meaning because they show different levels of reliability concerning the stated proposition. Both *obviously* and *apparently* evoke the facet of *vision* but they differ in the degree of the speaker's confidence. *Obviously* shows the highest degree of speaker's confidence since there is no doubt in the statement. Whereas, *apparently* denotes doubt in its meaning as it means that something appears to be true and shows less confidence of the speaker than in *obviously* about the reliability of the statement because the speaker does not directly see the situation. *Reputedly* and *allegedly* represent the facet of *audition* and they both express doubt about the reliability of a proposition but they differ in that *reputedly* expresses doubt because someone stated the information which is already true but the speaker does not know if it is definitely true. While, *allegedly* expresses more doubts because the given information has not been proved to be true.

3. The stance adverbs *politely*, *tactfully*, *foolishly* and *rudely* are grouped in the domain of *attitude*, but they differ in meaning. *Politely* and *tactfully* represent the facet of *positive attitude*. *Politely* shows respect for a situation which is socially correct following social norms, but *tactfully* shows the skill of dealing with people to avoid upsetting them. Both *foolishly* and *rudely* highlight the facet of *negative attitude*. *Foolishly* denotes the meaning of behaving stupidly and the lack of thought while *rudely* denotes impoliteness in meaning.

4. Although the stance adverbs *plainly*, *openly*, *vaguely* and *obscurely* represent the domain of *style*, they are different in meaning. *Plainly* and *openly* indicate explicitness in expressing ideas without hiding the truth. *Plainly* expresses how the speaker is indiscreet while *openly* shows how the

speaker is outspoken without affectation. Whereas, *vaguely* and *obscurely* express inexplicitness in expressing ideas because within *vaguely* the given information does not seem extensive or detailed. While, within *obscurely*, the inexplicitness *can be seen* in the chosen words of stating the information.

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