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USE OF INFINITIVES IN PROJECT REPORTS
NENOTEIKSMES LIETOJUMS PROJEKTU PĀRSKATOS

BACHELOR THESIS

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RĪGA 2017

ANOTĀCIJA

Bakalaura darba mērķis ir izanalizēt nenoteiksmes lietojumu ES fondu finansētos projektu pārskatos. Šis darbs ir aktuāls angļu valodas lietotājiem, strādājošiem Eiropas Komisijā, kas ir iesaistīti projektu pārskatu sagatavošanā un rediģēšanā. Literatūras pārskats ietver nenoteiksmes teoriju un praktisko izmantošanu, kā arī diskursa, diskursa analīzes uninstitucionālās valodas jēdzienus. Pētījuma pieeja ietver gan kvalitatīva, gan kvantitatīva pētījuma elementus.

Kvalitatīvā tiek veikta izmantojot aprakstošo diskursa analīzes metodi. Tā kā katrs projekts parāda konkrētus mērķus, kas rezultātā ir jāsasniedz, mērķa apstākļi ir visbiežāk sastopamā nenoteiksmes funkcija projektu pārskatos. Nenoteiksmes lietojums ar salikta verbālo izteicēja funkciju parādās pēc modālajiem darbības vārdiem un nozīmē, ka konkrēta darbība ir iespējama, pareiza vai obligāta konkrēta projekta idejas realizācijai.

Key words: nenoteiksme, diskursa analīze, projektu pārskati, kvalitatīvā analīze

ABSTRACT

The aim of the present thesis is to analyse the use of infinitives in the EU-funded project reports. This research is topical to native and non-native speakers of English who work in the European Commission, draw up and edit project reports. The review of theoretical sources explored the theory and use of infinitive, as well as the notions of discourse, discourse analysis and institutional language. The research approach encompasses the elements of both qualitative and quantitative research. In order to conduct the qualitative analysis descriptive discourse analysis is employed. As every project sets particular goals which, as a result, have to be achieved, adverbial modifier of purpose is most frequently occurring function in project reports. The infinitives with the function of a compound verbal predicate take place after modals and show that a certain action is possible, correct or obligatory in the realization of the idea of a particular project.

Key words: infinitive, discourse analysis, project reports, qualitative analysis

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LIST OF ABBREVIATIONS

EU – European Union

EC – European Commission

UK – United Kingdom

INTRODUCTION

The European Union (EU) is a political and economic union that consists of 28 member states. Among the big number of languages and dialects used in the EU, there are 24 official and working languages.

Being responsible for managing and supervising the day-to-day businesses of the EU, the European Commission (EC) produces a big amount of legal documents. Some of the documents issued by executives of the EU are strictly private and confidential; nevertheless, some of them are available to both residents and citizens of the European Union. The European Commission offers the information on the EU-funded research projects to public access. The EU-funded projects are of significance, as the knowledge gained as a result, can contribute to economic growth, employment rate, and the competitiveness of Europe.

Every language of European Union's Member States is considered to be of equal worth; nevertheless, the English language remains to be the one that is most frequently used. All documentations of the EU are written, published or translated into English. David Crystal states that English has 'the present-day world status' (2003:59). He also claims that this status is 'the result of two factors: the expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century (ibid.). The importance of English in the legal discourse poses many challenges English to non-native speakers, who are the employees in the EU institutions and have to use English in their work as, for instance, translators and interpreters. These challenges are mainly related to writing or translating documentations into English. The difficulties they may come across with concern mostly grammar and vocabulary of the English language. One of the documents that contain rules of proper document compiling is the Style Guide - a handbook for authors and translators in the European Commission (Online 1). The Guide provides information on the issues of lexis, style, punctuation, sentence structure, terminology, parts of speech, etc. Nevertheless, it contains little information on grammar rules, including infinitives and their use. The only chapter devoted to infinitive deals with the split infinitive. Another document is The Joint Practical Guide (Online 2), which provides the information on general principles, different parts of the acts, internal and external references, and amending acts, provisions, and annexes. The Guide is aimed at making drafting of legal acts clear, simple and precise. As regards the use of infinitives, the rules and principles on this topic are not mentioned in the Guide. The present

research aims to bridge this gap and investigate the tendencies of the use of infinitives in the EU-funded project reports. The topic is of importance to native and non-native speakers of English, who work in European Commission, draw up and edit project reports documents. The novelty of the research lies in the database (corpus), which is chosen for the descriptive analysis of the use of infinitives.

The **aim** of the present Bachelor thesis is to investigate and analyse the use of infinitives in EU-funded project reports.

The **research questions** of the thesis are as follows:

- 1) Which is the prevailing form of the infinitives used in the EU-funded project reports?
- 2) Which is the most frequent syntactic function of the infinitives used in the EU-funded project reports?
- 3) How does the use of the infinitive differ in the documents created by native (British) and non-native (German) speakers of English?

In order to reach the goal of the present research, the following **enabling objectives** have been set:

- 1) to examine the theoretical sources relevant to the topic of discourse and discourse analysis, as well as forms and functions of infinitives, and define the framework for the analysis of the text database;
- 2) to select the research database of the EU-funded project reports;
- 3) to process the generated data and draw conclusions.

The **database** of the present thesis comprises fifty EU-funded project reports. The project reports from two countries are chosen: Germany and the United Kingdom.

As regards the **research methodology**, mixed research perspective is applied, encompassing the elements of both qualitative and quantitative research. As to the generation of quantitative data, the frequency analysis is employed. As Punch states, ‘Quantitative research is empirical research where the data are in the form of numbers’ (2005:3). In order to conduct the qualitative analysis descriptive discourse analysis method is applied. In order to conduct the reliable discourse analysis, the works by Bhatia (2004), Barker and Galasinski (2001), Jørgensen and Philips (2002), Trappes-Lomax (2004) and many others have been discussed. According to

Blaxter, Hughes and Tight, qualitative analysis 'is concerned with collecting and analysing information in as many forms, chiefly non-numeric, as possible' (2006:64).

The present paper consists of three chapters. The **first chapter** is devoted to the discussion of infinitives theory, encompassing the forms and functions of infinitives. The **second chapter** concerns the concept of discourse analysis. Discourse analysis is viewed both as a theory and as a method. The **third chapter** addresses the empirical analysis of the use of the infinitives in the EU-funded project reports.

1. INFINITIVE

The present chapter is devoted to the theory of infinitive and the use of infinitives in the English language. The chapter touches upon the characteristics of infinitive, as well as its forms and functions.

An infinitive is a form of the verb, which has nominal and verbal characteristics. As it is claimed in Purdue Online Writing Lab, ‘An infinitive is a verbal consisting of the word *to* plus a verb (in its simplest "stem" form) and functioning as a noun, adjective, or adverb’ (Online 3). As proposed by Lester, ‘Infinitives consist of *to*+ the base or dictionary form of the verb’ (2009:86). Allen states that ‘The Infinitive is a verb form used to refer to action just as action, without reference to any tense, mood, aspect, or voice’ (2010:163). As to the term ‘verbal’, it points out that infinitive is based on a verb. It, therefore, denotes action or a state of being. Nevertheless, there is also so called bare infinitive, which is the infinitive without the particle ‘to’. Bare infinitive is used in particular cases, which will be discussed later in the present chapter. The infinitive can stand single. For instance, ‘*to smoke is prohibited*’, ‘*to get there is quite difficult*’, etc. (ibid.). According to Hewings, ‘Be to + infinitive is used to talk about formal or official arrangements, formal instructions, and to give orders. It is particularly common in news reports to talk about future events’ (1999:30).

In a sentence, the infinitive is used in the function of a subject, an object, a verb complement (predicate), an attribute, an adverbial modifier of purpose, an adverbial modifier of result, an adverbial modifier of comparison, an adverbial modifier of attendant circumstances and parenthesis.

The following subchapter is intended to discuss the use of Bare Infinitive.

1.1. The Use of Bare Infinitive

As Eastwood states, ‘An infinitive can be a bare infinitive (e.g. play) or a to-infinitive (e.g. to play)’ (1994:144). Duffley underlines that ‘these two forms of the infinitive have always either been studied along with various other forms of complementation, or treated separately’ (1992:1). The Infinitives that are used without the marker ‘to’ are known as either zero or bare infinitives. Chomsky is of opinion that ‘*to* is a morpheme that ‘can hardly be said to have a meaning in any

independent sense' (1957:100). Bare Infinitive is used in certain cases. According to Duffley, they are as follows:

- After auxiliary verbs. Duffley states that 'The Bare infinitive can be, and often is, negated, as, for example, in its use after the modal auxiliaries' (1992:15). He provides the following example: 'I simply cannot not come to his defense' (ibid.).
- After the modal verbs. According to Eastwood, 'A modal verb is always the first word in the verb phrase. [...] After a modal verb we put a bare infinitive' (1994:114). (*'I can swim only when it's warm.'*, *'I should talk with my parents first.'*, *'I might come earlier today.'*, etc.)
- After semi-modal expressions: 'I would rather', 'would sooner', 'had better', etc. (*I would rather go swimming.*). As Eastwood states, 'Would rather is followed by a bare infinitive (walk) or a clause' (1994:126).
- After 'let's'. (*Let's go fishing today.*)
- After 'make' in the meaning of 'force'. (*He made me rob the bank with him.*)
- After the verbs of sense perception (see, feel, notice, hear, etc.) + object. (*I see this guy order a black coffee.*, etc.)
- If there is a series of Infinitives after the verb. (*I wanted to come and talk to you.*, *I wanted to eat and drink.*, etc.)
- In 'why' and 'why not' questions. (*Why not go and see the band this evening?*, etc.)
- After the verb 'to help' both to- and bare infinitive are possible. (*Please help me (to) pull myself together before exams.*, *Help me (to) do it.*, etc.)
- After the phrases 'cannot, but', 'nothing, but', 'cannot choose, but'. (*I want nothing, but finish writing the essay.*)
- After the verb 'know' in cases, when it is used as a sense perception verb, meaning 'to see'. (*I have never known him behave like that.*)
(1992:15-18)

All in all, Bare Infinitive is one of the forms of Infinitive, in the formation of which the particle 'to' is not attached to the verb.

The following subchapter is intended to address the forms of infinitive.

1.2. Forms of Infinitive

‘In English, when we talk about the infinitive we are usually referring to the present infinitive, which is the most common’ (Online 5). Nevertheless, there are other forms of infinitive. According to Berestova, Drozdova and Mailova, ‘All in all, there are six forms’ (2014:302). They divide forms of infinitive in active and passive (ibid.).

According to Thomson and Martinet, the forms of infinitives are as follows: ‘Present Infinitive (to work, to do), Present continuous infinitive (to be working, to be doing), Perfect infinitive (to have worked, to have done), Perfect continuous infinitive (to have been working, to have been doing), Present infinitive passive (to be done), Perfect infinitive passive (to have been done) (1986:155). As to active forms of infinitive, they are as follows: Simple, Continuous, Perfect and Perfect Continuous. ‘The Active Infinitive denotes that the subject is the doer of the action’ (Online 6) (e.g. *The lady came to teach us French* (ibid.)). The Passive Infinitive is formed the following way: to be + past participle. ‘The Passive Infinitive denotes that the subject is acted upon’ (ibid.) (e.g. *The lady came to be taught French* (ibid.)). In this case, an object always takes the first place in a sentence. Passive Perfect form refers to a prior action in progress.

The following table vividly illustrates the forms of Infinitive:

Active	Passive
Simple (to do)	Simple (to be done)
Continuous (to be doing)	—
Perfect (to have done)	Perfect (to have been done)
Perfect Continuous (to have been doing)	—

Table 1.1. Forms of Infinitive

According to Berestova, Drozdova and Mailova, ‘The Simple Infinitive expresses an action simultaneous with the action expressed by the finite verb’ (2014:302). Moreover, it ‘refers to the same time as that of preceding verb’ (Online 7). As Eastwood claims, ‘A simple infinitive is the base form of a verb, with or without to’ (1994:116). He provides the following examples: ‘Bare infinitive: *I'd rather sit at the back.*

To-infinitive: *I'd prefer to sit at the back*’ (ibid.)

He continues the thought saying that ‘There is no difference in meaning here between sit and to sit. Which we use depends on the grammatical pattern’ (ibid.). The other examples of the Simple Infinitive are as follows:

*I am happy **to see** him.*

She must be very worried.

*I will **organise** an event.*

My mother’s friend is said to be very impatient. (ibid.)

As Berestova, Drozdova and Mailova state, ‘The Continuous Infinitive shows an action in progress’ (2014:302). They underline its similarities with The Simple Infinitive, underlining that it also ‘expresses an action simultaneous with the action expressed by the finite verb’ (ibid.) The Continuous Infinitive refers to an action in progress simultaneous with that expressed by the finite verb (Online 6). What is more, it ‘refers to the same time as that of the preceding verb’ (Online 7). There are some cases of the Continuous Infinitive proposed by Berestova, Drozdova and Mailova:

*He pretended **to be sleeping**.*

*They seemed **to be waiting** for us.*

*She is glad **to be celebrating** birthday here.*

*You must be **joking**. (ibid.)*

The Perfect Infinitive ‘refers to a time before that of the preceding verb’ (Online 7). As Berestova, Drozdova and Mailova mention, ‘The Perfect Infinitive denotes an action prior to that of the finite verb’ (2014:78). According to Side and Wellman, ‘We use Perfect infinitives:

- after link verbs like seem and appear to refer to a previous time period (an ordinary to-infinitive will usually refer to the present or future):

*There seems **to have been** some sort of mistake. (1999:20)*

- after phrases expressing emotions and feelings:

*I’m sorry **to have kept** you waiting’ (ibid.)*

The examples of the Perfect Infinitive are the following:

*I apologise **to have interrupted** you.*

*I am glad **to have met** you.*

*He must **have forgotten** about the meeting.’ (ibid.)*

The Perfect Continuous Infinitive ‘denotes an action which lasted a certain time before the action of the finite verb’ (Online 6). It ‘refers to a time before that of the preceding verb and expresses an action in progress or happening over a period of time’ (Online 7). There are some cases of the Perfect Continuous Infinitive:

*I am happy **to have been living** in Berlin for the last two weeks.*

He must have been struggling with depression for ages.

Soon, she will have been washing the dishes for five hours.

The children were thought to have been laughing for hours. (ibid.)

Simple Passive form of Infinitive is commonly used after auxiliaries. (*‘It has to be done’* (ibid.). According to Nordquist, ‘In English grammar, the *passive infinitive* is an infinitive construction in which the agent (or performer of the action) either appears in a prepositional phrase following the verb or is not identified at all’ (Online 9).

Vishwanathan and Chandrika provide the following example of Perfect Passive form of Infinitive: ‘*He is believed to have been beaten to death*’ (2011:115).

To conclude, there are six forms of Infinitive, which can be divided in two categories: active and passive. Active Infinitives are started by a doer; Passive Infinitives, in turn, are started with an object.

The following chapter deals with the functions of Infinitive.

1.3.Functions of Infinitive

As it has already been discussed before in the chapter, an Infinitive is the particle ‘to’ combined with the simple form of a verb. Nevertheless, an Infinitive is only sometimes used as a verb; in a sentence it is used as a noun, adjective, adverb, etc. When an Infinitive is used as a noun in a sentence, it can function as a subject, subject complement or direct object. According to Turlova and Pavlova, ‘The infinitive can be used in different syntactic functions’ (2012:57). They also add that ‘A single infinitive occurs but seldom: in most cases we find an infinitive phrase, i.e. an infinitive with one or several accompanying words’ (ibid.)

Here follow basic functions of the Infinitive:

- It can be used as a **subject**. According to Thomson and Martinet, An infinitive or an infinitive phrase can be the subject of the verbs appear, be, seem’ (1986:155). They add that ‘The infinitive can be placed first’ (ibid.). O’Dwyer states that ‘Subjects are easy to

identify because they generally occur at the beginning of sentences before the predicate' (2006:150). 'When the Infinitive is used as the Subject, it is usually placed after the predicate and the sentence is introduced by the introductory it' (Online 10). Nevertheless, the introductory 'it' is not always present in sentences, where the Infinitive functions as a subject. The usage of the Infinitive as the subject is more common in formal written English, rather than spoken. Thomson and Martinet provide the following examples: 'To study is not always an easy job.', '*It is very hard to work with medicaments.*', 'To compromise appears advisable.', 'To lean out of the window is dangerous.' (ibid.)

- Van Pelt mentions that 'infinitive can be used as an **object**' (2010:87). He provides the following example: '*I love to study*' (ibid.) and explains that 'In this example, the infinitive 'to study' is the object of the verb 'love' (ibid.). 'Raimes provides the following example for infinitive as an object: '*He wants to become chief executive officer*' (1998:19).
- Raimes mentions that infinitive can be used as a **verb complement**. He provides the following example: '*His aim is not to make one mistake*' (1998:19).
- Raimes also states that it can be used as a **part of a compound verbal predicate**:
 - after modals ('*I can drive a car.*')
 - after verbs expressing modality ('*I was to leave at 5.*')
 - after verbs denoting the beginning and the duration ('*She started to smile*') (ibid.)
- It can be used as an **attribute**. As Berestova and Drozdova claim, 'An infinitive used as an attribute often has a modal meaning or implies a future action (2008:30). The examples they provide are as follows: 'I've got a wife and a child to look after', '*The driver was the last to leave the bus.*', '*I did not have time to read your homework essays yesterday.*', '*This is the dish to put bananas in.*' (ibid.).

Vildanova claims that 'If infinitive is an adverbial modifier, it is essential to see its type – an adverbial modifier of purpose, of result, of attended circumstances, etc.' (2015:72).

- As Thomson and Martinet state, 'Purpose is normally expressed by infinitive' (1986:240) Berestova, Drozdova and Mailova state that 'The infinitive can be used as an **adverbial modifier of purpose**' (2014:296). They add that 'In this function the Infinitive can be introduced by in order or so as (formal)' (ibid.) They provide the following examples: 'I

invited him in order to tell him the news', 'I'll write down your telephone number so as not to forget it' (ibid.).

- Berestova and Drozdova mention that 'the infinitive can be used as an **adverbial modifier of result**' (2008:29). They add that 'It is usually used together with the word *too, enough*, etc. (ibid.) They provide the following example: '*He didn't run fast enough to save me*' (ibid.)
- According to Berestova and Drozdova, 'the infinitive can be used as an **adverbial modifier of comparison (manner)**' (2008:30). They add that 'In such cases, an Infinitive is usually introduced by *as if* or *as though*' (ibid.) The examples proposed by Berestova and Drozdova are as follows: '*He stood in the door and lifted his hand as if to close the door behind him and never come back*' (ibid.).
- Clayton Croy mentions that infinitive can be used as an **adverbial modifier of attendant circumstances**. He underlines that infinitive in this function 'does not identify the time, manner, means, cause, purpose, condition, and so forth of the main verb' (2011:54) He adds that 'it is simply an accompanying action' (ibid.).
- Berestova and Drozdova state that 'infinitive can be used as **parenthesis**, which is an introductory phrase' (2008:30). They provide the following examples: '*to cut a long story short*', *to put it mildly*, '*to tell the truth*', etc. (ibid.).

To sum up, the first chapter provides the basic information about the Infinitive. First, the definition of the Infinitive is provided. Later in the chapter, the use of Bare Infinitive, forms and functions of Infinitive are touched upon.

The following chapter addresses the concept of discourse and discourse analysis.

2. DISCOURSE ANALYSIS

In order to carry out the proper analysis of the selected database, theoretical sources have to be investigated. The present chapter deals with the concepts of discourse and discourse analysis. In the chapter the notion of discourse as proposed by Bhatia (2004), Barker and Galasinski (2001), Jørgensen and Philips (2002), Trappes-Lomax (2004), and others is investigated.

2.1. The Concept of Discourse

The following subchapter discusses the concept of discourse and discourse analysis as proposed by such authors as Bhatia (2004), Barker and Galasinski (2001), Jørgensen and Philips (2002), Trappes-Lomax (2004), and others.

Fairclough states that ‘discourse is used for different types of language used in different sorts of social situation’ (1992:3). Jørgensen and Phillips, in turn, underline the fact that the concept of discourse ‘has become vague, either meaning almost nothing, or being used with more precise, but rather different, meanings in different contexts (2002:1). Furthermore, they claim that ‘in many cases, underlying the word ‘discourse’ is the general idea that language is structured according to different patterns that people’s utterances follow when they take part in different domains of social life, familiar examples being ‘medical discourse’ and ‘political discourse’ (ibid.). All in all, Jørgensen and Philips emphasise the fact that the word ‘discourse’ is used very frequently nowadays, and, thus, has lost its accurate meaning. Moreover, they talk about the social aspect, which has a big role in a particular pattern of language structure.

Barker and Galasinski claim that discourse deals with both language and practice (2001:2). Van Dijk and Kintsch state that ‘Because intentions are involved in discourse, we deal not only with linguistic objects, but also with the results of some form of social action’ (1983:7). They add that ‘the form and the interpretation of the story would be a function of this intended speech act function of the utterance act’ (ibid.) Van Dijk and Kintsch underline that discourse has much to do with a social action, not only language (ibid.).

Bhatia has a similar view as Jørgensen and Philips. He claims that ‘The real world of discourse, [...] , is complex, dynamic, versatile and unpredictable, and often appears to be confusing and chaotic’ (2004:11). Bhatia later explains that ‘These aspects of the real world have been underplayed in the existing literature on genre theory and practice. As a consequence, we

often find a wide gap between genre analyses of texts in published literature, emphasizing the integrity and purity of individual genres, and the variety of rather complex and dynamic instances of hybridized genres that one tends to find in the real world' (ibid.). Trappes-Lomax considers that 'in the changed political, social and technological environment in which we now live – the postmodern world of service industry, advertising, and communications media – discourse "ceases to be 'merely' a function of work' (2004:134). His idea is that in the rapidly developing world discourse is not looked at as something immense, but is rather considered to be a practice, which systematically builds up the discussed subject.

Similarly to Jorgensen and Philips (2002), who have an idea that the notion of discourse has become quite vague, Cameron and Panovic state that 'it has become common currency in the variety of disciplines: critical theory, sociology, linguistics, philosophy, social psychology and many other fields' (2014:7). They add that 'this can be a source of confusion, because although they are all using the same word, people in different academic disciplines or theoretical traditions do not all define it in exactly the same way (ibid.) All in all, Cameron and Panovic admit that the concept of discourse is quite ambiguous and finish the thought by saying that 'anyone who wants to understand the field or contribute to its discussions must be aware of the various ways in which its terms may be defined and used' (ibid.:7-8).

Butler uses the term 'discourse' in three ways. They are as follows: 'Firstly, as an uncountable noun, it refers to the ongoing negotiation of meanings in an interaction – including the interaction between writer and intended reader which we can take to underlie the process of writing. Secondly, again, as an uncountable, it refers to the area of a linguistic theory, in which the discourse process and/or its imperfect reflection in text is handled. Thirdly, as a count noun, it can be used to refer to a particular bounded speech event' (2003:305). Overall, one of the terms refers to interaction, another to the linguistic theory, and the last to a particular speech event.

Gee distinguishes between 'Discourse' with 'a big D' and 'discourse' with a 'little d'. He states that this distinction is meant to do the following: 'we, as "applied linguists", or "sociolinguists", are interested in how language is used "on site" to enact activities and identities. Such language-in-use, I will call "discourse" with a "little d." But activities and identities are rarely ever enacted through language alone' (1999:7). In order to expand the thought, Gee mentions that 'When "little d" discourse (language-in-use) is melded integrally with non-

language “stuff” to enact specific identities and activities, then, I say that “big D” Discourses are involved. We are all members of many, a great many, different Discourses, Discourses which often influence each other in positive and negative ways, and which sometimes breed with each other to create new hybrids (ibid.). All in all, Gee has the idea that for the language-in-use discourse with a ‘little d’ should be used; for anything beyond language, in turn, the one with a ‘big D’ should be applied. He emphasises that the term with a ‘big D’ is broad, while the one with a ‘small d’ is more specific.

Overall, the majority of the authors underline that there can be various definitions of the term ‘discourse’. It can be used in multiplicity of ways - in different contexts and with different purposes. Nevertheless, some of the authors claim that the concept of discourse is quite straightforward: it encompasses language and the situation, in which this language occurred. Fairclough’s idea of discourse will be used as a guiding one in the present research, which is as follows: ‘discourse is used for different types of language used in different sorts of social situation’ (1992:3).

The following subchapter touches upon the notion of discourse analysis.

2.2.Discourse Analysis

According to Van Dijk and Kintsch, ‘The study of discourse became relevant in particular as soon as it was recognized, also around 1970, that language studies should not be restricted to the grammatical analysis of abstract or ideal language systems, but, rather, that actual language use in the social context should be the empirical object of linguistic theories’ (1983:2). They have the idea that the study of various forms of language in use became the object of sociolinguists’ interest. Van Dijk and Kintsch provide an example of what sociolinguists were particularly interested in: ‘Some of this sociolinguistic work became intertwined with a similar development in anthropology and ethnography, where earlier structural analyses of myths, folktales, riddles, and other forms of verbal art gave way to a broader analysis of communicative events in various cultures’ (ibid.).

Brown and Yule put it in simple words saying that ‘The analysis of discourse is, necessarily, the analysis of language in use’ (1983:1). They add that ‘it cannot be restricted to the description of linguistic forms independent of the purposes or functions which those forms are

designed to serve in human affairs' (ibid.). All in all, they have an idea that in discourse analysis not only formal properties of language should be studied, but also the investigation what the language is used for should be carried out.

Cameron and Panovic propose the idea that discourse analysis is 'a mixture of theory and practice' (2014:1). They explain it saying that 'Working with written discourse deals with discourse analysis both as a subject readers want to know about, and as a method (or a set of methods) which they want to know how to use' (ibid.) Brown and Yule underline that 'discourse analysis is, like descriptive linguistics, a way of studying language' (1983:23). They finish the thought claiming that 'It may be regarded as a set of techniques, rather than a theoretically predetermined system for the writing of linguistic 'rules'' (ibid.). Brown and Yule emphasise that linguists attempt not only to discover some features, but also to describe them.

Bhatia claims that 'The world of analysis, [...] proposes a multidimensional and multi-perspective framework to explore different aspects of genre construction, interpretation and exploitation;' (2004:9). According to him, 'Discourse analysis refers to the study of naturally occurring written discourse focusing in particular on its analysis beyond the sentence level' (ibid.:3). Bhatia also states that 'As a general term, discourse analysis therefore can focus on lexicogrammatical and other textual properties, on regularities of organization of language use, on situated language use in institutional, professional or organizational contexts, or on language use in a variety of broadly configured social contexts, often highlighting social relations and identities, power asymmetry and social struggle' (ibid.:3). Barker and Galasinski have an idea that 'textual analysis alone is insufficient for a domain of study that calls itself cultural studies' (2001:8). He also mentions that 'The study of texts and the study of audiences can felicitously be done together.(ibid.) It can be concluded that in the view of Barker and Galasinski discourse analysis deals not only with textual aspects, but also with audiences.

Ansari describes discourse analysis as 'an art of analyzing of anything that is written or spoken in order to put the piece of communication in proper perspective' (2013:1). He also underlines the importance of defining the context when analyzing discourse: 'It is deeply contextualized in a sense that anything written or spoken emerges out of a context and while analyzing such a speech event the practitioner of discourse is expected to bear in mind the 'the actual ' situations which might have forced such a speech event to emerge. If there is any devoid of principles related to context, the analysis faces the risk of being perceived to be prejudiced'

(ibid.). Trappes-Lomax expands on the topic of context, saying that ‘context is something psychological and dynamic, within the minds of the participants and part of the discourse process, is prevalent in most of the ways and means we have discussed’ (2004:145). Overall, the authors place an emphasis on the context, which has to be defined in order to have a qualitative and full-fledged discourse analysis.

In order to perceive an idea of discourse analysis, one has to understand the notion of discourse fully. Unfortunately, in some cases, it is not enough to provide a definition in order to comprehend some concept. To solve this problem, it is necessary to have some examples of how a particular concept functions in the world in mind.

In order to analyse discourse in the most qualitative way, which includes understanding of the covert ideas of authors or speakers, one has to pay attention not only to words and their different possible meanings, but also to lexical and grammatical features in the text. Van Dijk and Kintsch claim that ‘discourse variation will depend on context (e.g., knowledge about the hearer’s knowledge), the discourse type, or the rhetorical effectiveness of the discourse’ (1983:278).

To conclude, the notion of discourse analysis has been described by a big number of scholars. Some of them state that the concept of discourse is very exact and easily-comprehensible, while others claim that it has become quite fuzzy. The majority of scholars agree upon the fact that discourse analysis should be carried out, considering context and narrowing the topic as much as possible.

The following chapter deals with the legal discourse of the institutions of the European Union.

2.3.EU institutional discourse

As the present research aims at exploring the use of infinitives in EU-funded project reports, the investigation of the area of institutional language has to be carried out.

Mayr states that ‘institutions are shaped by discourse and they in turn have the capacity to create and impose discourses’ (2008:1). He also claims that ‘Institutions’ power and politics are frequently exercised through the discourse of their members’ (ibid.). All in all, he highlights the significance of discourse in an institutional setting. According to Mayr, there are certain linguistic features of institutional discourse, such as ‘the use of different discourse markers,

attitudinal/evaluative lexis, politeness, turn-taking' and many others (ibid.:163-164). Mayr also underlines that 'We are particularly concerned with the hegemonic rise of specific institutional discourses over other in 'late modern' or 'new capitalist' societies, such as the discourse of 'enterprise'' (ibid.:3). Given that the so-called enterprise culture keeps evolving, the study of institutional discourse is of great importance. Thornborrow states that 'what people do in institutional encounters is produced, overall, as a result of this interplay between their interactional and discursive role and their institutional identity and status' (2013:8).

What concerns the EU institutional discourse, Adrey mentions that 'With the construction of the European Union, the relations between language planning and the distribution of political power are re-contextualised, because the EU project aims to create a supranational polity by integrating nation-states' (2009:14). He speaks of an issue of linguistic diversity, which results from a big number of different polities and languages in the European Union. Adrey also states that 'member states remain core players in many policy areas, including language, because they remain largely hegemonic in producing and interpreting legal texts' (ibid.:3). He also touches upon an issue of the impossibility of using all the languages of Member States equally. This issue came together with the enlargement of the EU Community. Adrey calls it 'a sensitive political issue' and adds that 'at higher levels – in Plenaries and Committees – interpretation is provided in all member states' languages, but it has to be required first' (ibid.:54). Sarsevic mentions that 'high quality translation in all language versions is a precondition for the proper functioning of the EU law and readability and comprehensibility are also criteria for assessing quality' (2015:2). She also touches upon this issue, saying that the goal of the EU is 'to create a common language for expressing EU law that will be equally 'foreign' to all Member States (ibid.:1).

Nowadays, English and French have become working languages in the European Union's institutions. Nevertheless, Gubbins and Holt claim that 'The view of English as the global language is over-stated' (2002:15). They provide an example of the English language in Germany, where it can be used as the tool of communication with educated younger westerners; still it can be of no use speaking with older German people. Gubbins and Holt highlight that 'International language, be it English or the earlier international language French, tends to influence other languages, but not generally replace them in all spheres of life' (ibid.:13). The

idea is that some basic widely-used vocabulary of the international language can be borrowed by people of different cultures; still the basis of every language's vocabulary stays untouched.

The obligatory use of the English language in compiling, drafting, or editing the EU documentation poses a problem for the countries, where English is not so widespread and well-known. In order to ensure that documents are compiled and translated properly, certain principles must be taken in account.

One of the documents containing such rules and principles is the Style Guide - a handbook for authors and translators in the European Commission (Online 1). It provides information on the issues of lexis and style, as well as punctuation, sentence structure, terminology, parts of speech, etc. Nevertheless, it contains little information on grammar rules. As to the topic of the present thesis that is the use of infinitives, Style Guide lack information on infinitives and their use. The only chapter devoted to infinitive deals with the split infinitive.

The other document is Joint Practical Guide (Online 2). It is designed for those people, who are involved in the drafting of the EU documentation. The Joint Practical Guide provides the information on general principles, different parts of the acts, internal and external references, and amending acts, provisions, and annexes. The aim of the Guide is to make drafting of legal acts clear, simple and precise. 'The drafting of a legal act must be: clear, easy to understand and unambiguous; simple and concise, avoiding unnecessary elements; precise, leaving no uncertainty in the mind of the reader' (ibid.:10). As to grammar, the document contains the points that deal with the grammatical relationship between the elements of the sentence: 'The grammatical relationship between the different elements of the sentence must be clear. There should be no doubt, for example, as to whether an adjective relates to a single noun or to several (ibid.:18). What is more, it contains information on punctuation: 'Drafting which is grammatically correct and complies with the rules of punctuation makes it easier to understand the text properly in the drafting language as well as to translate it into the other languages' (ibid.:11). As regards the use of infinitives, the rules and principles on this topic are not mentioned in the Guide. All in all, the Joint Practical Guide provides more information on the organization of discourse; however, it is insufficient in terms of the use of verbals, including infinitive. It can be concluded that the employees, who are involved in drafting of legal documentation must rely on their personal knowledge in terms of the use of verbals.

Overall, the features of institutional discourse include different discourse markers, attitudinal and evaluative lexis, as well as such general features as politeness, turn-taking and many others. In the discourse of the European Union, there are certain sensitive issues concerning the working languages, such as having the common language, which would be foreign to all Member States. There are rules and principles for proper compiling, translation and drafting of legal documentation – The Style Guide and the Joint Practical Guide. Both Style Guide and Joint Practical Guide provide information on lexical and stylistic issues, as well as structure and organization. Nevertheless, there is almost no information on grammatical issues, particularly the use of infinitives.

The following chapter intends to address the empirical part of the research. First, the research methodology is introduced. Second, the research procedure is described. Finally, the use of infinitives in the analysed project reports is presented.

3. EMPIRICAL ANALYSIS OF THE USE OF THE INFINITIVES IN THE PROJECT REPORTS

The following chapter is intended to address the research methodology of the corpus. It also describes the corpus that has been chosen for the analysis and touches upon the procedure for the analysis. The second part of the following chapter deals with the empirical analysis, which has been carried out in order to answer the research questions.

3.1. Research methodology

As mentioned above, the present research has the aim to investigate and analyse the use of infinitives in EU-funded project reports.

With a purpose to analyse the theoretical sources, descriptive discourse analysis method has been applied. In order to reach the aim of the research and find answers to the research questions, both qualitative and quantitative data are introduced. Quantitative data are received with the application of ordinal frequency analysis; the examples of the use of different forms and functions of infinitives from the selected corpus are counted and the results are presented. The use of infinitives in the texts by native and non-native speakers is compared.

The steps of the present research include:

1. to collect a research corpus consisting of fifty EU-funded project reports;
2. to create a theoretical framework with the purpose to employ discourse analysis;
3. to identify and analyse the use of infinitives in the selected project reports;
4. to calculate the examples of the use of different forms and functions of infinitives in the selected corpus;
5. to interpret the generated data and draw relevant conclusions.

The following subchapter is intended to address the procedure for collecting the corpus and its analysis.

3.2. Research Procedure

In order to discuss the collected and analysed data, it is essential to establish the procedure for the collection and analysis of the corpus.

As discussed above in the present research, fifty EU-funded project reports, particularly those from Germany and the United Kingdom, have been chosen as the research corpus for the analysis. The documents were taken from CORDIS, which is the European Commission's primary portal for results of EU-funded research projects. More specifically, the documents were obtained from the *Projects & Results* section (http://cordis.europa.eu/projects/home_en.html). This section provides readers with the information on EU-funded research projects and project results. Apart from the project information, there are also report summaries available on CORDIS. A big number of different projects can be downloaded from the EU Open Data Portal (Online 12). Projects can be browsed by four categories, which are subject, programme, content type and country. There are numerous project subjects on the website, such as aerospace technology, biofuels, clean coal technologies, Earth sciences, economic aspects, employment issues, energy saving, environmental protection, food, healthcare delivery/services, industrial manufacture, and many others. Programmes include Horizon H2020, FP7, FP6, FP5 and others. As to the content types, they are as follows: project, result in brief and report summary. Country section gives the possibility to look into the projects from a big number of countries, including Argentina, Australia, Austria, Belgium, Brazil, Bulgaria, Canada, China, France, Germany, Greece, Hungary, the United Kingdom, and many others. As mentioned above, for the present research, fifty project reports were selected, a half of which was carried out in Germany, and a half in the United Kingdom. The aim was to analyse and compare the use of infinitives in native and non-native texts. The subjects of the chosen reports are different, including medicine and health, energy saving, economic aspects, environmental protection, Earth sciences, education and training, scientific research, and many others. The aim is to have equal number of project reports from two countries, with the purpose to conduct the comparative analysis and draw comparative results. The project reports were downloaded and processed as MS Word .doc files, using the 'Print to RTF' button. The number of instances of the use of infinitives in each document was calculated manually. All in all, the corpus consisted of fifty MS Word documents, approximately 1-3 pages and respectively 400 words in each. At the top of the documents there are Project IDs, the names of the programmes they are funded under, and the countries, which carried out these

projects. The documents also contained some 'related information', which included subjects, keywords, and the information on when they were last updated and retrieved. However, only the main texts of the project reports were investigated. Later in the subchapters, in which the instances of the use of infinitives will be presented, the reference to the particular project report will be given is a project's ID, which is a unique number for every project.

As discussed in the chapter dedicated to the theory of infinitive, there are six forms of infinitive, which can be divided into two categories - active and passive. Active infinitives include Simple Infinitive, Continuous Infinitive, Perfect Infinitive and Perfect Continuous Infinitive. Passive infinitives include Simple Passive Infinitive, and Passive Perfect Infinitive. There are ten basic functions of infinitive. They are as follows: subject, object, verb complement, part of a compound verbal predicate, attribute, adverbial modifier of purpose, adverbial modifier of result, adverbial modifier of attendant circumstances, and parenthesis. For generating quantitative data, ordinal frequency analysis method was applied. According to Punsalan and Uriarte, 'For ordinal data, the distributions are scaled or graded so that the score values in an ordinal distribution present the degree of the particular characteristic of variable' (1987:23). In the scope of the present research, the frequency was calculated in the following way: the item in question, for example, number of instances of the use of infinitives with the function of adverbial modifier of purpose, divided by the number of all cases of infinitives found in the document. Later, these calculations are used in order to make figures representing the analysed data.

The following subchapter addresses the use of infinitives in the whole corpus.

3.3. Use of Infinitives in the Project Reports

In the following subchapter there is the use of infinitives of different forms and functions in the EU-funded reports presented.

As discussed above, the corpus chosen for analysis consisted of fifty EU-funded project reports, specifically those from the United Kingdom and Germany. All in all, in fifty project reports, there have been 416 instances of the use of infinitive detected. As shown in the figure below (Figure 3.3.), in twenty-five project reports that come from the United Kingdom, 222

instances (53%) of the use of infinitive have been identified, while in twenty-five project reports from Germany there have been 194 (47%) cases detected.

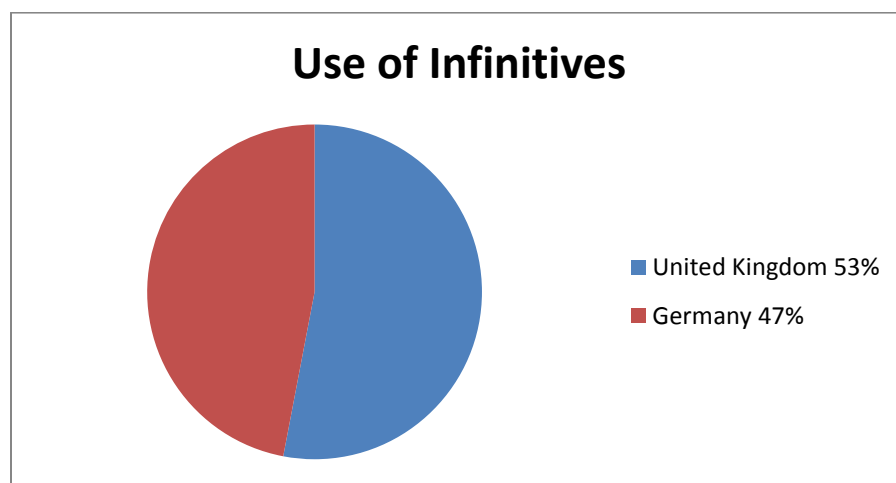


Figure 3.3. Use of Infinitives in the corpus

Forms of Infinitives that have been identified as a result of the investigation are Simple Active and Simple Passive. As Figure 3.4. depicts, all in all, in fifty project reports there have been 385 (93%) instances of Simple Active form of infinitive. As to the cases of Simple Passive forms of infinitive, there have been only 31 (7%) cases observed in project reports. In the documents from the United Kingdom, out of the total number of 222 infinitives, there have been 201 (91%) Simple Active and 21 (9%) Simple Passive forms detected. In the project reports from Germany, out of the total number of 194 infinitives, there have been 184 (95%) Simple Active and only 10 (5%) Simple Passive forms identified.

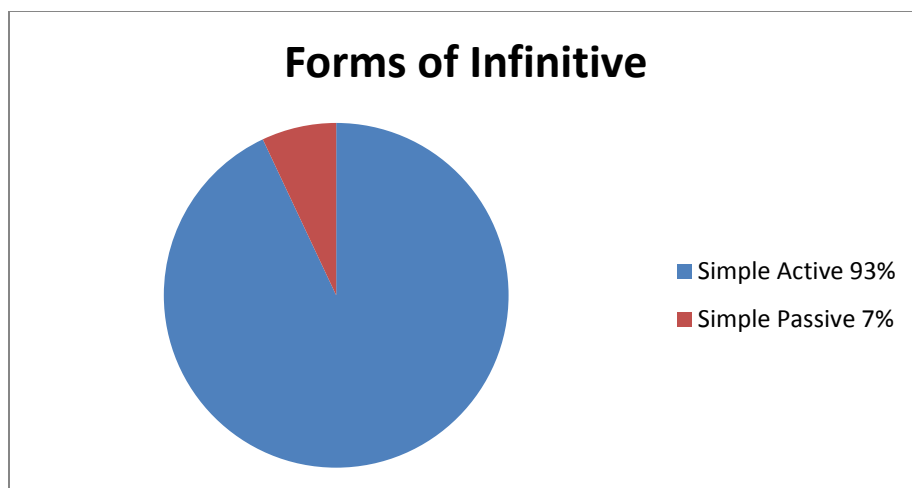


Figure 3.4. Forms of Infinitives

Out of ten functions of Infinitive, there have been seven functions identified in the project reports. Functions of Infinitive that have been observed as a result of the analysis, are as follows: adverbial modifier of purpose, part of a compound verbal predicate, object, attribute, subject, adverbial modifier of result, and verb complement. The most frequently occurring function appeared to be adverbial modifier of purpose. Altogether, in fifty project reports, it occurred 174 times, which is 42% out of total 416 cases of infinitives (89 times in the project reports from the United Kingdom, and 85 times in the project reports from Germany). Part of a compound verbal predicate appeared to be the second most frequently occurring function; it occurred 89 times, which is 21% out of total (50 cases in the project reports from the UK and 39 cases in those from Germany). The third most frequently observed function is object, which occurred 77 times (19%) in all fifty project reports (44 cases in the project reports from the UK and 33 cases in those from Germany). Attribute is the next most frequently occurring function, which was observed 67 times (16%) in all the documents (37 cases in the project reports from the UK and 30 cases in those from Germany). Verb complement was observed only 4 times (1%) in the project reports (2 in those from the UK and 2 in those from Germany). The function of subject was one of the least frequently occurring functions of infinitive in project reports; just 3 cases of it (0,7 %) were detected only in the project reports from Germany. Similarly, adverbial modifier of result appeared to be the least frequently occurring function of infinitive; it was observed only twice (0,3 %) in the project reports from Germany. All in all, three most frequently occurring functions of infinitive in project reports are adverbial modifier of purpose, part of a compound

verbal predicate and object. The least frequently occurring function is adverbial modifier of result. The following figure (Figure 3.5.) depicts the use of infinitives in project reports.

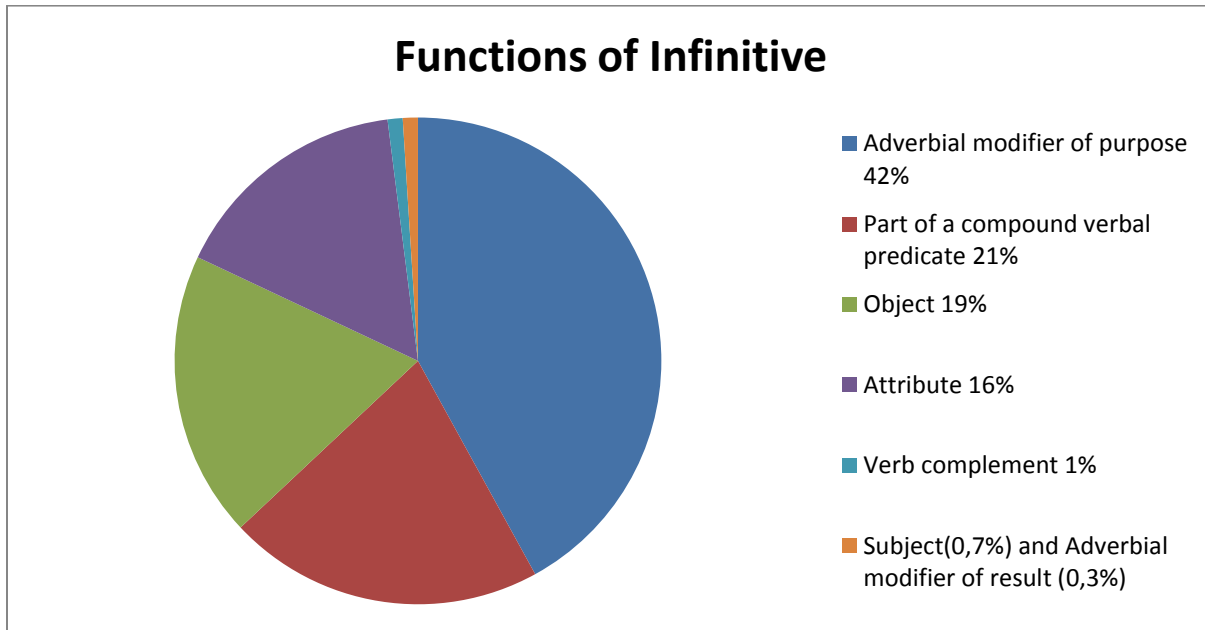


Figure 3.5. Functions of Infinitive in Project Reports

To conclude, the results of the analysis of the corpus have shown that the most frequently occurring form of infinitive in project reports is Simple Active, and the most frequently observed function of infinitive is adverbial modifier of purpose. This means that in the majority of cases the subject of the sentence is the action; the thing receiving the action is, respectively, the object. As projects are all goal-oriented, there have to be certain objectives and ways to achieve these goals; that is why, simple active forms of infinitive are so frequent in project reports. They express the actions that have to be undertaken. The most frequent function of infinitive – adverbial modifier of purpose is also linked to projects being goal-oriented. The infinitives of this function are used in order to state the aims of projects. To present also qualitative data of the analysis, the following subchapters deal with the discussion of forms and functions of infinitive used in project reports in greater detail. Moreover, the examples from the corpus are presented. The subchapters are divided according to various forms and functions of infinitive detected in project reports. The following subchapter is intended to explore the Simple Active infinitives detected in the corpus.

3.4. Use of Simple Active form of Infinitive

As mentioned above, the following subchapter deals with the use of Simple Active infinitives in the analysed corpus.

The use of Simple Active form of Infinitive constituted 93 per cent of all forms observed in the corpus. There have been 385 instances of Simple Active infinitives detected in all fifty project reports. As discussed by Berestova, Drozdova and Mailova, the Simple Infinitives ‘express an action simultaneous with the action expressed by the finite verb’ (2014:302).

E1: *‘Thanks to EU funding, the EFFACE (European Union action to fight environmental crime) project took an interdisciplinary look at the effects of environmental crime in order **to deliver** policy recommendations to various Member State and EU institutions’* (320276).

E2: *‘Collectively, the data of the STRA6 project enhance existing knowledge on the molecular determinants of retinol metabolism and fat regulation. Long term, this is expected **to lead** to the identification of novel targets against metabolic diseases and the design of therapeutic interventions’* (291867).

E3: *‘It also offered the opportunity **to train** (Form: Simple Active; Function: attribute) 20 early-stage researchers in experimental and modelling techniques for phase-change monitoring and microfabrication’* (294905).

The sentences above illustrate the use of Simple Active form of infinitive. In these cases, Simple Infinitives refer to the same time as that of preceding verbs. Simple Active forms occur very frequently in project reports. The action is almost always the subject of the sentence. Given that projects are all goal-oriented, there are certain tasks to be accomplished and goals to be reached; that is why, simple active forms of infinitive are so frequent in project reports. They stand for the actions that have to be done in order to reach goals of a particular project.

The following subchapter explores the use of Simple Passive infinitives in project reports.

3.5. Use of Simple Passive form of Infinitive

As mentioned, the following subchapter is intended to address the use of Simple Passive infinitives in the analysed corpus.

The use of Simple Passive form of Infinitive constituted only 7 per cent of all forms observed in the corpus. There have been 31 instances of Simple Passive infinitives observed in all fifty project reports. The use of Simple Passive infinitives can be exemplified with the following sentences from the corpus:

E4: *'Thus, existing knowledge could **be integrated** with new developments and future perspectives identified'*(291840).

E5: *'Carbon nanomaterials such as carbon nanotubes (CNTs) have unique optical properties that can **be optimised** over a very broad spectral range, dependent on the size and shape of the material'* (269271).

E6: *'The ambitious EU-funded support action 4M2020 (Advanced manufacturing of multi-material multi-functional products towards 2020 and beyond) identified key areas of concern facing micro-manufacturing, and proposed future actions **to be undertaken** to commercialise the technology'* (608843).

Simple Passive form of Infinitive is most often used after modals and auxiliaries. In the E4 and E5, for instance, Simple Passive form occurs after the modal verb 'can'. Simple Passive form is used to indicate what is possible or what is correct. In the E6 passive form underlines that it is correct to undertake the mentioned 'future actions'.

All in all, as the results of the research have shown, the majority of Simple Passive forms of Infinitive occur after modals and auxiliaries, or other words, which imply the possibility or correctness of a particular action. In project reports there are certain tasks that have to be done and goals that have to be achieved. As discussed above, the majority of simple passive forms of infinitive are to be found after modals and auxiliaries. Modals are used in order to show that it is possible, correct, or obligatory to do a certain task or undertake a particular action in order to reach the goals of a particular project. Modals that occur in project reports vary in the meanings: strong possibility, weaker possibility, obligation, etc. Nevertheless, all of them are connected with actions that have to be undertaken to reach a certain purpose. In the E6 simple passive form of infinitive is used after the noun; it is bound to this noun. In project reports, in such cases of the use of simple passive forms, these nouns are as follows: actions, goals, tasks, etc. The simple

passive infinitives are, in most cases, ‘to be undertaken’, ‘to be reached’, ‘to be achieved’, ‘to be accomplished’, etc. Overall, this tendency reveals that simple passive forms of infinitive are used in project reports in order to express the action that has to be realised.

Simple Passive forms occur less frequently than simple active, because in the majority of project reports the goals and objectives are exact and strict; thus, there is no need to use the modals to express the possibility and underline the correctness of a particular action. Instead, simple active forms are used to straightforwardly express the actions that have been done or have to be done in order to reach the goals of a certain project.

The following subchapter investigates the use of infinitives with the function of adverbial modifier of purpose.

3.6. Use of Infinitives with the function of adverbial modifier of purpose

The present chapter intends to analyse the use of infinitives that have a function of adverbial modifier of purpose. As the results of a present research have shown, this is the most frequently occurring function of infinitives identified while analysing the corpus.

According to Turlova and Pavlova, ‘The infinitive as an adverbial modifier of purpose can be introduced by in order or so as’ (2012:78). The use of infinitives that have a function of adverbial modifier of purpose can be exemplified with the following sentences from the corpus:

E7: ‘*Thanks to EU funding, the EFFACE (European Union action to fight environmental crime) project took an interdisciplinary look at the effects of environmental crime in order to deliver policy recommendations to various Member State and EU institutions*’ (320276).

E8: ‘*EU funding is supporting a training program to find solutions*’ (289581).

E9: ‘*To achieve its aims the project team worked on refining sampling techniques for participating countries*’ (262208).

In the majority of identified cases, infinitives with the function of adverbial modifier of purpose are used after ‘in order to’. Nevertheless, in many cases (as in E8 and E9) it is implied, but physically omitted. The infinitives with the function of adverbial modifier of purpose in the majority of cases take place either at the beginning of the sentence (as in E9) or closer to the end of the sentence (E7, E8).

The use of infinitives with the function of adverbial modifier of in project reports is

related to projects being goal-oriented. Not only the main goals of the projects are stated with the help of infinitives with this function, but also tasks and objectives. For instance, in the E7, a certain action ('an interdisciplinary look') has been undertaken in order to accomplish a certain task ('to deliver policy recommendations'). The same phenomenon can be observed in the E8. In the E9 the main goal of the project is expressed by the infinitive with the function of an adverbial modifier of purpose.

The following subchapter deals with the use of infinitives with the function of part of a compound verbal predicate.

3.7. Use of Infinitives with the function of part of a compound verbal predicate

The present chapter is dedicated to the use of infinitives that have a function of part of a compound verbal predicate. This is the second most frequently occurring function of infinitives in the selected corpus. The use of infinitives functioning as part of a compound verbal predicate can be exemplified by the following sentences from the corpus:

E10: '*This should **result** in the enhancement of many potential applications spanning a wide range of industries*' (318970).

E11: '*Results demonstrate that flow instabilities can **be recorded** by measuring pressure or temperature drops across channels*' (294905).

In the sentences above, as well as in the majority of cases, infinitives functioning as a part of a compound verbal predicate occur after modals. Nevertheless, there are instances of infinitives that have the function of a compound verbal predicate, which occur after verbs expressing modality and verbs denoting the beginning and the duration. For example, in the following sentence, infinitive denotes the beginning of a certain process:

E12: '*The multi-wavelength data sets compiled and model results cover all evolutionary stages until discs start **to dissipate***' (284405).

As discussed in the subchapter devoted to the use of simple passive form of infinitive, in project reports modals are used to show that it is possible, correct, or obligatory to accomplish a certain task or undertake a particular action in order to reach the goals of a particular project. Modals that occur in project reports vary in the meanings: strong possibility, weaker possibility,

obligation, expectation, etc. For instance, in the E10 the modal verb ‘should’ expresses expectation; in the E11 ‘can’ has the meaning of possibility. The infinitives that take place after these modals express actions that are possible, obligatory or expected in the framework of a certain project.

The following subchapter deals with the use of infinitives with the function of object.

3.8. Use of Infinitives with the function of object

The present chapter is intended to touch upon the use of infinitives that have a function of object. As the results of a present analysis have shown, this is the third most frequently occurring function of infinitives. The examples from the corpus show the use of infinitive as object of verb:

E12: *‘NPLAST’s multidisciplinary training activities will provide necessary expertise to young neuroscientists that will help them **elucidate** changes in the brain in health and disease’* (289581).

E13: *‘Identification of key priority areas for Europe and the establishment of alliances will help **ensure** rapid and effective deployment for the future health and prosperity of EU citizens’* (608843).

As the results have shown, the majority of infinitives functioning as object take place after the verb ‘help’. In project reports they most often express the goals or plans of projects. For instance, in the E12, there is a subject (‘activities’), which is followed by the word ‘help’ later in the sentence, which, in turn, is simultaneously followed by the infinitive (‘elucidate’) with the function of object. In this sentence, the infinitive is a certain task that has to be done in order to successfully reach the aim of the project. In the E13 the situation is the same – there is a subject (‘identification’), the verb ‘help’, and the infinitive ‘ensure’, which expresses the objective of the project.

The following subchapter deals with the use of infinitives with the function of attribute.

3.9. Use of Infinitives with the function of attribute

The present chapter addresses the use of infinitives that have a function of attribute. Attribute is one of the four most frequently occurring functions of infinitive, as the results of the present

research have shown. The infinitive as an attribute always has the position after the noun that it modifies. The following sentences from the corpus exemplify the use of infinitives functioning as attribute:

E14: *'They found alternative compounds of plant and microbial origin, further improved these with respect to formulations **to reduce** copper use within traditional production systems'* (289497).

E15: *'Adhesive bonding is an attractive alternative to welding that offers car manufacturers the possibility **to select** from a broad range of lightweight materials **to be joined**'* (315348)

In the E14, the infinitive functioning as attribute modifies the noun 'use'. In the E15 two instances of attribute can be detected. One of them is the simple infinitive that modifies the noun 'possibility', and the other one is the passive infinitive that modifies the noun 'materials'. All in all, the infinitives that have a function of attribute appear relatively frequently in project reports and they express particular plans or objectives to be reached as the result of a project.

The following subchapter intends to address the use of infinitives with the function of verb complement.

3.10. Use of Infinitives with the function of verb complement

The present chapter deals with the use of infinitives that have a function of verb complement (or predicative). As the results of the present analysis have shown, verb complement is one of the least frequently occurring functions of infinitive in the corpus. In the function of a verb complement infinitive is used after the link verb *to be*. The examples from the corpus are as follows:

E16: *'This is **to ensure** yield security and product quality while preserving the environment and staying competitive with conventional farming practices'* (289497).

E17: *'One promising approach is **to** genetically **engineer** plant crops with prolonged leaf lifespan, which will result in longer photosynthetic periods and thus better productivity'* (264394).

In project reports, infinitives with a function of verb complement are used in order to express intent to do a particular activity, state a particular purpose or idea, or to express the

subject of the sentence. For instance, in the E16, ‘this’ stands for the subject, and ‘to ensure’ expresses this subject. ‘To ensure’ expresses the goal of the given project. In the E17, the subject is ‘approach’, and it is expressed by the infinitive with the function of a verb complement – ‘to engineer’. In this case, infinitive expresses one of the approaches that can be used in order to reach a particular aim of the project. All in all, in the majority of cases infinitives with the function of verb complement are used in project reports to express purposes, approaches or objectives of projects.

The following subchapter intends to address the use of infinitives with the function of subject.

3.11. Use of Infinitives with the function of subject

The present chapter touches upon the use of infinitives that have a function of subject. Subject is one of the least frequently occurring functions of infinitive in the analysed project reports. Infinitives functioning as subject usually have a position after the predicate, and the sentence is usually introduced by the introductory *it*. Nevertheless, the introductory ‘*it*’ is not always present. Infinitives with the function of subject are more frequently met in formal written English, rather than spoken. The following sentences from the corpus exemplify the use of infinitives functioning as subject:

E18: *[...] it is possible to power a primary flight control surface with an EMA in place of hydraulic actuators, thus making a major contribution to the EU aerospace sector*’ (323516).

E19: *CO-FREE developed copper reduction strategies, and found that it is currently not feasible to phase out copper completely*’ (289497).

In the sentences above, as well as in the majority of the analysed project reports infinitives that have a function of subject are introduced by the introductory ‘*it*’. They are preceded by adverbs (in the examples: ‘possible’ and ‘feasible’). Infinitives with this function are used in project reports in order to underline that a certain action is (im)possible, advisable, etc. The realization of these actions leads to a successful accomplishment of all tasks that are set by project leaders.

The following subchapter intends to address the use of infinitives with the function of adverbial modifier of result.

3.12. Use of Infinitives with the function of adverbial modifier of result

The present chapter touches upon the use of infinitives that have a function of adverbial modifier of result. As the results of the present analysis have shown, adverbial modifier of result is one of the least frequently occurring functions of infinitive in the corpus. The infinitives that function as adverbial modifiers of result are usually used together with the word *only* and such words as *find*, *discover*, *realise*, etc.; *too*, *enough*, etc. The use of Infinitives with the function of adverbial modifier of result can be exemplified with the following sentences from the analysed corpus:

E20: ‘*This led the EU-funded LAW2020 (Judges as policy makers? Law under the Lisbon Strategy 2020) project **to address** this deficit*’ (321849).

E21: ‘*The amyloid-beta peptide, a known player in Alzheimer's disease, was found **to promote** synaptic plasticity in the healthy brain*’ (289581).

In the E20, the infinitive is used together with the verb ‘led’, which makes it clear that later in the sentence the result of a particular action is stated. In the E21, the infinitive is used together with the verb ‘found’, which is common for adverbial modifiers of result. In this case, one of the findings of the particular project is stated. All in all, infinitives with a function of adverbial modifier of result are used in order to present certain findings of projects. The reason why this function is one of less frequently occurring is that in project reports there are many tasks, objectives and actions that lead to a particular main goal described. There are many such actions and they may be successful or unsuccessful, possible or impossible, etc. Findings, in turn, are precise. They are, as a rule, exact realisations of a particular goal. There are not so many of them, in contrast to tasks, objectives and actions (which are often expressed by infinitives with a function of adverbial modifier of purpose – one of the most frequently occurring function in project reports).

The following subchapter is intended to address the comparative analysis of the use of infinitives of different forms and subjects in the project reports from the United Kingdom and Germany.

3.13. Use of Infinitives in project reports from the UK and Germany

The present chapter deals with the comparison of the use of infinitives in project reports from two countries –the UK and Germany. The comparative analysis is of special interest, as the texts written by native English speakers and non-native ones have been analysed. As discussed above, for the analysis twenty-five documents from the United Kingdom and twenty-five documents from Germany have been selected.

In twenty-five project reports from the UK, there have been 222 instances of the use of infinitive identified out of the total number of 416 cases. It constitutes 53 per cent of all infinitives observed in the analysed corpus. In twenty-five project reports from Germany, 194 cases of infinitives have been detected. It constitutes 47 percent of all infinitives.

As to the forms of infinitives, there have been only two of them identified in the documents chosen for the analysis: Simple Active and Simple Passive infinitives. In the documents from the UK, 201 (out of 222) (91%) Simple Active infinitives have been detected, while in those from Germany 184 (out of 194) (95%) Simple Active infinitives have been observed. All in all, Germany shows a bigger percentage of Simple Active forms of infinitive to the total. Having in mind that projects are all goal-oriented, there are certain objectives to be realised and goals to be reached; this is the reason why simple active forms of infinitive are so frequent in project reports – they straightforwardly express the goals and tasks of projects. As to Simple Passive forms, in the native texts, there have been 21 Simple Passive forms detected; in non-native ones, there have been only 10 Simple Passive forms identified. To the total number of simple passive forms, the percentages are as follows: the UK – 68%, Germany – 32%. The results in percentages to the total number of infinitives in fifty documents are the following: the UK – 5%, Germany – 3%. The amount of Simple Passive forms and the percentage to the total number of infinitives prevails in the UK. Overall, the documents from the UK contain more infinitives (both Simple Active and Simple Passive). Nevertheless, Simple Active is a prevailing form and it is used more frequently in Germany, than in the UK. The reason for the more frequent use of simple active forms of infinitives in the UK may be as follows: people from the UK are more concerned with the rules of grammar of the English language and tend to follow the rules of formal register. As it is known, one of the features of formal register is the use of passive voice. Germans, in turn, consider that the goal of project reports is to state the facts and do it

directly using simple active infinitives.

The most frequently occurring function of infinitive – adverbial modifier of purpose – has been observed 89 times (21%) in the project reports from the United Kingdom, and 85 times (20%) in the project reports from Germany. Part of a compound verbal predicate - the second most frequently occurring function - occurred 50 times (12%) in the documents from the UK and 39 times (9%) in those from Germany. There have been identified 44 cases (11%) of the third most frequently occurring function – object – in the project reports from the UK and 33 cases (8%) in those from Germany. Attribute - the next most frequently occurring function – has been observed 37 times (9%) in the native texts and 30 times (7%) in the non-native ones. Verb complement has been observed equally 2 times (0,5%) in the documents from the UK and 2 (0,5%) in those from Germany. The function of subject - one of the least frequently occurring functions of infinitive in project reports – has been detected only in the project reports from Germany. There have been just 3 cases of it (0,7 %). Adverbial modifier of result has also been identified only in non-native texts. It occurred only two times (0,5 %) in the project reports from Germany.

All in all, the biggest percentage to the total number of infinitives in fifty project reports belongs to the function of adverbial modifier of purpose in the United Kingdom – 21%. However, in Germany it is not of big difference – 20%. In the project reports both from the UK and Germany there is a big number of adverbial modifiers of purpose used to express certain tasks, objectives and goals of projects. Even though in the documents from the UK there have been more infinitives detected, in those from Germany the functions are more various. For instance, such functions as adverbial modifier of result and subject appeared only in non-native texts. This may be explained in the way that people from the UK not only strictly follow the rules of formal register, but also stick to one pattern of writing project reports, where the mostly the same functions of infinitive appear. The paradox is that the use of infinitive as the subject is more common in formal written English, but infinitives with this function appeared in texts from Germany. It can be concluded that non-native texts tend to be of more informal register; nevertheless, some features of formal register that appear in non-native texts, do not appear in native ones.

To conclude, forms of infinitives that have been detected as the result of the analysis of the corpus are Simple Active and Simple Passive. In fifty project reports there have been 385

(93%) instances of Simple Active form of infinitive and only 31 (7%) cases of Simple Passive forms of infinitive observed. For the reason that projects are all goal-oriented, there are certain objectives to be realised and goals to be achieved. This is why simple active forms of infinitive are so frequent in project reports – they straightforwardly express the goals and tasks of projects. The most frequently occurring functions of infinitive are adverbial modifier of purpose (42%) and part of a compound verbal predicate (21%). Infinitives with the function of adverbial modifier of purpose are used in project reports, because project reports are goal-oriented. The infinitives with this function express not only the main purposes of projects, but also tasks and objectives that have to be accomplished on the way to a particular goal. As to infinitives with the function of a compound verbal predicate, the majority of them take place after modals and show that a certain action is possible, correct or obligatory in the realization of the idea of a particular project. The least frequently occurring ones are subject (0,7%) and adverbial modifier of result (0,3%). They are preceded by adverbs (in the examples: ‘possible’ and ‘feasible’). Infinitives with the function of subject are used in project reports in order to underline that a certain action is (im)possible, advisable, etc. The fulfillment of these actions leads to a successful accomplishment of all objectives that are set by project leaders. In project reports it occurs rarely, because goals, objectives and tasks of a certain project are expressed more frequently with the other functions, such as, for instance, object. In the texts from the UK infinitives are more frequently observed than in the ones from Germany. As in the German language infinitives occur very frequently, and in English the grammar rules are different; in order not to overdo with the infinitives in the texts in English, Germans use them only when it is absolutely necessary and unavoidable. The number of cases of the use of infinitive with the function of adverbial modifier is almost equal in both countries, as in the project reports both from the UK and Germany there is the need to express certain tasks, objectives and goals of projects.

CONCLUSIONS

The goal of the present research was to investigate and analyse the use of infinitives in EU-funded project reports in terms of the quantity of the infinitives, as well as their forms and functions. In order to find answers to the research questions, first of all, the review of theoretical sources related to the notions of discourse and discourse analysis, the EU institutional language, the infinitive, and its forms and functions was conducted.

The aim of the first chapter was to focus on the theoretical materials containing the information on the theory of infinitive, its forms and functions. The definitions of infinitive put forward by different authors were presented. First of all, the authors agree upon the structure of infinitive, which is 'to + the base or dictionary form of the verb'. Secondly, it was stated that the infinitive is a verb form, which is used to refer to action without reference to any tense, mood, aspect or voice. Thirdly, it was underlined that infinitives are frequently used in texts of formal register; for instance, they are used to talk about formal arrangements, instructions, etc. In news reports the infinitive is used to talk about future events. All in all, the first and second subchapters intended to provide the information on nominal and verbal characteristics of infinitive, as well as the use of bare infinitive. There were instances of the use of bare infinitive explored. For example, it was stated that after a modal verb a bare infinitive is required. Finally, in the chapter there were all forms of the infinitive, as well as its functions observed. For every form and function there were examples presented. All in all, there were six forms and ten functions observed.

The second chapter intended to review different theoretical sources on the concepts of discourse and discourse analysis, as well as EU institutional discourse. The definitions and opinions about the notion of discourse offered by Bhatia (2004), Barker and Galasinski (2001), Jørgensen and Philips (2002), Trappes-Lomax (2004), and others were presented. It was stated that discourses refer to language and practice. All in all, the majority of the authors underline that the term 'discourse' may be defined in many ways. Some of the authors have the opinion that the concept of discourse has become quite vague nowadays. It can be used in multiplicity of ways - in different contexts and with different purposes. Nevertheless, some of the authors claim that the notion of discourse is quite direct: it encompasses language and the situation, in which this language occurred. Various definitions of discourse analysis were presented. It was generally defined as the study of naturally occurring written discourse focusing in particular on its analysis

beyond the sentence level. It was underlined that discourse analysis deals not only with textual aspects, but also with audiences and situations, in which discourse occurs. All in all, based on the reviewed theoretical sources, it can be stated that the authors pay special attention to the context of discourse, which has to be defined in order to have a qualitative discourse analysis. The last subchapter of the chapter devoted to discourse dealt with the EU institutional language. It started with the definitions of institutional language proposed by Mayr (2008) and Thornborrow (2013). It was claimed that institutions are shaped by discourse and they in turn have the capacity to create and impose discourses. Later in the subchapter, the issue of a linguistic diversity in the EU was discussed. It was stated that interpretation is provided in all member states' languages, but it has to be required first. As the discussion progressed, the aim of the EU was formulated – it is to create a common language for expressing EU law that will be equally 'foreign' to all Member States. Later in the subchapter, the rules and principles of compiling, editing and drafting of legal documentation were mentioned. Such documents as the Style Guide and the Joint Practical Guide were observed. It was concluded that they both are scarce of grammar rules on the use of infinitives. All in all, based on the theoretical sources reviewed, it can be stated that English and French are still dominating languages in the EU institutional discourse. As to compiling and drafting the legal documentation, the rules and principles provided by the Style Guide and the Joint Practical Guide lack information on some grammatical issues, such as the use of infinitives.

Having reviewed the theoretical materials on the infinitive and discourse, the database consisting of fifty EU-funded project reports was collected. The documents were divided in two, a half of them being taken from Germany, and a half from the United Kingdom. It was done in order to conduct a comparative analysis of the use of infinitives in native and non-native texts.

The third chapter contained the subchapters devoted to the presentation of the quantitative and qualitative data of the analysis. In the subchapter that dealt with the quantitative data, the numbers and percentages were presented, as well as figures were added for the vivid representation of the findings. The subchapter devoted to the qualitative data intended to describe the use of every identified form and function of infinitive. The examples from the database were provided, and some comments about the conditions of the use of infinitives in particular cases were added.

All in all, 416 instances of the use of infinitive were detected. In twenty-five project reports from the United Kingdom, 222 instances of the use of infinitive were observed, while in

twenty-five project reports from Germany there were 194 cases identified. As in the German language infinitives occur very frequently, in order not to overdo with the infinitives in the texts in English, Germans use them only when it is absolutely necessary and unavoidable. As a result of the analysis of the corpus, the following forms of infinitives were detected: Simple Active and Simple Passive. In fifty project reports there were 385 instances of Simple Active form of infinitive and only 31 cases of Simple Passive forms of infinitive observed. Simple Active forms occur very frequently in project reports, as the action is almost always the subject of the sentence. Having in mind that projects are all goal-oriented, there are certain tasks to be accomplished and goals to be reached; that is why, simple active forms of infinitive are so frequent in project reports. Simple Active forms stand for the actions that have to be done in order to achieve aims of a particular project. As to the functions of infinitive, the analysis revealed that the most frequently occurring functions of infinitive are adverbial modifier of purpose and part of a compound verbal predicate. Infinitives with the function of adverbial modifier of purpose are used in project reports, given that project reports are goal-oriented. The infinitives with this function of adverbial modifier of purpose express not only the main goals of projects, but also tasks and objectives that have to be accomplished on the way to a particular goal. As regards the infinitives with the function of a compound verbal predicate, the majority of them takes place after modals and show that a certain action is possible, correct or obligatory in the realization of the idea of a particular project. The least frequently occurring ones are subject and adverbial modifier of result. Infinitives with the function of subject are used in project reports in order to underline that a certain action is (im)possible, advisable, etc. The fulfillment of these actions leads to a successful accomplishment of all tasks that are set by project leaders. In project reports it occurs rarely, because goals, objectives and tasks of a certain project are expressed more frequently with the other functions, such as, for instance, object. In native texts infinitives are more frequently observed than in non-native. As discussed above, in the German language infinitives occur very often, and Germans have to take into account that in English the grammar rules are different. That is why, in order not to overdo with the infinitives in the texts in English, they use them only when it is absolutely inevitable. The number of cases of the use of infinitive with the function of adverbial modifier of purpose is almost equal in both countries, as in the project reports both from the UK and Germany there is the necessity to express certain tasks, objectives and goals of projects.

Following from what was discussed above, the research questions were answered. The prevailing form of the infinitives used in the EU-funded project reports, is Simple Active. The most frequent syntactic function of the infinitives used in the EU-funded project reports is adverbial modifier of purpose. In the project reports from the United Kingdom, there was the biggest amount of the infinitives detected.

THESES

1. Infinitives consist of *to* + the base or dictionary form of the verb.
2. Infinitive is a verb form, which is used to refer to action without reference to any tense, mood, aspect or voice.
3. Infinitives are frequently used in texts or speech of formal register.
4. Discourse analysis is generally defined as the study of naturally occurring written discourse focusing in particular on its analysis beyond the sentence level.
5. The context of discourse has to be defined in order to have a qualitative discourse analysis.
6. In the EU institutional discourse, the issue of a linguistic diversity in the EU exists.
7. English and French are still dominating languages in the EU institutional discourse.
8. The Style Guide and the Joint Practical Guide are scarce of grammar rules on the use of infinitives.
9. The prevailing function of infinitive is adverbial modifier of purpose, because project reports are goal-oriented.
10. Simple Active form of infinitive is the most frequently occurring one in project reports, with the 385 instances out of 416.
11. Infinitives with the function of subject are used in project reports in order to underline that a certain action is (im)possible, advisable, etc.
12. In the project reports from the United Kingdom, there has been the biggest amount of the infinitives detected.
13. The number of cases of the use of infinitive with the function of adverbial modifier is almost equal in both countries, as in the project reports both from the UK and Germany there is the necessity to express certain tasks, objectives and goals of projects.

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APPENDIX 1 – SAMPLE OF ANALYSIS



POWDERBOND Result In Brief

Project ID: 315348

Funded under: FP7-SME

Country: United Kingdom

Low-temperature bonding of dissimilar materials

Adhesive bonding can increase (Form: Bare Inf, Simple Active; Function: a part of a compound verbal predicate) the range of dissimilar materials used in the automotive industry, but the high-temperature curing required is problematic. A new joining technology compatible with low-temperature curing will have a major impact.

Adhesive bonding is an attractive alternative to welding that offers car manufacturers the possibility to select (Form: Simple Active; Function: attribute) from a broad range of lightweight materials to be joined (Form: Simple Passive; Function: attribute). However, current methods require energy-intensive curing at very high temperatures that can be (Form: Bare Inf, Simple Active; Function: a part of a compound verbal predicate) detrimental to components made of dissimilar materials.

The POWDERBOND (Developing powder coatings for contact curing of structural adhesives for vehicle bonding applications) project was supported by the EU with the aim of developing a new powder coating system with an integrated catalyst for low-temperature curing.

POWDERBOND partners developed a low-temperature contact-cure resin-catalyst formulation whose curing speed can be controlled (Form: Bare Inf, Simple Passive; Function: a part of a compound verbal predicate) by the catalyst concentration. They also identified a low-

temperature powder coat and investigated three different routes to incorporate(*Form: Simple Active; Function: attribute*) the catalyst.

Tests showed that enhancing surface roughness of the powder coat improved bond strength, a parameter further investigated during optimisations. The desired cure speed (45 min) and depth (0.5 mm) was ultimately achieved at a temperature as low as 70 °C.

This low-temperature adhesive bonding formulation addresses many of the current limitations of bonding methodologies. It reduces processing time and energy consumption. It also enables adhesive bonding of dissimilar materials, being specially formulated for both chassis and component assemblies.

POWDERBOND technology will enable car manufacturers to reduce(*Form: Simple Active; Function: object*) the carbon footprint of their activities while delivering vehicles with lower fuel consumption and fewer emissions. Overall, it will improve the competitive position of EU small and medium-sized enterprises in the supply chain for current and future automobiles.

Related information

Report Summary

[Final Report Summary - POWDERBOND \(Developing powder coatings for contact curing of structural adhesives for vehicle bonding applications\)](#)

Subjects

[Scientific Research](#)

Keywords

Adhesive bonding, automotive industry, low-temperature curing, POWDERBOND, powder coating

Last updated on 2017-04-24

Retrieved on 2017-05-09

Permalink :http://cordis.europa.eu/result/rcn/159902_en.html

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APPENDIX 2 – SAMPLE OF ANALYSIS



TEMI Result In Brief

Project ID: 321403

Funded under: FP7-SIS

Country: United Kingdom

Integration of enquiry-based learning

Teacher training helps transform (Form: Bare Inf, Simple Active; Function: object) science and mathematics education by providing teachers with new skills to engage (Form: Simple Active; Function: attribute) with their students.

Getting students more actively interested in science and maths can be a challenge for teachers. According to research, the traditional pedagogy used can actually contribute(Form: Bare Inf, Simple Active; Function: a part of a compound verbal predicate) to the decline in interest in the subjects. TEMI (Teaching enquiry with mysteries incorporated) was an EU-funded project that worked to change(Form: Simple Active; Function: adverbial modifier of purpose) all this through the use of mystery. This was done in order to foster(Form: Simple Active; Function: adverbial modifier of purpose) exploration and discovery, which is essential for scientific practice.

As a pilot project aimed at over 500 science and maths teachers in 9 countries, TEMI created a network of teacher training centres. Teachers were trained on how to use (Form: Simple Active; Function: object) mysteries as a teaching tool. Enquiry can not only help(Form: Bare Inf, Simple Active; Function: a part of a compound verbal predicate) stop(Form: Bare inf, Simple Active; Function: object) the decline in interest in science and maths, but also contribute(Form:

Bare Inf, Simple Active; Function: a part of a compound verbal predicate) to better scientific thinking.

Implementing enquiry as a cognitive skill set requires a sharp shift in the patterns of classroom interaction combined with a deep motivation to learn(*Form: Simple Active; Function: attribute*)The project approach centred on core scientific concepts and emotionally engaging activities for solving mysteries such as exploring the unknown.

More than 36 training sessions were delivered in 9 countries and the training reflected country-specific issues as regards curriculum and suitability of context. TEMI organised conferences and events to disseminate(*Form: Simple Active; Function: adverbial modifier of purpose*) the results and also created a mechanical mystery mascot. Project partners produced 'The Book of Science Mysteries' and a 'Teaching the TEMI way' guide for teachers, and developed a smartphone app on mysteries. The project website also provides downloadable mystery-based materials.

In addition to providing a means to implement(*Form: Simple Active; Function: attribute*) new teaching approaches in the classroom, which is part of an EU-wide movement, the work can help(*Form: Bare inf, Simple Active; Function: a part of a compound verbal predicate*) contribute(*Form: Bare inf, Simple Active; Function: object*) to further study in science, technology, engineering and maths. This can boost(*Form: Bare inf, Simple Active; Function: a part of a compound verbal predicate*) the EU knowledge economy and support(*Form: Bare inf, Simple Active; Function: a part of a compound verbal predicate*) a more scientifically literate population in the future.

Related information

Report Summary

[Final Report Summary - TEMI \(Teaching Enquiry with Mysteries Incorporated\)](#)

Subjects

[Scientific Research](#)

Keywords

Enquiry-based learning, teacher training, science, mathematics, TEMI, mysteries

Last updated on 2017-04-12

Retrieved on 2017-05-09

Permalink :http://cordis.europa.eu/result/rcn/170382_en.html

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APPENDIX 3 – SAMPLE OF ANALYSIS



FASTDISC Result In Brief

Project ID: 323516

Funded under: FP7-JTI

Country: Germany

Electric actuators for helicopters

Helicopters rely on hydraulic actuation of the swash plate, the device that controls the rotor blades. Scientists investigated different options for electromechanical actuation to ensure (Form: Simple Active; Function: attribute) that environmental and cost benefits do not come at the expense of safety.

The European aerospace industry is moving toward more-electric and eventually all-electric aircraft aligned with specific benefits. Among these are decreased noise, weight, maintenance and emissions along with enhanced safety. Electromechanical actuators (EMAs) for swash plates are on the drawing board, but certain technical issues remain to be addressed. (Form: Simple Passive; Function: Object)

Four partners covering all aspects of the development joined forces on the EU-funded project FASTDISC (Disconnect device for jam tolerant linear actuators). They delivered actuation solutions that can make an important contribution to the sustainability and competitiveness of the EU aerospace industry.

Redundancy (having a duplicate part available immediately) has been a common solution to meet (Form: Simple Active; Function: attribute) safety regulations. To make (Form: Simple Active; Function: adverbial modifier of purpose) EMAs jam tolerant, the failed actuator must

be disconnected (*Form: Bare Infinitive, Simple Passive; Function: a part of a compound verbal predicate*) quickly by a fast-activating device. No such device has been currently available for EMA applications.

The team developed two different types of disconnect device: a reversible (electromechanical) system and an irreversible (pyrotechnical) version. First, they designed six reversible and six irreversible designs that included various function structures and active structures. They then proceeded with development and manufacturing of two prototypes, each representing the most promising design of each type. The required functional and environmental capacity of the prototypes was successfully evaluated in static and dynamic tests. Two newly developed test rigs served for static and dynamic tests of the prototypes.

The EU has set ambitious goals for lowering the emissions and noise associated with air travel, and replacing hydraulic systems with all-electric ones is a main pillar. FASTDISC showed that it is possible to power (*Form: Simple Active; Function: subject*) a primary flight control surface with an EMA in place of hydraulic actuators, thus making a major contribution to the EU aerospace sector.

Related information

Report Summary

[Final Report Summary - FASTDISC \(Disconnect device for jam tolerant linear actuators\)](#)

Subjects

[Scientific Research](#)

Keywords

Helicopters, swash plate, electromechanical actuators, FASTDISC, disconnect device

Last updated on 2017-04-18

Retrieved on 2017-05-08

Permalink :http://cordis.europa.eu/result/rcn/159781_en.html

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Dokumentārā lapa

Bakalaura darbs „Use of infinitives in project reports” (Nenoteiksmes lietojums projektu pārskatos) izstrādāts LU Humanitāro zinātņu fakultātē.

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23. 05. 2017

Rekomendēju/nerekomendēju darbu aizstāvēšanai

Vadītāja: assist. prof. Jana Kuzmina

23. 05. 2017

Recenzents:

Studiju metodiķe: Sintija Karule

23. 05. 2017

Darbs iesniegts Anglistikas nodaļā 23. 05. 2017

Darbu pieņēma:

Darbs aizstāvēts bakalaura gala pārbaudījuma komisijas sēdē

2017. gada..... jūnijā, prot. Nr., vērtējums

Komisijas sekretārs: