THE STRUCTURE AND FUNCTION OF THE DHOLUO
PREPOSITIONAL PHRASE: AN X-BAR APPROACH

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C50/CE/28081/2013

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NOVEMBER, 2020
DECLARATION

I declare that this research project is my original work and has not been presented for the award of a degree in any other university.

Signature………………………… Date…………………………

ORONDO PAUL OMONDI
C50/CE/28081/2013

This research project has been submitted with my approval as the University supervisor.

Signature………………………… Date…………………………

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Kenyatta University
DEDICATION

To the Almighty God

You

are

such

a wonderful God to me
ACKNOWLEDGEMENT

This academic journey has been a long one whose success can never be celebrated without appreciating the following people who have made immense contribution in my academic life.

Dr. Phyllis W. Mwangi, my supervisor and mentor, thank you so much for your dedication and continuous guidance throughout this period. You were always keen and timely with my work and this gave me a lot of confidence to proceed. I forever remain grateful to you. Thank you so much.

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# ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KSN</td>
<td>Kisumu South Nyanza</td>
</tr>
<tr>
<td>BU</td>
<td>Boro Ukwala</td>
</tr>
<tr>
<td>NP</td>
<td>Noun Phrase</td>
</tr>
<tr>
<td>VP</td>
<td>Verb Phrase</td>
</tr>
<tr>
<td>AdvP</td>
<td>Adverb Phrase</td>
</tr>
<tr>
<td>AdjP</td>
<td>Adjective Phrase</td>
</tr>
<tr>
<td>PP</td>
<td>Prepositional Phrase</td>
</tr>
<tr>
<td>XP</td>
<td>Any Phrase</td>
</tr>
<tr>
<td>X&quot;</td>
<td>X-double bar</td>
</tr>
<tr>
<td>X'</td>
<td>X-bar</td>
</tr>
<tr>
<td>X</td>
<td>Head of a Phrase</td>
</tr>
<tr>
<td>Spec.</td>
<td>Specifier</td>
</tr>
<tr>
<td>D</td>
<td>Determiner</td>
</tr>
<tr>
<td>P&quot;</td>
<td>Preposition double bar</td>
</tr>
<tr>
<td>P'</td>
<td>Preposition bar</td>
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<tr>
<td>P</td>
<td>Preposition</td>
</tr>
<tr>
<td>DP</td>
<td>Determiner Phrase</td>
</tr>
<tr>
<td>IP</td>
<td>Inflectional Phrase</td>
</tr>
<tr>
<td>N</td>
<td>Noun</td>
</tr>
<tr>
<td>V</td>
<td>Verb</td>
</tr>
<tr>
<td>Adj</td>
<td>Adjective</td>
</tr>
<tr>
<td>YP</td>
<td>Y Phrase</td>
</tr>
<tr>
<td>MP</td>
<td>Minimalist Program</td>
</tr>
<tr>
<td>FG</td>
<td>Functional Grammar</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science Technology and Innovation</td>
</tr>
</tbody>
</table>
## OPERATIONAL DEFINITION OF TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Head</td>
<td>Is the lexical category that corresponds to a phrase</td>
</tr>
<tr>
<td>Specifier</td>
<td>A component of a phrase that is non-recursive and not found as a sister of the head of the phrase</td>
</tr>
<tr>
<td>Modification</td>
<td>A situation where more information is given about a constituent</td>
</tr>
<tr>
<td>Complements</td>
<td>Obligatory elements required for a sentence to be complete</td>
</tr>
<tr>
<td>Adverbials</td>
<td>Optional elements in a phrase or a sentence that answer the questions; <em>where, when, how, to what extent and how often among others</em></td>
</tr>
<tr>
<td>Adjunct</td>
<td>A construction that can be used to extend the meaning of a word or phrase and whose omission does not cause ungrammaticality</td>
</tr>
<tr>
<td>Recursion</td>
<td>The same constituent reappearing more than once</td>
</tr>
<tr>
<td>Schema</td>
<td>A framework or concept that helps organize and interpret information</td>
</tr>
</tbody>
</table>
ABSTRACT

This study examines the prepositional phrase in Dholuo. It is anchored on the following three objectives: to describe the structure of the PP in Dholuo, to identify the syntactic functions of the PP in Dholuo and to explain the PP in Dholuo within the X-bar. The study employed the descriptive research design which is qualitative in nature because it determines and reports things the way they are. Sampling for this study was done in stages. First, the study employed stratified sampling to arrive at 37 secondary schools out of the 40 secondary schools in Rarieda Sub-county. Random sampling was then conducted by giving the 37 schools random numbers before picking on Okela secondary school. The form three class was then purposively chosen to write a composition in Dholuo. The researcher also purposively sampled three books from the Dholuo Bible namely Luke 5, Acts 3 and Exodus 14. Introspection was also used when necessary. From these sources, sentences that contained PPs were extracted or generated, coded and described in terms of structure and function before being analyzed within the X-bar theory. Each structure and function were identified once to avoid duplication. Our study found out the following in terms of structure: that the PP in Dholuo exhibits the structures P+NP, P+AdvP and P+PP. The structure P and AdjP does not exist. It also emerged that where P is followed by an NP in the form of a pronoun, the pronoun is agglutinated within the P. Moreover, the structure P and AdvP depends on syntactic relations that determine the syntactic well formedness of the sentence. In terms of functions, the study revealed that PP in Dholuo can function as complement, modifier and adjunct. As a complement, the PP in Dholuo functions as object complement, verb complement, adjective complement, predicative complement and prepositional complement. as a modifier, it post modifies an NP while as an adjunct, the PP in Dholuo functions as an adjunct either of place or reason. With regard to our third objective, our analysis revealed that the PP in Dholuo theoretically lends itself to the X-bar theory schema. This study finally recommends that since the PP in Dholuo exhibits both simple structures like P+NP and complex structures like P+PP, the teaching of simple structures should come first especially in primary schools where learners are taught in the language of the catchment area because they are easy to understand before the complex structures are introduced progressively as the learners move to high levels.
CHAPTER ONE

INTRODUCTION

This chapter looks at the background information to the study, statement of the problem, research objectives, research questions, research assumptions, rationale for the study and finally the scope and limitations of the study.

1.1 Background to the Study

The study focuses on the structure and function of Dholuo prepositional phrases using an X- bar approach. Dholuo is spoken by the Luos who are believed to have migrated into Kenya and Uganda from South Sudan (Okombo, 1982). It belongs to the Western Nilotic branch, a sub- branch of the Eastern Sudanic family together with other languages like Acholi, Lang’o, Alur and Padhola of Uganda (Stafford, 1967) as well as Anwak, Bor, Jur and Shilluk languages of South Sudan (Omondi, 1982). Thus, it is generally believed that South Sudan is the cradle land for the Luos.

The population of Luos in Kenya is estimated at 5,066,966 according to the last census report of 2019 (Kenya National Bureau of Statistics, 2019). The majority of these speakers occupy the central, northern and southern parts of Nyanza. Nevertheless, some also live in different parts of the country.

There are two dialects in Dholuo, namely the Kisumu- South Nyanza dialect (KSN) and the Boro- Ukwala dialect (Odhiambo, 2011). The Kisumu South Nyanza dialect is mostly spoken in regions like Bondo, Rarieda, Yala, Maseno,
Kisumu, South Nyanza including Mbita, Ndhiwa and Migori regions while places like; Alego, Ugenya and some parts of Gem speak the Boro- Ukwala dialect (BU). Nevertheless, there is mutual intelligibility between the two dialects. This study thus adopted the Kisumu- South Nyanza (KSN) dialect since it is spoken by a larger population. In addition, the KSN dialect has widely been used in the publication of Dholuo materials including the bible and school readers such as *Masira Ki Ndaki* (Okombo, 1991) and thus it is perceived to be the standard dialect (Okombo, 1997).

(Source: Suleh, 2013, p.9)

**Figure 1.1: The Dholuo dialects and where they are spoken**
Linguistically, this study falls under syntax since one of the objectives of the study is to syntactically analyze the structure of prepositional phrases in Dholuo sentences using the X-bar approach. The term ‘syntax’ stems from the Greek word ‘syntaxis’ which means to put together or to order according to rules (Crystal, 1985).

Words in a natural language belong to a highly restricted finite set of word level category such as nouns, verbs, adjectives, adverbs, prepositions, determiners among others (Radford, 1988). These word level categories can be expanded to phrasal categories by the addition of other constituents. This means that we can have a noun phrase (NP) from a noun, a prepositional phrase (PP) from a preposition among others. In English, for example, the structure of the PP can take various forms like P + AdjP (Adjective Phrase), P + AdvP (Adverb Phrase), P + PP, P + finite clause, P + non-finite clause among others with P+ NP being the commonest (Quirk, 1972). This, however, does not cut across all languages. Saint-Dizier (2005) notes that the realizations of the PP are difficult to predict since there are few cross-linguistic regularities. For this reason, the study set to find out how the prepositional phrase in Dholuo is manifested.

It is also important to note that PP in English can realize different functions depending on their position in the sentence. It can function as complement, modifier and adverbial (Quirk, 1980). As a complement, the choice of the preposition heading a PP is determined by the preceding word. Consider the sentence: *I am sorry for her parent’s death*. In this sentence, the PP for her
*parent’s death* functions as a complement of the adjective *sorry*. A part from serving as a complement of nouns and verbs, the PP can also be used as a post modifier in a NP. Consider the sentence: *The students with short hair have been punished.* In this case, the PP *with short hair* post modifies the head noun *students*. However, as an adverbial, the PP can be left out since it is not obligatory. Our study thus endeavored to identify the functions of the PP in Dholuo within X-bar.

The X-bar theory was a brain child of Chomsky and it was first developed in 1970. It claims that languages of the world share certain structural similarities among their phrasal categories including X-bar (Chomsky, 1970). This claim can only be ascertained by undertaking a structural analysis of a language. It is for this reason that our study sought to analyze the structure and functions of the PP in Dholuo and find out to what extent the structure and functions of the PP in Dholuo can be accounted for within the X-bar.

### 1.2 Statement of the Problem

To the best of our knowledge, very few studies have been conducted on the structure and function of the Dholuo PP. Most studies that have been conducted on this language as earlier noted have either focused on the Determiner Phrase (DP), Verb Phrase (VP) or Noun Phrase (NP). Therefore, this study hoped to bridge this gap by describing the structure and functions of the Dholuo PP.

Coupled with this, is the argument advanced by Briton (2000) that the structure of the PP in English takes various forms with the specifier coming first
followed by a preposition which can be followed by either an NP or a PP. We therefore wanted to find out whether the PP in Dholuo also behaves in a similar way.

Finally, the X-bar theory makes an assumption that all languages share certain structural similarities among their phrasal categories. This gave us the more reason to conduct this study. The study therefore intended to find out to what extent the Dholuo PP can be accounted for within the X-bar theory.

1.3. Research Objectives

This study was guided by the following objectives

1. To describe the structure of the prepositional phrase in Dholuo.
2. To identify the syntactic functions of the prepositional phrase in Dholuo.
3. To explain the prepositional phrase in Dholuo using the X-bar theory.

1.4. Research Questions

The study sought to answer the following questions

1. What is the structure of the prepositional phrase in Dholuo?
2. What are the syntactic functions of the prepositional phrase in Dholuo?
3. To what extent can the prepositional phrase in Dholuo be explained using X-bar syntactic theory?

1.5. Research Assumptions

This study made the following assumptions:

i. That the prepositional phrase in Dholuo has a definite structure.
ii. That the prepositional phrase in Dholuo realizes a number of syntactic functions.

iii. That the prepositional phrase in Dholuo can be explained using the X-bar theory.

1.6. Justification and Rationale of the Study

As earlier mentioned, there is little research that has been done on the prepositional phrase in Dholuo. The outcome of this study therefore can provide relevant data on the structure and function of PP in Dholuo which may be beneficial as a point of reference for further research on the Dholuo language. The data itself is important since it can add to the already existing data on African languages and linguistic theory in general. It is also worth to note that data drawn from this study could be helpful in highlighting any weakness of the X-bar theory that may be revealed by our data analysis. This is because one of the objectives of the study is to find out the extent to which the PP in Dholuo can be accounted for within the X-bar theory. The study relied on X-bar theory because it is a theory that shows the component parts of a phrase cross linguistically.

Furthermore, curriculum developers can also benefit from the findings of this study. This is because there is need to develop learning materials that suit the needs of the learners at different levels. The learners from class one to three are supposed to be taught in the language of the catchment area according to the language policy in Kenya (Mbaabu, 1996). This is because, at the time of enrollment in school, the language that a pupil understands better is his or her
first language and thus this language becomes the most effective medium of instruction (Mbaabu, 1996). This study therefore can provide relevant information for teachers of Dholuo at lower classes as well as expand the already existing materials on Dholuo.

1.7. Scope and Limitation

The study is limited to the structure and functions of Dholuo prepositional phrases. The choice of prepositional phrases is motivated by the fact that the PP, through modification of the nouns and the verbs, informs sentences in a powerful way by indicating the relationship between subjects and verbs (http://www.grammar.yourdictionary.com).

From the background information, it is already noted that Dholuo has two dialects, the KSN and BU dialects. This study limited itself to the Kisumu-South Nyanza dialect since it is the one that has been widely used in publication including school readers and the bible and thus it is perceived to be the standard dialect (Okombo, 1997). The researcher also comes from Rarieda Sub County in Siaya County, a region dominated by the KSN dialect. His competence in the dialect came in handy where introspection was necessary. However, the finding of this study was generalized to include the BU dialect.

The study limited itself to X-bar theory since this theory makes an assumption that phrases in all languages share certain structural similarities. The research relied on written sources of data in the form of compositions and specific Bible chapters. This is because written data is more complex than the spoken one in terms of structure (Rijkhoff, 2002).
Since the sampled sources of data largely yielded simple structures like P+NP and P+PP, the researcher had no recourse but to fall back on introspection to supplement the data which were then duly verified through corroboration.

1.8. Chapter Summary

In conclusion, this chapter has looked at background information, statement of the problem, research objectives, research questions, research assumptions, rationale of the study and scope and limitations. In the next chapter, literature review and theoretical framework is dealt with.
CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter deals with the review of related literature with regard to the structure and function of the PP in different languages. It also concerns itself with the theoretical framework that the research is based on.

2.1 Review of Related Literature

This section reviews literature on the PP in both European and African languages. It begins with the structure followed by the syntactic functions of the PP in English on which there is prolific literature, before reviewing studies on other European languages. It then moves on to studies on African languages, among them Dholuo.

2.1.1 The Structure of the PP in English

As stated above, we first present literature on the structure of the English PP. To understand the structure of the PP in English, it is first important to take note that the head of this phrase is a preposition. Prepositions are words used to indicate a relationship between two entities (Aarts, 2001). This relationship can be realized spatially or metaphorically. Consider the following examples:

1. The books are in the library.
2. The students are under pressure.
The preposition ‘in’ in example 1 signifies a spatial relationship between the books and the library. However, in example 2, it does not imply that the pressure is on top of students but rather the preposition has been used metaphorically.

Prepositions can either be simple or complex. Simple prepositions are one-word prepositions which may include: over, above and under while complex prepositions may include: because of, by means of and next to among others. Complex prepositions are thus made up of more than one word (Huddleston, 2004).

2.1.1.1 Complements of a Preposition in English

All phrases must minimally contain a head (Aarts, 2001). It is the head that determines other constituents. As already mentioned, the head of a PP is a preposition. For example, in the sentence, The card is on the table, the PP is on the table with the preposition on as the head of the phrase. It is therefore worth noting that the head is an obligatory element in any phrase. The PP thus consists of a preposition as its head and the complement or object of that preposition (Quirk, 1972).

According to Quirk (1972), a PP can be realized by the following structures:

**P and NP**

The NP can either be a noun or a pronoun as shown below respectively (Huddleston, 2004).

3. The tourists came by train
4. I bought the pen from him

**P and a clause**

5. He is about to start cooking  - infinitive clause
6. The teacher guessed from what she wrote  - wh- clause
7. Jane prayed before going to bed  - ing clause

**P and AdjP**

8. I know the answer for sure.

**P and AdvP**

9. The boss kept the file in here.

**P and PP**

The PP can be embedded within a larger PP and this results into a complex PP (Huddleston, 2004).

10. The young boy pulled the treasure from under the car.

2.1.1.2 **Modification within the English PP**

The PP can be modified especially if the prepositional meaning expresses time and place (Quirk, 1980). Huddleson (2004) is also in agreement with this. In the modification of a PP, the P may be preceded by an intensifier. This is a case of pre-modification as seen in the example below:

11. The accident occurred a few meters behind the parliament building.

In this sentence, the intensifier a few meters pre-modifies the PP behind the parliament. It is in the form of an NP. Among the common pre-modifiers of a preposition are: almost, just, right and straight.
Kariuki (2007, p.44) observes that the English PP structures are exhibited differently by the primary and secondary school learners. He notes that different structures are acquired at different levels with the most common and easiest PP structure exhibited by most learners being P+NP while complex structures like modifier+prep+adverb are quite rare in their compositions. He therefore concludes that in the acquisition of the form and functions of the English PP, there is a suggestive development sequence and thus learners need to be introduced to simple structures first before complex ones.

The review of the English PP was relevant to us because it helped in the understanding of the structure of the Prepositional phrase which has a great bearing on the structure of the PP in Dholuo.

2.1.2 Syntactic Functions of the PP in English

According to Quirk (1980), PPs in English function as complements, post modifiers and as adverbials. We shall illustrate each in turn.

i) PP as complements

On the other hand, complements are obligatory elements that are required for a sentence to be complete. This implies that complements are mandatory. There are different kinds of complements as indicated below:

a) Complement of the verb

12. James stared at his broken leg.

The PP at his broken leg complements the verb stared and without it the sentence would be incomplete.
b) Object complement


c) Predicative complement

14. The teacher is in the house.

d) Subject complement

15. The little girl is at peace.

e) Complement of an adjective

16. Andrew is sorry for his parents.

f) Complement of an adverb

17. The teacher was absolutely on the wrong.

g) Prepositional complement

18. I watched from under the bed.

ii) PP as modifiers.

As modifiers, the PP gives us more information about a phrase. This additional information can appear before or after the phrase (Quirk, 1980).

a) PP as pre modifier of NP

19. The president warned the citizen not to rely on over-the-counter drugs.

b) PP as post modifier in an NP

20. The visitors in the hall look smart.

iii) PP as an adverbial.

Adverbials refer to optional elements in a phrase or sentence that answer the questions: where, when, how, to what extent and how often among others. This
implies that adverbials are optional and can be left out without interfering with the meaning of the sentence. Consider the next examples:

21. The children are playing in the field.
22. The boys did their work with enthusiasm.
23. John came in the morning.

In number 21, 22 and 23, we have the PPs *in the field*, *with enthusiasm* and *in the morning* which function as adverbials. These adverbials can be categorized as adjuncts, disjuncts and conjuncts. Adjuncts generally answer the questions to do with how, when, where, why, how many times, how long and how often. The following is an example:

24. The officer was playing *in the field*.

On the other hand, disjuncts express the speaker’s attitude towards a proposition. They are marked by separation of or from usually contiguous elements while conjuncts are constituents that unite or join ideas or parts of a sentence together. Their main function is to link clauses and thus they have a textual relation (Briton, 2000). The following is an example of a disjunct:

25. The students did, *in all fairness*, try to rescue their colleague.

Further, the following sentence contains a conjunct;

26. *On the other hand*, Emma did not complete her assignment.

From the foregoing, the most common adverbial function of the PP is adjunct with conjuncts being limited to stereotyped phrases (Quirk, 1980). Kariuki (2007, p.62) is also in agreement with this when he notes that the PPs function mainly as adverbial of the adjunct type because they are simple and easily
acquired at an early stage. A PP functioning as a subject is more complex as seen in this example:

27. *Into the house* entered the mad man.

In his analysis of PPs, Quirk (1980) also discusses postposed prepositions. This is a case where a preposition has not been followed by its complement as should be the case but the complement has either taken first position in the clause or has been left out through ellipsis. The following are examples:

28. Wh- question: Which shop did you buy it from?

29. Infinitive clause: She is difficult to deal with.

30. -ing clause: John is worth praying for.

The analysis of the functions of the English PP in the reviewed sources is important to our study since it lays a foundation for our second objective which is to identify the functions of the PP in Dholuo. Our study thus sought to find out whether the Dholuo PP serves similar functions.

### 2.1.3 The PP in other European Languages

Other studies have also been done in relation to the PP in non-African languages other than English. In her analysis of the structure and function of the PP in Greek, Bendor (1996) observes that it majorly functions as a constituent of the clause and also as a modifier within NPs and other phrases. In terms of structure, the PP can consist of P+NP and that the NP may be a single noun or pronoun followed by an article, participle, embedded phrase modifiers or genitive nouns and thus the structure of a PP may vary in length through genitival construction. This is similar to the structure of the PP in
English where the NP can either be a pronoun or a noun. In the same study, Bendor observes that the PP in Greek can be embedded. This is because the PP may contain within it verbal elements or a relative clause which may lengthen the PP as realized in the Greek translation of the New Testament. Nevertheless, the meaning of the PP is not affected by the length of the complex PP and the P still remains as the head of the PP. This study is similar to ours in the sense that it analyses the structure and function of the PP and thus addresses our first two objectives. The difference between these two studies is in terms of the language under study and theoretical framework employed. Whereas our study uses the X-bar approach, Bendor’s study uses a semantic role analysis.

Closely related to this, is a study of the PP in German based on computational linguistics (Volk, 2002). In this study, Volk claims that one of the problems of a natural language in any computer system is the problem of ambiguity which arises as a result of the PP being attached to either a noun or a verb as is the case with German. In his attempt to disambiguate the PP in German, Volk first looks at the structure and some of the syntactic functions of PP in German and observes that the PP can exhibit the following internal structures:

i) Preposition +NP  
ii) Contracted + NP (without determiner)  
iii) Preposition + Pronoun  
iv) Preposition + Adjective  
v) Preposition + Adverb

(Source: Volk, 2002, p.12)
Volk observes that just like in English, PPs in German can function as prepositional objects in which the verb determines the specific preposition. For example, in the sentence:

31. James accused Andrew of murder.

The PP ‘of murder’ is a prepositional object because of the verb *accused*. The PP can also function as a complement, an adjunct of a noun or as an adverbial adjunct. In this case, the PP does not affect the grammaticality of a sentence. Generally, the structure and function of PP in German is similar to that of English. This gave us the more reason to conduct this study to find out whether prepositions in Dholuo exhibit the same structure and function as in German and English. This study differs from ours in terms of the languages of study as well as theoretical framework. While his study is based on corpus analysis, ours is based on X-bar theory. However, they also share a lot in common, including looking at the structure and functions of the PP.

2.1.4 Syntactic Studies Based on African Languages

Mose (2012) observes that the PP in Ekegusii, just like in English, functions as either a complement or an adjunct. When the PP is used as an argument of the noun, it occupies the complement position and if it does not, then it has to be adjoined. She further notes that the PP in Ekegusii can be adjoined to the NP and thus they can function as adjuncts. This study is relevant to ours since in her attempt to describe the structure and role of the DP in Ekegusii, Mose discusses how the PP is adjoined to the DP. However, this study differs from ours in terms of language and theoretical framework. While Mose’ study
focuses on the structure and role of the DP in Ekegusii within the MP, ours focuses on the structure and function of the Dholuo PP within the X-bar theory.

Wabwire’s (2010) study of the structure and function of the Olukhayo NP has a great bearing on our study. He observes that the NP in Olukhayo can consist of determiners, modifiers and the nominal head. The determiners in Olukhayo function as post heads except for the distributive determiners like each and every. This is unlike English where determiners function as pre heads in an NP as in; the three tall boys have been suspended from school. In this sentence, the words ‘the’ and ‘three’ are determiners. The determinative component in Olukhayo mostly consists of demonstratives, possessives and qualifiers with adjectives, ordinals, numerals, qualifiers, prepositional phrases and relative clauses form part of the post modifier elements in the Olukhayo NP. Structurally, the Olukhayo NP shares a lot with the English NP. Both can function as the subject, object, direct object, subject complement, object complement, complement of preposition and as an adverbia. Moreover, both Olukhayo and English NPs can be accounted for within X- bar theory. This study gives impetus to ours since it concerns itself with the structure and function of Olukhayo NP using X-bar theory and thus in a way addresses some of our objectives. The two studies also share the same theoretical frame work. However, the difference between these studies is the fact that Olukhayo is a Bantu language while Dholuo is a Nilotic one. The phrases under study are also different. Whereas Wabwire deals with NP, our study is limited to the PP.
2.1.5 Syntactic Studies on Dholuo

Coming to Dholuo, a number of studies have been conducted on the language among them Okuku (2014). In his study, he points out that the PP in Dholuo can be used as an argument of the noun and thus occupies a complement position and if it does not occupy this position then it has to be adjoined. Okuku argues that the relative clauses and the PPs in Dholuo can co-occur through adjunction. If this is the case, then more often than not, it is the PP that will occur at the final position unless the construction is a marked one. Consider the example, *Chieng’ moro achiel gokinyi* (day one in morning) (NP+QP+PP) Okuku (2014, p.48). This can be translated as *one morning*. In this case, the PP has been adjoined to the noun. This study is relevant to ours in the sense that apart from sharing the same language of study, his study touches on the PP as a constituent of the DP in Dholuo and observes that the PP is adjoined to the noun if it does not occupy the complement position. However, this study differs from ours in terms of the theoretical framework. While his is based on MP, ours focuses on X-bar theory. Also, his central concern is the DP while ours is the PP.

Closely related to this is Okombo’s (1997) study that describes the Dholuo grammar in the perspective of Dik (1978) within the FG approach. He argues that both relative clauses and the PP in Dholuo are joined to the nominal group and that this relative clause is normally marked by the marker ‘*ma*’ which has the same meaning as *which* or *who* in English. In as much as this study is based on FG and does not study the PP in details, its review is still important since
the two studies share the language of study. Ours, however, is limited to the X-bar theory.

Finally, Awuor (2015, p.38) examines the passives in Dholuo and observes that Dholuo passives behave just like passive constructions in English save for tone placement in Dholuo. The PP in the passive construction denoted by ‘by’ phrase is marked by the marker ‘gi’ in Dholuo. For example:

32. *Ot oywe gi Onyango*

House swept by Onyango

The PP in the pseudo passive is as a result of P+NP. Therefore, in her attempt to discuss the passive construction in Dholuo, Awuor mentions the structure of the PP and this is relevant to our study as it touches on one of our objectives. The language of study is also the same as ours. However, our study is anchored on X-bar theory while hers is anchored on eclectic theoretical approach. Her thrust is the passive construction while ours is the PP. These make the difference.

Though there is evidence to show that some research has been done on the Dholuo language, very little has been done with regards to the structure and function of the Dholuo PP. Our study therefore endeavors to bridge this gap.

2.2 Theoretical Framework

In this section, we look at the theory used in the research and the reasons for the choice of the theory. This study endeavors to analyze the PP in Dholuo
using the X-bar theory. X-bar theory was the brain child of Chomsky in 1970 and it first appeared in his article ‘Remarks on Nominalization’. This theory was later modified by Jackendoff in 1977 and Radford in 1988 respectively. One of the claims of this theory is that languages of the world share certain structural similarities among their phrasal categories including X-bar. This means that X-bar theory attempts to identify syntactic features that are common to all languages.

To understand X-bar theory, it is first important to note that the term X-bar can be notated differently in terms of its structure either as, X’ or XP. The difference between X’ and X” is that X’ is read as X-bar while X” is read as X-double bar which is an equivalent of XP. This X’ is considered as the phrase level while X stands for the word category like P, N and V among others. This therefore implies that the X can be contained within the X’ just like a P can be contained within a PP. The bar category is an intermediary level between a word and a phrase since it is bigger than a word but smaller than a phrase. This can be represented in the following schema.
From this diagram, XP is a phrase with the head X. The X stands for lexical categories N, V, Adj, Adv because all phrases contain particular heads of the same category. This implies that an NP has N as its head and PP has P as its head. The specifier stems directly from the XP and thus it is a sister node to a node that dominates the head and the complement and that is the X'. This shows that the X’ is indeed an intermediate level between the phrase level (XP) and the head level (X). There is need to have an intermediary level because of the inadequacy of the lexical and phrasal levels of analysis (Poole, 2002).

As earlier discussed, Poole (2002) argues that the language faculty appears to structure phrases into three levels namely: the maximal projection level or XP level, the intermediate level or X’ level and the head or X⁰ level. Thus, this theory is anchored on the notion that phrases must be ‘endocentric’. That is to say that a phrase will always contain a head as an obligatory element. Consider the sentence:
34. Opata placed it beside the bed.

The PP ‘beside the bed’ has the P ‘beside’ as the head of that phrase. This can be summarized as:

\[
\begin{align*}
X' & \rightarrow \ldots X' \\
NP & \rightarrow \ldots N \\
PP & \rightarrow \ldots P
\end{align*}
\]

(Cook, 1988, p.94)

This shows that the head of any phrase is obligatory and that the choice of the head of the phrase should be of the same category as the phrase. It is also observable that the head of the phrase, which is X, has dots on both sides since it is the head that determines the category of the whole phrase (Poole, 2002). The head can be modified or can take arguments like complements. For example, in sentence:

35. Mary was accused of murder.

The VP ‘was accused’ takes PP ‘of murder’ as its complement because of the verb accused which is also the head of that VP.

It is true to say that specifiers and X’ are sister nodes since they stem from the same node XP or X’. Thus X’ and the specifiers of X’ make up X” (X DOUBLE BAR) while X together with its sisters like the complements make up X’ (X BAR). Thus, we can conclude that X’…X’… while X’…X…Specifiers are optional elements in a phrase since they do not complete the meaning of the head. Consider the example:
36. I kicked the ball absolutely over the roof.
This sentence has the PP ‘absolutely over the roof’. However, the specifier ‘absolutely’ does not affect the meaning since the sentence can still remain as, ‘I kicked the ball over the roof’. The position of specifier in X’ can either be before X or after it. That is to say: X’ ➔ X’ spec or X’ spec X’.

However, complements are closely connected to the head and thus unlike the specifiers, they affect the meaning of the head. Thus complements are governed by the head. This can be represented as, X ➔ X complement (s) or X ➔ complement (s) X. In brief, English is a head first and specifier first language but head last and specifier last can also be realized in a marked speech (Radford, 1988, p.274).

Another element of the phrase is the adjunct. Adjuncts are peripheral elements and they are considered optional since they do not affect the meaning of the head. Consider the sentence:

37. Mary is fond of children with short hair.
In this sentence, the PP ‘of children’ is a complement whose head is the adjective ‘fond’. The PP ‘with short hair’ is an adjunct describing ‘children’. This can be represented in the following schema;
From the above schema, it is observable that the head X category can be expanded into X-bar by adding complements and adjuncts through recursion. The X-bar as well can be expanded into X-double bar (X") by the addition of the specifier phrase (Radford, 1988). This implies that recursively; the structure of the PP can also be expanded. We can thus conclude that adjuncts are sisters to P-bar and daughters of P-bar. This is however different from complements which are sisters to P and daughters of P'.

In conclusion, Radford (1988, p.270) makes an observation that is critical in the analysis of PP within the X-bar theory. He observes that a number of phrases like PP, NP and AdvP can be used as P-bar adjuncts as in;

38. John was [P [P-at odds] [PP with his friends]]
39. I am [P [P with you] [NP all the way]]
40. John is [P [P in the wrong] [ADVP completely]]
Thus, adjunct rule for the PP can be summed up as:

\[ P' \rightarrow PPP \]
\[ P' \rightarrow P'NP \]
\[ P' \rightarrow P'ADVP \]

In his summary of the rule with regards to specifiers, complements and adjuncts, Radford (1988, p.271) comes up with the following:

\[ X' \rightarrow (YP) X' \] (Specifier rule)
\[ X' \rightarrow X'YP \] (Adjunct rule) –optional
\[ X' \rightarrow X YP \] (Complement rule)

2.2.1 Rationale for the Theory

The choice of X-bar syntactic theory is appropriate for this study since one of its claims is that languages of the world share certain structural similarities. This can only be verified through structural analysis of these languages. Since one of the objectives of this study is to describe the structure of the PP in Dholuo, the X-bar model offers this platform.

2.3 Chapter Summary

In summary, this chapter has dealt with the structure and function of the PP in European with particular emphasis on English, studies based on African languages, theoretical framework as well as the rationale for the theory. The next chapter addresses the methodology employed in this study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This section concerns itself with the research design, area of study, target population, sampling techniques and sample size, data collection methods and instruments, data presentation and data analysis.

3.1 Research Design

This study employed the descriptive research design which is qualitative in nature. This is because this design determines and reports things the way they are (Mugenda & Mugenda, 1999). Sekaran (2010) is also in agreement that this research design can be used to describe the characteristics of the variables of interest in a situation. It is therefore implied that to understand a given phenomenon among a given group of people, the descriptive design would be appropriate. Since one of our objectives is to describe the structure of the PP in Dholuo, data elicited from written compositions, the Dholuo bible and introspection was extracted, coded, analyzed and then described within the X-bar theory. The descriptive research design therefore fits our study.

3.2 Area of Study

The study was carried out in Rarieda Sub-county which is one of the rural sub counties of Siaya County. This is because it is one of the sub counties that have Dholuo speakers who speak the KSN dialect which is perceived to be the standard dialect (Okombo, 1997). The researcher also comes from this region.
and thus rapport with the respondents was easier to establish in elicitation of data. However, the findings of this study can be generalized to include the BU dialect.

3.3 Target Population

Rarieda Sub-county has 40 schools divided into three education zones with a total student population of 1994. Thus, the target population for this study was the 1994 students as well as the entire Dholuo bible.

3.4 Sampling Technique and Sample Size

Kerlinger and Lee (2000) argue that sampling is important since through it, the outcome of the study can be generalized to a larger group. Since it was not practical to work with the entire population of 1994 students as well as the whole of the Dholuo Bible, the researcher conducted the sampling for this study in stages. Rarieda sub-county has 40 secondary schools. (Ministry of Education, 2018) First, stratified sampling was done to arrive at 37 secondary schools out of the 40 secondary schools in Rarieda sub-county. The three schools left out were extra county schools who admit students from all over the country and thus it was not possible to get a population that speaks entirely KSN dialect from these three schools. After that, the researcher then employed random sampling where the remaining 37 schools were given codes from number one to thirty-seven before randomly picking one school in which Okela Secondary School was arrived at. The researcher then purposively chose the form three class because they are more proficient in their use of language than form one and form two students. Form fours were left out because they were
busy preparing for their national examination. The form three class was therefore ideal for this study and the researcher gave the students, numbering forty, a composition to write on the topic ‘My school’ in Dholuo. Since the topic is descriptive in nature, it allowed students to use prepositions. From these compositions, the researcher extracted all the sentences that contained the PPs, grouped them in terms of structure and function before using two sentences for each structure. Secondly, the researcher combed through the entire Dholuo bible before arriving at the books of Luke 5, Acts 3 and Exodus 14. These were purposively chosen since they contain stories that employ the use of prepositions a great deal. The book of Luke 5 talks about Jesus preaching by the lake of Gennesaret, Acts 3 talks about the disciples of Jesus going into the temple to pray in the evening as was their custom while Exodus 14 talks about the children of Israel by the Red Sea.

3.5 Data Collection Procedures

Data for this study was collected through written compositions by form three students. Secondly, the researcher employed content analysis on the Dholuo Bible in the books of Luke 5, Act 3 and Exodus 14. From these chapters, all sentences containing PPs were extracted, grouped in terms of structure and function. Each structure and function type was identified once to avoid needless repetition of the same information.

Since the researcher is a native speaker of Dholuo, he relied on his intuitive knowledge of the language to supplement the written sources of data through
introspection. Data from introspection was verified with three other native Dholuo speakers who were above 60 years of age.

3.6 Data Presentation and Analysis

Data for this study was analyzed qualitatively. For the first and second objectives, open coding was done. This involves giving data an identification number (Gray, 2009). The sentences were thus identified and parts of the sentences that contain the PPs underlined and coded as PPs. These phrases were described in terms of structure and syntactic functions and presented in the form of tables. A theoretical account of the data was then given using X-bar phrase markers.

3.7 Ethical Considerations

Any research conducted should be done in a responsible and morally acceptable way (Mose, 2012). This means that a part from using the appropriate data collection instruments and a suitable research design, the welfare of the participants involved in the research should be of great importance especially if the respondents are human beings (Mugenda, 2008). To safeguard these ethical considerations, the researcher ensured that the purpose of the study was first explained to the respondents so that they can make an informed choice. An assurance was also given to the respondents that the information gathered from them would be treated with absolute confidentiality. The researcher coded the compositions so as to respect the privacy of the respondents.
Before carrying out the research, permission was sought from the head teacher of Okela Secondary School from where the respondents who wrote the composition were drawn. In addition, the researcher got clearance from the Graduate School as well as a research permit from NACOSTI. The consent of the corroborators was sought and sources of data duly cited.

3.8 Chapter Summary

In summary, this chapter has dealt with the research design, area of study, target population, sample technique and sample size, data collection procedures, data presentation and analysis as well as ethical considerations. In the next chapter, we focus on data analysis and presentation.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the analysis of data on the Dholuo PP. An attempt has been made to describe the PP structure and functions in Dholuo before analyzing them in line with X-bar. In cases where a particular structure was not realized from the data collected, we relied on our native speaker’s intuition to provide an example.

4.1 Descriptive Account of the Structure of the PP in Dholuo

Through content analysis, we extracted prepositions from the already specified Bible chapters as well as the compositions written by students and presented them in isolation so as to describe their meanings. This was deemed necessary as they are the heads of PP’s. It was observed that there are quite a number of prepositions in Dholuo and that some of them have more than one meaning. The use of a particular preposition depends on what follows it (Aarts, 2001). The table below shows some examples of prepositions in Dholuo.
### Table 4.1 Examples of Prepositions in Dholuo

<table>
<thead>
<tr>
<th>SN</th>
<th>Preposition in Dholuo</th>
<th>Meaning in English</th>
<th>Example in Dholuo</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E</td>
<td>At, on</td>
<td>1a) <em>Diel nitie e dhot</em>&lt;br&gt;b). <em>nyango nindo e kom</em></td>
<td>a). Goat is at door&lt;br&gt;The goat is at the door&lt;br&gt;b). Onyango sleep on chair&lt;br&gt;Onyango is sleeping on the chair</td>
</tr>
<tr>
<td>2</td>
<td>Ei</td>
<td>in</td>
<td>2. <em>Welo mor ei ot</em></td>
<td>2. Visitors happy in house&lt;br&gt;Visitors are happy in the house</td>
</tr>
<tr>
<td>3</td>
<td>Ewi</td>
<td>on, on top of, over</td>
<td>3a) <em>Chiemo iketo ewi mesa</em>&lt;br&gt;b) <em>Jopuonjre ok nyal dum ewi chiel</em></td>
<td>3a) Food is placed on the table&lt;br&gt;b). The learners cannot jump over the fence</td>
</tr>
<tr>
<td>4</td>
<td>Etok</td>
<td>Behind</td>
<td>4. <em>Chung’ etok jikon</em></td>
<td>4. Stand behind kitchen&lt;br&gt;Stand behind the kitchen</td>
</tr>
<tr>
<td>5</td>
<td>Ebath</td>
<td>Beside/next to</td>
<td>5. <em>Ochieng’ bet ebath Owino</em></td>
<td>5. Ochieng sits beside/next to Owino</td>
</tr>
<tr>
<td>7</td>
<td>Enyim</td>
<td>In front of,</td>
<td>7. <em>Pamela nitie enyim rangach</em></td>
<td>7. Pamela is in front of gate&lt;br&gt;Pamela is in front of the gate</td>
</tr>
<tr>
<td>8</td>
<td>Kod</td>
<td>With</td>
<td>8. <em>Awili obiro kod beti</em></td>
<td>8. Awili came with panga&lt;br&gt;Awili came with a panga</td>
</tr>
<tr>
<td>10</td>
<td>Gi</td>
<td>With</td>
<td>10. <em>Nera obiro gi rabolo</em></td>
<td>10. Uncle came with banana&lt;br&gt;My uncle came with bananas</td>
</tr>
<tr>
<td>No.</td>
<td>Piny</td>
<td>Outside</td>
<td>Oko</td>
<td>Koa</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>---------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>14</td>
<td>From</td>
<td>From</td>
<td>Pur koa kaa nyaka kucha</td>
<td>14. Did from here to there</td>
</tr>
<tr>
<td>15</td>
<td>Aluora</td>
<td>Around</td>
<td>Aluora ot oyugno</td>
<td>15. Around house bushy Around the house is bushy</td>
</tr>
<tr>
<td>16</td>
<td>For</td>
<td>16. Onyango omak ni kuo</td>
<td>16. Onyango arrested for stealing Onyango was arrested for stealing</td>
<td>16. Onyango arrested for stealing Onyango was arrested for stealing.</td>
</tr>
<tr>
<td>17</td>
<td>By</td>
<td>By</td>
<td>Awino obiro gi ndege koa loka</td>
<td>17. Awino came by plane from abroad</td>
</tr>
</tbody>
</table>

It can be noted from the above table that some prepositions in Dholuo have more than one meaning. For example, the preposition *e* can mean *at* or *on*, *ewi* can mean *on*, *on top of* or *over* and *ebath* can mean either *beside* or *next to*. The use of a particular preposition depends on the linguistic environment. Consider the following sentences:

18. *Jopuonjre ok nyal dum ewi chiel* (Appendix 1M)

   Learners not able jump *over* fence

   The learners cannot jump *over* the fence
The sentence above uses the preposition *ewi* to mean *over*. However, in 19 below, the preposition *ewi* has been used as *on*.

19. *Chiemo iketo ewi mesa* (Appendix 1M)

   Food placed **on** table

   Food is placed **on** the table

Saint- Dizier (2005) notes that the realizations of the PP are difficult to predict since there are few cross-linguistic regularities. Nevertheless, there are some prepositions in Dholuo which can be used interchangeably. Examples of such include, *kod* and *gi* which means **with**; *kuom* and *ni* which means **for**. Consider the following;

20. *Inyalo chulo fis kod gimoroamora ma in go* (Appendix 1I)

   You are able to pay fees **with** whatever that you have

21. *Inyalo chulo fis gi gimoroamora ma in go*

   You can pay fees **with** whatever that you have

22. *Jakuono ne onegi kuom kuo*

   That thief was killed **for** stealing

23. *Jakuono ne onegi ni kuo*

   That thief was killed **for** stealing

The following are examples of PP structures in Dholuo. These structures were extracted from the specified bible chapters, students’ compositions and introspection.
Table 4.2: PP Structure in Dholuo

<table>
<thead>
<tr>
<th>No</th>
<th>PP Structure</th>
<th>Type</th>
<th>Examples</th>
<th>Examples of Sentences in Dholuo</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>P+NP</td>
<td>P+Pronoun</td>
<td>Eie</td>
<td>24. Simo aketo eie</td>
<td>Phone I place in it</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ewiu</td>
<td>25. Wachno aweyo ewi</td>
<td>I have placed a phone in it</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Etoki</td>
<td>26. Thul nitie etoki</td>
<td>Word that I left on you</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I have left that issue on you</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ebathe</td>
<td>27. Ket kom ebathe</td>
<td>Snake is behind you</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The snake is behind you</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ebuogi</td>
<td>28. Gi pando buge ebuogi</td>
<td>Put chair beside me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Place the chair beside me</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enyime</td>
<td>29. Dhok kwayo enyime</td>
<td>They hid books under them</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>They have hidden books under them</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Koda</td>
<td>30. Welo obiro kod</td>
<td>Cows grazing in front of him</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P+Noun</td>
<td>e nam</td>
<td>31. Diel nitie e dhot</td>
<td>The goats is at door</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ei klese</td>
<td>32. Nitiere nyaka sitima ei klese</td>
<td>There is even electricity in the classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ewi mesa</td>
<td>33. Ket pesa ewi mesa</td>
<td>Put money on table</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>etok jikon</td>
<td>34. Chung’ etok jikon</td>
<td>Place the money on the table</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Stand behind kitchen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ebuo otanda</td>
<td>35. Nyathi opondo ebuo otanda</td>
<td>Stand behind the kitchen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Child hid under bed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The child hid under the bed</td>
</tr>
<tr>
<td>enyim chiro</td>
<td>Donkey died in front of market. A donkey has died in front of the market.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kod opira</td>
<td>A farmer came with a ball.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kuom koth</td>
<td>My uncle came with bananas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gi rabolo</td>
<td>Good planting before rain rains. It is good to plant before rains.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kapok koth</td>
<td>Around house bushy. Around the house is bushy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aluora ot</td>
<td>From Uganda up to here is shillings one hundred. From Uganda to here is one hundred shillings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>koa</td>
<td>From Uganda up to here is shillings one hundred. From Uganda to here is one hundred shillings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uganda</td>
<td>From Uganda up to here is shillings one hundred. From Uganda to here is one hundred shillings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) P+AdvP

| Piny kaa | Chicken eating down here. Chicken are eating down here. |
| Oko kucha | Latrines are outside there. |
| Koa kaa | Dig from here up to lake. Dig from here up to the lake. |
| Aluora kucha | Around there still bushy. Around there is still bushy. |

| 43. Guen chimeo piny kaa | Chicken eating down here. Chicken are eating down here. |
| 44. Choche nitie oko kucha | Latrines are outside there. |
| 45. Pur koa kaa nyaka nam | Dig from here up to lake. Dig from here up to the lake. |
| 46. Aluora kucha pod oyugno | Around there still bushy. Around there is still bushy. |

| Koa ebuo chuodho | Oulo plucked tree from under mud. Oulo has plucked a tree from under the mud. |
| Oko etok dhot | Police men standing outside behind door. Police men are standing outside. |
| 47. Oulo opudho yien koa ebuo chuodho | Oulo plucked tree from under mud. Oulo has plucked a tree from under the mud. |
From Table 4.2, we observe that the elements that make up the PP in Dholuo include: P and NP, P and AdvP and P and PP.

In the case of P and NP, the P requires an object of the preposition which is provided for in the form of an NP. In the example;

50. *Nitiere nyaka sitima ei kilese* (Appendix 1J)

There is even electricity **in classes**

We have the preposition *ei* (in) which requires an object of preposition that has been provided for by an NP *klese* (the classes). This is similar to Greek where Bendor (1996) observes that structurally, the Greek PP consists of P+NP and that the NP may be a single noun or pronoun.

The case of P and Pronoun is peculiar in Dholuo. This is because the use of personal pronoun is dictated by person and not gender. These personal pronouns in Dholuo can occur in emphatic and non-emphatic forms. The emphatic ones are free morphemes while non-emphatic ones are all bound forms occurring as either prefixes or suffixes (Okombo, 1997). The following table shows the various Dholuo personal pronouns depending on person.
Dholuo Personal Pronouns according to Persons

Table 4.3: Dholuo Personal Pronouns

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>An</td>
<td>Wan</td>
</tr>
<tr>
<td>Second person</td>
<td>In</td>
<td>Un</td>
</tr>
<tr>
<td>Third person</td>
<td>En</td>
<td>Gin</td>
</tr>
</tbody>
</table>

Source (Omondi, 1982)

From this table, it can be concluded that the preposition in Dholuo is not marked for gender. Consider:

51. *En e ot*

This sentence can carry any of the following meanings: He is in the house/ she is in the house or it is in the house. Secondly, for us to realize the structure P and Pronoun in Dholuo, the pronoun needs to be in the objective case since the P would require an object of a preposition (Okombo, 1982).

In Dholuo, the PP realized as P and NP where the NP is a pronoun is read as one word since the pronoun is agglutinated within the preposition. Consider the example:

52. *Etoki*

    *Etok-i*

    Behind you

The PP *etoki* (behind you) has the morpheme ‘i’ denoting the second person singular pronoun agglutinated within the preposition. This last morpheme
determines the person of the pronoun. Thus in Dholuo, the first person singular pronoun is denoted by ‘an’, second person singular by ‘in’ while third person singular is denoted by ‘en’ respectively while ‘wan’, ‘un’ and ‘gin’ denotes first person plural, second person plural and third person plural respectively (Omondi, 1982).

The P and AdvP structure of the Dholuo PP is mostly realized as a predicate complement. Consider the sentence:

53. Choche nitie oko kucha gi pi maler (Appendix IM)

Latrines are outside there with clean water

This sentence has the PP oko kucha (outside there) in the form of P and AdvP. In the structure P and AdvP, the adverb phrase dictates the form of preposition that it takes. For example, prepositions like aluora, piny, oko and koa can give us the structure P+AdvP such as aluora kaa, piny kucha, oko kucha which means around here, down there and outside there respectively while prepositions like gi, kuom and kod do not form the structure P and AdvP since we cannot have structures like kuom ka which means for here. This is because of syntactic well formedness. Radford (1988) remarks that syntactic competency in a language entails that a native speaker has intuition about syntactic well formedness in his language and that he is able to judge whether a sequence of words is a grammatical sentence in his language or not. A competent Dholuo speaker therefore knows that the structure kuom ka is not possible.
For us to realize the PP in Dholuo in the form of P and PP, the PP must contain an NP since the P in the PP needs a complement. For example:

54. Koa ebuo chuodho (Appendix 11)

From behind mud

This has a P koa (from) and a PP ebuo chuodho (behind the mud). The PP contains a P ebuo (behind) which requires a complement in the form of NP chuodho (the mud). Okuku (2014) observes that the PP in Dholuo can be used as an argument of the noun and thus it occupies a complement position.

Whereas Quirk (1972) discusses exhaustively the structure of the PP being realized as P and NP, P and a clause, P and AdjP, P and AdvP and P and PP, our analysis of the data on the structure of the Dholuo PP reveals that the PP is realized by the following structures; P+NP, P+AdvP and P+PP. The structures; P and a clause and P and AdjP do not exist. P and AdvP does not exist because in Dholuo, the adjective, whether used predicatively or attributively, occurs postpositionally (Okombo, 1997). Okombo further states that while adjectives have the function by definition of predicting state, a number of verbs or words which otherwise behave like verbs are capable of predicting state. Omondi (1982) is also in agreement that adjectival function is performed in Dholuo by a sub class of verbs and there is no motivation for postulating an independent grammatical category of adjective. The AdjP in Dholuo is thus adjoined to the NP and is normally marked by a morpheme marker ‘ma’ or ‘mo’ (Okombo, 1982). Consider the example:

55. Onyango onyiewo puodho mamiyo
Onyango bought garden fertile

Onyango bought a fertile garden.

In this sentence, the adjective mamiyo (fertile) is adjoined to the NP puodho mamaiyo (fertile garden).

4.2 A Descriptive Account of the Syntactic Functions of the PP in Dholuo

Quirk (1980) observes that the PP in English has three basic functions mainly as adverbials, complements and modifiers. Whereas complements are mandatory since the meaning of a sentence depends on them, adverbials are optional elements and mostly answer the questions where, when, how, to what extent and how often among others. As modifiers, the PP gives more information about the phrase. This modification, as had been noted earlier, can occur before or after the phrase. The PP in Dholuo functions as adverbials, complements and modifiers.

Recursively, the structure of the Dholuo PP can be expanded. For example:

56. Ei skul tok ofis ebath rangach

In school behind office beside gate

In the school behind the office beside the gate

*In the school behind the office beside the gate* have recursive elements which are adjuncts in nature since they only give more information without necessarily affecting the meaning of the PP. In cases where the data collected could not yield an example, the researcher relied on the natural speaker’s intuition to generate examples and then corroborated them with other Dholuo speakers.
The following are the examples of the various functions of the PP in Dholuo.

i) **PP as complements**

a) Verb complement

\[ \text{P+NP} \]

57. *Japuonj Onyango ne opuo kuom telo maber.* (Appendix IM)

Verb complement

Teacher Onyango was praised **for leadership good**

Teacher Onyango was praised **for good leadership**

The verb *opuo* (was praised) requires a complement in the form of PP *kuom telo maber* (for good leadership). This is similar to German where the PP functions as a prepositional object in which the verb determines the specific preposition (Volk, 2002).

b) Object complement

\[ \text{P+ NP} \]

58. *Dohoodonjone Owira kod ketho mar nek.*

Object complement

*Doho o-donjone Owira kod ketho mar nek*

Court has charged Owira **for murder**

The court has charged Owira **with murder**.

The PP *kod ketho mar nek* (with murder) is required to complement the object Owira showing what the court has charged Owira with. This is in tandem with Mose’s (2012) observation that when the PP is used as an argument of the noun, it occupies the complement position.
c) Predicative complement

\[ P + NP \]

59. *Udi ma nitiere ei sikul thothgi oger kod jopuonjre machon* (Appendix IE)

Predicative complement

*Houses that are in school majority built with students old*

The houses that are *in the school* were mostly built by the alumni.

The PP *ei sikul* (in the school) complements the predicate *nitiere* (are). In the absence of the PP *ei sikul* (in the school), the one listening to this statement as *udi ma nitiere* (the houses that are) will be compelled to ask the question *kune* which means ‘where’ or *ang’o* which means ‘what’ since the verb *nitiere* (are) in Dholuo does not make sense on its own unless complemented.

d) Adjective complement

\[ P + NP \]

60. *Ne watimo mos kuom tho mar wuode* (Appendix IM)

Adjective complement

*Ne watimo mos kuom tho mar wuode*

We did sorry *for death of son his*

We were sorry *for the death of his son.*

The adjective *mos* (sorry) anticipates a complement introduced by PP *kuom tho mar wuode* (for the death of his son) giving the reason why the speaker was sorry.
e) Prepositional complement

P+NP

61. *Gimoro maber pod inyalo yudi koa ebuo chuodho* (Appendix 1I)

Prepositional complement

*Something good still be found from under the mud*

Something good can still be found from **under the mud**

The PP *ebuo chuodho* (under the mud) is needed to complete the meaning of the sentence since the preposition *koa* (from) requires a complement.

ii) PP as modifier

In English, the PP can function as either a pre- modifier or a post- modifier of an NP. However, in Dholuo the PP can post modify NP and PP (Okuku, 2014).

The following are examples:

P+NP

62. *Ute maboyo ebath pap onego omuki* (Appendix 1M)

Post modifier of an NP

Houses tall **beside field** should demolished

Tall buildings **beside the field** should be demolished.

The PP *ebath pap* (beside the field) post modifies the NP *ute maboyo* (tall buildings). To this extent, the PP in Dholuo functions like the PP in Greek. Bendor (1996) observes that the PP in Greek majorly functions as a constituent of the clause and also as a modifier within an NP.

P+NP

63. *Awili obiro koa Kisumo kod bas*

PP post modifier
Awili came from Kisumu with bus

Awili came from Kisumu by bus

The PP *kod bas* (by bus) post modifies the PP *koa Kisumo* (from Kisumu). To this extent thus, the PP can be embedded in a larger PP (Okuku, 2014). This is similar to Greek. Bendor (1996) notes that in Greek, the meaning of the PP is not affected by the length of the complex PP and that the P still remains as the head of the PP.

**iii) PP as adverbials**

Quirk (1980) observes that the PP can function as an adverbial. Our analysis of data reveals that the PP in Dholuo is mostly used as an adjunct. This is similar to what was found out by Okuku (Okuku, 2014). In the example below, the PP has been used as an adjunct.

\[
\text{P} + \text{NP}
\]

64. *Musa noriyeo bade } \text{e nam} \text{ (Appendix IIA)}

Adverbial

*Musa noriyeo bad-e e nam*

Moses stretched hand his *at sea*

Moses stretched his hand *over the sea*.

This sentence would still be meaningful as, *Musa noriyeo bade* (Moses stretched his hand) since the PP *e nam* (over the sea) is optional and thus an adverb of place. Another example can be:

\[
\text{P} + \text{NP}
\]

65. *Wagoyo ne sirikal erokamano } \text{kuom kony} \text{ (Appendix IIA)}

Adverbial

Wa-goyo ne sirikal erokamano *kuom kony*

We beat to government thank you *for help*
We are grateful to the government **for the help**

The above sentence would still be meaningful as, *Wagoyo ne sirikal erokamano* (We are grateful to the government) since the PP *kuom kony* (for help) is an adverbial of reason thus optional.

Even though Quirk (1980) discusses extensively the functions of the PP in English as being complements, modifiers and adverbials, our analysis of the data on the functions of the Dholuo PP revealed that the PP in Dholuo does not function as a subject complement, adverb complement and as a pre-modifier of an NP.

### 4.3 X-bar Analysis of the PP Structure in Dholuo

This is a theoretical analysis of the elements within the PP in Dholuo in line with the X-bar. This is presented in the form of phrase markers. To understand the structure of the PP, it is first important to note that all phrases must minimally contain a head since it is the head that determines other constituents (Aarts, 2001). This is in agreement with X-bar that sees phrases to be containing particular heads of the same category. The head of PP is a preposition. Just like the PP in English, the PP in Dholuo also has a head which is a P. Consider the examples: *ei skul* (in school) and *enyim rangach* (in front gate) which actually means in front of the gate have *ei* and *enyim* as heads of PP.

The structure of the PP in Dholuo is realized in the following structures.
i) P and NP

This can be in the form of P and a noun or P and a pronoun. We begin with P and noun

a) P and a noun

P+noun

66. Nyithindo nitie *ei skul* (Appendix IM)

complement

Children are in school

In the above example, we see that the PP is an argument of the noun.

Figure 4.1: The structure P and NP in Dholuo
If the PP is an argument of the noun, then it must be in complement position however, if it is not, it must be adjoined. In Dholuo, the P can be adjoined to the nominal group. In this case, the P *ei* (in) takes a complement in the form of an NP *skul* (school). Thus, the PP *ei skul* (in school) functions as a complement because it is required to complete the meaning of the sentence.

\[
\text{P+NP}
\]

67. *Ute maboyo ebath pap onego omuki*

Modifier

House tall **beside field** should be demolished

Tall houses **beside the field** should be abolished

![Figure 4.2: The structure P and NP in Dholuo](image)
The preposition *ebath* (beside) is the head of the PP *ebath pap* (beside field). The preposition *ebath* (beside) therefore takes an NP *pap* as its complement. The PP *ebath pap* (beside the field) gives more information about tall houses and thus it functions as a modifier of the NP *ute maboyo* (tall houses).

b) P and pronoun

P and pronoun

68. *Asomo buk etoki*

Adjunct

*A-somo buk etok-i*

I read book **behind you**

I read the book **behind you**

![Diagram](image-url)

**Figure 4.3: The structure P and pronoun in Dholuo**
The preposition *etok* takes a morpheme ‘*i*’ which is a pronoun marker for second person singular pronoun in the objective case. The PP *etoki* (behind you) thus functions as an adjunct because it only points to where the book was read. The pronoun in Dholuo is agglutinated within the preposition and therefore it is not overtly realized. This is because Okombo (1997) argues that the personal pronouns in Dholuo can occur in two sets as either emphatic or non-emphatic. While emphatic ones are free morphemes for example ‘*wan*’ to denote first person plural, the non-emphatic ones are all bound forms occurring as either prefixes or suffixes for each person–number combination.

**ii) P and AdvP**

P+AdvP

69. *Mandela opuro puodhoni koa ka*  
\[ \text{Adjunct} \]

*Mandela opuro puodho-ni koa ka*

Mandela ploughed garden this **from here**

Mandela ploughed this garden **from here**
The preposition *koa* (from) is the head of the PP *koa ka* (from here). It takes as its object of preposition an adverbial phrase *ka* (here). The PP *koa ka* (from here) thus functions as an adjunct since the sentence would still be meaningful as *Mandela opuro puodhoni*, which means Mandela ploughed this garden.

iii) P and PP

P+PP

70. *Nyithind agrikacha nigi puothe oko etok rangach*

Adjunct

Children agriculture have farms *outside behind gate*
Agriculture students have farms **outside behind the gate**

![Figure 4.5: The structure P and PP in Dholuo](image)

The preposition *oko* (outside) is the head of the overall PP *oko etok rangach* (outside behind the gate) and it takes as its complement another PP *etok rangach* (behind the gate) which is itself headed by the preposition *etok* (behind). The PP *oko etok rangach* (outside behind the gate) functions as an adjunct because the sentence can still be meaningful as *Nyithind agrikacha nigi puothe* (Agriculture students have farms).

### 4.4 X-bar Analysis of the PP’s Syntactic Functions in Dholuo

It should be noted that the X-bar terminology is slightly different from the one used in descriptive grammar such as Quirk. In X-bar, the functional terms are specifier, head, complement and adjunct. As noted earlier, X-bar theory is
anchored on the notion that phrases must be endocentric (Poole, 2002). This is to say that a phrase will always contain a head as an obligatory element. The choice of the head of the phrase should be of the same category as the phrase and it is the head that determines the category of the whole phrase.

A specifier, on the other hand, is an optional element in a phrase since it does not complete the meaning of the head. There are no instances where the PP in Dholuo functions as a specifier or a head and thus the two functions that were relevant for this study were complement and adjunct.

Complements are closely connected to the head and thus they affect the meaning of the head. Complements are governed by the head. This is unlike adjuncts which are peripheral elements and are considered optional since they do not affect the meaning of the head. In X-bar, adjuncts include what descriptive grammar calls modifiers and adverbials.

Consider the following examples in which the head is underlined and the PP in its various functions bolded:

71. *Onyango ne* opuo kuom telo maber

   *Verb* complement

   Onyango was *praised* for leadership *good*

   Onyango was *praised* for *good leadership*
Above, we see the PP *kuom telo maber* (for good leadership) functioning as the complement of the verb *opuo* (praised).

72. *Doho odonjone Owira* kod ketho mar nek  

    Court has charged *Owira* with *murder*  

    The court has charged *Owira* with *murder*
In 72, it is evident that the PP *kod ketho mar nek* (with murder) functions as the complement of the object *Owira*.

73. *Ne watimo mos kuom tho mar wuode*

   **Adjective complement**

   We did **sorry for death of son his**

   We were **sorry for the death of his son**
Here, we see the PP *kuom tho mar wuode* (for the death of his son) functioning as the complement of the adjective *mos* (sorry).

*74. Gimoro maber pod inyalo yudi koa ebuo chuodho*  

Prepositional complement  

_Something good still be found from under the mud_  

Something good can still be found _from under the mud_
Example 74 illustrates that the PP *ebuo chuodho* (under the mud) functions as the complement of the preposition *koa* (from).

75. *Ute maboyo ebath pap onego omuki*

   **Post modifier** of an **NP**
   
   Houses tall **beside field** should be demolished
   
   Tall houses **beside the field** should be demolished
As can be seen in 75 above, the PP *ebath pap* (beside the field) serves as a post modifier of the NP *ute maboyo* (tall houses).

76. *Musa norieyo bade e nam*
   
   Adjunct
   
   *Musa norieyo bad-e e nam*

   Moses stretched hand his *at sea*

   Moses stretched his hand *over the sea*
In the above example, the PP *e nam* (over the sea) is optional and thus the sentence can still be meaningful as *Musa norieyo bade* (Moses stretched his hand). To this extent therefore, the PP *e nam* (over the sea) functions as an adjunct.

### 4.5 Chapter Summary

In summary, this chapter begins by providing a description of the structure and syntactic functions of the PP in Dholuo before giving an X-bar analysis of the same. In the next chapter, we focus on the summary of findings, conclusion and recommendations.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND
RECOMMENDATIONS

5.0 Introduction

This chapter outlines a summary of the findings of the study on the structure and functions of the Dholuo Prepositional Phrase based on the following objectives: to describe the structure of the prepositional phrase in Dholuo, to identify the syntactic functions of the prepositional phrase in Dholuo and to explain the prepositional phrase in Dholuo using the X-bar theory. Conclusion and recommendations have also been tackled.

5.1 Summary of Findings

Our first objective set out to describe the structure of the PP in Dholuo. Sentences that contained PP’s were extracted from the Dholuo Bible in the book of Luke 5, Acts 3, and Exodus 14 as well as from written compositions by form three students. To avoid redundancy, only phrases which were distinct in terms of structural variation were used.

Given that the head of a PP is a preposition, we began by identifying prepositions in Dholuo. There were 17 of them and it was discovered that a few have more than one meaning. As for the PPs themselves, the following patterns were identified: P+NP, P+AdvP and P+PP. Further, it was observed that:

1. The PP in Dholuo can be modified. This modification is mostly done by adverbs.
2. Where P is followed by an NP in the form of a pronoun, the pronoun is agglutinated within the P.

3. The structure P and AdvP depends on syntactic relations that determine the syntactic well formedness of the sentence.

4. The structure P+AdjP does not exist.

In our second objective, we set out to identify the syntactic functions of the PP in Dholuo. We made the following observations from our analysis. The PP in Dholuo functions as adverbials, complements and modifiers. Our data analysis revealed that the PP in Dholuo functions as object complement, verb complement, adjective complement, predicative complement and prepositional complements. However, as a modifier, it functions as a post modifier in an NP. The PP in Dholuo also functions as an adjunct either of place or reason.

In our third objective, we set out to explain the PP in Dholuo theoretically and it was evident that it lends itself to the X-bar theory schema. We found out that the PP in Dholuo functions as complements and as adjuncts.

5.2 Conclusion

From our analysis of the data collected, we can ascertain that our research objectives were achieved and our questions answered. We were also able to validate our assumptions that the PP in Dholuo has a definite structure, realizes a number of syntactic functions and that it can be explained within the X-bar theory.
5.3 Recommendations and Suggestions for Further Studies

Our study recommends that since the PP in Dholuo exhibits both simple structures like P+NP and complex ones like P+PP, the teaching of simple structures like P+NP should come first especially in primary schools where learners are taught in the language of the catchment area because they are easy to understand before the complex structures are introduced progressively as the learners move to high levels.

This study suggests the following as areas for further studies and reading.

1. The structure of the Dholuo PP from a functional perspective.

2. The structure and functions of the PP in other language families other than Nilotic.

3. Other phrases in Dholuo within the X- bar.

4. The ordering of phrasal constituents in Dholuo.
REFERENCES


*Kenya National Bureau of Statistics Census Report, 2019*


# APPENDICES

<table>
<thead>
<tr>
<th>Appendix I A</th>
</tr>
</thead>
</table>
APPENDIX C

SKUNDA

Shunda ilwongo ni oketa. Dzimba iri kufara mara Ramonda kwehoro mara Chunda kwe Ndzidzi. Ente
Uyoma e guweng mara oketa. Shunda nene ochakhere ega mar ahu a Achiel. Mwana ochito kwe omwe. Shunda
cetelo ka hito maber nyika nene ochakhere. Shunda
ni ber na habisa to mani ga gika ro omwe.

Achiel, Shunda nihire dongwoha manjenye, habisa
ma ukelo kwe jelelo mara sikini ma ilwongo. Ni.
justaji Bernard Duya (kuvud Nyakach). Alakuru justaji
na na habisa kande en ema opungwe same mar
okalo.

Amwe, Shunda nihire gi justaji manjikwe ma bende
kundo e gik mohe manjenye, ma epoore epoore. Siku
jelelo kundo e puendo kwando kwe manjikwe.

Shunda nihire gi gis malo habisa. Justaji manjikwe
nihire ha guise uwe kwefillipene. Na to gi jik ma
maka go bende. Entera gi justaji manjikwe, na
ma adek gi atop gi bihiko ma kwom gi mi. Akhi,
kind pio echeko gi aruyo gin nyiri aelo ma
puendo gin jowugu. Justaji dote ma cuudwe e
Shunda gin atop do kwe aruyo ma aruyo kumugi gi
nyiri te ma puendo gin chwe.

Shunda nihire gi kulese abiniyo. Kwom kilese go
aruyo kumugi gin ma jowugu ilwego e tipi gi
ma manjikwe ka en nyika gir a duro mar karo.
Cham ma jowugu cham soa abiniyo mlepwe
SKUNDA


SKUNDA


Skunda; mchakare elhiga mor gana mia achiel pikapo elhiga odhika pienadzva gatchiel. Skunda ni kud jepowo ayem. Ha oriya jwongi gin namiri to abora gin machuk.

Skunda wena kod, Chwelbo toka jikan elik, klase wana jepowo dululhingi chimento kvar sa ombingi kod dalitwa odzich. Skunda ni kud dero mapizvo jepowo.


Skunda ni kod zingi manda ombingi tiendele giketo orita modere ni jepowo kwe komuna mene mwe Sikunda mwenza yekhi kweka kuchithi mwe jwongi kachikw kweka kucvonderwekweza.
Appendix E

SKUNDA


Kuom ngiyo matut, osegolo ngthindo mang'eny ma osakabu ko kanyo e gkele denguek ma sikul kaachiel god kod gwengo ma Okela ka luwe gi mana, kuom ngiyo matut, udi ma nitiere. Ei sikul thotbyi oger kod jopuonji machen mana osam e higni machen. Kuom mana bende Okela mangima nitiere kod mar matukho ni en achiel kuom skunde ma nitiere kod gorapo. Na en mana khouare gi kany ma owuuk kuom gejo mana osam kanyo higni ma okela.

Kaluye kod luwe ma ngithindo nitiere godo, gisakabu ka gijulo kony ka owuuk kuom gi ma opogore opogore. Mando mi gijul soma e yo makare ka luwe kod
Appendix I E

mano, joto elo mag sirikal ma wuok e alicer makanyo osekelo dengruok mang'ony kaka loso voong' apaya madi okela, kelo kong ne nyithindo ma wuok mabor gi sikul kuom kelo negi ndigni ma gingalokony seche mag di' esikul Negile anyalo gogo erokamano ne joponj te melayo japori miaduory kuom kelo dengruok miaduory ne sikul kaachiel ked gwong kendo one ked geno ni to ochopo penj miaduory to wabinokelo kaka nyalere.
Appendix I F

SKUNDA

Sikunda iluongo ni okela sekondari sikul-skunda yudore ei siaya kaangi; ei Rareda die! ei odbura ma Bareda, Maddiing Dimison e gueng mar okela.


Sikunda usepodo, kathmo maber e higni abich mesele kendo masebeke kawalero nyithindo nakalab abich emikani kendo gina esempe gopuungu wa ny mar kagishu lusw. Maka kaka nyithi okelo wakero sikundua kendo uchimo gamoro ana ruwarmire kanyakta. Akeri ro sikundu.
Appendix I

Skunda en Okela. Ukendere er siaya kaunti, Ranida Distrakt, Madang Division en Okela vilay.

Skunda anu i guerig Okela B.

En gi kilere abinu gi opui achiel man gi bhoudi achiel.

Nene echakere higa prpar echiko prchiko gi achiel.

En gi nyithinda madiro mma enge gi apar ga achiel maen yauwuw mia achiel kod ngi apar gi achiel.

En gi ni jepoenje apar te koem jepoenje go echiko.

Kuomgi sa yauwuw to achiel maoderig en mana madom.

Skunda cetene kod nicea Berourd Owo maen jenyaku h te koar gi jala enge ko owo ni George Omendi.


Skunda ni gi kar koa kuge achiel te koar koar tinte runsu manane malori moter. Achele gi onjenga kod chomana.

To en gi ekochakdere anjio maen Olale kod Maurice.

Jotdeo kende nitere adek. En kod furere adek makongewa choko pi modhe kod tode. Cheche nitere ma jepoenje kod mar nyithinda madiro dhuud abure te kende en gi ndjepo nje ma gi angwen.

Skunda nig tule ma opogore opogore kende gi kaako nipich odhula. opich akwido kod opich nyiri ma njeny gi thwa! Nyithinda kuge gi ma gi dwig gi ombbe ma foth.

En jenyaka kod gi juge nego macch ma sasasage mane macch mwa te kende wo.

Baggi isunjewa none er skundwa ni kende won gi kor.

Marjoom manomikes gi kalom ma iolone ink. Nyithinda mani.

Skul nig tuur mamato kende jepoenjew wo chepa wa ohnya.

Nyithinda gi kalaje penj ma higa mokale nitere nyithinda apar embalativng kende gatera ngiinyo. mark higa ni kende...
Appendix 1

SKUNDA

Skunda slingo ni Okela, Oyonde e guendo mara ochi e
Kabinda. Okela en e hii shikaro nga agu akyi
kakana nyikebo osebele kodi moke skulni nolebeke
le ha mara oluy odule mara ochiko preeliko giloro nga
sang.

Okela ndebele gi jipoojangu scams ndebele mmenewowa to
Kabinda poyi hii shikaro dongo kendi olumo oluku e
Poyi ka pepe mwebele kodi Nyojuwa pruuly osebele
Skulni nkeb e kodi jipoojangu mwebele alyi kendi mwen
leki.

Okela ni kodi jipoojangu apem kodi adek kende
Osebele gi jipoojangu medongo aguwe nuka nolebeke
kendo sani yale kodi jipoojangu medongo aliyi ni
Bernuel Owume ka jalapane Jih bilo nga ni George
Ommende.

Okela ni en shiki mwebele nga lwe malumi adek
kendo nyikundo osebele kodi moke e peh akelw
magisbele kagiitma ga kendi kodi nyikundo monyi
Poyi mibulu e higa nolebele mwebele mibolo
nyikundo mibulu e peh akelw kendo sani giliko mweh
Okela skulny i bilo

Nyikundo pruuly oluku fuke rengwe opepse
mibolo kendi lagi rengwe, kendo gisbele kagiitma
mibolo adumu.

Nyikundo skulny bende olukoro e skul kendo gikoro
mibolo mwebele 100:1 moodi mwebele kendi nyikundo giyar
mwebele alyi.

Okela ndebele mwebele kendo mweni kage
fifisgi nga 100:1 moodi, kendo giya kodi akelw osebele
jipoojangu. Okela ni kar yomu oki dina mwebele
mibolo mwebele adumu ronge samo.
APPENDIX I M

SIKUNDA

Sikunda ilwongo ni Okela Sekondi Sinul. Oiyadu ni Barada Sub county Manjane Siaja County. Okela no dekone e kigu me oloje achat pione be Muja Ochike pione Ochika mid etere kod jayunj be M. Okongho.


Okela ni kod. Kuvun kindo masego mang'jin kod maseke.

Njilhinjeyo moko kumangi mindo se sciit, kwa ked ke mende ma y chove kod mag njijer. Maa en danyun ma jayunj negi ened vele. Kana kawo, Kuvun Kindo ni mbele masego ebitu por omaga omu; maende thal obi por por.

Por lea le, Okela Osele. Chuvu laanambo ekend yam to fande chovu ini ekuw sugi. Maa en bendo sembe moko thal obi por mende omu njijer Sinul. Kiwungo mas le ni lele mende ocheri nihe oso kumu ma lely.

KENYATTA UNIVERSITY
GRADUATE SCHOOL.

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School
TO: Orondo Paul Omondi
     C/o English and Linguistics Dept.

DATE: 9th July, 2018
REF: C50/CE/28081/2013

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting 4th July, 2018 approved your Research Project Proposal for the M.A Degree Entitled, “The Structure and Function of the Dholuo Prepositional Phrase: An X-Bar Approach”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you

HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, English and Linguistics Department.

Supervisors:
1. Dr. Phyllis W. Mwangi
   C/o Department of English and Linguistics,
   Kenyatta University
Internal Memo

FROM: GRADUATE SCHOOL
DATE: JULY 2ND 2018

TO: Name: ORONDO PAUL OMONDI

eg. No. C50/CE/28081/2013

Department: ENGLISH AND LINGUISTICS

SUBJECT: ACKNOWLEDGEMENT OF RECEIPT OF RESEARCH PROPOSAL

This is to acknowledge receipt of your Research Proposal for your Masters/Ph.D programme.

You will soon be informed of the Graduate School Board Decision, once your Research proposal is considered.

Thank you.

IN M. DPONGI
R. DEAN, GRADUATE SCHOOL

Chairman, Department of
KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: C50/CE/28081/2013

DATE: 9th July, 2018

Dear Sir/Madam,


I write to introduce Orondo Paul Omondi who is a Postgraduate Student of this University. The student is registered for M.A degree programme in the Department of English and Linguistics. Omondi intends to conduct research for a M.A Project Proposal entitled, “The Structure and Function of the Dholuo Prepositional Phrase: An X- Bar Approach”.

Any assistance given will be highly appreciated.

Yours sincerely,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
Ref: ERD/UE/57/1/105

All Principals
Rarieda Sub County Secondary Schools

RE: RESEARCH AUTHORIZATION FOR ORONDO PAUL OMONDI

The above named person is a post graduate student at Kenyatta University Graduate School and he is registered for M.A degree programme in the Department of English and Linguistics.

The purpose of this letter is to ask you to allow him to carry out the planned research in your school on the topic: "The structure and Function of the Dholuo Prepositional Phrase: An X-Bar Approach".

While doing so, the researcher is reminded to strictly uphold research ethics. Head Teachers of schools are also instructed to ensure that the exercise does not, in any way, interfere with the normal school operations.

Adie E. Olerio
Sub County Director of Education
RARIEDA

Sub County Education Office,
Rarieda Sub County,
P.O. BOX 43 - 40613
MADIANY.

Date: 22nd August, 2018
Re: Research Authorization

Following your application for authority to carry out research on "The structure and function of the Dholuo prepositional phrase: An X-Bar Approach" I am pleased to inform you that you have been authorized to undertake research in Siaya County for the period ending 13th September, 2019.

You are advised to report to the County Commissioner and the County Director of Education, Siaya County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

Boniface Wanyama
For: Director-General/CEO

Copy to:
The County Commissioner
Siaya County.
The County Director of Education
Siaya County.
MILLS TO CERTIFICATE THAT
of KENYATTA UNIVERSITY, 046664
has been permitted to
conduct research in Siaya County
on the topic: THE STRUCTURE AND
FUNCTION OF THE DROPOUT
APPROACH: AN X-BAR

Permit No: NACOST/15/2017/381/3078
Fees Received: $100
Date Received: 29th September, 2019

Applicant's Signature

Director General
National Commission for Science,
Technology and Innovation

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