

Focusing Adverbs in Medical Academic Discourse

التركيز على ظروف الحال في الخطاب الطبي الأكاديمي

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المخلص

خلال أي تفاهم، من الضروري التركيز على بعض أجزاء فحوى المعنى لتحقيق التفاهم الشامل. إحدى السبل لذلك هي استعمال ظروف التركيز. الموضوع الأساس لهذه الدراسة. ظروف التركيز هي تلك الظروف التي تركز على جزء معين من الجملة. حيث تهدف الدراسة إلى ١- تقديم أدبيات ظروف التركيز فيما يتعلق بالمعنى والخصائص النحوية والوظيفة اللغوية لتلك الظروف. ٢- تمييز معنى وخصائص الخطاب الأكاديمي الطبي. ٣- اكتشاف أصناف ظروف التركيز المستعملة في الخطاب الأكاديمي الطبي وأكثر الظروف توظيفاً. تصنف هذه الظروف إلى أربعة أنواع المضيفات، المحددات، المقتصرات (المقيدات) والمشدات. والوظيفة اللغوية الأساس لتلك الظروف هي أنها تصف حال ما بعدها (فيما لو كان نعت أو ظرف أو فعل). يتميز الخطاب الأكاديمي الطبي بأنه مسئول، وواضح، وموضوعي، ورسمي، ومعقد، وإقناعي. وتوظف ظروف التركيز فيه لإيضاح أهمية أجزاء معينة من الجملة. وهذا التوظيف هام جداً لأنه يعبر الأجزاء المهمة الحاملة لفحوى الكلام أهمية خاصة.

وكشفت الدراسة إن صنف ظروف التركيز الأكثر توظيفاً هي المشددات (مثل: بشكل كبير وإلى حد كبير، وبصورة رئيسية...) ومن ثم المحددات (مثل: تحديداً) والمضيفات (مثل: إما...أو) والمقتصرات (مثل: حصراً). وكانت أكثر الظروف توظيفاً (بصورة خاصة وخصوصاً وإما...أو).

Abstract

In any communication, it is essential to focus upon certain parts of the message to achieve complete understanding. One way is by employing 'focus-ing adverbs' –the main concern of this study. Focusing adverbs are those that focus on a particular part of the sentence. The study aims at (a) presenting the theoretical literature on meanings, syntactic properties, and functions of focus-ing adverbs (b) Identifying the meaning and characteristics of medical academic discourse (c) Finding out the employment of focusing adverbs in the medical academic discourse.

Focusing adverbs are four categories: Additives, particularizers, exclusives (or restriction adverbs) and intensifiers. Their main syntactic function is modifiers of what they precede (adjective, adverb or main verb).

Academic discourse has certain features: responsible, hedged, explicit, objective, formal, complex and persuasive. Focusing adverbs employed in this discourse show the importance of the parts of the sentences. This is essential as it draws the attention to the important things in the delivered message.

The study finds that the most employed category of focusing adverbs in medical academic discourse is the intensifiers (such as largely, considerably, and mainly) then, particularizers (e.g. particularly), additives (such as neither...nor and either...or) and exclusives (e.g. exclusively) respectively. While the most employed adverbs are particularly, especially, either... or and mainly respectively.

1.Introduction

In the course of communication ,it is necessary to focus upon certain units of the message to achieve complete understanding. Such an aim imposes the need for knowledge about the ways of achieving this goal.

1.1. The Problem

In any communication, leaving important parts of the message without highlighting causes great misunderstanding as well as keeping the receiver's attention away. In medical academic discourse, sending important information without focus creates negative effects. The study raises the following questions :(1)What is the meaning of 'focusing adverbs'? What are they?; (2)What are the syntactic properties of focusing adverbs? (3)What is medical academic discourse, what is the most employed category of focusing adverbs, and what are the most employed adverbs?

1.2 Aims

1. Presenting the theoretical literature concerning focusing adverbs, their meanings, their syntactic properties, as well as their functions.
2. Identifying the meaning and characteristics of medical academic discourse
3. Finding out the most employed category of focusing adverbs in medical academic discourse and the most employed of these adverbs.

1.3 Procedures

1. Investigating theoretical literature related to focusing adverbs regarding their meanings, focus, and their syntactic properties.
2. Introducing the specifications of meanings and the characteristics of medical academic discourse.
3. Selecting representative samples medical academic discourse as data for the study , analyzing them (following De Cesare 's (2010) procedure of analysis and Greenbaum's model for classifying Focusing Adverbs to know the most employed

category. Then , discussing the findings, presenting the results and drawing the conclusions.

1.4. Scope

The study handles focusing adverbs employed in medical academic discourse.

1.5. Value

Hopefully, the study will be valuable for readers, researchers, as well as authors of medical and linguistic academic discourse .

2. Adverbs

2.1. The Meaning Adverbs

For Hornby (1974: 14) an adverb is a word that answers questions with how, when, where and modifies verb, adjectives and other adverbs e.g. soon, here, well quickly, while Allsop (1983:248) argues that adverbs modify adjectives or other adverbs. According to Yule(1994:88) "adverbs are words used to provide more information about the actions and events (slowly, suddenly)". There are certain adverbs such as really, very which are also used with adjectives to modify the information about things : "really large objects"; "very stupid ideas"(ibid.).

2.2. Characteristics and Functions of Adverbs

Quirk et al (1985:125) postulate that the most common characteristic of adverb is morphological. The majority of adverbs have the derivation suffix-ly". There are two types of syntactic functions that characterize adverbs, but an adverb needs to have only one of these: adverbial and modifier of adjective and adverb. Azar (1989:103) states that adverbs modify verbs. They answer "How":

(1) How does he walk? -Quickly.

Adverbs are often formed by adding -ly to an adjective, e.g. quick ;quickly. Downing and Locke (2006:805) find three major functions of adverbs:

(a) adjunct in clause structures:

(2) I knew her pretty well.

(b) modifier in group structures:

(3)The idea is completely new.

(c)connectives between clauses:

(4)Alf had also visited his aunt.

3. Focusing Adverbs (FAs)

3.1.The Meaning of FAs

Semantically, FAs put the emphasis on one part of the clause in order to modify, qualify or add additional information.Swan (2009 : 24) states that F As point to "one part of clause", while Greenbaum (1996: 148) indicates that these adverbs focus "on a particular unit". Swan (2009: 24) gives the following examples :also, mainly, either, nor...etc:

(5) She neither said "thank you" nor looked to Antarctica(ibid).

An adverb that focuses on a particular part of the sentence is also called focusing adjunct. A few focusing adverbials are prepositional phrases (see 3.2.1). Typical focusing adverbs are "even, merely, and only":

(6) Even in old age, she was immensely active.

(7) Only you would say a thing like that(ibid.).

Focusing subjuncts can draw attention to a part of a sentence as wide as the predication or as narrow as a single constituent of an element (such as a premodifying adjective in a noun phrase as subject, or an auxiliary within a verb phrase). The item selected for being focused is generally <new> information. (Quirk et al. 1985: 604).

3.2. Focusing Adjuncts

3.2.1.Types of Focusing Adjuncts

In the classification of adverbs there is considerable variety . The categories of focusing adverbs and intensifying adverbs correspond to all or part of the more traditional degree category.Following Greenbaum (1996:291),focusing adjuncts focus on a particular unit in a sentence or clause. For him (ibid) the major semantic types are:

3.2.1.1.Additive Adverbs

These adverbs emphasize that what is said applies also to the focused part e.g. also, neither, as well, both, too, in addition, either, yet, and even(Greenbaum and Quirk, 1990:180 and Greenbaum, 1996: 291):

(8) Besides being an academic sociologist, Mike Grierson is also the warden of a small block of flats for people diagnosed as suffering from schizophrenia (Greenbaum: *ibid*).

(9) It's part of the complication of the countryside that it's both an ideal and a hard economic fact(*ibid*).

Shu (2012:10) uses the term "connective adverbs" for such category of F As. They are given the name "reinforcement" by Downing and Locke (2006: 605) who present the following example:

(10) The hotel had everything, even a fitness centre.

For them (*ibid*) even is a scalar adverb which bears an implication that what is modified by even is either high or low on a scale of expectedness, in the context. The example indicates that a fitness centre is higher than expected, as not all hotels have a fitness centre:

(11) He wouldn't stay even for one day.

The implied meaning is that one day is a shorter stay than what is expected. The two are interpreted as somehow surprising. Greenbaum's (1996: 291) examples add more explanation:

(12) Fred had also invited his mother in-law(i.e. in addition to others).

With most focusing subjuncts, the usual position is immediately before the part to be forced, there is the possibility of ambiguity (*ibid*.)

(13) She had {only/not/also} questioned her patients the previous week.

As it is usual to give the prosodic emphasis to the final phrase of a sentence, this would usually be spoken, read, and understood with the focus on the time adjunct. But of course in speech, the focus

could be clearly placed on any of the three part-operator constituents.

...QUESTIONED her patients (i.e. as opposed to examining them).

...questioned her PATIENTS ...(i.e. as opposed to other people).

....questioned her patients the PREVIOUS WEEK.(as opposed to the current week)(ibid).

In writing, attention should be paid to put a focusing subjunct in close proximity to the required part(particularly with only). Usually this is before the item (only her patients) but may be after it ('the previous week only')and this is obligatory with alone and too (her part too) but is disallowed with just and generally with even (the previous week even). In focusing wh-items, exactly and just are common(ibid.)

(14)I know exactly where to find him.

Focusing can involve correlative constructions (ibid:181)for example:

(15)I saw him neither that day nor the day after.

With these items at the beginning, there is subject-operator inversion.

(16)They had neither met the author,nor had they(even)read any of his novels.

Such correlation is achieved by a construction like a cleft sentence.

(17)It was not just that she ignored me; it was particularly that she was so pointedly nice to my wife.

Formally, not only and not merely occur initially with subject-operator inversion:

(18)Not merely have I lent you money; I have (also) helped you get jobs.

3.2.1.2.Particularizer Adverbs

These adverbs emphasize that what is said is restricted chiefly to the focused part e.g. chiefly ,particularly, at least, especially,

predominantly, in particular, largely, primarily, mainly, principally, ... etc.

(19) And those forty or so jobs you've applied for have they mainly been in response to vacancies that you've seen advertised ?

These adverbs may also convey intensification.

(20) Is there anything particularly distinctive about that fermentor(ibid.)

3.2.1.3.Exclusive Adverbs

These adverbs emphasize that what is said is restricted entirely to the focused part e.g.alone, precisely, exactly, purely, just, simply, merely:

(21) I merely wanted to know his name(I didn't want to know more).

(22)Only her sister visited her in the hospital.(i.e. No one else did so(ibid.)

Downing and Locke(2006:605)call such category as "restriction":

(23) He hardly ate anything, only a yoghurt(ibid.)

However, Greenbaum and Quirk (1990: 180)call them "restrictive".

3.2.1.4.Intensifiers

These adverbs denote a place on a scale of intensity, either upward or downward. Intensifier adverbs are particularly numerous e.g.almost, badly, barely, completely, considerably, deeply, enough, entirely, less /least, much/ more/ most, nearly, quite, rather, slightly, somewhat, strongly:

(24)The police have greatly improved their training and equipment, for handling public disorder(ibid.)

The investigation of the categories and subcategories of focusing adverbs points to the various ways of classifications. Greenbaum and Quirk (1990:291), for instance, classify focusing adjuncts, as they call them, into two categories(additive, restrictive) only. Greenbaum's (1996: 291) classification shows four types (additive, restrictive and particularizer, within the category of

intensifiers),while Downing and Locke(2006:605) refers to two categories only(Reinforcement and Restriction).

3.3.Syntactic Properties

As F As ‘point to’ one part of clause, they can go directly before the words they modify. Before presenting the position which such category of adverbs occupy, it is necessary to know their components :

3.3.1.Components

According to Shu(2011:196) the syntactic properties of F As include four components: the adverb, its focus, its host, and its scope:

- a. The focus of a focus-sensitive expression is the expression whose substitution by alternative expressions are relevant for the interpretation of the Focus Sensitive Expression.
- b. The host of a focus-sensitive expression is the syntactic constituent it merges with.
- c. The scope of a focus-sensitive expression is the syntactic domain within which it has the ability to affect other expressions' interpretation (ibid.)

To explain these facts some evidence for these components is given:

(25)a. _John only saw Mary_. (John didn't see other people.)

b. * _Only John saw Mary_.

(26) a. _The president will even meet Mary_.

b. _Even the president will meet Mary_.

(27) a. _We are requested to study only Syntax_.

b. We are requested to _study only Syntax_(ibid)

Focus determines the syntactic position of only in (25).Host determines the position of even in (26). Scope allows different interpretations in (27)(ibid).In addition, F As have properties of adverbial adjuncts(ibid):

- a. It can co-occur with various syntactic categories.
- b. It does not select and is not selected.
- c. Inflectional marking is mostly absent.

- d. It doesn't block agreement.
- e. It doesn't project nor change the bar-level of its sister constituent.

3.3.2.Position of FAs

Generally,FAs occur before words they modify. Thus , Swan (2009: 24)explains that focusing adverbs occur in mid-position as well as going directly before the words they modify. e.g. :

- (28)Only you could do a thing like that.
- (29)John only helped me to buy the house.(only John ,no one else).
- (30)Only John helped me to buy the house.(He only helped me ,he didn't actually buy it for me).

As well and too are exceptions, they occur in final position (Hughes, 2001:79):

- (31) She not only speaks English, she speaks French as well(ibid.)

For Hughes(ibid) F As occur:

- 1. Before the adjective or adverb they are modifying:

- (32) The water was extremely cold.

Greenbaum (1996:291) supports this idea giving some more details about these adverbs as premodifiers of adjectives:

- (34)The main problem confronting any study of the Picts is the complete lack of source material, or even archaeological evidence(Additive).

- (35) How do you get ill just right (exclusive).

- (36)Is there anything particularly distinctive about that fermentor(Partic-ularizer).

- 2. Before the main verb (Hughes,2001:79)e.g.:

- (37)She doesn't quite know what she'll do after university(ibid.).

Too (=more than is necessary or useful)goes before adjectives or adverbs:

- (38) This coffee is too hot. (adjective).

- (39) He works too hard. (adverb).

Too and as well normally go in end position.

3.3.3.Main Structures

- 1- Auxiliary verb + adverb

- (40)He's been everywhere – he's even been to Paris.

2-Am/are/was/were + adverb

(41)He's my doctor, but he's also my friend.

3-Adverb +other verb

(42)My bike just needs some oil – that's all.

4-Adverb directly before word(s) modified:

(43)Only she could do a thing like that.

4.2 Focusing adverbs as 'inflectional affixes writ large'

A careful considering of their properties shows that F As are not very different from inflectional affixes(Shu,2011:185-90).

1.-Syntax -semantics mismatch because an FA is attached in a low position but associated with a higher scope position:

(44)John saw only Mary. John saw probably only Mary(ibid.)

2-No effect on parts of speech thus, when an F A is attached to a phrase, the resultant constituent keeps the same syntactic category and lexical meaning as the original phrase e.g.:

(45)John saw only Mary vs. John saw with Mary.)

3-The attachment sites can be phrases: FAs are well-known to attach to

various phrasal constituents e.g.:

(46)Only [John's FATHER] knows Mary.

(47)They smoke [IN the classroom] even.

4.1. FA and Information Focus

Seeking to know when F As are focusing and when not, it is essential first to distinguish the focus of F A from the information focus .

4.1.1.Focus of the F A

The term focus of FA, or Focus of the Adverb refers to the "string of the expressions which is set off from the rest of the sentence by prosodic prominence and which is specifically affected semantically by the particle (Konig 1993: 979). Thus, the focus of F A is defined on the basis of "prosodic, syntactic and semantic properties alone."

4.1.2. Information Focus

Generally, there are different devices to make the distinction between the information that are given "unfocused" and the new or "focused" units (Akmajian et al., 2001:450). Contrary to the notion of focus of the adverb, the information focus, or information focus of the utterance, is a pragmatic concept (Halliday 1967 as cited in Brown and Yule, 1987:154). In the literature on the subject, it is associated with both functional (informational) and linguistic features. Regarding the functional point, information focus is the most informative piece of the utterance, and is related to 'newness'. Concerning a structural point of view, it is the piece of information which carries a strong stress (prosodic feature) and which occurs in final position (syntactic property) (ibid:160).

Information focus is one kind of emphasis whereby the speaker marks out a part (which may be the whole) of a message part as that which s/he wishes to be understood as informative. Information focus reflects the speaker's decision as to where the main burden of the message lies. What is focus 'new' information; not in the sense that it cannot have been previously mentioned although it is often the case that it has not been, but in the sense that the speaker presents it as not being recoverable from the preceding discourse (ibid.) .Different languages adopt various strategies to do so e.g. some languages with a strict word order, themes are found at the beginning of the sentences, so they are given.

5. Academic Writing Style

Academic discourse is a variety of language related to academic work. Such a variety has many special features:

5.1. Complex.

Following Al-Omari (2006:27-9), written discourse is more complex than spoken discourse. The expressions tend to be longer, there is density in lexicon, and more variety in vocabularies. Noun-based phrases are used more than verb-based phrases. It is agreed upon that written texts are shorter and their language includes

grammatical complexities, including more subordinate clauses and more passive voice(ibid).

5.2 Formal.

Most authors avoid colloquial words and expressions(ibid.)

5.3 Objective.

Writers in this genre avoid referring to themselves directly, consequently, readers do not hear the voice of the writer, and fewer words refer to the speaker. The reason is that the main emphasis is on the information to present, and the arguments or negotiations intended(ibid.) Hyland (2006:14) refers to this as "impersonal constructions" showing that students are should keep their academic prose impersonal, avoid employing 'I' and expressions of feeling .Passives replace first-person pronouns (e.g. 'the solution was heated')(ibid.)

5.4. Explicit

Al-Omari (2006:28)states that the writer bears the liability to clarify connectedness of the text (how various parts are related).The employment of different words and expressions can make things explicit.

5.5. Hedged.

It is essential for the writer to make decisions about his/her stance, opinions, or ideas on a particular subject, or the strength of the claims he/she is making. One of these strategies is called 'hedging'(ibid.)

5.6. Responsible.

It is the responsibility of the writers, in academic writing, to demonstrate an understanding of the source text. Hence, it is the writer's liability, and he/she must be able to provide evidence, proof and justification for any claims he/she makes(ibid.)

5.7.Persuasive

The nature of academic discourse is essentially persuasive as cited in Silver,2003:360).Whether Halliday1985 and Bakhtin,1973(academic writes an article expressly for other academics working in the same discipline or for a different

specialized public, the affirmations made are not simply ‘matter of fact’ rather knowledge claims are presented in the form of arguments which have to be convincing to gain attention and support. Whether implicitly and/or explicitly, the writer always works within a dialogical framework negotiating her/his claims to accommodate what s/he postulates as the potential or hypothetical readership. Writing within a given discipline requires familiarity with the conventional discursive practices of the disciplinary community (ibid) .

6. Medical Discourse

Communication is the heart pulse of medical practice(Mecleode, 2010:3). Better communication strategies facilitate the exact history-taking (ibid:4).Professional doctors may fail in their task if they do not know how to communicate effectively with their patients. Poor communication strategies have many aftermaths such as "poor health outcomes , strained working relations, wide spread dissatisfaction among patients, anger, and litigation"(ibid:3).Doctor-patient interaction demands respect. Medical professionalism requires good deal of knowledge about establishing mutual understanding between people engaged. Information delivered to students of medicine must be of a high degree of precision Thus, heavy emphasis must be put on the important parts of the message. Employing focusing adverbs is one way to achieve this function whether in patient –doctor or in teacher –medicine students communication.

7.Data Analysis

7.1. Findings

As data for the investigation of focusing adverbs, representative samples are chosen from medical academic discourse mainly Macleod's Clinical Examination (2009)(see Book1 in table1)and A Short Textbook of Medicine(1972)(see Book 2 in table1).The different categories of focusing adverbs are analyzed according to Greenbaum's model. Choosing data randomly, every fourth page from each book is analyzed . See Table (1) below:

Type of F A	Adverb	book 1	book 2	total No.
Additives	Neither nor	1	2	3
	Either or	1	9	10
	Not only but	1	1	2
Particularizes	particularly	12	41	53
	primarily	1	3	4
	especially	11	4	15
Exclusives	Exclusively	2	5	7
	exceptionally	0	6	6
Intensifiers	largely	1	5	6
	highly	1	0	1
	greatly	1	1	2
	considerably	0	3	3
	wholly	3	1	4
	completely	4	5	9
	mainly	1	9	10

Table (1)Types and numbers of F As employed in Books(1) and (2).

7.2 Discussion and Results

According to table(1), mainly three adverbs of the additives(neither ...nor, either ...or and not only ...but) appear. Neither...nor appears thrice(once in book 1 and twice in book 2, while Either ...or is presented ten times(once in book1 and nine times in book 2).Not only... but also appears once in each. As for particularizers,the adverbs particularly, primarily, and specially are employed.The most employed adverb is particularly which appears twelve times and forty-one times in book 1 and book 2 respectively, while especially appears eleven times in book 1 and four times in book 2 ,and there is a single appearance for primarily in book 1 and it is employed three times in book 2.Regarding Exclusive FAs, the adverb "exclusively" appears twice in book 1 with five

appearances in book 2, whereas exceptionally appears six times in book

2 with no appearance in book 1. Concerning the intensifiers, seven various adverbs are employed. They are largely, highly, greatly, considerably, wholly, mainly, completely. Largely appears once in book 1 and five times in book 2. Highly is presented once in book 1 with no employment in 2. There is a single appearance for greatly in both books whereas considerably does not appear in book 1 with three occurrences in the second. Wholly is found four times (three in book 1 and once in book 2). Completely appears nine times (four in book 1 and five in book 2). Finally, mainly is employed ten times (once in book 1 and nine times in book 2).

It is obvious that the most employed categories are the intensifiers, then particularizer, additive and exclusives respectively. While the most employed adverbs are particularly, especially, either or and mainly successively.

7.3.Examples

7.3.1-Additives

Text

"It is obvious that jaundice may result either because too much bilirubin is liberated into the blood from excessive breakdown of red corpuscles or because too little bilirubin is removed from the blood in its passage through liver."

(Houston et al, 1972: 81).

Discussion

In an attempt to present the two causes of jaundice, the writer shows them by employing the adverb either ...or. Since it is one of the additive adverbs, such an adverb makes the reader ready to hear two things one after another. The position of this adverb (which is composed of two parts) before the reasons makes them obvious for the reader.

7.3.ـ٢Particularizers

Text

"....the indications for surgery may be stated asSever bleeding , particularly if this has recurred and the patient is above the middle age ." (Houston et al ,1972: 72).

Discussion

The author talks about the reasons for peptic ulcer surgery showing that one of them is sever bleeding. The adverb particularly draws the students' attention to focus on the conditions that when this bleeding occurs more than once and the patient is above the middle age .

Text

"These substances liberate serotonin in the brain and have been used especially in treatment of schizophrenia."(Houston et al ,1972: 53).

Discussion

The author explains the effects of certain drugs saying that they treat schizophrenia .The emphasis of their effect in such treatment is ascertained by using the adverb especially . The position of the adverb before "in treatment" helps draw the readers' attention to this fact .

7.3.3-Exclusive

Text

"Fetishism is almost exclusively a male perversion , probably because projections and symbolic associations to sexual excitement normally contribute much more o male..."(Houston et al ,1972: 20).

Discussion

The authors of the book try to make students aware of the fact that fetishism is a purely male –related perversion .The adverb exclusively focuses on this idea by being positioned before "a male perversion".

7.3.4-Intensifier

Text

"..when examining a patient with a murmur ,heart failure or an abdominal aortic aneurysm , physical signs may be completely absent in serious disease."(Macleod's Clinical Examination (2009:113).

Discussion

Macleod points out an important thing for a doctor to remember which is there may be no physical signs regarding examining his patient .The focus of the adverb completely makes the student sure of this fact.

Text

"Speech is largely assessed by observing: cooperation ,rapport, eye contact..." .(Macleod's Clinical Examination (2009:26).

Discussion

For a doctor to check the patient's speech he /she can build his assess-ment on cooperation ,rapport,...etc. These are the signs that help a doctor judge since his evaluation must depend to great extent on them. Emplo-ying the adverb largely, Macleod illustrates his idea focusing on what follows the adverb .

8.Conclusion

Focusing adverbs are those adverbs that focus on a particular part of the sentence (i.e., they put the emphasis on one part of the clause in order to modify, qualify or add additional information).Generally,a focus adv-erb indicates that what is communicated is limited to the part that is focused.Broadly, these adverbs fall into four categories Additive (e.g., also, even, they are also called reinforcement adverbs)particularizer (e.g. particularly), exclusive (e.g. only), and intensifiers(e.g. hardly).The main syntactic function of these adverbs is that they modify what follows them (an adjective, adverb or main verb).

The academic discourse has certain features: responsible, hedged, explicit, objective, formal, complex and persuasive .Medical academic discourse employs focusing adverbs to show the importance of certain parts of the sentences .

The study finds that the most employed category of focusing adverbs in medical academic discourse is the intensifiers (adverbs that denote a scale of intensity such as largely ,considerably and mainly) .The other category is the particularizer(e.g. particularly,which is the most employed adverb, primarily, especially, and exclusively). The third category is the additives(Not only...but,Either...or,Neither...nor).The most employed adverbs are particularly, especially, either... or and mainly successively.

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