

**DHOLUO CLEFT SENTENCES: A SYSTEMIC FUNCTIONAL GRAMMAR
APPROACH.**

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C50/CE/24775/2012

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF
HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF ARTS OF KENYATTA UNIVERSITY.**

JUNE, 2021

DECLARATION

This dissertation is my original work and has not been presented for a degree in any other university.

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DEDICATION

To Almighty God, for His sufficient Grace
And
To Sandra Gloria and Raymond Baraka, through whom I count my blessings.

ACKNOWLEDGEMENTS

It is a great honour and privilege to acknowledge and thank all those whose invaluable contributions have seen this work come to fruition. I feel indebted to them and I want to thank them here. First, I would like to thank God, the enabler of everyone, for His Grace and protection throughout this study. Secondly, I acknowledge my two supervisors, Mr. Charles Gecaga and Ms. Florence Owili who have assisted me with a lot of tolerance, patience, and very valuable criticism and encouraging comments every step of this journey. In you, I found mentors who urged me on, provided direction and inculcated in me the values of tenacity, commitment and perseverance. Thank you and may God bless you abundantly.

To my late father, Charles AbidhaOlik, who despite his humble resources, supported me financially and constantly prayed for my success. You may not have lived to see the completion of this work, WuodOlik, but your footprints will remain on the path you travelled with me.

To my two, lovely children, Sandra Gloria and Raymond Baraka, you are the driving force behind all my efforts. May you live to enjoy their fruits and to build on this foundation. Let this work serve as a stimulus for expanding your horizons in future.

To the lecturers at the Department of Literature, Linguistics and Foreign Languages, Dr Ayieko for shaping my understanding of the process of academic writing and for providing me with very useful reading materials. I will always be grateful for your readiness to assist. Dr.Ogutu, Dr.Nyamasyo, Dr.Nandelenga and Dr.Kanana, thank you all for your guidance during my defense. Your inputs got me moving. God bless you.

Finally, I am also indebted to all the respondents who took part in the study and to my friends and course mates, Paul Orondo and Beth Ndambiri for accepting to discuss and read my work and to offer their unreserved opinions. Thank you.

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OPERATIONAL DEFINITION OF TERMS

Adjunct:	can be adverbial phrases, nominal phrases, and prepositional phrases in the clause.
Complement:	an element which has the potential to be a subject and which is realised by a nominal group
Declarative:	a clause typically used to make statements.
Experiential:	a meaning which represents a speaker's world of experience.
Finite:	the first auxiliary in a verb phrase which is either temporal or modal.
Ideational:	a meta-function in which language is seen from the perspective of how it is used to talk about events, states and entities in the world to construe the speaker's world view
Interpersonal:	a meta-function which enacts social relations between addressers and addressees to express a speaker's viewpoint on events and things in the world and to influence the addressee's behaviour or views.
Modal adjunct:	clausal element which adds interpersonal meaning to a clause.
Mood:	The part of a clause that is realized by a combination of a subject and the Finite verb.
Paradigmatic:	a relationship between one linguistic element and the other that could replace it.

Syntagmatic: these are relationships between clause elements that operate across the stretch of language between one linguistic element and elements on either side.

ABBREVIATIONS AND ACRONYMS

A:	Adjunct
Adv_g:	Adverbial group
C :	Complement
F:	Finite
NP:	Noun Phrase
P:	Predicator
PP:	Prepositional Phrase
S:	Subject
SFG:	Systemic Functional Grammar
VP:	Verb Phrase
CS:	Copula Subject
CC:	Copula Complement
VAO:	Verb Adverb Object

ABSTRACT

This study analysed the cleft constructions in Dholuo using the Systemic Functional Grammar (SFG) approach as propounded by Halliday and Matthiessen (2004). The study was guided by three objectives namely: to identify Dholuo cleft sentences and to describe their structure as exchange, to determine the semantic functions of Dholuo cleft constructions and to establish the extent to which the speakers of Dholuo use the different kinds of cleft sentences. Language in SFG is viewed as a network of related systems from which a speaker makes choices as governed by the social and linguistic contexts. The literature reviewed in this study revealed that many a scholarship in Dholuo grammar has been on major syntactic structures and Dholuo constituent order phenomena. It has also revealed that quite a number of world languages use cleft sentences for various purposes, the difference being the extent and context of use. Within SFG, which provided the theoretical framework for the present study, language is also viewed as socially embedded and as consisting of systems of grammatical categories, which are in constant interactions, and from which a speaker has to choose in order to communicate appropriately in varying linguistic contexts. It fits language within social and linguistic contexts of use, thus prioritizing the three key functions of language- ideational, interpersonal and textual. Chapter three discusses the research methodology. The data for the study was collected from among native Dholuo speakers in Rarieda sub county, Siaya County and who had a minimum of secondary school education. Questions on carefully selected extracts from the Dholuo newspaper 'OlithJaganga' were administered to the respondents who were expected to give written responses to the questions within a specified time limit. A few of the sentences generated were coded, identified and described in terms of their structure and semantic function. In cases where the extracts did not yield the required data, the researcher relied on his intuitive knowledge of the language. The research design adopted here is the qualitative research design and particularly the descriptive one largely because the written data collected required coding and description. Purposive sampling was used to deliberately target and isolate the data-rich sample useful for the study. This study found out that SFG can be used to analyse and describe Dholuo cleft sentences. It finally recommends that the other kinds of meaning of the clause be applied in the analysis of cleft sentences and also a study on the possibility of achieving emphasis and contrast other than by use of cleft constructions conducted.

CHAPTER ONE

1.0 Introduction

This chapter highlights the background to the study, the statement of the problem, research questions, objectives and assumptions. The significance, the scope and the limitations of the study are also presented here.

1.1 Background to the Study

The Luo of Kenya, part of whose grammar will be the focus of this study, form the majority of the conglomeration that is the Nilotes whose cradle land is Bahr-el-Ghazel to the south of the area today occupied by the Dinka of Rumbek (Ogot,1967). Dholuo is spoken by the Luo who largely inhabit the central and southern parts of what was formerly Nyanza Province (present day Siaya, Kisumu, Homa Bay and Migori counties) in Kenya and constitute about 13% (6,190,046) of the Kenyan population according to the Census Report of 2019. The Luo belong to the Western Nilotics, a sub branch of the Nilotes branch of the Eastern Sudanic family. They border the Bantu and the Nilo-Hamitic people. To the northeast of the Luo are the Luhya group of tribes and the Nandi and Kipsigis to the northeast and southeast respectively. (Ogot, 1967:128). The Luo also border the Abagusii and the Abakuria to the southwest.

The Luo are part of the group of Nilotes who are referred to collectively as the Lwo. (Okombo,1997). TheLwo languages together with Dinka – Nuer languages spoken in

Southern Sudan, form the two main branches of the Nilotic languages (Tucker, 1994 as cited by Orwenjo, 2009).

Dholuo has two major regional varieties namely: Trans- Yala dialect spoken in Ugenya, Alego, Yimbo and parts of Gem and the South – Nyanza dialect spoken in the present day Homa Bay and Migori counties plus parts of Siaya like Sakwa, Uyoma, and Asembo. This dialect is also spoken in Kisumu. These two dialects of Dholuo have a high degree of mutual intelligibility albeit with minimal distinct lexical and phonological characteristics that distinguish their speakers. (Adhiambo, 1990).

This study focused on the South-Nyanza variety which has been largely adopted for use in most Dholuo publications as the standard and is the variety that the researcher has exposure to. Any mention of Dholuo, in this study, referred to the South Nyanza variety. Clearly, grammar which is the focus of this study is not a distinguishing factor which therefore warranted the generalization of the findings here to the two varieties.

Chapman and Routledge (2009) trace the origin of Systemic Functional Grammar theory, the theoretical framework of this study, to Halliday (1985) who was building on the ideas of his tutor. Other latter day linguistics scholars like Hassan (1976), Martin (1992) and Matthiessen (1995) also made contributions to improve on the SFG theory before Halliday and Matthiessen (2004) refined it to what it is today.

From its inception, SFG introduced a functional approach in the analysis of a clause. This approach allowed for different perspectives on the clause as an interactive event

operating within defined contexts. The clause is viewed as an exchange, a message and as a representation which are products of the three meta-functions of the clause: the interpersonal, the experiential and the textual. As such, Halliday and Matthiessen (2004) argue that the communicative function of a clause is therefore largely understood in relation to its meaning in context and that its analysis should take into account the choices a speaker makes at clause level or below and the appropriateness of its communication in a given context. Their study further reveals that unlike form-oriented approaches which more or less exclusively dealt with structure to the exclusion of meaning, SFG provides a multivariate analysis that allows the ascription of functional labels to clause elements as well as attempting to explain the interplay between form and meaning. This was largely the approach of this study in the analysis of Dholuo cleft constructions.

Hamlaoui(2000) contends that every language has cleft sentences, the only variation being the extent and the context that the speakers of each language use them. In light of this, this study sought to study Dholuo cleft sentences in terms of their structure as exchange and also investigated the interplay between structureandmeaning.

1.2The Statement of the Problem

Language pervades every aspect of human interactions and its centrality in facilitating such engagements cannot be gainsaid. It is the conduit through which meaning is conveyed in varied social and linguistic contexts in order to perform the various communicative functions. For this reason, its study has attracted the attention

of many scholars. Dholuo is one of those languages whose various facets have been studied.

Okombo (1997) uses Functional Grammar approach in the study of constituent Order Phenomenon, one of which is cleft sentences. These sentences, he further says are merely products of ‘splitting’ of unified phrases in one sentence to end up with a paraphrase of what was initially a simple sentence. Omondi (2016) analyses Dholuo cleft sentences and how they package information in the form of Topic and Focus in utterances. He also studies the relationship of Topic and Focus, the techniques of topic retention and the positioning of Topic and Focus in utterances using the Givenness/Newness Hierarchy Framework.

Evidently, none of these studies has used Systemic Functional Grammar Theory, which is the approach adopted in this study, in the analysis of cleft sentences. In this approach, a clause is viewed as an interactive event and functional labels are assigned to different constituents of the clause. It also permits the incorporation of both syntactic as well as semantic approaches in the analysis of cleft sentences and establishes the relationship between form and meaning.

1.3 Objectives of the Study.

The objectives of this study were:

- 1) To identify the types of Dholuo cleft sentences and to describe their structure as exchange.
- 2) To determine the semantic functions of Dholuo cleft constructions.

- 3) To determine the frequency with which the speakers of Dholuo use the different types of Dholuo cleft sentences.

1.4 Research Questions

The study sought to answer the following questions:

- 1) What is the structure the different types of Dholuo cleft constructions as exchange?
- 2) What are the semantic functions of Dholuo cleft constructions?
- 3) With what frequency do the speakers of Dholuo use the different types of Dholuo cleft sentences?

1.5 Research Assumptions

The study was guided by the following assumptions:

- 1) That different types Dholuo cleft constructions have a distinct and describable structure as exchange.
- 2) That cleft constructions in Dholuo have semantic functions.
- 3) That the speakers of Dholuo use different types of Dholuo cleft sentences with varying frequency

1.6 Justification and Significance of the Study

This study aims to make contributions to the deeper understanding of Dholuo syntax in general and Dholuo cleft constructions in particular. The analysis of the findings, it is hoped, would make a contribution to the existing Dholuo cleft construction studies and also help in the preservation of data on Dholuo language. Other than this,

the research aimed to provide data in the study of Dholuo cleft sentences with regard to their structure in the clause as exchange configuration as well as their semantic function. Moreover, the data collected would prove useful to the teachers of Dholuo language at the tertiary levels and even the developers of Dholuo language curriculum for that level. Those who would wish to study the language at the university level.

1.7 Scope and Limitation

The focus of the study was the analysis of Dholuo cleft sentences as exchange using the Systemic Functional Grammar Theory. The data, which was entirely written, was collected through purposively sampled respondents. The theory chosen for the study, Systemic Functional Grammar, like all the theories of language may not account for all the aspects of language but only one which is the view that language is a tool to facilitate social transaction and which comprises systems and sub-systems whose interactions result into linguistic expressions in the form of clauses. Dholuo, has two varieties – South Nyanza and Trans Yala. This study limited itself to the South Nyanza variety because of its adoption as the standard norm widely used in Dholuo publications. It is also the variety that the researcher has constant exposure to. Because of the structural and functional similarity of the two varieties, the findings arrived at in this study were generalized to include the Trans Yala variety.

This chapter has presented the background to this. The next chapter presents the review of related literature and the theoretical framework.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK.

2.0 Introduction.

This chapter presents a review of related literature and also the theoretical framework. The structure of English sentences is reviewed first followed by a review of cleft sentences in Gikuyu and Ik languages and then finally a focus on studies in Dholuo.

2.1 English Cleft sentences.

In 1937, Otto Jespersen coined the term ‘cleft sentence’ in reference to what has come to be known presently as ‘It- clefts.’ He says that cleft sentences result from the use of ‘It is..’ to cleave a sentence a process that singles out one particular element of the sentence for purposes of focus and contrast. This directs attention to this particular element. The outcome of this is the reordering of elements in what was a simple sentence to come up with what Peter and Camello (2000) referred to as the information variant of what was a former normal sentence. Sentences 2 a), b) and c) below are examples of cleft sentences and which are considered information variants of sentence 1.

1. Rita called Marley in the morning. (the basic sentence)
2. a) It was Rita who/that called Marley in the morning.
b) It was Marley that Rita called in the morning.
c) It was in the morning that Rita called Marley.

d) What Rita did was call Marley in the morning. (Source: Camello 2000)

From these examples, it can be noted that 2 (a), (b), (c) and (d), have different clause elements in position of focus. A noun phrase (NP) in 2 a) and 2 b), an adverbial phrase, (AdvP) in 2 c) and a nominal clause in 2 (d).

In his later studies, Jespersen described cleft sentences as merely the modification of simpler sentence patterns, a position shared by Lees (1963). Jespersen (1949) identified four components of a cleft construction: the cleft pronoun, a copula, a clefted constituent and cleft clause. See the example below to illustrate this:

3. It is their unruly behaviour that teachers cannot condone.

In the sentence 3) above, 'It' is the cleft pronoun, 'is' the copula, 'their unruly behaviour' the clefted constituent and 'that the teachers cannot condone' the cleft clause.

The four constituents outlined above have been the subject of a number of scholarly discourses, each trying to explain the function of each one of them in a cleft construction. Chomsky (1977), Heggie (1988), and Kiss (1999) view the cleft pronoun as a pleonastic or an expletive element whose only function remains to delay the subject in order to put it in line for stress. Glundel (1977) and Hedberg (2000), on the other hand, hold a different view of the element as a definite pronoun with 'low' information but not vague reference.

They further say that 'It' of the cleft sentences is referential although the intended nature of this referent is clearly understood only as it is characterized by the relative-

like cleft clause that somewhat distantly follows it. The copula which is the fulcrum of the sentence and which is always in singular form is yet another constituent on which scholarly opinion is divided. While Heggie (1988) and Kiss (1999) believe that it has the semantic function of linking the parts of the construction, Chomsky (1977) and Delahunty (1984) treat it as an expletive element. The clefted constituent, according to Chomsky (1977), is considered an embedded element used for syntactic focus by Kiss (1999). Lastly, the cleft clause which is viewed as a restrictive relative clause by Knowles (1986) is considered a merely embedded clause by recent studies on cleft constructions like that of Kiss (1999).

A similar scenario as the one above also arises in trying to explain the relationship that obtains between the parts of a cleft construction. On one hand is the extraposition analysis put forward by Akmajian (1970) which holds that the cleft pronoun, which is always in the objective case bears a direct relationship with the cleft clause. This analysis postulates a verbal agreement pattern known as the 'split agreement' in which the focus pronoun and the verb in the clause are systematically third person and do not agree in person with the focus noun or pronoun. The focus pronoun, however, agrees in number with the focus noun. On the other hand, the expletive analysis by Hedberg (2000) disregards all the other elements in a cleft construction except the clefted element and the cleft clause which are said to be a direct syntactic relationship.

Fichtner (1993), who says that cleft sentences can be formed by a short sequence of superficial modifications on a simple sentence, identifies two other sentence patterns

other than ‘It’ cleft sentences which are produced by such set of operations. These are: Pseudo-cleft/ wh- clefts and the inverted clefts. These are products of operations like cleftization and left dislocation alongside the shift in the position of elements in what was the original sentence. He further says that this produces structures that belong to the Topic- Comment Redistribution transformation which allow a writer or a speaker to elevate certain constituents to prominence in close conformity with the ideas in the text of which the sentence is a part. The examples below are an illustration of Fichtner’s classification of cleft sentences:

- a) It is examinations that the students fear most. (It- cleft)
- b) What the students fear most is examinations. (Pseudo cleft)
- c) Examinations are what the students fear most. (Inverted cleft)

2.1.1 The Structure and the Characteristics of English Cleft Sentences.

One unique quality of cleft constructions in English is their being complex sentences made up of a matrix clause and a relative-like subordinate clause.

The matrix clause, which is headed by a copula and the relative-like cleft clause, as Jong-Bok and Peter (2007) point out, have co- referential arguments with the only variation being where the highlighted expression is placed. (See the examples below)

- 4. a) It is their useless ideas that we do not like.
- b) What we do not like are their useless ideas.
- c) Their useless ideas are what we do not like.

(Source: Jong-Bok and Peter 2000)

In the sentences 4) above, the highlighted expression, which is also known as the clefted constituent, is ‘their useless ideas.’ In a) it occurs immediately after the copula ‘is’, in b) it occurs after the copula ‘are’ but at the end of the sentence and in c) it is at the sentence-initial position.

According to Dekany (2010), cleft sentences are suppositional as well as specificational in nature and in the default case. In their structure, they contain supposition of certain information and also the descriptions which identify the person or thing which fulfils the specifications set forth in another part of the sentence. See the illustrations below:

5. a) It is red wine that the waiter served. (It cleft)
- b) What the waiter served was red wine. (Pseudo cleft)
- c) Red wine is what the waiter served. (Inverted cleft)

In sentences 5 a), b) and c) there is a supposition that ‘serving’ was done and ‘something was served’. At the same time, there is a specification of what was served, ‘wine’ and by whom it was served, ‘the butler’. Structurally, the presupposed information is contained in the subject while the new information, which is the specification, is in the predicate.

This kind of configuration is what Helga (1973) terms equational since she says that cleft sentences establish an identity between a known or presupposed entity and a focused one which represents new information.

Cleft sentences according to Delahunty (1984) and Dekany (2010) can have different elements in the focus position. Nouns, noun phrases, noun clauses, prepositional phrases, adverbial expressions, finite clauses can all serve as the focus of a cleft sentence. Examples 6) below will be used to illustrate this.

- 6. a) It is to the bank that the cashier took the money.
- b) What the cashier did was take the money to the bank.
- c) It was in the afternoon that the cashier took the money to the bank

Sentence 6) above demonstrate the different elements in the focus positions in each one of them.

In a), a prepositional phrase, in b) a noun clause and an adverbial expression in c). However, while this is generally true of all the cleft constructions, there exists a salient distinction between ‘It- clefts’ and pseudo clefts in terms of what can be clefted. Typically, as Fichtner (1993) puts it, clefting of a verb phrase is considered ungrammatical with ‘It-clefts’ while the same is considered grammatical with pseudo clefts. The sentences below are an illustration of this position.

- 7. a) What the manager did was fire the lazy workers. (Pseudo cleft)
- b) It was the manager fire the lazy workers* (It cleft)

The clefting of a verb phrase results in a marked construction as in sentence b) and a grammatical pseudo cleft sentence as in a) above.

Indisputably, cleft sentences are focus constructions which Hedberg (1988) says draw attention to a specifically designated element thus increasing a hearer's awareness of any difference between the information presented in the cleft structure and that suggested by the context. Each of the cleft sentence category has a specific configuration that enables it to achieve this. It- cleft sentences are summarised by Heberg (1988) as Comment- Topic structures which are used for purposes of explicit contrast and which according to Aarts and Aarts (1988) are said to order elements as below:

It – be + emphasized constituent +that/ wh- relative clause.

For example:

8. a) It is peaceful elections that we want.

Pseudo clefts which Aarts and Aarts (1988) say have identifying as well as attributive properties manifest in their structure also have a Subject- Predicator – Subject – attribute arrangement in which what is on the right of the copula identifies what is being described by the relative clause on the left.

The subject, in this configuration, is realised by a 'What clause', the predicator by a form of 'be' and the subject attribute by a noun phrase, noun clause, an infinitive or an –ing participle (the present participle). For example:

9. What we cannot tolerate is their divisive politics.

In the sentence 9) above the subject is ‘What we cannot tolerate’, a noun clause, the predicator, ‘is’, a form of ‘be’ and subject attribute, ‘their divisive politics’, a noun phrase which identifies what is being described in the wh- clause in the pre-copular position.

In terms of derivation and realisation, there has been a proposal that there is a dual source for cleft sentences. Hankhamer (1974) and Pinkham and Hankhamer (1975) view cleft sentences as being products of non-cleft structures also known as simple sentences as well as base – generation rules. Fichtner (1993) explains that a cleft sentence can be formed by a short sequence of superficial modifications of the structure of a simple sentence by inserting a pronominal element, which serves as a dummy topic, and form of ‘be’ into it and a shift in the position of one of the elements in the original sentence. In the latter proposal, cleft sentences are believed to be derived from an underlying sentence. On the other hand, Delahunty (1984) argues that cleft sentences are base-generated where the focus and the cleft clause are generated by the phrase structure rules and the ‘It’ subject inserted by the lexical insertion rule. The other processes involved in the realization of these structures are cleftization and left dislocation.

In the same argument Fichtner (1993) puts forward a proposal that pseudo clefts arise out of these two processes as well as topicalization which is a further operation on the cleft phrase.

2.1.2 Functions of English Cleft Sentences

Each kind of cleft sentence, according to Fichtner (1993), has a potential for a certain mode of expression by virtue of its form. It-clefts are essentially used for definition since they describe what a term stands for in a given context while pseudo-clefts identify the person or thing which fulfils the specification set forth in the wh-clause. In a sense 'It-clefts and pseudo-clefts are mirror images of each other since they can be derived from each other through the cleft extraposition rule. See the examples 10) below:

10. a) It is a peaceful settlement that we wanted.

b) What we wanted was a peaceful settlement.

Sentences 10 a) and b) can both be derived from each other with position shift for the clefted constituent 'a peaceful settlement' from the post copula position in a) to the end of the sentence in b). Also, sentence a) defines 'What is wanted' while b) identifies 'what is wanted'

Other than phonological means, languages can also use syntactic means like the emphatic sentence in the form of cleft sentences to achieve contrastive emphasis.

Contrastive emphasis, Helga (1973) argues, is a means through which a speaker marks out a constituent as being in direct contrast with another that is structurally identical either explicitly or implicitly. This in effect highlights a given segment of discourse and adds what Jones and Jones (1985) refers to as polarity. This happens when certain phrases are placed at crucial points at the beginning or end resulting

into opposition between elements and the separation of a sentence into two thus overcoming the limitation imposed by the rigid SVO word order in English.

2.1.3 Cleft Constructions in Ik

IK, a Nilo-saharan language, is spoken by the Ik people who according to Schrock (2014) inhabit Kaabong district in the extreme northeast of Uganda's Karamoja Region. A few thousands of the Ik people are also said to occupy the New Site area in Sudan. The language uses three syntactic operations to alter the pragmatic status of a clausal argument, one of which is cleft constructions.

According to Schrock (2014), cleft constructions in Ik, which consist of a clefted clausal argument in the copulative case followed by the original main clause in a subordinated form, are used to bring a constituent NP into a greater focus. Ik cleft constructions, Schrock (2014) notes, take the form of a verbless copula clause in which the copula complement (CC) is the clefted argument and the copula subject (CS) is the original, now subordinated main clause. This is captured by the configuration below:

IK cleft construction: NP- cop CC SUBORD CS

The examples 11) and 12) below exemplify the Ik cleft construction- the first one being the unmarked basic clause with the canonical word order for transitive clauses (VAO) while the second is the cleft sentence in which the direct object gets clefted and put in a copulative case.

The original verb in the canonical sentence assumes its role as the predicate in a subordinate clause acting as the subject of the verbless clause.

11. Bedimames.

Want beer

We want beer

12. Mesoo bedim

Beer want

It is beer that we want.

Mesoongwa bedim

Beer we want

It is beer that we want.

The Ik cleft constructions, like their English counterparts, have a subordinate part which is introduced by a relative pronoun. However, for Ik, the relative clause interpretation is ruled out on the basis that any tense markers immediately follow the clefted argument. This is a pointer to the variation in the syntactic behaviour of different Nilotic languages. See the examples below:

Mesoo bee bedim

Beer want

It was beer that we wanted

To the extent that this focuses on cleft sentences in Ik, a nilotic language, it is relevant to our study. The difference is in the languages studied in the studies.

2.1.4 Gikuyu Cleft Sentences

According to Wakarindi (2010), Gikuyu, a Bantu language spoken by the Agikuyu of Kenya, also has cleft sentences which are introduced by ‘ni’ which is the equivalent of a conflated subject ‘it’ and the verb ‘is’.

Helga (1973) says that the copula ‘ni’ occurs sentence initially in an emphatic contrast and the form of the verb is that of a verb of a dependent clause. This serves to introduce the highlighted element in the clause. A complement clause follows this element.

The cleft structure alters the order of elements in the basic sentence as a result of the highlighted element changing position for prominence. This can be illustrated by the sentences below:

12 a) Ni kirima kiu ngahaica ruciu. (Source: Helga 1973)

It is that mountain that I will climb tomorrow

13 a).TurahakaNgai witu

We are appeasing our God

b) Ni Ngai witu turahaka

It is our God we are appeasing

(Source: Wakarindi, 2010)

Sentences 12 a) and 13 b) have the copula ‘Ni’ introducing the highlighted elements ‘kirima kiu’ and ‘Ngai witu’ then closely followed by the complement clauses ‘ngahaica ruciu’ and ‘turahaka’

The cleft sentences 13 a) and b) above could be a response to the questions: ‘Who are we appealing?’/ ‘What are we doing?’ (Nu turahaka?/ Ni kitureka?) while 12a) would be a response to; Ni kirima kiriko ukahaica CHALLENGER:ruciu? This in effect would give rise to other possibilities of cleft constructions not covered in Wakarindi (2010). For instance:

- a) Ni kuhaka turahakaNgai witu.

It is appealing that we are doing to our God.

Wakarindi (2010) further points out that Gikuyu, apart from the ‘It – cleft, also has pseudo clefts which have only two parts one of which has the structure of a clause; a subordinate ‘wh- nominal clause. For example:

- 14 a) Kiria tureka ni kuhakaNgai witu.

What we are doing is, appealing our God

- b) Kiria ngahaica ruciu ni kirima kiu.

What I shall climb tomorrow is that mountain.

From sentences 14 a) and b) it is also possible to derive inverted pseudo clefts like the ones below:

- 15 a)KuhakaNgai witu nio tureka.

Appealing our God is what we are doing.

b) Kirima kiu nikio ngahaica ruciu.

That mountain is what I shall climb tomorrow.

This work, though based on a different language and theory from ours, finds convergence with our study in the focus on cleft sentences. Functional Grammar Theory used in Wakarindi (2010) is the foundation of SFG theory as it is known nowadays. Gikuyu is the object language in Wakarindi (2010) while our study focused on Dholuo. Both studies analysed cleft sentences in Dholuo and Gikuyu as exchange. For the above reason, this review was found necessary and appropriate.

2.1.5 Studies in Dholuo

This section looks at some of the relevant studies in Dholuo syntax with a view to placing the current study into perspective and to consider areas that have already been studied.

Okombo (1997) presents a Functional approach to the study of Dholuo Grammar within the framework of Functional Grammar (FG) by Dik (1978). His study also gives a comprehensive description of Dholuo Grammar and the Constituent Order Phenomenon. At the centre of FG perspective, is an attempt to generate sentences without using transformations in the sense of the structure-changing operations.

One of the Constituent Order Phenomenon in this study is cleft constructions. Okombo explains that clefts are those constructions in which a unified phrase in one sentence is 'split up' in another sentence which is the former's paraphrase. He identifies two types of cleft sentences in Dholuo – the cleft construction proper (It-cleft) and pseudo- cleft- both of which are focus constructions. The distinguishing

characteristic between these two categories, Okombo (1997) points out, is that the former involve the insertion of some lexical forms in certain positions while the latter have non-alpha terms in preverbal position. The two are said to have a structural relationship since each can be derived from the other. Okombo's work, which bears semblance to ours with regard to the study of what the cleft constructions are, is undoubtedly a comprehensive and extensive work on Dholuo. However, it does not delve into study of the functional labels that clause constituents in a cleft sentence would be given in an SFG approach in analysing the clause as exchange, as our study did.

Omondi (1982) describes aspects of Dholuo like the syntactic categories, phonology, morphology, elementary transformation and clause structure within the framework of Standard Theory of Transformational Generative Grammar. Omondi's study and ours are similar with respect to the study of Dholuo syntax but the point of difference is in her use of Standard Theory and the focus on 'e ma', the relative marker in Dholuo cleft sentences as emphatic clauses. She points out that the relative marker, which can be regarded as two words and can be separated by another word, are likely to be placed in various positions in the clause with the sole purpose of introducing the relative clause. Our study uses Systemic Functional Grammar Theory by which it seeks to provide an explanation of the functional analysis of clause constituents of cleft sentences as exchange.

Omondi (2016) studies Topic and Focus as elements of information structure. He explains Topic as that which is being talked about and to which something is added.

It is what Hockett (1968) refers to as the initial element of a sentence which tells what a sentence is about. The study identifies sentence and discourse topics. On the other hand, Focus refers to that part which bears the most salient information and also one that introduces new information. Cleft sentences are considered here as a syntactic means of focus marking and contrastive emphasis. They are also viewed as having Topic and Focus in their information structure. To the extent that this study focuses on the structural analysis of cleft sentences, it bears close semblance to our study and therefore relevant for review here. However, its theoretical framework, Givenness Hierarchy Framework is a different parameter from what our study adopted: Systemic Functional Grammar.

2.2 The Theoretical Framework.

The theoretical framework for this study is Systemic Functional Grammar Theory (SFG) by Halliday and Matthiessen (2004). SFG introduced a paradigm shift with regard to the perception of language.

While previously, within Transformational Generative Grammar, language was viewed as a construct based on human innate abilities and something which was governed by rules through which a speaker was able to generate well-formed sentences, SFG, according Halliday and Matthiessen (2004) came in as an approach to linguistic description which aims to provide a comprehensive account of how language is used in context for communication.

It's therefore a change from the mere study of systems of language to a study of how the choices from among the systems of a language are used to communicate

appropriately in varied contexts. Language is therefore viewed here as a socially embedded resource which is fundamentally dependent on the uses that speakers put it to.

The salient feature of SFG theory is its emphasis on the paradigmatic dimension with respect to grammatical structures. In this dimension, Halliday and Matthiessen (2004) say that grammatical structures are seen as the outcome of choices from those systems available in a language and that meaning is viewed as accruing from a network of interrelated contrasts. The choices above, are made, within linguistic as well as social contexts while the systems which are in constant interaction with each other, result into texts in an on-going process of grammaticalization. Halliday (1994) takes the view that SFG pictures language as a system of choices which involves interplay between structure and systems, the former involving elements in syntagmatic relations while the latter involves elements in a mutually exclusive paradigmatic relation which comes into play at a particular place in the structure.

In SFG, the clause occupies a central position. Halliday and Mathiessen (2004) view it as an interactive process in which the two bases of the theory, system and function, are combined in the on-going process of its realization giving rise to three meta functions – the interpersonal, the ideational/experiential and textual. The interpersonal function is the use of language to act on others and to express a speaker's view on events and the things in their surroundings; the experiential is the use of language to get an understanding of the environment and to talk about states,

events and entities as they perceive them. The textual function lends relevance to the other two functions, it organises meaning to fit in in the wider context of a text or utterance.

In turn, these three meta functions represent the three kinds of meaning that are found in the structure of a clause, and which are given rise to by different configurations of particular functions. SFG, therefore, identifies three meanings construed by the structure of the clause according to Halliday and Mathiessen (2004). They say that a clause has meaning as an exchange, a transaction between speaker and listener. A clause also has meaning as a representation of some process in the on-going human experience. It may also have meaning as a message, a body of information; the Theme is the point of focus for the message.

This study focused on clause as exchange where the clause is organized as an interactive event involving speaker, or writer, and audience. Halliday (1994) says that the fundamental purpose of any exchange is giving (and taking) or demanding (and being given) a commodity of some kind, and in this case information, the channel of such transaction being language, and which is invited to facilitate the exchange of goods and services. The result of this is two fundamental speech roles – giving and demanding. These two variables according to Halliday and Mathiessen (2004) when taken together, define the four primary speech functions, which are: offer, command, statement and question. These speech functions would in turn have accepting an offer, carrying out a command, acknowledging a statement and answering a question as their accepted responses.

2.2.1 The Structure of the Clause in the Clause as Exchange Analysis

This section presents explanation of different clause elements and the functional labels assigned to them in the configuration of the clause as exchange. Clause as exchange splits the clause into two major section: the Mood and the Residue. The Mood consists of Subject and Finite while the Residue is made up of Predicator, Complement and Adjunct. These labels denote the functions of different constituents in the clause.

The Mood is an element, which consists of the Finite operator and the subject. It is that element in the clause that carries the argument forward, determining the selection of the mood thus carrying the burden of the clause as an interactive event. Halliday and Matthiessen (2004) explain Mood as the presence and the ordering of Subject and Finite which realizes the mood choice and under which the combined functions of the two elements are subsumed.

The Finite, functions to express tense, modality and polarity and is sometimes overtly realized by auxiliary verbs drawn from a small number of verbal operators while at other times, it is conflated within the lexical verb especially if the verbs are in the simple present or simple past as illustrated by the examples below:

- a) The cartel sold the land.
- b) The orchestra plays their melodious music every day.
- c) The cartel has sold the land.
- d) The cartel can sell the land

Since sentences a) and b) above do not have auxiliary verbs, the lexical verbs ‘sold’ and ‘plays’ which are in the simple past and simple present forms respectively conflate both the Finite and the predicator. In c) and d) temporal and modal auxiliaries ‘has’ and ‘can’ combine with the subject ‘The cartel’ to form the Mood.

The subject can be viewed from what Halliday and Matthiessen (2004) refer to as a Trinocular perspective. In this view, it is the nominal element that appears as the pronoun in the mood tag, and which also combines with the Finite to form the Mood element in the clause. It also constitutes the unmarked theme if the mood is declarative. The subject, in cases where the mood is yes/no interrogative, switches place with the Finite. More importantly, the subject carries modal responsibility of the clause.

It is, therefore, apparent that the realization of mood in the clause as envisioned by Halliday and Matthiessen (2004) within SFG is entirely dependent on the ordering of the Finite and the Subject.

The Residue is the part of the clause that Halliday and Matthiessen (2004) call the ‘left over’ once the Mood is established. It is constituted by three functional elements: the Predicator, the Complement, and the Adjunct.

The predicator is a mandatory and indispensable constituent of a clause realized by a verbal group minus the temporal or modal operator thus making it non-finite. It is because of this that Halliday and Matthiessen (2004) identify the three crucial functions of the predicator as: specifying secondary tense, specifying various other aspects and phases such as seeming, trying, hoping, achieving or continuing process

and to specify voice; active or passive. There can only be one predicator in a major clause.

A complement is an element within the Residue that is typically realized by a nominal group except those with adjective Head and which has the potential of being a subject but is not. The adjunct, according to Halliday (1994), has got no potential of being subject and is typically realized by an adverbial group (Advg) or a prepositional phrase (PP).

The typical order of elements in the Residue is: Predicator, Complement(s), and Adjunct. In some other cases, Adjuncts or Complements may occur thematically, occupying the sentence initial positions, either as a wh- element in an interrogative clause or as a marked theme in a declarative clause. However, this does not make them part of the Mood element; it still remains part of the Residue.

As a result, the Residue is split into two parts; it becomes discontinuous. (Halliday and Matthiessen 2004). Since this is a typical scenario in interrogative, the example below will be used to illustrate this:

What land	did	the cartel	Sell	to them?
A	F	S	P	A
	MOOD			
	RESIDUE			

Figure 2.2a: English interrogative sentence.

What land did the cartel sell to them?

In this figure, the Mood is sandwiched between parts of a split Residue. The subject is 'The cartel', the Finite "did" which together form the Mood.

2.2.2 Rationale for Using Systemic Functional Grammar

Different theories have been used by different scholars to describe and analyse cleft sentences. The Chomskyian Transformational Generative Grammar Theory which by its own name has both the generative as well as the transformational components has been used to analyze cleft sentences. Delahunty (1984) asserts that English cleft sentences are base generated by phrase structure rules in their surface position. They are looked at as products of modifications and transformations such as deletion or insertion of elements which eventually result in substitution or permutations that are either obligatory or optional.

Givenness Hierarchy Theory whose proponents are Gundel and Freheim (1993) is yet another theory that has been used to explain the organization of the cleft sentences. Its mainstay is its analysis of cleft sentences in terms of their information structure in a hierarchical order starting from the given information to the new information. It also partitions the sentences into a topic and what is predicated about it.

This chapter has presented a review of related literature as well as the theoretical frame work. The next chapter presents the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY.

Introduction

This chapter presents the research design, the area of study, sampling procedure and sample size, data elicitation, and data analysis procedures.

3.1 Research Design.

According to Kombo and Tromp (2006) a research design can be thought of as the structure of research; the ‘glue’ that holds all the elements in a research project together. It is used to structure the research to show how all the major parts of the research work together to try to address the central research questions. Kothari (2003) refers to it as the framework within which research is conducted and which constitutes the guide for collection, measurement and analysis of data.

This study adopted a descriptive research design. In this design, the written sentences generated from the answers to the questions on the extracts were sorted and coded after which they were described in terms of their structure and their semantic function.

3.2 Area of study.

This study was carried out in Rarieda sub-county, Siaya County, among speakers of Dholuo. This is because the South Nyanza variety is largely spoken here. The respondents were given carefully selected extracts from ‘OlithJaganga’, a Dholuo

newspaper, to read and then respond to a set of five questions on them. These questions were generated by the researcher.

3.3 Sampling and Sample Size

Sampling, according to Mugenda (2008), enables a researcher to make generalizations about a total universal population after studying a representative target population. This is particularly important because it may not be possible for a researcher to reach all the members of a population due to resources and time constraints.

This study employed purposive sampling technique which Orodho (2009) says entails a researcher using his or her discretionary judgement to select units that are representative or typical of the population.

A sample of fifteen respondents drawn from the native speakers of Dholuo was selected. Apart from fluency in the language, they also had to have a minimum of secondary school education because the task required skills such as: reading, writing and basic comprehension. The respondents were carefully selected and divided into three groups each comprising five members. Each group had a different extract. Each extract had a set of five different questions. From the fifteen, it was hoped that the seventy-five written sentences generated would be rich enough and amenable to analysis proposed in this study.

3.4 Data Elicitation

Data for this study was collected by administering three carefully selected extracts from Dholuo newspaper ‘OlithJaganga’. (Refer to appendix A1, A2, and A3)

These were administered one at a time. The respondents were expected to read the passages carefully and then write the answers to the questions set on each of them in the spaces provided, within twenty minutes. The questions on the passages were such that they required full sentential responses. A total of seventy-five sentences were generated, all of which were not cleft sentences. The inverted cleft sentences were generated from the researcher’s intuition since no respondent gave such a response. Since the focus of the study was on cleft sentences only ten sentences (It-clefts, Pseudo clefts and Inverted clefts) were subjected to the analysis as exchange since the data collected was largely recurrent and a larger sample would not necessarily yield varied data but more examples of the same.

3.5 Data Presentation and Analysis

Data analysis according to Kombo and Tromp (2006) involves the examining of what has been collected in a survey or an experiment with a view to making deductions and inferences. The sentences generated from the answers to the questions on the extracts (A1, A2, A3) referred to above were isolated for analysis in terms of their structures as exchange. In the analysis, the study laid emphasis on the fronted constituents and their effect on the overall meaning of the sentence.

3.6 Data Management and Ethical Consideration

The research was guided by and strictly adhered to the National Council for Science and Technology (NACOST) conventions. The researcher procured a permit from the relevant authorities to conduct the research in the identified area and also obtained letters of introduction and authorization from Kenyatta University in line with the university's post graduate guidelines. The respondents, who were voluntarily enlisted, had the purpose of the study explained to enable them give an informed consent to participate in it. They were respectfully treated and given an assurance that the data obtained from them would not be used for any other purposes other than for this study and that any information divulged in the course of the research would be treated with utmost confidentiality.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the data collected and its analysis. It starts with a description of the elements in Dholuo cleft sentences then a frequency table from a corpus of sentences collected during the research. The theoretical analysis and description of Dholuo cleft sentences follows and finally a presentation of the semantic functions of the same. Even though pseudo clefts, inverted clefts and the cleft sentences proper (It- cleft) were elicited, the data generated did not entirely yield cleft sentences pointing to the fact that Dholuo speakers can use cleft sentences as well other sentence types to respond to questions.

4.1A Descriptive Account of the Constituents of Dholuo Cleft Sentences.

Cleft sentences as Peter and Camello (2000) assert have a characteristic of being complex structures that are derived from basic sentences by ‘cleaving’ or dividing the latter into two. The basic sentence appears as a single unit with an unmarked sentence order with the subject at the beginning followed by the predicate.

Consequently, cleaving alters the order of elements, with the element that is intended to attract emphasis placed as a complement in the independent clause while the subordinate clause takes the form of a relative-like clause.

This holds true for Dholuo cleft sentences as the example below shows:

1. Walamo ni kwe obedi e yiero – Basic sentence

(We pray that peace be there in elections)

We pray for peaceful elections

The sentence above is the basic sentence that would be divided to give rise to the cleft sentences below:

2. a) Kwe ema walamo mondo obedi e yiero. (It- cleft)

Peace it is we pray be there in elections.

It is peaceful elections that we pray for.

b) Gima walamo mondo obedi e yiero en kwe. (Pseudo cleft)

What we pray so that be there in elections is peace.

What we pray for is peaceful elections.

c) Yiero man gi kwe e gima walamone (Inverted cleft)

A peaceful election is what we are praying for.

(From the researcher's intuitive knowledge)

According to Jespersen's (1949) analysis of cleft sentences, four components are identifiable in sentence 2(a) above: the cleft pronoun and the copula conflated as 'ema' (It is), the clefted constituent 'kwe e yiero'(peaceful elections) and the cleft clause 'walamo mondo obedi.'(We pray for) Notably, the constituent order in the It-clefts is such that part of the clefted constituent 'kwe'(peace) precedes the cleft pronoun conflated in the focus marker 'ema.'(It is) The remaining part of the clefted

constituent ‘e yiero’(in the elections) follows immediately after the cleft clause ‘walamo mondo obedie.’(we pray for). In sentence 2(b) three components can be delineated: the subject, ‘Gima walamo mondo obedi e yiero’,(What we pray for in the election) the predicator, ‘en’(is) and the subject attribute, ‘kwe’(peace). In 2c) the highlighted element is the subject with the wh-clause as the complement of the verb ‘be’

Okombo (1997) identifies two kinds of Dholuo cleft sentences – It- cleft and pseudo-clefts which because of the structural relationship between them can be derived from each other. However, this study identified three types of cleft sentences in Dholuo- the It- cleft, pseudo clefts and the inverted clefts. The first two categories were generated by the responses from the respondents while the third one was a product of the researcher’s intuitive knowledge. The ten sentences below are some of the responses from extracts administered to respondents.

Pseudo-cleft structure according to Quirk et al (1972) can be of two kinds. On the one hand, a structure may have the highlighted element as the subject and the ‘wh’ clause the complement of the verb ‘be’. On the other hand, the ‘wh-’ clause may also be the subject and the highlighted element the complement:

3. Gima wuod Chula wiye ne owilgo en simo.

What son island head forget with was phone.

(What the man from the island forgot was a phone.)

The ‘wh- clause ‘Gima wuod Chula wiye ne owilgo’ (What the man from the island forgot) appears at the sentence-initial position as the subject and the clefted element

‘simo’ (phone) occurs as the complement of the verb ‘en’ (is). Sentence 3) above can also be reordered to give rise to the second type of pseudo-clefts known as the inverted clefts:

4. Simo e gima wuod chula ne wiye owilgo.

Phone is what son of island head forget

A phone is what the man from the island forgot.

In sentence 4) the highlighted element ‘simo’ (phone) appears at the sentence-initial position as the subject and the wh- clause ‘Gima wuod chula ne wiye owilgo’ (what the man from the island forgot), a noun clause, as a complement. Sentence 3) and 4) above are examples of Dholuo pseudo cleft and inverted cleft in which the highlighted element and the wh- clause switch positions either as subjects or complement. Even with this switch of position in both cases, the structures of these sentences reveal what Frascarelli and Ramaglia (2009) refer to as the specificational as well as the predicational nature of pseudo cleft sentences where the elements in the predicate specify the value of the variable represented by the subject. Aarts and Aarts (1988) refer to this as the identifying and attributive characteristic of these sentences since what is described by the relative clause in the pre-copula position is finally identified by the phrase on the right of the copula. The vice versa is the case in the inverted pseudo clefts.

In example 3) above, ‘Gima wuod Chula wiye ne owilgo’, (What the man from the island forgot) a noun clause, is the subject while ‘simo’, (a phone), a noun phrase which follows ‘en’, (is) a form of ‘be’, the subject attribute. In example 4), the

subject and the subject attribute switch positions though this does not affect the subject – predicator – subject attribute configuration in sentence 4.

Yet another type of cleft sentences generated from the respondents' responses was the It- cleft sentences as in the examples below:

5. Chiemo ema ne otero wuod Rusinga ka nyarGwasi kama ne ojadhiga.

Food it is that take son of Rusinga to daughter of Gwasi where he goes.

It is food that had taken the man from Rusinga to the lady from Gwasi's hotel where he frequented.

From sentence 5) above, together with others we will analyse later in this work, it is clear that Dholuo it- clefts unlike their English counterparts have a different order of elements.

The clefted constituent comes before 'ema' (it is) (a conflation of the pronoun 'it' and the copula 'is') and which as Omondi (1982) observes, characteristically occurs in cleft sentences and is followed immediately by the wh- relative-like clause introduced by 'ne'. In sentence 5) above 'chiemo' (food) is the highlighted element while 'ema' (It is) constitutes the Mood. 'Ne' in the sentence plays a dual role of being a tense marker as well as a wh- element which introduces the wh- relative-like clause 'ne otero wuod Rusinga ka nyar Gwasi kama ne ojadhiga.' (that had taken the man from Rusinga to the lady from Gwasi's hotel where he frequents). The configuration of elements would thus be summarized as:

Clefted element + It + be + tense/relative marker + the relative clause.

The emphasised element, ‘chiemo’(food) together with the pronoun ‘It’ occur in the pre-copula position and are co-referential. The highlighted element effectively becomes one of the subjects in such sentences. The Mood, as earlier mentioned, is also constituted by ‘ema’, a conflation of ‘It’ and ‘is’.

It was also noted in our study that Dholuo pseudo and It – cleft have a semantic relationship which allows each to be derived from the other. The initial clause of the pseudo cleft is extraposed to the end of the sentence giving way to an element which was initially at end-sentence position to occupy the initial slot through what Hedberg (2000) refers to as cleft extraposition rule as in example 6) below:

6. a) Gima ne wuon hotel ochwadogo wuod chula en yien abara (pseudo cleft)

(What the hotelier hit the man from the island with was split firewood)

c) Yien abara ema ne wuon hotel ochwadogo wuod chula (It – cleft)

(It is split firewood that the hotelier hit the man from the with)

The table below gives the distribution of different responses from a corpus of seventy five sentences drawn from the excerpts administered during the research. They have been classified into four categories - It- clefts, Pseudo/wh- clefts, Inverted clefts and non- cleft sentences.

Types of clefts	It- clefts	Pseudo/Wh- clefts	Inverted Clefts	Total
Number	04	19	00	23
Percentage	17.39%	82.1%	00	100%

Figure 4.1: Distribution of responses.

It is evident from the above data that cleft sentences which are largely focus and emphatic clauses can be generated as responses to questions and more specifically the Wh-questions. Clearly, as the table above demonstrates, they are not the only possible responses. Dholuo speakers are more likely to use non- cleft constructions in answering questions and when they choose to use the clefts they mostly use the pseudo- clefts. The responses generated a few It-clefts and no inverted clefts. The inverted cleft such as 8 a) (later analysed as Fig. 4.3k), was generated from the researcher's intuition. The sentences below are an illustration of the different types of responses and the type of cleft sentence they represent (Appendices A1, A2, and A3):

7. a) Wuod Chula wiye ne owil kod simo (Non- cleft)

The man from the island forgot his phone

b) Gima ne okelo goch mar Nyar Gwasi ne enni ne okawo simu mar

What led to the beating of the lady from Gwasi was her taking of the phone belonging to the man from the island.

8. Wuod Chula wiye ne owil gi simo. (Basic sentence).

The man from the island forgot his phone.

9. Ywak mar simo e ofukoNyar Gwasi ema ne okelo gochne. (It- cleft).

It is the ringing of the phone in pocket of the lady from Gwasi that led to her beating.

The non- cleft sentences such as 8a) above is an example of a simple sentence from which the cleft sentences such as the ones below can be derived:

10. a) Gima wuod Chula wiye ne owilgo ne en simo. (Pseudo cleft)

What the man from the island forgot was his phone.

b) Simo ema ne wuod Chula wiye owilgo. (It cleft)

It is the phone that the man from the island forgot.

c) Simo e gima ne wuod Chula wiye owilgo.(Inverted cleft)

A phone is what the man from the island forget

4.2 A Theoretical Analysis of Dholuo Cleft Sentences.

Clause as exchange is one of the kinds of meaning that are found within the structure of a clause in the SFG theory. Others are clause as a message and clause as a representation. In all these three distinct meanings, the clause is viewed as a composite entity with different clausal element configurations

The clause as exchange according to Halliday and Mathiessen (2004), divides a clause into a two-part configuration of Mood and Residue. The Mood is realized by a combination of Subject and Finite while the Residue consists of the Predicator,

Complement and Adjunct. Below are ten Dholuo cleft sentences, five It – clefts and five pseudo clefts, drawn from appendices A1, A2, A3 analysed using clause as exchange approach. As noted earlier, ten out of seventy five sentences generated from the responses were picked for analysis because the data was largely recurrent. Also, from the pseudo clefts, the researcher, relying on his intuition, was able to generate three inverted cleft for analysis.

4.2.1: Analysis of Dholuo Pseudo cleft sentences as exchange.

Gima ne wuon hotel ochwadogo wi wuod chula (What the hotelier hit the head of the man from the island with)	ne en (was)	Yien abara. (a piece of firewood)
S	F	P C
MOOD	RESIDUE	

Figure 4.2a: Dholuo Pseudo cleft sentence

Gima ne wuon hotel ochwadogo wi wuod chula ne en yien abara.

Gima ne wuod Chula wiye owilgo (What the man from the island forgot)	en (was)	Simo (a phone)
S	F	P C
MOOD	RESIDUE	

Figure 4.2b: Dholuo Pseudo cleft sentence

Gima ne wuod Chula wiye owilgo en simo

Gima ne odong' kuome (What remained of her)	en (was)	Wichne kod bade (her head and hand)	
S	F	P	C
MOOD		RESIDUE	

Figure 4.2 c: Dholuo Pseudo cleft sentence

Gima ne odong' kuome en wichne kod bade.

Gima ne oludo i chuur nyar Asembo (What annoyed Nyar Asembo's husband)	ne en (was)	kit aduo ke mane oduokego (the kind of reply he got)	
S	F	P	C
MOOD		RESIDUE	

Figure 4.2d: Dholuo Pseudo cleft sentence

Gima ne oludo i chuur nyar Asembo ne en kit aduo ke mane oduokego

Gima ne omiyo wi chuur nyar Asembo wach (What made Nyar Asembo's husband excited)	ne en (was)	ni ne osekuoto kal mar andiwo (the alcohol he had drunk)	
S	F	P	C
MOOD		RESIDUE	

Figure 4.2e: Dholuo Pseudo cleft- sentence

Gima ne omiyo wi chuur nyar Asembo wach ne enni ne osekuoto kal mar andiwo.

From the examples above, Fig 4.3 a), b), c), d), e), Dholuo pseudo- cleft sentences are introduced by a wh- clause which is the Subject followed by a copula ‘en’ which is used both in sentences in the simple present and simple past tenses without changing its form. Together they constitute the Mood. ‘En’ conflates both the Finite and the Predicator since it is the equivalent of the auxiliary verbs ‘is’ and ‘was’ (forms of ‘be’) and serves as the boundary between the Mood and the Residue. In sentence 4.3a) for example, the subject is ‘Gimawuon hotel ne ochwadogowiwuodchula’ (What the hotelier hit the head of the man from the island with), the Finite is ‘en’ (was), the predicator is part of ‘en’ and the complement is ‘yienabara’(a piece of firewood). In some cases, fig 4.3a, fig 4.3d and fig 4.3e, ‘ne’ can also occur alongside ‘en’ when the sentence is specifically in the simple past tense.

4.2.2: Analysis of Dholuo It- clefts as exchange

Dholuo It- clefts have a different configuration from that of pseudo- clefts as illustrated by the sentences analysed below:

Chiemo (Food)	ema (it is)		ne otero wuod chula ka nyarGwasi (that took the man from the island to the lady from Gwasi's place)		Kama ne ojadhiga (where he frequented)
S	F	P	C		A
MOOD		RESIDUE			

Figure 4.2 f: Dholuo It- cleft sentence

Chiemo ema ne otero wuod Chula ka nyar Gwasi kama ne ojadhiga

Weche mag chiemo (Issues of food)	ema (it is)		ne nyar Asembo gi wuon pargi olaro(that caused a fight between nyar Asembo and her husband)		
S	S	F	P	C	
MOOD		RESIDUE			

Figure 4.2 g: DholuoIt- cleft sentence

Weche mag chiemo emane nyar Asembo gi wuon pargi olaro.

Yuak mar simo e ofuko mar nyarGwasi(The ringing of the phone in nyarGwasi's pocket)	ema(It is)		ne okelo gochne (that caused her beating)		
S	S	F	P	C	
MOOD			RESIDUE		

Figure 4.2h: Dholuo It- cleft sentence

Yuak mar simo e ofuko nyar Gwasi emane okelo gochne.

Simo (A phone)	Ema (It is)	ne wuod Chula wiye owilgo (that the man from the island had forgotten)			e kom mane obetie (on the seat)
S	S	F	P	C	A
MOOD			RESIDUE		

Figure 4.2i: Dholuo It- cleft sentence

Simo ema ne wuod Chula wiye owilgo e kom mane obetie.

Wichne kod bade (Her head and hand)	ema(It is)			ne odong' kuome (that remained of her)
S	S	F	P	C
MOOD			RESIDUE	

Figure 4.2j: Dholuo It- cleft sentence

Wichne kod bade ema ne odong' kuome.

The unique feature of Dholuo It- cleft sentences is that the clefted element precedes the focus marker 'ema' which is a conflation of the focus pronoun 'It' and the copula 'is'. It is then followed by a relative-like clause. The relative-like clause and the clefted element are notably co-referential with the focused element. In sentence 4.3j) above, 'Wichne kod bade' (Her head and hand) is the clefted element which also occupies the subject position, 'ema' (It is), the focus pronoun and the copula and finally 'ne odong' kuome' (that remained of her), the relative-like clause.

The clefted element as mentioned in earlier part of this work, by virtue of its position becomes a second subject and therefore constitutes the Mood. It is primarily meant to stand out for emphasis and what Frascarelli and Ramaglia (2009) refer to as contrastive interpretation that marks a constituent as being in direct contrast with another one that identical. In 4.3j) above the placement of the clefted element ‘wichne kod bade’ (Her head and hands), emphasises the fact that it is not any other parts other than her head and hands that remained of her. Apart from the Subject and the Finite, ‘ema’ also subsumes the predicator in these types of sentences since the copula (form of ‘be’) serves as a main as well as the helping verb. ‘ema’, therefore, has a part of it in Mood and the other in the Residue.

4.2.3: Analysis of Dholuo Inverted clefts as exchange.

Earlier in this study, we mentioned that elements in a pseudo cleft sentence could be reordered to give rise to inverted cleft. The highlighted element and the wh-clause switch positions to have the highlighted element at the subject position and the wh-clause as the complement of the copula. From figure 4.1, the respondents did not use inverted clefts to respond to any questions in the extracts and so the researcher relied of his intuition to generate the sentences from the pseudo clefts 4.3a),c) and d) in part 4.3.1. This gave rise to the sentences analysed below:

Yien abara (A piece of firewood)	e (is)	Gima wuon hotel ne ochwadogo wi wuod chula.(what the hotelier hit the head of the man from the island with)	
S	F	P	
MOOD		RESIDUE	

Figure 4.2k:Dholuo Inverted cleft

Yien abara e gima wuon hotel ne ochwadogo wi wuod chula

Wichne kod bade (Her head and hand)	e (is)	gima ne odong' kuome (what remained of her)	
S	F	P	C
MOOD		RESIDUE	

Figure 4.2 l: Dholuo Inverted cleft

Wichne kod bade e gima ne odong' kuome.

Kit aduoke mane oduokego(The kind of answer he got)	e (is)	gima ne oludo i chuur nyarAsembo(what annoyed nyarAsembo's husband)	
S	F	P	C
MOOD		RESIDUE	

Figure 4.2 m: Dholuo Inverted cleft

Kit aduoke mane oduokego e gima ne oludo i chuur nyarAsembo.

Sentence 4.3k is derived from 4.3a ‘Gima ne wuon hotel ochwadogo wi wuod chula en yien abara.’(What the hotelier hit the head of the man from the island with was a piece of firewood). ‘Gima wuon hotel ne ochwadogo wi wuod chula’ (What the hotelier hit the head of the man from the island with) is the wh-clause which is the subject of the pseudo cleft and which switches positions with ‘yien abara’(a piece of firewood) which is a complement in the same sentence to give rise to the inverted cleft ‘Yien abara e gima wuon hotel ne ochwadogo wi wuod chula.’(A piece of firewood is what the hotelier hit the head of the man from the island with.). The same thing happens in the case of sentences 4.3 l) and m)

4.3 The Semantic Functions of Dholuo Cleft Sentences.

Thompson (2004) says that with the view of a clause as not only a composite entity but also as an interactive event, four speech functions arise from it, one of which is asking and answering of questions. In the answering of questions, certain elements as Schrock (2014) observes, are strategically placed within the clause for purposes of greater focus and emphasis.

Dholuo cleft sentences are emphatic clauses which are by and large responses to wh-type of questions and whose Topic-Comment/Comment-Topic structure include elements which stand out for emphasis. In pseudo clefts the emphasized element comes at the post copula position while in the It- cleft and Inverted clefts, it appears at the beginning of the sentence. This configuration of these sentences highlights, as Jones and Jones (1985) and Hedberg (1988) point out, the theme of a given segment of discourse by separating the Topic from the Comment. This designation of an

element for focusing, according to Fichtner (1993), does not only make it stand out but also makes the hearer more aware of any difference between the information presented in the cleft sentence and that of the context. Consider the sentences below taken from fig 4.3e) and fig 4.3j) and repeated as 7 a) and b)

Wichne kod bade (Her head and hand)	ema(it is)	ne odong' kuome (that remained of her)	
S		P	C
MOOD		RESIDUE	

Figure 4.3a):DholuoIt- cleft sentence
Wichne kod bade ema ne odong'kuome.

In responding to the question 'Ang'o gang'o mane odong' kuom miyo mane owang' eot? (What remained of the woman who got burnt in the house?), the cleft sentence above is the appropriate answer. An element 'Wichne kod bade' is fore grounded and emphasised. This essentially is the definitional function of Dholuo It-cleft because apart from specifying what is being talked about, they also describe what a term stands for in a given context. In sentence 4.4a) 'Wichne kod bade' (Her head and hand) and nothing else remained of her. This definition is provided in the second part of the sentence' ne odong' kuome,(that remained of her). This also gives the sentence contrastive emphasis in the sense that no other part other than 'Wichne kod bade' (Her head and hand) that remained of her.

Gima ne omiyo wic hour nyar Asembo wach(What made nyar Asembo’s husband so agitated)	ne en(was)	ni ne osekuoto kal mar andiwo.(the alcohol he had taken)
S	F	P C
MOOD	RESIDUE	

Figure 4.3 b): Pseudo cleft sentence

Gima ne omiyo wi chuur nyar Asembo wach ne enni ne osekuoto kal mar andiwo

In sentence 4.4 b) above, the identificational function of the cleft sentence is illustrated. The complement ‘ni ne osekuotokal mar andiwo’ identifies the reason that fulfils the specification set forth in the wh-clause ‘Gima ne omiyo wi chuur nyar Asembowach’(What made nyar Asembo’s husband so excited).In their default case, Dholuo cleft sentences – It-clefts, pseudo clefts and inverted clefts are also suppositional and specificational.One part of these sentences contains information that is supportional and the other part contains the description that specifies or describes what is contained in the first part. For instance, in the sentence ‘Wichne kod bade ema ne odong’ kuome’ (It is her head and hand that remained of her) presupposes that something remained of the lady and also goes ahead and specifies what remained (the head and the arm).

In this chapter it has been shown that Systemic Functional Grammar can be applicable in the analysis of Dholuo cleft sentences. The next chapter outlines the summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This final chapter is an outline of the summary of findings based on the objectives and the conclusions. It also has areas recommended for further research.

5.1 Summary of Findings

The findings here are organized according to the objectives. In the first objective, we set to identify and describe the structure of Dholuo cleft sentences as exchange. Ten sentences were used in this analysis out of the seventy-five that were collected in the data since most of the sentences were considered as having recurrent structure.

The identified cleft sentences were then categorized as pseudo, It-cleft and pseudo cleft sentences. We made the following observations about the cleft sentences. The 'It- cleft' sentences have the highlighted element at the sentence-initial position and which also serves as one of the subjects. This element, however, does not form part of the Mood. The Mood is realized by the word 'ema' which is a conflation of the pronoun 'It' and 'is'. The same word also serves as the predicator. The remaining part of the complement comes at the end of the

sentence. We also observed that the elements in the pseudo cleft sentences, that is, the highlighted element and the wh- clause can easily switch places without affecting the meaning of the original sentence.

This would result to an inverted cleft which is basically derived from the constituent reorganization in what was previously pseudo cleft. The particle ‘ne, is brought in as a tense marker alongside ‘en’ (is) which subsumes the Finite and the Predicator.

In our second objective we set out to describe the semantic functions of the cleft sentences. The sentential data gathered reveal that cleft sentences are mainly emphatic clauses associated with contrastive interpretation and which achieve this function by reordering elements in the former basic sentence with the element intended for emphasis being brought into greater focus. Other than that, they are also used for purposes of definition, identification and description.

Our third objective was to determine the extent to which the speakers of Dholuo use cleft sentences. The data reveal that the speakers of Dholuo use both cleft sentences and non- clefts but use the latter more in the answering of the questions. In cases where they chose to use cleft sentences, the pseudo cleft and the inverted clefts which were felt to be more emphatic were more prevalent. They also used a few it-clefts.

5.2 CONCLUSIONS

From the data collected and analysed in this study, we confirm that our research objectives have thus been achieved and our research questions fully answered. We were also able to validate our research assumptions that Dholuo cleft sentences- pseudo cleft, Inverted clefts and It- clefts have a definite structure.

Other than the above, it is also clear that Systemic Functional Grammar theory can be used to analyse Dholuo cleft sentences and specifically within clause as exchange

configuration. Clause as exchange is one of the types of meaning in the structure of the clause earlier on mentioned in the theory. We have also confirmed that Dholuo cleft sentences have semantic functions and that the speakers of Dholuo can use any of the cleft sentences to respond to questions. Although Dholuo speakers use cleft constructions, our data has revealed that the majority seem to prefer other constructions

5.3 RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This study has highlighted the description and analysis of the structure of Dholuo cleft sentences as well as their semantic functions. This study suggests the following areas for further studies:

- i. How the other two kinds of meanings can be used in the analysis of the cleft structures.
- ii. The application of SFG in the description and analysis of other Dholuo structures.
- iii. The use of any other way to achieve emphasis and contrast other than the use of cleft sentences.

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APPENDICES

APPENDIX 1 RESEARCH AUTHORIZATION (NACOSTI)



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Ref. No. **NACOSTI/P/19/71484/29833**

Date: **28th May, 2019**

George Ochieng Abidha
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Dholuo cleft sentences: A systemic functional approach*” I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for the period ending **27th May, 2020**.

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.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Siaya County.

The County Director of Education
Siaya County.

APPENDIX 2 RESEACH PERMIT (NACOSTI)

THIS IS TO CERTIFY THAT: Permit No : NACOSTI/P/19/71484/29833
MR. GEORGE OCHIENG ABIDHA Date Of Issue : 28th May,2019
of KENYATTA UNIVERSITY, 0-40611 Fee Received :Ksh 1000
Nyilima,has been permitted to conduct research in Siaya County

on the topic: DHOLUO CLEFT SENTENCES: A SYSTEMIC FUNCTIONAL APPROACH

for the period ending: 27th May,2020



Applicant's Signature

Director General National Commission for Science, Technology & Innovation

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Internal Memo

FROM: Dean, Graduate School **DATE:** 2nd April, 2019

TO: **Abidha George Ochieng** **REF:** C50/CE/24775/2012
C/o English and Linguistics Dept.

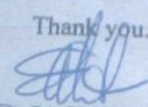
SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting 27th March, 2019 approved your Research Project Proposal for the M.A Degree Entitled, **“Dhuluo cleft sentences: A systematic functional grammar 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.


JACKSON LUVUSI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, English and Linguistics Department.

Supervisors:

1. Mr. Charles Gecaga
C/o Department of English and Linguistics,
Kenyatta University
2. Ms. Owili Florence
C/o Department of English and Linguistics,
Kenyatta University

APPENDIX 4 RESEARCH AUTHORIZATION (MINISTRY OF EDUCATION)



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department for Early Learning and of Basic Education

COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY
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Monday, June 10, 2019

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION – GEORGE OCHIENG ABIDHA

The above named person has been mandated to carry out research in Siaya County vide an authorization letter from National Commission for Science and Technology and Innovation Ref. No. NACOSTI/P/19/71484/29833 dated 28th May, 2019. This research study ends on 27th May, 2020.

The research title is "*Dholuo cleft sentences: A systemic functional approach*"

Please accord him the necessary assistance in this County as he may require.

**SAMUEL ONDIEKI
FOR: COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY**

APPENDIX 5 RESEARCH EXTRACT (I)

A1: DHOLUO EXTRACT

Ja Ohala Marahuma Onjawore ka pi Liedo -Kod Onduru *Junior*

Nitie okang' ma ka ng'ato osechope to gik motimo onego bed gik malong'o kendo maloso nyinge to ok manjawo nyinge. Wachni yande otimore e boma mar Sindo ka nyar Gwasi man kod kar migago e bomano. Wachore ni wuod Chula Rusinga ne odhi mondo obilie gimoro ka nyar Rusinga kaka ne ojadhi, omiyo ne oluongo chiemo. Bang' tieko, nowuok to wiye ne owil gi simu e kom mane obetie. Ni to kane nyar Gwasi opo koneno simuni nofuche mokete e mufukone. Kane wuoyini pod niye bomano, noparo ni simbe odong' kendo odok kod ng'we mwanda. Kochopo to ong'iyi kom mane obetie to ok oyude, nochako penjo nyar Gwasini to kanyo e kama wuon hotel nowuok kode tung' mosuo kowacho ni en oonge gi tich gi simbe matindo tindogo. Wuod Rusinga nomedo saye to kanyo emane odhi moduogo kod yien abara mochuadogo wi wuod chulani. Gikanyo, lweny maratipo nowuok ma dhano mane nie chiro nochokore kendo nopenjo gima nenyalo kelo lweny. Omiyo wuod Chula notemo lero kanyo, ema ngato nopenjo ka ong'eyo namba simune giwiye mane oduoko ni ong'eyo. Ka otem goyo nambano to simu nochako ywak mana e ofuko mane nyar Gwasi orwako, kanyo emane ochak dieme magikone ne ogolo simu ka oyudo wichkuot makama nonyalo kete wiye onge.

(Olith Jaganga- Dwe Luoch (August 2016))

Penjo(Questions)

1. Pimie gima ne wuod Chula wiye owilgo?(What did the Islander forget?)

Wuod chula wiye ne owil go simy e kom mane
Obete ka nyar Gwasi

2. Wachie gima ne wuon hotel ochwadogo wi wuod Chula (What did the hotelier hit the islander with?)

Gima ne wuon hotel ochwadogo wi wuod
chula ne en yien abara

3. Pimie machuok gima ng'ato onego tim kosechopo e okang' moro (What is one expected to do when they reach a certain level in life?)

Gima ngata onego tim kosechopo e okang'
moro en ni kiko tim gima ngata kelonw
wrich kupt. kik motimo onego bed sik malogo
Lead malero nyingo to ok manjano nyingo

4. Wachie gima ne otero wuod Rusinga ka nyar Gwasi (What had the man from Rusinga

gone to do at Nyar Gwasi's?)

Gima ne otero wuod Rusinga ka

Nyar Gwasi' ne en ni mondo obilie ginoro
ka nyar Gwasi' kaka ne ojadhi'

5. En ang'o ma ne okelo goch mar nyar Gwasi? (What had occasioned Nyar Gwasi's beating?)

Gima ne okelo goch mar Nyar Gwasi'
ni kane otemo gogo nambu simu mar
wuod Rusinga to simu mar wuod
Rusinga ochako ywak e ofuko mane
Nyar Gwasi' ochako

APPENDIX 6 RESEARCH EXTRACT (II)

A2: Dholuo Extract.

Mama Moro Owang'ore Ei Ot Motho.

Piny tinde tek kendo timbe timore matamowa pimo. Nenore ni giko piny chiegni.
 Jowadwa bed uru machiegni kod Ruoth Yesu nimar piny oserumo, omiyo ka oduogo
 mondo wan bende okwanwa kaka achiel kuom joge madhi chamo ngimano
 mochwere. Nowachonwa e muma maler ni ndalo mag giko piny ka chiegni to oganda
 none honni kod ranyisi madongodongo manyisowa ni duok kristo wuod Nyasaye koro
 chiegni. Ma nyocha otimore e piny mar sakwa Orenge manie bwo Nyaguda sub location.
 Mama moro mañike oseniang' to wachore nipache ok ler ahinya nyocha ne oyud ka otho
 e ode ka owang' ma wichne kod bade emane oyud e ot kanyo. Wach mademi mano timre
 wachore ni mamani ne osebedo thuolo matin ka en kod malaria e ode kanyo kendo kane
 oyudo Nyasaye oyaone ma oyudo teko matin, ne owinjo ka kech koro ohewe. Ne omanyo
 gima ne onyalo loso mondo obil kendo ne oyudo mane odhi pachu. Ne omoko mach
 mondo olose gimoro obil. E seche mane oloso gireno, wachore ni mach ne omuoch
 kuome kendo ne odhi mohewe gi teko makaka ne onyalo konyore ne tek mane ogore piny
 kanyo kendo ne owang' magikone notho. Jogweng' ne oringo e seche mane mach
 omuoch wang'o ot kendo ne gichopo to onge gima ne gikonyo kata achiel kaluore ni
 mach ne omuoch to ne omako pasia ma en bende mach othung'e ma onge kaka ne onyalo
 wuok kata kaka okonyore. Kinyne kane obila obiro mondo otim nonro to ne oyud mana

ka wich kod bade emane odong' mane gi kawe achielkachiel nyaka kar kano ringre jogo motho. Jonyaguda sub location kaachiel kod jo Orengo watimonu mos uduto te kaachiel kod anyuolane duto te. (*Olith Jaganga- Dwe Luoch (August 2016)*)

Penjo (Questions)

- i. Hulie ng'ama ne owang' e ot (Who got burnt in the house?)

Mama Ngat mane owang' e ot ne en mama moso ma like ngeny to bende wachore ni pache ne ok ler ahing

- ii. Kaluwore gi gima isomo malo kanyo, ang'o gang'o mane odong' kuom mama

mane owang' e ot? (According to the passage, what remained of the body of the woman that got burnt?)

Gi k mane odong' ne gin ~~to~~ wich kod bat.

- iii. Pimie gima jogweng' notemo timo e kinde mane masirani otimore. (Briefly

explain the villagers response to the tragedy?)

Jogweng' no ringo Mochop kanyo to gima ne gin yalo timo ne onge n'kech mach nosemako pasia

- iv. Wachie gima ne obila otima bang' kawo ringer mamano (Explain what the police

did after taking the woman's body.)

Obila nokawo ringre mamano ni negiteno kar kano ringre joma ottoo.

- v. Ang'o ma ne otimore e gwenge mag Orengo, Nyaguda Sub- location? (What

happened at Orengo in Nyaguda sub location?)

Ki gwenge mag Orengo Nyaguda sublocation, mama moso ma like ngeny ne owang' e ot kane otimo tedo gima nonyalo chamo n'kech nosebedo kotwo to kech nohewe. Mach nomwoch knome mowang'e monege. Kendo bade kod wije kendo emonoyud kodong' e odno.

APPENDIX 7 RESEARCH EXTRACT (III)

A3:Dholuo Extract

Nyar Asembo Onego Chuore Kod Pala.*kod Tony Alex*

Jangoma

Mano wach mapod dhano penjore apenja kadho jomoko omoko. Adieri adieri pinyin to ne owach ni e ndalo giko to wabiro neno weche mabiro timore kaka gin weche mabiro mako dhowa. Giesani waneno kit weche matimoregi adieri ginyisowa ni ndalo giko piny osechopo omiyo wan oganda Nyasaye nyaka koro walok pachwa kendo wayud yorno manyalo miyo wadonjie polo nikech richowa okneoyienwa mar neno wang' Nyasaye.Nyaka koro wanonre uru nito wan kure. Bende wan machiegni kod dwaro Nyasaye adier? Kose noyudwa ka weg pinyin pod ogalowa manotamwa chamo ngima mochwere manyaka chieng'? Nyocha ne uwinjo ka olande nyaka erete mapachoka kendo nyaka e oboke mapachoka kaka 'Olith'. To koro okele kod kuku ne duto ni Nyar Asembo moro motedo e gweng' mar uyoma kamoro ni Owimbi e gweng'no ma bende gin joAsembo gogo nyocha ochudho wuon pargi chuth kod pala ka gilaro weche mag chiemo. Kane 'Olith Jaganga' otimo limbe e gwengego ne oyudo wach ni chuor mamani ne owuok nidhi eyorene kaka pile ojagadhi. To eseche mane owuok to ne ok oweyo ne nyar Asembo gimoro mar losogodo chiemo mane omiyo nyar Asemboni omanre kod pande moro kanyo nikech ong'eyo ga ni chworeni seche moyaga oko to gima okwongoga penjo en 'mogo' kendo ok odew nine oweyo gimoro kata ne ok oweyo. En gima odwaro

to en mana mogono. Omiyo kane oduogo kaka pile, bende wachre ni ne obiloe gigewa makechgi- ne okuoto kal mar andiwo. Ne obiro ka wiye bende osechako wach. Bende kane odonjo, to ne openjo min ode ni "To ere mogo. Ket mogo e wi mesa mondo anyon." To kanyo ema ne nyar Asembo bende ne oduoke kaka en emong'eyo. Kaluore kod chenro mage ma bende ne osechano, kane chuore owinjo kit aduoka moduoke godo, ne iye oludore mane odum kuom nyar Asembo kod goch ka pien. Kanyo e mane gwandruok ochakore magikone nyar Asembo oomo pande ma otieko godo ngima chuore kendo obila ne oome motere e par obila ma Aram kendo ne pod itimo nonro. (Olith Jaganga- Dwe Luoch (August 2016))

Penjo (Questions)

- i. Wan oganda Nyasaye nyaka koro walok pachwa kendo wayud yorno manyalo miyo wadonjie polo nikech richowa okneoyienwa mar neno wang' Nyasaye. (Ndike kichako gi: Gima onego watim.....) (We Christians must rethink our ways if we ever intend to inherit the kingdom of God. (Rewrite beginning: What we need to do....))

Gima onego watim Mondo wayud yorno manyalo
miyo wadonjie polo en ni wabok pachwa.

- ii. Wachi machuok gima Nyar Asembo gi wuon pargi ne laro. (What was the issue in contest between Nyar Asembo and her husband?)

Nyar Asembo gi wuon pargi ne laro weche mag
chiemo

- iii. Pimie gima ne oludo i chur Nyar Asembo. (Explain what annoyed Nyar Asembo's husband.)

Uma ne oludo i chur Nyar Asembo ne en kit aduoke mano oduokego.

- iv. Wachie machuok gima ne omiyo wi chur Nyar Asembo wach? (What had made Nyar Asembo's husband so excited?)

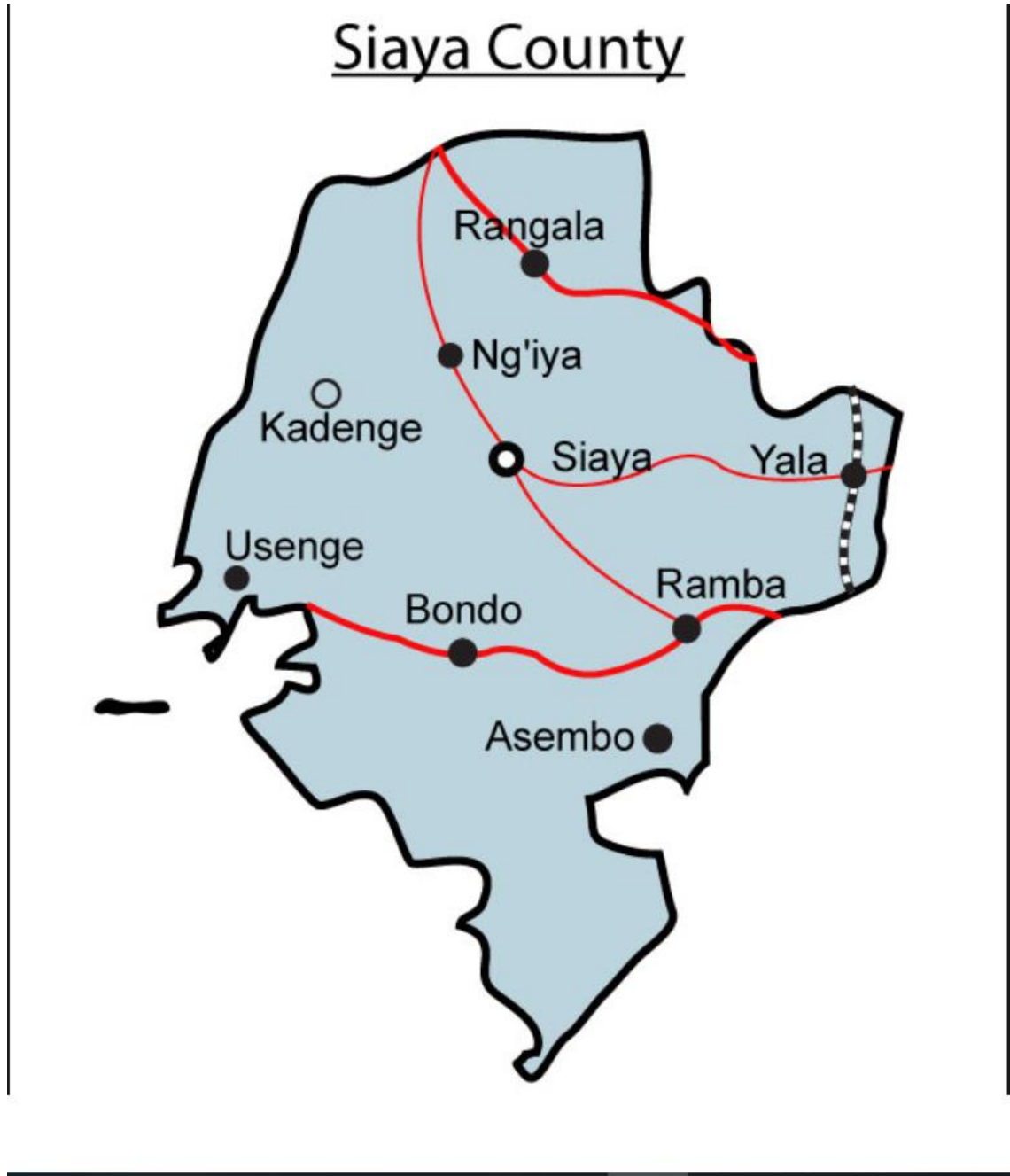
Ni chur Nyar Asembo ne wach nikech wachore ni ne obito gige wa gi Makechgi-ne Okuto Kal nar andiwo

- v. En ang'o mong'ere ni chur Nyar Asembo nyaka tim kodonjo? (What is it that

Nyar Asembo's must do on arrival?)

Chur Nyar Asembo nyaka peng 'moga' seche moyaga oko.

APPENDIX 8 STUDY AREA MAP



APPENDIX 9 STUDY AREA SUB COUNTY MAP

