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KENYATTA UNIVERSITY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH AND LINGUISTICS

**A DESCRIPTIVE ANALYSIS OF EKEGUSII ADJUNCTS: A MINIMALIST
APPROACH**

BY

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**A DISSERTATION 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**

JULY, 2016

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DECLARATION

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

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Dedication

Dedicated to my late father Samuel Ong'eta, my mum Prisca Kwamboka and my dearest son Jayden.

Acknowledgement

Firstly, I thank the Almighty God for how far He has brought me. Your grace has been abundant throughout the process of working on this research. May your name be glorified.

My special gratitude goes to my supervisors Dr. Phyllis W. Mwangi and Dr. Hilda Kebeya. You have given me support without measure. You patiently read and corrected many of my drafts. You have instilled in me the value of hard work and patience. The advice and guidance you gave me has made me a better person. You have not only inspired me but also mentored me. God bless you.

I thank all the lecturers and non-teaching staff of the Department of English and Linguistics of Kenyatta University for their assistance. I also thank all my classmates for their company and encouragement. I thank all my respondents in a special way for enabling me obtain data without which I would not have completed this research. God will reward you.

I am also indebted to my family. My late father, Samuel Ong'eta and my mother Prisca Kwamboka, you taught me the value of hard work. I would not have made it this far were it not for your love, moral and financial support. To my siblings, thank you for praying and assisting me. May God bless you. To my dear son Jayden, thank you for being patient with Mum.

I am greatly indebted to my dearest sweetheart Godfrey for all the support you have given. You encouraged me when I worked under pressure. I cannot thank you enough. You have contributed a great deal to who I am. Thanks for believing in me. May God bless you so much.

For all those that I have not mentioned but assisted me, thank you. Lastly, I take full responsibility of any errors and inadequacies in this research.

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Abbreviations

A	-	Adverbial
A- P	-	Articulatory Perceptual
ADV	-	Adverb
AdvP	-	Adverbial phrase
AdjP	-	Adjective phrase
AGRo ^l	-	Object agreement bar
AGRo	-	Object agreement
AGRoP	-	Agreement of object phrase
AGRo ^l	-	Agreement of indirect object bar
AGRo ⁱ	-	Agreement of indirect object
AGRo ⁱ P	-	Agreement of indirect object phrase
AGRs	-	Agreement of subject
AGRs ^l	-	Agreement of subject bar
AGRsP	-	Agreement of subject phrase
C-I	-	Conceptual Intentional
CP	-	Complementiser Phrase

DO	-	Direct object
DP-	-	Determiner phrase
DTA	-	Deictic temporal adverbial
E	-	End position of adverbials
-ed	-	<i>-ed</i> Participle form
FOC	-	Focus
FOC'	-	Focus bar
FV	-	Final vowel
I	-	Initial position of adverbials
iE	-	Initial end position of adverbials
iM	-	Initial medial position of adverbials
-ing	-	<i>-ing</i> participle form
IP	-	Inflection phrase
eM	-	End Medial Position of adverbials
GB	-	Government & Binding
LF	-	Logical Form
LRC	-	Last Resort Condition

M	-	Medial position of adverbials.
MLC	-	Minimal Link Condition
mM^l	-	Medial Medial Position of adverbial
MP	-	Minimalist Program
NM	-	Negation marker
NP	-	Noun Phrase
OM	-	Object marker
P	-	Phrase
PASS^l	-	Passive bar
PASS	-	Passive
Perf^l	-	Perfective bar
Perf	-	Perfective
PF	-	Phonetic Form
PFI	-	Principle of Full Interpretation.
PP	-	Prepositional Phrase
PROG^l	-	Progressive bar
PROG	-	Progressive

S	-	Subject
SDs	-	Structural Description
SM	-	Subject marker
SVA	-	Subject Verb Adverbial
SVAO	-	Subject Verb Adverbial Object
SVCA	-	Subject Verb Complement Adverbial
SVOA	-	Subject Verb Object Adverbial
SVOOA	-	Subject Verb Object Object Adverbial
SPEC	-	Specifier
TNS'	-	Tense bar
TNS	-	Tense
UG	-	Universal Grammar
V	-	Verb
VP	-	Verb Phrase
X	-	Any phrase.

DEFINITION OF TERMS

- Adjunct-** a phrase which is an optional modifier to the head.
- Adverbial-** a functional category realized by a variety of items that are not necessarily adverbs.
- Complement-** an expression which combines with a head word to project the head into a larger structure of essentially the same kind.
- Head-** the most important word in a phrase.
- Intermediate projections-** syntactic objects that are neither minimal nor maximal projections.
- Maximal projection-** a case where the head does not project.
- Minimal projection-** a constituent that is not a projection of some other constituent such as heads /words.
- Merge-** an operation that combines lexical items and complex objects built from lexical items and specifies the relevant properties of the resulting structure.
- Phrase** an expression larger than a word which is a maximal

projection

Specifiers-

elements which precede the head.

ABSTRACT

This study analyzes a descriptive analysis of Ekegusii adjuncts using the Minimalist approach. The main objectives of the study were: to describe the forms of Ekegusii adverbials, to establish the meanings expressed by adverbial elements, to identify and describe the distribution of adverbials, and to discuss how adverbial elements in Ekegusii can be accounted for using the Minimalist Program. Adverbials in Ekegusii appear in the form of noun phrases, adverbs and adverb phrases, prepositional phrases and adverbial clauses. These adverbial elements can express meanings such as time, place, manner and others. In terms of distribution, adverbials can occupy various positions within a sentence. The positions can be, sentence initial, post verbal, preverbal, within the verb group and the end position. The Minimalist Program (MP) provided our theoretical framework. Within the Minimalist Program, adverbials are in the form of: adverb phrases, prepositional phrases, determiner phrases or as complementizer phrases. A descriptive research design was used as a means of collecting raw data and for analysis and interpretation. Purposive sampling was used in selecting sentences with adverbial elements from the Ekegusii Bible, compositions and from other written Ekegusii texts. Purposive sampling was also used in selection of individuals who are competent and literate in Ekegusii to write compositions. The findings of this study can be useful to the lower primary school teachers as a source of materials that can be used in teaching local languages in primary schools in Kenya. It can also be of benefit to broadcasters in Ekegusii, curriculum as well as to material developers in Ekegusii.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

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

1.1 Background to the Study

This study looks at a descriptive analysis of adverbial adjuncts in Ekegusii from a Minimalist perspective. According to Guthrie (1971), Ekegusii is a Bantu language spoken by the Abagusii or the Gusii people and it is classified as an East African Bantu language under Group 42 of Zone E. It is closely related to other Bantu groups such as Kuria, Lulogooli and Gikuyu.

Although Ekegusii speakers live in other parts of Kenya as well as in other countries, the majority live in the Kisii and Nyamira counties. The languages spoken in the surrounding counties of Kisii and Nyamira are: Dholuo, spoken by the Luo people living in the counties of Migori, Homabay, and Kisumu; Kipsigis, spoken by people living in Bomet and Kericho counties and Maasai, spoken by the Maasai people living in Narok County.

Bosire (1993) notes that Ekegusii has two dialects: Maate and Rogooro. The Maate dialect is identified as the southern variety spoken in South Gucha District. Conversely, the Rogooro dialect is the northern variety spoken in Kisii Central and Nyamira Districts. Kisii Central has since been subdivided into Marani, Gucha South, Nyamache and Kisii Central Districts among others. Masaba North, Nyamira, Nyamira North, and Borabu Districts are some of the new

Districts previously under the larger Nyamira District. In this study, the Rogooro dialect was used since it has documented sources of data that were used. The researcher is a native speaker of the northern variety. This made it easier for the researcher to identify the adverbial adjuncts.

This study falls under the linguistic field of morpho-syntax. Traditionally, morphosyntax is referred to as 'grammar'. Radford (1997, p. 1) explains that grammar is traditionally subdivided into two different but inter-related areas of study - morphology and syntax. Morphosyntax is a term formed from morphology and syntax. According to Matthews (1982), syntax is a term derived from the ancient Greek word, *syntaxis*, a verbal noun which means *arrangement* or *setting out together*. Crystal (1985) adds that the setting out together must be according to rules. On the other hand, morphology is the study of the formation of words and how they change their form. Morphosyntax is important in linguistics because something expressed syntactically in one language may be expressed morphologically in another. This is illustrated in a Kiswahili sentence: '*Wageni walituchekesha sana.*' (*The visitors really made us laugh.*) Here, '-esh' is a morphological causative. In English, the same is expressed as a syntactic or periphrastic causative by the word '*made*.'

In syntax, various aspects of a constituent can be studied: its form, its position in the sentence and its function. In our study, we were interested in the form, and distribution of adverbial elements in Ekegusii. This is because, as Quirk et al. (1985) note, the adverbial element, unlike other elements of clause structure, typically displays different forms and can occur in different positions in a sentence. We intended to find out how they behave in Ekegusii. In our study, adverbial elements referred to all the constituents that realize an adverbial function such as manner, place and time.

In English, adverbial elements can take the form of adverbs and adverb phrases, prepositional phrases, noun phrases and adverbial clauses, the details of which will appear in the literature review.

Adverbials can be classified as adjuncts, disjuncts, conjuncts and subjuncts. Brinton (2000, pp. 191- 194) defines adjuncts as categories that answer questions such as *where*, *when* and *where?* They include *there*, *yesterday* and *quickly*. Disjunct adverbials denote the speaker's attitude or judgment of a proposition such as the degree of truthfulness or manner of speaking. They include *seriously* and *honestly*. On the other hand, conjuncts express textual relations, serving to link clauses. Examples of conjuncts are *firstly* and *however*. Subjuncts have subordinate roles to other elements of the clause. They include *kindly* and *simply*. Our focus was on adjuncts because they not only express various meanings but they also have different forms and can appear in different positions within a sentence. This provided a rich ground for our study.

According to Brinton (2000), adverbials can be placed in different positions in a sentence: sentence initial, sentence final, preverbal, postverbal and within the verb group. Initial position refers to a case in which the adverbial is placed before the subject in a clause. Preverbal position is when an adverbial is placed before finite verbs and participles within the clause.

Our study was done within the Minimalist Program (MP). The MP is a theory that was developed by Noam Chomsky in the 1990s. It was an immediate shift from Government and Binding (GB) approach also by Chomsky (1981) which, together with other earlier theories in Generative Grammar (GG), were complex to Principles and Parameters. The MP was developed to address the issues of descriptive and explanatory adequacy. It aims at providing grammars which make use of the minimal theoretical apparatus such as a fixed set of principles to describe

structure in all languages. On adverbials, Chomsky (1995, p. 330) notes that adverbials cannot be adjoined by merge to phrases that are theta related (arguments or predicates) and that they can be 'base-adjoined' only to X' or to phrases headed by V or functional categories. Consider the example below:

John nearly drowned (in the sea).

Here, *nearly* cannot be adjoined to the VP which is '*drowned (in the sea)*' because the latter is a theta related phrase.

Minimalism employs the universal X-bar schema in which, according to Radford (2004, p. 94), there are three levels of projection: head (also called minimal projection) like the T/tense auxiliary *will*; intermediate projections like the T-bar *will survive*; and (iii) maximal projections like the TP *I will survive*.

Rhaghyeyun (2004) notes that adverbs (which function as adverbials) can be licensed as specifiers, adjuncts, complements or as heads. Tallerman (2005) refers to a **head** as the most important word in a phrase. The word class of the head determines the word class of the entire phrase. Thus, the head word of an adverb phrase is an adverb. For example, in the adverb phrase *very slowly*, '*slowly*' is the head.

Tallerman (2005) further notes that a **complement** is a constituent selected by the head. It is determined by the obligatoriness of certain verbs. Poole (2002) points out that a complement is what is traditionally called 'the object' of the head particularly with verbs and prepositions. For example, in the sentence, '*His sister lives in Kitale*', '*lives*' requires a name of a place. Since a complement has a close relationship with the head, it is placed closer to it. **Adjuncts** on the other hand provide additional information about such things as appearance, location, time or manner in

which something is done. An example is *'this morning'*, expressing time, in the sentence *'My sister arrived **this morning**.'*

Aarts (2001) defines **specifiers** as elements which precede the head. They specify the head. In the MP, specifiers are immediately dominated by XP and are sisters to the X - bar. This can be illustrated in the schema by Poole (2002, p. 47):

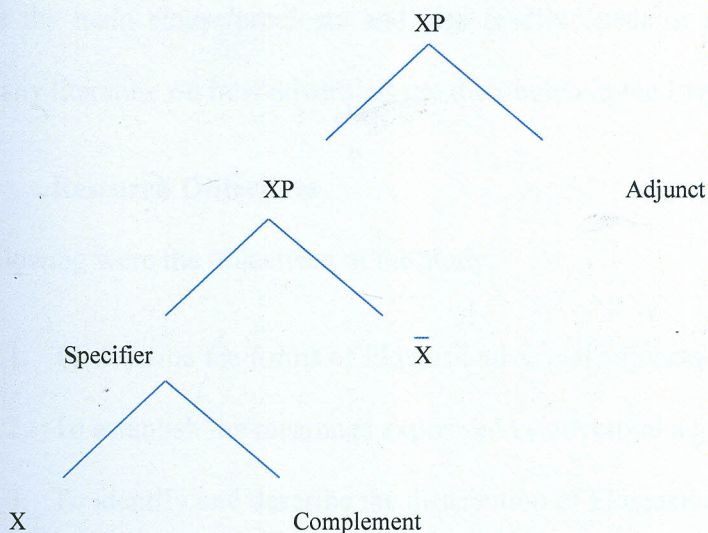
$XP \rightarrow (\text{Specifier}) X$

X stands for any possible head while P stands for phrase. XP is a maximal projection of X.

An example is *'very'* in the sentence *'They walked **very slowly**.'* *Very* is a specifier of *slowly*.

Within the X-bar theory, all phrasal categories have the same structure. Adjuncts are sisters of XP nodes, complements are sisters of lexical items while specifiers are sisters of X- bar nodes.

Adjuncts are adjoined to sentences and not by merge. Therefore, they are optional. This can be represented in the following tree diagram:



Source: Adger (2003, p. 111)

This study intended to investigate how adverbial elements in Ekegusii are realized, the meanings they express, their distribution and how they can be accounted for within Minimalism.

1.2 Statement of the Problem

There is a dearth of structural description of Ekegusii grammar. There are studies that have been done on Ekegusii such as Bosire (1993), Aunga (2011) and Mose (2012). However, to the best knowledge of the present research, no study has been done on adverbials in Ekegusii.

Various linguists have given different views on the distribution of adverbials in English and other languages. Whereas some, like Cinque (1999), argue that adverbials occupy fixed positions, others such as Keyser (1968) and Emond (1976) are of the view that they enjoy free placement within sentence structures. Drawing from adverbial clauses, which form part of the various realizations of adverbial elements, Diessel (2001) points out that languages differ on how they arrange the main clause/predicate. Of a similar opinion is Haspelmath (1993, p. 375) who identifies six distribution classes. Among them is Rigid ADV- S/VP languages where adverbial clauses (almost) always precede the main clause/predicate as in the case in Lezgian. The other class is Non-rigid ADV-S/SVP languages such as Turkish where adverbial clauses usually precede the main clause/predicate and also readily occur in sentence-final position. There is hardly any literature on how adverbials are distributed in the Ekegusii clause.

1.3 Research Objectives

The following were the objectives of the study:

1. To describe the forms of Ekegusii adverbial adjuncts.
2. To establish the meanings expressed by adverbial adjuncts in Ekegusii.
3. To identify and describe the distribution of Ekegusii adverbial adjuncts.

4. To discuss how adverbial adjuncts in Ekegusii can be accounted for using the Minimalist Program.

1.4 Research Questions

This study aimed at answering the following questions:

1. How are adverbial adjuncts realized in Ekegusii?
2. Which meanings do Ekegusii adverbial adjuncts express?
3. How are Ekegusii adverbial adjuncts distributed in a sentence?
4. To what extent can Ekegusii adverbial adjuncts be accounted for by the Minimalist Program?

1.5 Research Assumptions

This study was based on the following research assumptions:

1. Adverbial adjuncts in Ekegusii have definite forms.
2. Adverbial adjuncts in Ekegusii express various meanings.
3. Adverbial adjuncts in Ekegusii occupy different positions in a sentence.
4. Adverbial adjuncts in Ekegusii can be accounted for using the Minimalist Program.

1.6 Rationale for the Study.

A few studies have been done on Ekegusii. They include Komenda's (2011) study in the field of phonology, Onserio (2009) on translation, Mecha (2004) on the phonology and morphology of Ekegusii reduplication, Bosire's (1994) study on Ekegusii dialects, Aunga (2011) on semantics, Mbori (1994) and Onkwani (2011) on morphophonology, Basweti (2005), Mose (2012) on morpho-syntax among others. This study is therefore important because little has been studied on Ekegusii adverbials within the MP. It can therefore contribute to the existing literature on Ekegusii.

The data obtained from this study can be a source of reference for researchers who may want to study adverbial elements in Ekegusii using a different theory. It can also prove useful to scholars who may intend to do a comparative study between Ekegusii and other languages in terms of the forms of adverbial elements, their meanings and their distribution within a sentence structure.

Similarly, the data obtained from this study can be useful to researchers who may want to develop a theory to account for the adverbial elements in African indigenous languages. It would also add to the existing information on Ekegusii and other African indigenous languages as a whole. In addition, the data obtained from this study can be useful to broadcasters in Ekegusii, curriculum and material developers as well as the teachers of such curriculum for reference. These would also be useful in the implementation of the teaching of Ekegusii as one among other local languages in Kenyan lower primary classes in line with the Ministry of Education's requirement that primary schools teach in the local languages.

1.7 Scope and Limitation

Like many languages, Ekegusii has different kinds of clause elements. They include: the subject, the verb, the object (direct and indirect), the complement (subject and object) and the adverbial. All these elements could have been studied but it would have taken too long and a lot of resources. Our study focused on adverbials in Ekegusii. Further, we only studied adjuncts and not disjuncts, conjuncts or subjuncts. This choice was informed by the fact that adjuncts express a variety of meanings and can be realized by many different forms. It is the forms and meanings of these adjuncts that influence their distribution within a sentence structure. Adjuncts were therefore deemed more amenable to the objectives of our study. Another reason is that studies on adverbial elements are scanty. We studied their forms, meanings and their distribution within a

sentence. Written data was used since it is more complex in structure than spoken data (Mose, 2012).

There are two dialects in Ekegusii; Rogooro and Maate (Bosire, 1993). The Rogooro dialect, also known as the northern variety, was the one used. This is because it is the standard variety and the one with documented sources. The MP provided the theoretical basis for the study.

Although we intended to draw examples of adverbials from 10 compositions, only 5 had the data we required.

1.8 Chapter Summary

Having looked at the preliminary section of the study, we turn to literature review and theoretical framework.

CHAPTER TWO

LITERATURE REVIEW AND THEORITICAL FRAMEWORK

2.0. INTRODUCTION

This chapter reviews literature of related studies. It covers the adverbials in English and other non-African and African languages. It also describes the Minimalist Program theory to be used in the research.

2.1. Literature Review

This section covers the forms, meanings and distribution of adverbials in English and other non-African languages as well as in African languages.

2.1.1. Forms of adverbials

According to Leech & Svartvik (2006), adverbials in English can be realized as: adverbs and adverb phrases, prepositional phrases, noun phrases, clauses: finite, infinitive *-ed* and *-ing* participle clauses and verbless clauses.

2.1.1.1 Adverbs and adverb phrases

There is a difference between an adverb, an adverb phrase and an adverbial although they all perform similar functions in a sentence. An adverb is a word category (traditionally referred to a part of speech). An example is *politely*. Collins & Hollo (2000, p. 249) define an adverb phrase as "a phrase headed by an adverb." It has a modifier and complement as possible dependents. To illustrate, *foolishly* consists of head only, *so foolishly* of a modifier (*so*) and head (*foolishly*) and *as foolishly as the others* of head (*foolishly*) and complement (*as.....as*).

Nearly all adverbs are adverb phrases consisting of head only. However, adverbs of degree such as *extremely*, *so* and *very* are modifiers within adjective or adverb phrases. Therefore, they are not phrases themselves. On the other hand, an adverbial is a functional unit that, in addition to adverbs, includes the adverbial usage of a variety of items such as noun phrases, prepositional phrases and adverbial clauses which are not adverbs themselves.

According to Tallerman (2005), an adverb is most typically an adjunct. An adjunct is defined as a phrase which is an optional modifier to the head. Adverbs are closely related to adjectives. In English, they typically end in *-ly* suffix added to their related adjectives. Examples are *happily* derived from *happy*, *weakly* from *weak* and *sickly* from *sick*. However, both adverbs and adjectives can take modifiers such as *very*, *so*, *too* clear(ly). Similarly, they can occur in comparative forms that take *as... as* just as they both can take *-er* and *-est* suffixes:

- (a) The man lived as honestly as his late father. (Adverb phrase)
- (b) That girl is as honest as her mother. (Adjective phrase)
- (c) They arrived at the meeting earlier than expected. (Adverb phrase)
- (d) The earlier report indicated that she had entangled her son in a murder case. (Adjective phrase)

Some irregular adverbs(adverbs which are not formed by addition of suffixes such as *-ly*) such as *fast* and *hard* have the same forms as adjectives. The two can be differentiated from each other on the grounds of their syntactic positions in a sentence.

- (a) I don't like fast food.
- (b) Usain Bolt runs very fast.
- (c) * I don't like fastly/hardly food.

In the above three sentences, (a) *fast* is an adjective because it has occurred before a noun *food* while in (b), *fast* is an adverb occurring after the verb *runs* which it modifies.

These differences between adverbs and adjectives were important to this study. They helped us in the identification of possible adverbs functioning as adverbials within sentences in Ekegusii.

2.1.1.2 Prepositional phrases

Although PPs have several syntactic functions, it is the adverbial function that was of interest in our study. Further, as adverbials, Downing & Locke (2006) point out that, a PP can realize the circumstantial, stance and connective functions. Our study shall focus on the circumstantial function only. According to Tallerman (2005), prepositional phrases functioning as adjuncts act as optional modifiers of verbs. They basically consist of a preposition and an NP as its complement. A PP can also have modifiers such as *straight*, *right*, *well*, and *just*. For example:

The tired traders sat *right under the tree*.

Aarts (2001, p. 80) explains that adjunct prepositional phrases express a number of semantic notions such as manner, location, instrument and time as illustrated in the sentences below:

The shareholders left for the meeting *in a hurry*. (Manner)

We rested *outside the hotel*. (Location)

The pupil wrote *with a pencil*. (Instrument)

They always pray *before supper*. (Time)

2.1.1.3 Noun phrases

Huddleston (1984, p. 180) notes that noun phrases that function as an adjunct is mainly temporal in nature. They include *this week*, *last night*, *this weekend* and *this evening*. These NPs can easily be confused with those functioning as complements.

They wasted *the following day*. (S-P-C)

He left *the following day*. (S-P-A)

According to Brinton (2000, p.192), NPs functioning as adjunct adverbials fall into a number of different types. They include directional adverbs such as *home* and *upstairs*; measure phrases such as *ten mile* and *two hours* and time expressions such as *today*, *this morning* and *Tuesday*.

2.1.1.4 Adverbial clauses

Adverbial clauses are also known as complementizer phrases (CPs). Adger (2003, p. 270) notes that CPs may also be adjuncts which serve to semantically modify the proposition expressed by the main clause. Tallerman (2005) defines a complementizer as a word such as *that*, *for* or *whether* which introduces a clause. The clause introduced is a complement and its head is C. It is the complementizer and the clause it introduces that make up a CP. Complementizers such as *before* and *after* relate the propositions expressed by the two clauses in terms of time.

Greenbaum (1996) identifies the following as the forms of adverbial clauses: finite, non-finite and verbless clauses.

2.1.1.4.1 Finite adverbial clauses

Locke & Downing (2006) define finite clauses as those clauses whose verbs are marked for tense or modality together with person and number. Collins & Hollo (2000, pp. 116-117) add that a

characteristic feature of finite adverbial clauses is that they are introduced by subordinators such as *because*, *although*, and *when*. Traditionally, such subordinators highlighted here were called subordinating conjunctions.

Brinton (2000, p. 222) states that finite adverbial clauses express various meanings:

1. *When I got into the room*, everybody was so quiet. (time)
2. They repaired the shoes *as their mother did*. (manner)
3. The woman punished her son *because he had disrespected his disabled friend*. (reason)
4. You may miss the flight *if you don't arrive at the airport early*. (condition)
5. The girl was awarded a trophy *although she was not present*. (concession)
6. The nuns sang *while the priests baptized the little children*. (contrast)
7. The weather was *so hot that the crops withered*. (result)
8. The young man sings better *than his sister does*. (comparison)
9. We ran to the police station *so that we could report the crime*. (purpose)

2.1.1.4.2 Non- finite adverbial clauses

According to Downing and Locke (2006, p. 12), non-finite clauses are clauses whose verbs cannot be marked for tense or modality. These clauses are always dependent on main clauses. They include: *-to* infinitive clauses, *-ing* and *-ed* participle clauses, infinitive/bare infinitive and the *-en* participle clauses.

-to infinitive

Brinton (2000, p. 239) says that the *-to* infinitive clause has a 'to' which is followed by a stem form of the verb or an auxiliary verb. According to Aarts (2001), there are two kinds of *-to* infinitive functioning as adjuncts:

- (a) *-to* infinitive without a subject.

So as to annoy his father, Kim married the daughter of his father's killer. (Adverbial of purpose)

- (b) *-to* infinitive with a subject

The cars have to be serviced *for them to last longer*. (Adverbial of reason)

'*Them*' is the subject of the infinitive clause.

***-ing* infinitive adverbial clauses**

According to Aarts (2001), there are two kinds of *-ing* infinitive adverbial clauses:

- (i) *-ing* without a subject of their own:

Walking through the bushes, the poachers planned how to hide from the forest warders.

(Adverbial of time)

- (ii) *-ing* participle adverbial clauses with a subject of their own:

The Brazilian football team was beaten by the Germany team, *their fans watching hopelessly*.

(Adverbial of manner)

Here, '*their fans*' is the subject of the adverbial clause.

***-ed* adverbial participle clauses**

Aarts (2001) further identifies two kinds of *-ed* adverbial participle clauses:

- (i) Those with subjects of their own:

All debts cleared, James was allowed to take another loan. (Adverbial of reason)

'*All debts*' is the subject of the adverbial clause.

- (ii) Those without subjects of their own:

The doctor went back to his office, *escorted by two men*. (Adverbial of manner)

2.1.1.4.2 Verbless adverbial clauses

According to Leech & Svartvik (2002, p. 262), verbless clauses are clauses that do not have a verb and often a subject as well. Typically, the missing verb is a form of *be*. It can be recovered from the situational or linguistic context. In the following sentences, the verbless clause in (a) has no subject while in (b) there is a subject, '*he*'.

(a) *Though old*, they cooked for their children. (Adverbial of concession)

(b) The farmer visits us *when he is in need of money*. (Adverbial of time)

With the forms of adverbials highlighted above, we wanted to find out how many of these different realizations of adverbials would manifest in Ekegusii.

Roux (2007, pp. 66-69) gives a detailed grammatical analysis of the Tswana adverbials. Tswana, a Bantu language is spoken in Southern Africa. Roux points out that the Tswana adverbials are realized as:

(a) Basic adverbs such as *pila* (well) and *ruri* (for a long time)

(b) Words from other word categories such as nouns.

(c) Derived adverbs. These are further subdivided as those formed by:

(i) Addition of adverbial prefix to a stem.

(ii) Addition of locative suffix *-ing* to nouns such as *Thaba>thabeng* (at the mountain)

(iii) Addition of a preposition to a base.

(iv) Addition of a prefix to a noun class prefix to an adjective: *se-* + *-ntle* = *sentle* (well, beautifully, satisfactory) and *se-* + *-golo* = *segolo* (particular)

In this study, Roux has used Traditional, Dokeian, Structural and Modern approaches. They are all different from the MP used in this study. However, the study was relevant to ours because we investigated the forms of adverbial elements in Ekegusii.

2.1.2 Meanings of adverbial elements.

Burton (2011, p. 87) states that adjuncts express a variety of ideas such as time, place, degree, comparison, manner, result, concession, condition and purpose. These adverbial elements answer the questions *why, how, when, what for, how long* and *how often*. They are as follows:

2.1.2.1. Adverbial elements of time

Fasano (2014) says that adverbials of time answer the question *when*. They may also answer the question (*for*) *how long*. This way, they indicate the duration or extent of an action.

They were in the house *when I arrived*.

They lived in Juba *for ten years*.

There is a type of adverbials of time which express frequency. According to Leech & Svartivik (2002, p. 91), adverbials of frequency answer the question *how often* or *how many times*. Roux (2007, p. 94) indicates that frequency can be definite and indefinite. Definite ones name the number of times an action takes place while the indefinite ones do not. Examples of definite frequency adverbials are *once a day, every year* and *weekly*. Those of indefinite frequency include *rarely* and *scarcely*.

2.1.2.2. Adverbial elements of place

Fasano (2014) defines these adverbials as those that answer the question *where* or *whence* (from which) as illustrated in the following sentences.

The traders slept *under a tree*. (Answers the question *where*)

Our guests come *from Nigeria*. (Answers the question *from where*)

Quirk et al. (1985, p. 480) group adverbials of place together with those of direction, position and distance. There are adverbials of direction that specify the location and those that do not.

Towards the road shows specific location while *eastwards* does not.

2.1.2.3. Adverbial elements of degree

Referring to AdvPs, one realization of adverbial elements, Carter et al. (2011, p. 45) define adverb phrases of degree as “those that give information on how much or to what degree something happens.” Fasano (2014) adds that the adverbial of degree can also answer the question *how little* or *how far*.

They were *very* disappointed.

The candidates are *thoroughly* prepared for the examinations.

We sought to find out if there are adverbials of degree in Ekegusii and if the meanings expressed are the same as the ones above.

2.1.2.4. Adverbial elements of comparison

According to Fasano (2014), these adverbials indicate comparison between two actions or conditions.

We arrived at the meeting earlier *than we had anticipated*.

The little girl sings *just as her musician mother does*.

2.1.2.5. Adverbial elements of manner

According to Leech & Svartvik (2002), these adverbials indicate how an action is performed or how an event takes place. Adverbials of manner are grouped together with those that express means and instrument. Those of means are in the form of phrases introduced by the word *by*, while those expressing instrument are introduced by *with*. Adverbials of instrument indicate the thing with which an action is performed:

The girl handled the issue *in an intelligent way*. (Manner)

I go to church *by bus*. (Means)

The couple cut the cake *with a sharp knife*. (Instrument)

2.1.2.6. Adverbial elements of cause and result

Leech & Svartvik (2002) state that cause adverbials answer the question *why*. They are introduced by words such as *because of*, *on account of*, *for* and *so (that)*. For those expressing result, their meanings are the opposite of what the adverbials of cause express. They are introduced by, *result from*, *result in* and *so that*:

They held an urgent meeting *because there had been a massacre in Moyale*. (Cause)

The teachers' strike *resulted in the delay of the examinations results*. (Result)

2.1.2.7. Adverbial elements of concession

According to Leech & Svartvik (2002), concession means that a situation is unexpected or is surprising. They are introduced by subordinating conjunctions like *although* and *even though*:

Although I don't have money, I will take my child to a boarding school next year.

2.1.2.8. Adverbial elements of condition

Carter et al. (2011, p. 141) point out that the verb in the conditional clause indicates whether an imagined situation is likely or impossible. This is in reference to conditional clauses. Most of these clauses are introduced by *if* and *unless*:

Unless you produce your identification card, we won't allow you into the library.

Fasano (2014) adds that, at times, conditional adverbials give conditions under which a statement is made and not under which an action is performed. For example:

The meeting, *as I recall*, was held in Juma's house.

2.1.2.9. Adverbial elements of purpose

According to Leech & Svartvik (2002, p. 109), these adverbials describe the intended result or purpose of an action. They can be introduced by a *-to infinitive clause* or be in the form of a finite verb clause introduced by *so that* or *in order that*:

They brought their mother to Nairobi *in order that she attends their wedding*.

In our study, we investigated if the above types of adverbial elements exist in Ekegusii and the meaning they express.

2.1.3. Distribution of Adverbials

Adverbials enjoy a great range of distribution. Austin et. al. (2004) note that the position of an adverbial within the sentence is influenced by the adverbial roles in the information structure, the type of realization and the semantic and syntactic typology. Berry (2011, p. 68) gives the following sentences to show the influence of syntax and semantics on placement of adverbials.

9 a) *He walked (un) happily up the stairs [i.e. he walked in an (un)happy manner]*

b) **he walked (un) fortunately up the stairs [i.e. he walked in *an (un)fortunate manner]*

According to Quirk et al. (1985), there are three major positions that adverbials occupy: initial, medial and end positions.

2.1.3.1. Initial position

Quirk et al. (1985) define initial position as the position preceding the subject. Source adjuncts take the initial position although at times they take the middle position.

From Nairobi, they could take 16 hours to Detroit.

PPs such as '*at the gate*', that express position, take the initial position.

Quirk et al. (1985, p. 522), further note that adjuncts that can take this position are those of direction in literary English, children's literature and in informal speech. Such sentences have imperative force:

Up (**the hill**) you (come/go).

2.1.3.2. Medial position

This is the position between the subject and the main verb. There are three subdivisions of the medial position: initial medial (iM), medial medial (mM) and the end medial (eM).

2.1.3.2.1. Initial medial

This is the position between the subject and the operator.

The contestant *really* had impressed the judges.

2.1.3.2.2. End medial

Here, the adverbial occurs immediately before the main verb of the VP. It is associated with degree and manner adverbials, optional predication adjuncts and realizations by AdvPs or PPs:

The police officers might have *to some extent* mishandled the minors in the police cells.

2.1.3.2.3. Medial medial position

This position is said to be rare. It is common when the VP has three or more auxiliaries. The most common adverbials in this position are *often*, *sometimes*, and *indeed*:

The girl may have been *indeed* being examined.

According to Leech and Svartvik (2002), there is a situation in which the mid - position adverbials are placed before the operator although it is not common. This occurs when applying stress for the purpose of contrast.

It *never* was my wish to see them take all your children away from you.

Leech & Svartvik (2002, p. 242) indicate that single word adverbs and adverbials denoting indefinite frequency typically occupy the mid-position. However, PPs denoting indefinite frequency take the front or end- position.

His family had *permanently* relocated to Norway. (Short adverbial).

Other adverbials that occupy mid- position are those of degree. When they occur before the operator, it is for emphasis purposes:

I *really* don't like nagging women.

Adverbs of frequency such as *seldom*, *rarely* and *sometimes* occur in the middle position or between subject and predicator or between the operator and the main verb.

2.1.3.3. End Position

Leech & Svartvik (2002) define end position as the position after the verb for sentences that do not have an object or complement. In cases where a sentence has an object or complement, the adverbial is placed after it.

- (a) They stole *this morning*. (No object or complement)
- (b) They visited the sick *daily*. (After the object)
- (c) The football team became famous *immediately*. (After a complement)

The end position is common for adverbials that are long in nature. For example:

There shall be a lot of entertainment *at the beginning of this year's commonwealth games.*

Place adverbials also occupy the end position. When two place adverbials occur in this position, the smaller ones come before the larger one. For example:

They placed the books *on the drawer near the large trophies' shelf.*

There is a subdivision of the end position; initial end position (iE), (Quirk et al. 1985). This is the position between the verb and the object. Direction and goal adjuncts take this position. When the object is long, these adjuncts cannot take the medial position. For example:

The girls moved *into the shade* all the fading clothes.

*The girls have *into the shade* all the fading clothes

Locke & Downing (2006) point out that when PPs function as circumstantial adjuncts, they can take the final or initial positions. For example:

Their team scored the winning goal *just before the end of the game.*

Across the fence, the poor man watched as the auctioneers took his valuable furniture.

Adverbs of place, time and manner naturally occur in sentence final position. They occur immediately after the verb if there is no direct object. When there is a DO, the adverbial is placed after it. This is because in English, an object cannot be separated from the verb which selects it.

On their part, Leech and Svartvik (2002) state that time adverbials that behave this way occur are those of direction, those that denote definite frequency and those that denote point or a period of time.

The teens toured Nigeria *for two weeks*. (Duration)

I knocked the door *twice*. (Definite frequency)

The old man died *yesterday*. (Point of time)

When there is more than one adverbial in a sentence, they occur in a particular semantic order:

Source-Extent-Path-Goal, as illustrated by Downing and Locke (2006, p. 72):

I walked *a few steps up the stairs to my bedroom for a nap*.

Time adverbials expressing different notions at the end position occur in the order:

Duration- frequency- time (when):

I stay in Nairobi *for two weeks every time wherever I get a chance*.

Adverbial clauses occur after other adverbial structures in sentences in which they all occur:

They walked *home this morning for two hours to see their sick grandmother*.

Haumann (2007) notes that temporal adverbs are ungrammatical if placed between the subject and the VP. Such adverbials include *afterwards*, *before*, *now* and *tomorrow*. For calendar adverbials such as *Sunday*, *last week* and *next year*, they can occur to the right side of the verb and in the left-periphery, they are not grammatical when in the internal position.

Last week, they participated in athletics.

*They were *last week* sick.

With various adverbial elements taking different positions within sentence structures, we wanted to find out the orders and positions of adverbials in relation to Ekegusii.

Another relevant study is by Kim (2000) who has studied adverbs in English. The Minimalist approach has been used, making it an important study for our research. Kim argues that preverbal adverbs are those that function as specifiers. Those that are post-verbal are complements. When there is more than one adverb in the postverbal position, only one can be a complement.

James lives in Nairobi with his family.

In the above underlined adverbial elements, '*in Nairobi*' is the complement.

On his study, Cinque (1999) focuses on a group of adverbials called circumstantial adverbials. These adverbials include those that express time, place manner, means, company, reason and purpose. He notes that unlike proper adverb phrases, circumstantial adverbials are not rigidly ordered with respect to one another. They can also be used interchangeably depending on their mutual structural relation. For instance, place and company PP adverbial are in each other's scope as shown below:

The women attended meetings in each other's house with their children.

The women attended meetings with their children in each other's house

Cinque further notes that circumstantial adverbials differ from proper AdvPs in the sense that they are typically realized in prepositional form except for manner adverbials and in bare noun

phrases. This way, they cannot occur in any of the pre-VP position which adverb phrases take except for the absolute position of adverbs that indicate focus.

Citing an example of *gia*, an Italian adverb which means *already* and *allerede*, its Norwegian equivalent, Cinque explains that the adverb can modify directly different types of constituents of a sentence. This accounts for the ability of the adverb to occupy different positions within a clause. Cinque's study used the MP. This formed a basis for our study because we did not only borrow from him the usage of the theory but also the circumstantial adverbials and their distribution within a sentence which was part of the objectives of our study.

Adger & Tsoulas (2000) focus on among other things the licencing and the structural position of manner and locative adverbials in English. The manner adverbials are those that end in *-ly*. They argue that locatives and certain manner adverbs are licenced inside the VP, as inner specifiers of the functional heads. Its semantic role is to introduce and contribute towards the interpretation of arguments.

Manner adverbs may not occur preverbally unless there is a comma intonation:

* The relatives have *in a mean way* taken the only cow the widow has.

The relatives have, *in a mean way*, taken the only cow the widow has.

They also explain that *-ly* manner adverbials precede space adverbials in a linear order:

They walked *slowly across the road*.

Here, the manner adverbial is said to be closer to the surface position of the verb, while the locative is more distant. Ernest (2002) argues that this positioning is due to semantic factors. If the positioning was as shown below, the sentence would be wellformed with a prosodic break.

? They walked across the road slowly.

Adger & Tsoulas also note that manner adverbs are incompatible with psychological predicates.

* The driver annoyed the passengers revoltingly.

Further, certain verbs such as *have*, *cost* and *resemble* are ill formed with manner adverbs.

* Jannice resembled Vane slowly.

* The children had measles shockingly.

This study sought to investigate if manner and locative adverbials in Ekegusii are licenced in the same way as it was the case in Adger & Tsoulas's study. Although the MP was used in our and their study, ours was different because other adverbial adjuncts were studied in addition to those of manner and location.

On other languages, Lee (1999) examines aspects of the distribution of Korean adverbs. Following Cinque's (1999) functional specifier approach, Lee studies the ordering and distribution of Korean AdvPs. He says that Korean lower AdvPs are free in distribution. They can occur in the initial position of a sentence, at the final position, before the object and the verb. They can also occur between the object and the verb. However, lower ADVs 'potong' (usually), 'cal' (well) and 'an' (not) have restricted distribution. Lee also looks at higher AdvPs, which are traditionally sentence adverbs. Thus, they were not considered in our study which is on adjuncts. Lower ADVs are the ones traditionally classified as VP adverbs in Korean. Cinque says that in Romance, there is a rigidly fixed ordering of different classes of AdvPs. He also indicates that ADV order can be subverted when there is a focus movement. Further, Cinque shows that each class of AdvPs is located in the unique specifier position of distinct maximal projections.

Although our study was not on higher AdvPs, Lee's study was relevant to ours since it focuses on the distribution and the order of lower AdvPs which was of interest to our study. Also, AdvPs form part of the various realizations of adverbial elements. We therefore intended to investigate if Ekegusii adverbial elements are distributed and ordered in a sentence structure in the same way.

Szucsich (2001) analyses the adjunct positions of nominal adverbials in Russian. He points out that the position of nominal adverbials in Russian depends on semanto-syntactic restrictions. This information on distribution was relevant to our study because we investigated the distribution of Ekegusii adverbial adjuncts. Drawing from Chomsky (1995), Szucsich notes that accusative adverbials base adjoin to the aspectual phrase (AspP). It is Chomsky's (1995) Minimalist approach that was also used in our study.

Furthermore, Tang (2001) did a study on functional projections and adverbial expressions in Chinese. Referring to her earlier work in Tang (1990) on preverbal and post verbal adverbials in Chinese, Tang (2001, p. 206) suggests that adjunct licensing needs to be defined in terms of heads coupled with features as well as in accordance with the possible domains of modification of adjuncts. She has used Chomsky's (1995) Minimalist approach which is similar to ours. For preverbal adjuncts, she claims that:

- i) They are hierarchically rather than linearly ordered.
- ii) XP and X' may be recursive to generate adjuncts. An adjunct licensed by X may be projected under recursive XP or X'.
- iii) For different distributions exhibited by adjuncts, they don't result from movement of adjuncts.

She adds that the ordering of adjuncts is not free and that adjuncts of various kinds are not licensed by V. For manner adverbs, manner and locative expressions may be interchanged. This is not possible for sentential and manner adverbs. In our study, we sought to find out how Ekegusii adverbials are ordered.

Yet another study on adverbials is by Turgay & Gutzmann (2013). It is on the positioning of adverbials in spoken German. They have used the Frey and Pittner's (1998) Base Position approach that says that adjuncts have base positions that are not so rigid. Here, the base positions are for frame and sentence adverbials in which the former's position is above that of sentence adverbials. Frame adverbials are also called locating adverbials. Smith (1997) defines locating adverbials as those that specify a moment or interval which temporarily locates the situation. Turgay and Gutzmann argue that process-related adverbials, such as manner adverbials, have their base position below the lowest object. For propositional adverbials, their base position is above all verbal arguments. They further say that pronominal arguments precede adverbials more than full NPs.

This study differed from ours because it is on the spoken language. The theoretical approach is also different since they used the Frey and Pittner's (1998) Base Position Approach while ours used the MP. Also, whereas they only focused on the positioning of adverbials, ours was broader because it also included the meanings and forms of adverbial elements.

Saentisna (2011) has studied English adverbials of time and their translations in Indonesian in the novel *Twilight*. It is noted that in the process of translating time adverbials into Indonesian, some adverbials of time are not retained as time adverbials. Instead, they are translated into manner adverbials so as to sound natural in the target language and to maintain the original

message. Other time adverbials are retained as time adverbials. The adverbials in the novel are in the form of AdvP, NP, PP and clauses. Also studied are the functions of adverbials of time. They state duration, frequency, point of time and relationship in time. Although our study was not on translation, this study was relevant to ours since it describes meanings and forms of adverbials.

Xydopoulos (1996) investigated tense, aspect and adverbials in Modern Greek. Xydopoulos, among other things, has analyzed deictic temporal adverbials. On their distribution in a clause, the sentence initial and the post-verbal position are the two typical positions. Two non-typical positions are the post-subject in which the adverbials are obligatorily separated by an intonation pause and a bearing focal stress. The other one is sentence initial position which also obligatorily involves an intonation pause but between the Deictic temporal adverbial (DTA) and the subject. We refer to the MP as far as adjunction is concerned. Xydopoulos acknowledges Chomsky's (1995) view that for adjunction, there is no structural relation between two maximal categories XP and YP. Rather, a category X can adjoin to some category Y. Temporal and manner ADVs which express time and manner have also been studied. Their meanings and their positions in sentences are relevant to our second and third objectives respectively. We also study other forms of adverbials that this study has not covered.

Svenonius (2002, p. 205) has done a comparative study. On adverb placement and ordering, he looks at the behaviours of *probably* and *already* in English and in Greek. He notes that in English, the two can co-occur in a single clause but not in the order of *already-probably*:

She probably has already cleared his debts

?*she already has probably cleared his debts.*

Adapting examples from Alexiadou (1997), Svenonius observes that the same phenomenon is attested in Greek. This study is similar to ours because it is on ADVs, a possible form of adverbial elements in Ekegusii, and their distribution. However, we have also studied other forms of adverbials other than adverbs and our study is not comparative.

Roux (2007) notes that Tswana adverbials can occupy the sentence front, medial and final position. At times, they display extremely tight syntactic restrictions. Roux, (2011, pp. 55-7) points out that the basic position is the sentence-final position. This is because the most central type of adverbial, which is immobile and compulsory, appears in this position. The medial and initial positions are non-kernel because there is no instance in which adverbials are obligatory elements of clause structure in these positions. Roux has used the Chomsky's Standard Theory, one of the theories in Modern grammar. We have used Chomsky's Minimalist approach and not the Standard Theory or the approaches that have been used in the study of Tswana by Roux.

2.2 Theoretical Framework

This section covers the theory used in this study.

2.2.1. The Minimalist Program

The Minimalist Program is attributed to Noam Chomsky (1993 and 1995). The development of this theory was a reaction to the earlier work in syntax that involved excessive complexity of structures and principles.

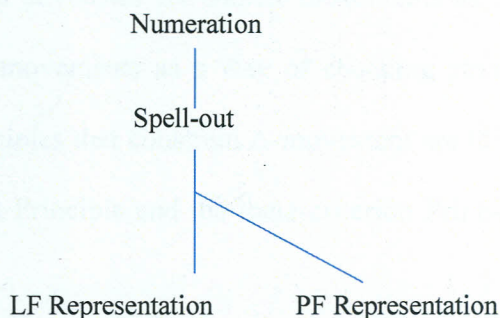
Chomsky aims at providing a universal theory that is explanatory and constrained and that which provides descriptively adequate grammars that are minimally complex and hence learnable. The MP accounts for the interface between morphology and syntax. It therefore has general principles through which the lexical and morphological information is transported from the

lexicon to the interface level between the Phonetic Form at the A-P interface and the Logical Form at the C-I interface. The lexicon is a set of lexical elements, each with an articulated system of features. Radford (1997) terms a lexicon as a dictionary i.e. a list of all the words in a language and their idiosyncratic linguistic properties.

A language consists of two components; a lexicon and a computational system. The lexicon specifies the items that enter the computational system with their idiosyncratic properties. The computational system uses these elements to generate derivations and the Structural Descriptions (SDs). The derivation of a linguistic expression then involves a choice of items from the lexicon and a computation that constructs the pair of interface representation. The process through which morph-syntactic and lexical items are taken from the lexicon is called **numeration**.

Through **merge**, information is transported from the lexicon to the interface level. This structure building process eliminates the Projection Principle and the deep structure (D-structure) level of Government Binding's (GB's) model (Chomsky, 1981, p. 5), which represented the general information from the lexicon. The Minimalist Program also abandons the S-structure. The MP maintains the specifier-head and head-complement relationship of the X-bar theory. The MP requires that we keep to relations of these kinds, dispensing with such notions as government by a head. Head government plays an important role in all modules of grammar. Thus, all these are reformulated in the MP. The MP recognizes two levels of representation: A-P interface which provides instructions to the articulatory- perceptual system and the C-I interface that provides instructions to the conceptual-intentional system. The A- P interface is the phonetic Form (PF), while the C- I is the logical Form (LF), (Chomsky 1995, p.167).

Another operation called **Spell-out** is applied to the structure formed through merge. This operation separates all elements relevant to PF and leaves the others for LF. PF and LF cannot access the lexicon after the spell out. This leaves the grammatical schema shown below:



(Chomsky, 1995, p. 200)

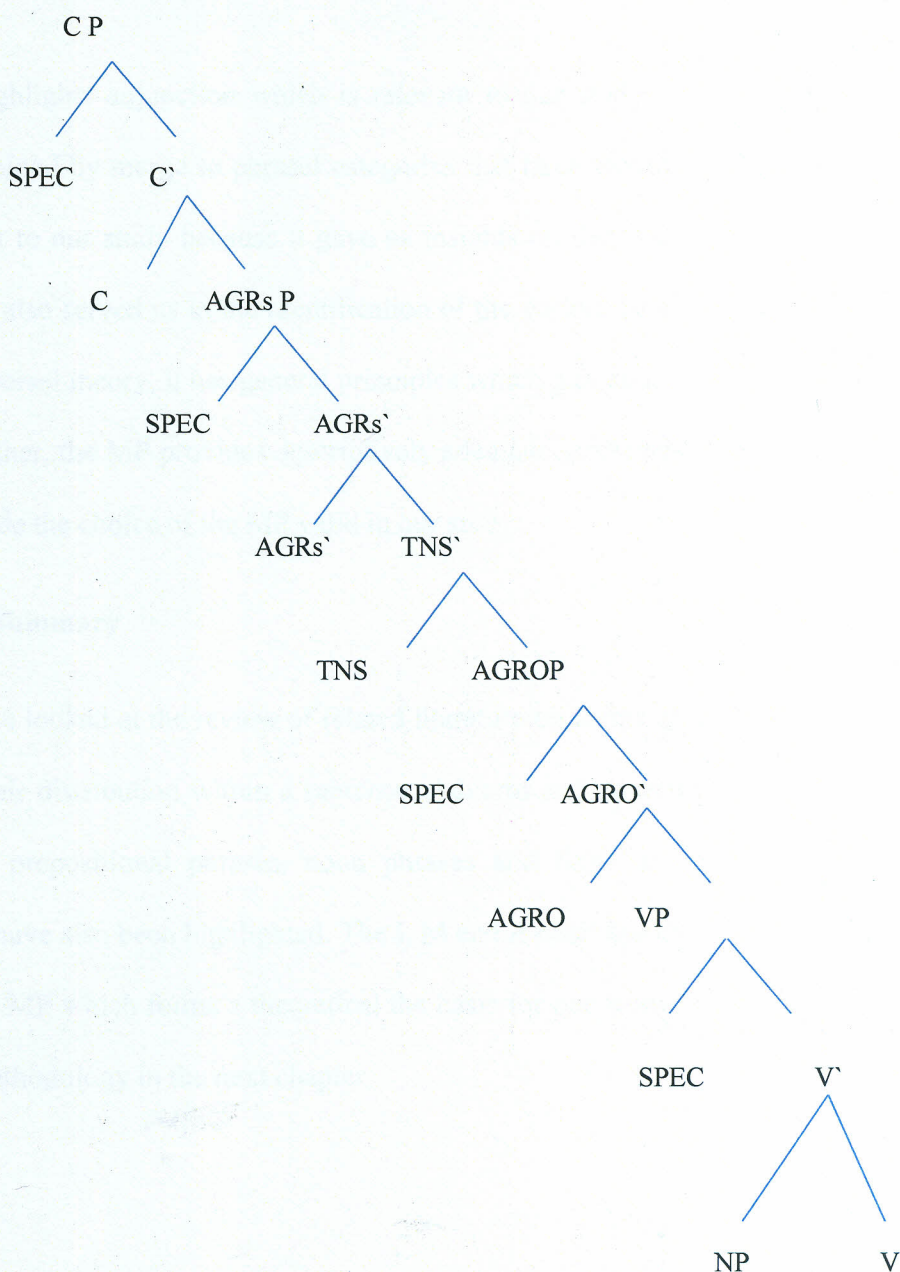
The MP also explores the principles of economy and derivation and the Principle of Full Interpretation (PFI) and their determination for movement. The notion of Full Interpretation requires that representations be minimal and that every element at the PF or LF provide meaningful input. If PF and LF satisfy the PFI, then the derivation of the sentence is said to **converge** but if it does not, the derivation **crashes**. A derivation must also be optimal in natural economy conditions such as Locality of Movement. There should be no 'superfluous steps' in derivations thus minimizing their length. Thus, a convergent derivation that does not meet the economy conditions is **blocked**.

The Principle of Economy requires that syntactic representations and grammatical operations be kept at bare minimum. It is the one that determines the computations and the SDs they generate. The Last Resort Condition (LRC) on movement yields a partial explanation for the requirement that A-chain (argument chains) be headed by a case position and terminates in a theta position. According to Radford (1997), LRC follows a more general Economy Principle banning the use

of superfluous constituents and operations. Thus, a constituent can only be used to satisfy some grammatical requirement which would have not been satisfied. An example is the dummy *do*.

Other principles that control movements are the Minimal Link Condition (MLC) and the Principles of Greed. According to Radford (1997), MLC is equivalent to the minimal link/Minimality Condition which advocates for shorter movements as opposed to longer ones.

The Principle of Greed allows movements as a way of checking strong features such as the nominative case. Other UG principles that constrain A-movement are C-Command Condition of Binding, the Shortest Movement Principle and the theta-criterion Principle. The basic structure of the MP is shown below:



(Chomsky, 1993, p. 7)

In our study of Ekegusii adverbials, the MP is relevant because it is morphosyntactic in nature, the field in which our study falls. Syntactically, the position and function of a word within a clause structure relies on the form of a word. With this, we analyzed how the forms and

meanings of adverbial elements determine their positions as illustrated in English and other languages.

The theory further highlights adjunction which is relevant to our study. Chomsky notes that adverbials are not adjoined by merge to phrasal categories that have semantic roles at LF. This information is relevant to our study because it gave us insights on distribution of adverbials in Ekegusii. Minimalism also served us in the identification of the various realizations of adverbial elements. Being a universal theory, it has general principles which guided us in the identification of these elements. Further, the MP provides descriptively adequate grammars that are minimally complex. All these made the choice of the MP valid in our study.

2.3 Chapter Summary

In this chapter, we have looked at the review of related literature on forms of adverbial adjuncts, their meanings and their distribution within a sentence. Adverbs and adverb phrases have been discussed as well as prepositional phrases, noun phrases and finite and infinitive clauses. Meanings of adjuncts have also been highlighted. The I, M and E positions of adjuncts have been looked at. Further, the MP which forms a theoretical the basis for our study has been discussed. We now turn to the methodology in the next chapter.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter consists of the following sections: research design, area of study sampling technique, data collection, analysis and presentation.

3.1. Research Design.

Flick (2007, p. 119) defines a research design as “a systematic plan for a research project including who to integrate in the research (sampling) who or what to compare for which dimension and so on.” We used the descriptive qualitative design. Marshall & Rossmann (2011 p. 92) note that qualitative research can be categorized into those focusing on individual lived experience, society and culture as well as language and communication. Flick (2007) adds that qualitative researchers aim at accessing experiences, interactions and documents in their natural context. In our study, Ekegusii adverbials were collected from written sources, described and categorized according to their forms, meaning and distribution within a sentence structure. Generalizations were then made.

3.2. Area of Study

This study was conducted in Kisii Central District, Kisii County. The choice of the district was due to the availability of speakers of the Rogooro dialect of Ekegusii. The place was used as a sample location to represent the users of the Rogooro dialect which is spoken by the majority of the people in Nyamira and Kisii counties. Bosire (1993) indicates that the majority of the speakers of Maate, the other Ekegusii dialect, are in Gucha South District.

3.3.Sampling Technique and Sample Size.

Flick (2007, p.119) defines sampling as “the selection of cases or materials for study from a larger population or a variety of possibilities.” Purposive sampling was used in this study to identify adverbial elements from written sources. This is because we were only interested in sentences with adverbial elements. The Ekegusii Bible was used in obtaining sentences. Because it has many books, 1st and 2nd Samuel, 1st and 2nd Kings and Exodus were used. These books are relatively long and narrative in nature. This made them suitable for the collection of many and varied adverbial elements. 50 sentences from the bible were used. Other sentences were obtained from Ekegusii’s *Tusome Lugha Yetu* (let us learn our language); reader 1 and 2 and course book 1. Further, others were obtained from a story book called *Kerangeti na Kerantina* (Kerangeti and Kerantina).

Additional data was drawn from ten native Ekegusii speakers that were literate in Ekegusii to write a composition in Ekegusii with the title, ‘*My memorable day.*’ These speakers were selected purposively. Of the ten speakers, five wrote compositions that had the structures we wanted. The other five compositions did not have the desired sentences. The respondents were selected through networking (snowballing). Kumar (2005) notes that networking enables one to make contacts with a few people who can direct you to other members of the group.

In cases where the desired sentences were not found in the primary sources, the researcher’s introspection with the help of that of the selected native Ekegusii speakers was used to fill in the gaps. 12 sentences were generated through the introspection.

3.4. Data Collection Procedure.

Data was collected by obtaining sentences with adverbials from the selected books in the Bible, compositions and from written Ekegusii books. Respondents were asked to write a composition of about 500 words. Using native-speaker intuition, the researcher generated more sentences with adverbial elements. This was done when the adverbials we were interested in were not available in the other sources of data. This filled in the gaps left by other sources of data.

3.5. Data Analysis and Presentation

The data collected was categorized according to the various realizations of adverbials within a sentence, their meanings as well as on their distribution. The adverbials were analyzed using Minimalist categories such as DPs and CPs. On distribution, Minimalist tree diagrams accounted for their initial, medial or end positions.

3.6. Ethical Considerations

Jwan & Ongondo (2011, p. 147) have adopted a definition of research ethics from Economic and Research Council (ESRC, 2005) that refers to ethics as the “moral principles that guide research from its inception through to its completion and publication of results.”

In our study, we sought the consent of our respondents and informed them of the purpose of the research. We also assured them that the information that was to be gathered would be confidential and that it was to be used for research purposes only. For anonymity, we did not use the names of the respondents in this study. That way, the respondent’s privacy was respected.

3.7. Chapter Summary

We have looked at the research design, area of study, sampling technique and sampling size, data collection procedures, data presentation and analysis and the ethical considerations. What follows in the next chapter is the data analysis and presentation.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter highlights the data analysis of adverbial adjuncts in Ekegusii using the Minimalist approach. Firstly, the meanings of adverbials have been discussed together with the forms that realize them. Secondly, the positions adverbials occupy have been highlighted. Finally, Minimalism is used to give a theoretical account of the distribution of adverbial elements in Ekegusii within a sentence structure.

4.1 Meanings Expressed by Adverbial Adjuncts in Ekegusii.

4.1.1 Introduction

This section contains the meanings of adverbial elements in Ekegusii and the different forms that realize them. This is because different semantic meanings have different realizations.

4.1.2. Adverbial Adjuncts of Time.

Adverbials of time express different notions such as the time *when*, *frequency* and *duration*. Adverbials that answer the question *when* are also called adverbials of time position. In Ekegusii they are realized by the following forms:

a) Noun phrases

1. *Rituko ria kabere* Musa agaikaransa kogamba ebina bi'abanto.

Rituko ria kabere Musa a-ga-ikarans-a kogamba ebina bi'abanto.

Day of second Moses SM-TNS-sit-FV to solve disputes of people.

Day of second Moses sat to solve disputes of people.

The second day, Moses sat to solve people's disputes.

2. *Ankio mambia* ekero Farao aragende rooche, naye ogende otenene ase engegu.

Tomorrow morning when pharaoh he goes river you too you stand at bank

Tomorrow morning when Pharaoh goes to the river, you too you go and stand at the bank.

b) Prepositional phrases

3. Ekero abagambi baria b'Abafilisti baroche ayio bakairana gochia Ekironi *ase rituko riria*.

Ekero abagambi baria b'Abafilisti baroche ayio ba-ka-iran-a gochia Ekironi *ase rituko riria*.

When kings those of philistines saw that, SM-TNS-come back to Ekron **on day that**.

When kings those of philistines saw that, they went back to Ekron **on day that**.

(When the Philistines' kings saw that, they went back to Ekron **on that day**.)

4. Emambia ya kabere, Yonathani amo nomwana oria omomura, bakagenda mogondo, *ase engaki konya bachikanire na Daudi*.

Emambia ya kabere, Yonathani amo nomwana oria omomura, ba-ka-gend-a mogondo, *ase engaki konya bachikanire na Daudi*.

The morning of second, Jonathan and child that boy SM-TNS-go- FV field **at time they had agreed with David**.

The morning of second, Jonathan and child that boy went field **at time they had agreed with David**.

(The second morning, Jonathan and that boy went to the field **at the time they had agreed with David**.)

c) **Finite adverbial clauses**

5. *Ekerō narigereretie omwana oria buya*, ase emambia eyio, nkarora nga oyo tari omwana oria naiborete.

Ekerō narigereretie omwana oria buya, ase emambia eyio, nka-ror-a nga oyo tari omwana oria naiborete.

FOC on morning that, SM-TNS- see that this is not baby that I bore.

When I looked at child that closely, on morning that, I saw that this is not baby that I bore.

(When I looked at that child closely, on that morning, I saw that this is not the baby that I bore.)

d) **Adverb phrases**

6. *Bono* ngotama are gochia bwoye.

Now running is to his homee.

Now she is running to his home.

7. Bera aiga *rero* naende.

Ber-a aiga *rero* naende.

Stay-FV **today** again.

Stay here **today** again.

Some adverbials of time express **frequency**. These adverbials answer the question *how often* or *how many times*.

There are two types of frequency: definite and indefinite. Quirk et al. (1985) explain that definite frequency clearly indicates the number of time something occurs while the indefinite frequency does not indicate so.

Definite frequency

In Ekegusii, they are realized by:

Noun Phrases

8. ***Kera omwaka*** nobe kogontwarera amatuko amanene ***ara gatato***.

Every year you shall keep for me days holy **times three**.

Every year you shall keep for me holy days **three times**.

9. ***Kera rituko ase obogima bwaye bwonsi*** akaba okoragera nomoruoti.

Kera rituko ase obogima bwaye bwonsi a-kaba okoragera nomoruoti.

FOC SM-TNS dining with king.

Every day of life his all he kept dining with the king.

(Every day of all his life he dined with the king.)

Indefinite frequency

In Ekegusii, indefinite frequency can be realized by:

Adverb Phrases

10. Inche tingocha korora obosio bwao ***naende***.

Inche ti-ngoch-a korora obosio bwao ***naende***.

I NM-TNS-come-FV to see face yours **again**.

I will not come to see face yours **again**.

(I will not come to see your face again.)

11. Nigo akoiba chikarati chi'Ogakondo ***botambe***.

He steals carrots of monkey **always**.

(He steals the monkey's carrots always.)

Another type of adverbials of time expresses **duration**.

These adverbials of duration answer the question (*for*) *how long*:

They are in the form of:

Prepositional Phrases

12. *Ase amatuko atato* onde tarenge gosoka kogenda aande.

For days three nobody was getting out to go somewhere.

(**For three days** nobody was getting out to go somewhere.)

13. Akabera aroro *ase engaki y'amatuko emerongo ene*, omobaso na botuko.

A-ka-ber-a aroro *ase engaki y'amatuko emerongo ene*, omobaso na botuko.

SM-TNS-stay-FV there **for period of days forty**, day and night.

He stayed there **for period of days forty**, day and night.

(He stayed there **for forty days**, day and night.)

4.1.3. Adverbial adjuncts of Place

Adverbial elements of place fall under the circumstantial adverbials of space. They include those of direction, position and distance.

i) Direction

In English, Downing & Locke (2006, p.72), note that adjuncts of direction occur after verbs of movement such as *go* and *come*. The same verbs occur before the adverbials of goal. In Ekegusii, such verbs of movement include *tama* (run), *ira* (take), and *imokia* (raise) among others.

Adapted from Hyman (2003, p. 3), goal adverbials indicate the place to which an action is directed while source adverbials show the place from which an action takes place. In Greek,

there are two forms that show location relations: *Oikade* (toward home) and *oikothen* (from home). Hyman also explains that in Greek and Roman, goal adverbials are only compatible with motion verbs. Such verbs include *ambulare* (walk).

Adverbials of direction in Ekegusii are realized by:

a) **Adverb phrases**

14. Yoabu akamoira *ensemo* gatigati y'egeita buna nigo arigeti gokwana nere bobisi.

Yoabu a-ka-moir-a *ensemo* gatigati y'egeita buna nigo a ri getie gokwana nere bobisi.

Joab SM-TNS-take-FV aside midst of gate as he sought to speak with him privately.

Joab he took him **aside** midst of gate as he sought to speak with him privately.

(Joab took him **aside** in the midst of the gate as he sought to speak with him privately.)

The adverbials showing **goal** are introduced by the word '*gochia*' (to). They are in the form of:

b) **Prepositional phrases.**

15. Agatiria *gochia orosana ime*.

A-ga-tir-ia *gochia orosana ime*.

SM-TNS-run-FV' to bush in

He/she run to **bush in**.

(He/she run to **the bush**.)

16. Bono ngotama are *gochia bwoye*.

Now, running is to **his/her home**.

Now, he is running to **his/her home**.

There are also adverbials of direction that indicate **source**. In Ekegusii, they are introduced by '*korwa*' (from)

17. Chitigere chikairana *korwa rooche*.

Chitigere chi-ka-iran-a *korwa rooche*.

Donkeys SM-TNS-come back-FV **from river**.

Donkeys came back **from river**.

(The donkeys came back **from the river**.)

18. Bono Barisilai Omogileadi nere konya ochire *korwa Rogelimu* gokooba omoruoti gochia Yorodan amboke amo nere.

Now Barzillai a Gileadite had come **from Rogelim** to escort king to Jordan to cross over with him.

Now Barzillai a Gileadite had come **from Rogelim** to escort the king to Jordan to cross over with him.

Adverbials of Position

Adverbials of position are the same as those of location. Downing & Locke (2006, p.71) state that in English they occur after a verb of position such as *be*, *stay*, *live* and *lie* among others. In Ekegusii, these adverbials occur after verbs like *ika* (arrive), *genda* (go) and *beka* (put).

They are realized by the following forms:

a) **Adverb phrases**19. Chi-ka-bek-a chiburasi *nse*.

Chi-ka-bek-a chiburasi *nse*.

SM-TNS-put-FV brushes **down**.

They put brushes **down**.

20. Bera *aiga rero* naende.

Ber-a *aiga rero* naende.

Stay-FV **here** today again.

Stay **here** today again.

21. Onganye **aroro** ase engaki y'amatuko atano na abere goika inchiche asore.

O-nganye **aroro** ase engaki y'amatuko atano na abere goika inchiche asore.

SM-wait for me **there** for period of days seven until I come where you are.

You wait for me **there** for period of days seven until I come where you are.

(You wait for me **there** for a period of seven days until I come where you are.)

b) Noun phrases

22. Ekero erioba rigochia kogwa bagaika **ekegoro ki'Ama**, ase enchera ekogenda erooro ya Gibeoni.

Ekero erioba rigochia kogwa ba-ga-ik-a **ekegoro ki'Ama**, ase enchera ekogenda erooro ya Gibeoni.

When sun was going to fall SM-TNS-reach-FV **hill of Ammah**, at way going to the wilderness of Gibeon.

When sun was going to fall they reached **hill of Ammah**, at way going to the wilderness of Gibeon.

(When the sun was going down they reached **the hill of Ammah**, at the way to the wilderness of Gibeon.)

c) Finite clauses

23. Erio akaagacha egeasimero gie chibao chi'emekonge **ase ebing'wanso birasamberwo.**

Erio a-ka-agach-a egeasimero gie chibao chi'emekonge **ase ebing'wanso birasamberwo**

Medial medial position

The following is a representation of structure 90 a repetition of 71.

90a. Abaonia nabo konya *boira* babeire bakoinyoriwa.

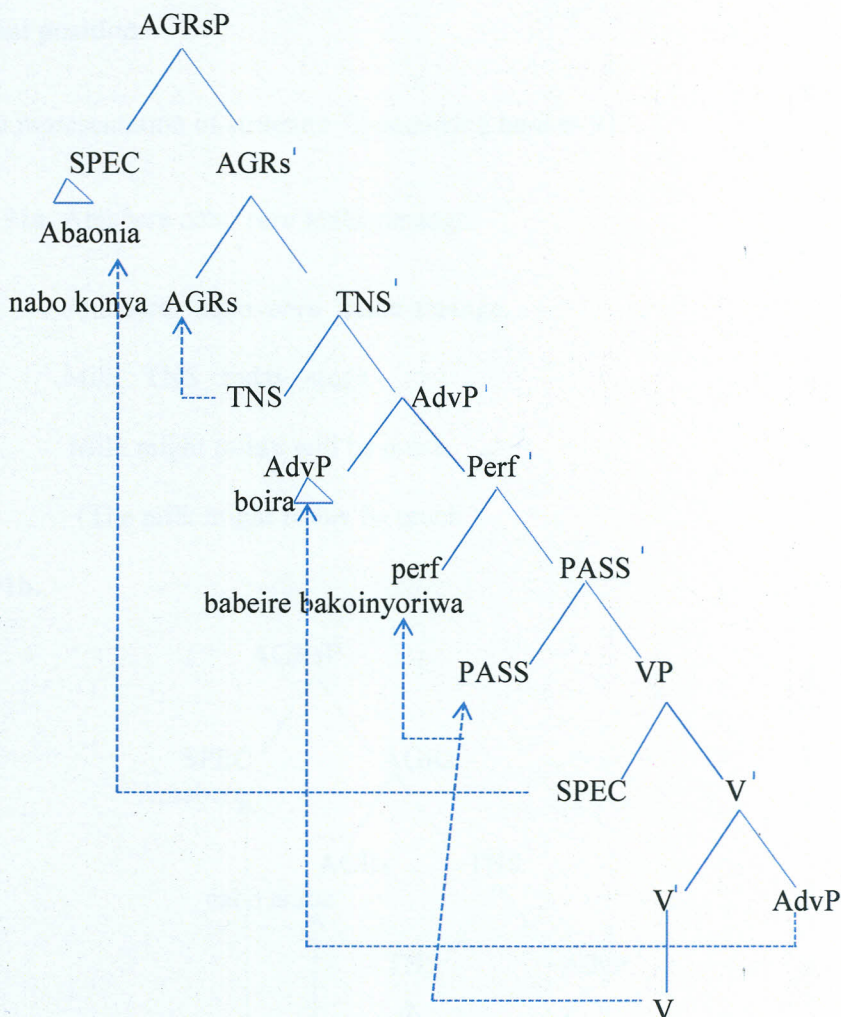
Abaonia nabo konya *boira* ba beire bakoinyoriwa.

Sellers TNS Perf often SM PASS reminded.

Sellers had **often** been reminded.

(The sellers had **often** been reminded.)

90b



In the example represented above, (90b) the verb moves to pick the passive marker 'w' from the word '*bakoinyoriwa*' before it proceeds to check the perfective features. It does not move to check tense features because it has been obstructed by the AdvP. The AdvP moves from its end in-situ position to the medial position for focus purposes. Tense moves to check agreement of subject features. The specifier at the VP moves to the specifier position of the AGRsP to check the nominative features.

End medial position

Below is a representation of structure 72 occurring here as 91.

91a. Amabere nabo *rero* arabe amange.

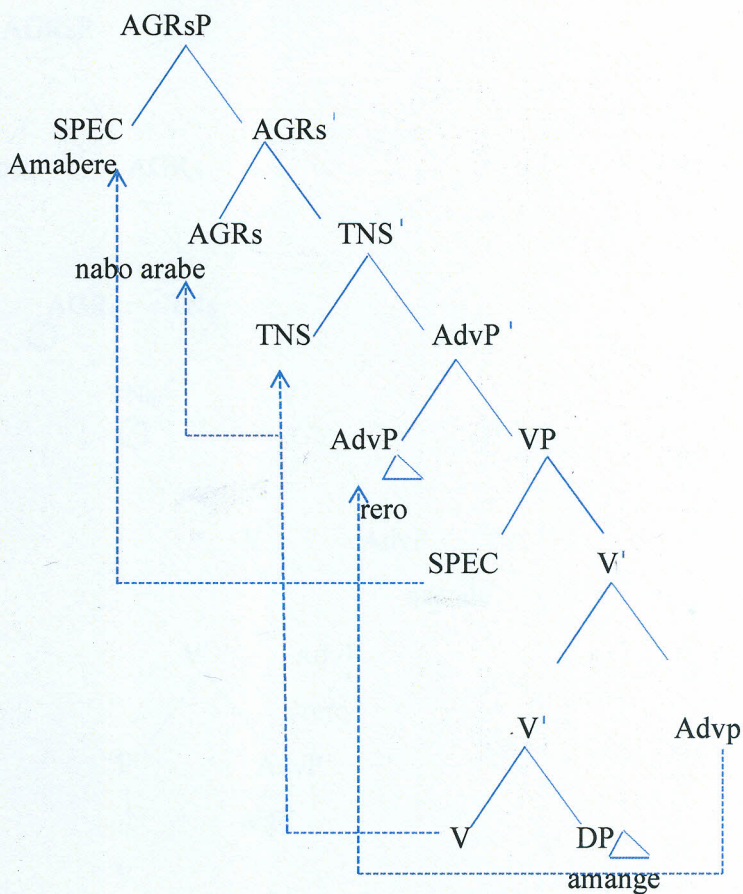
Amabere nabo **rero** arabe amange.

Milk TNS today much

Milk might **today** will be much.

(The milk might **today** be much.)

91b.



The verb moves to check tense and agreement of subject features. The AdvP moves from its original end position to the medial position. The specifier at the VP moves to the specifier position of the AGRsP to check the nominative features.

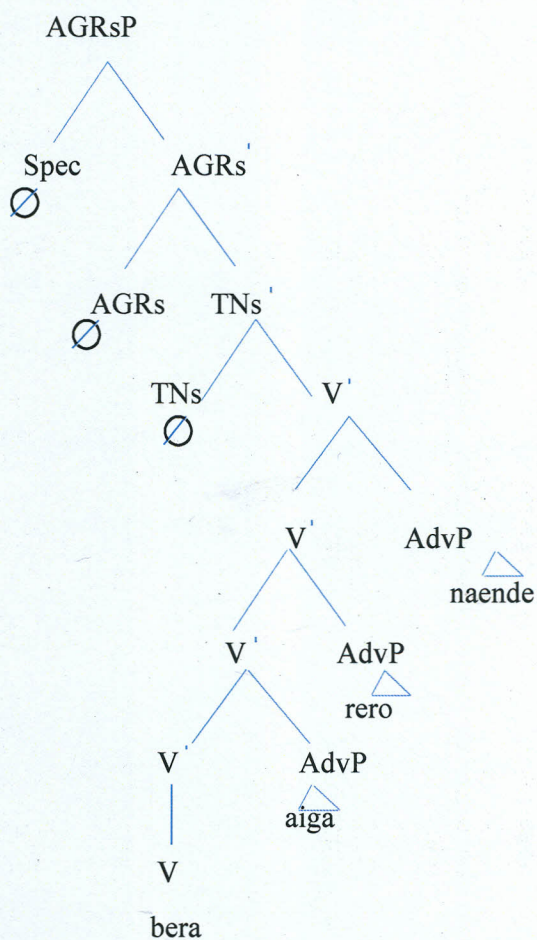
End position

The following is sentence 75 repeated here as structure 92.

92a. Bera aiga rero naende.

Stay here today again.

92b.



In this sentence, as represented in (92b) above, there is no movement to check tense and agreement of subject features. This is because the sentence does not have an overt subject and it is an imperative sentence which does not have a tensed verb. This is also in line with Chomsky (1993) shortest move principle. The three adjunct adverbials do not move hence they remain as sisters of the V- bar of the VP.

This chapter has analysed adjuncts in Ekegusii. meanings of adverbials have been explained together with their realizations. Tree diagrams drawn from the MP have been used and they indicate that adjuncts's distribution can be accounted for using the Minimalist Program. What follows is the summary of findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.0 Introduction

This chapter presents a summary of the findings, conclusions and recommendations. It also gives suggestions for further research.

5.1 Summary of findings

The study sought to achieve four objectives. The first objective was to describe the forms of Ekegusii adverbial elements. The study identifies the following forms of adverbial elements: adverb phrases, prepositional phrases, noun phrases, finite adverbial clauses and infinitive clauses.

The most common among these were PPs and AdvPs and the least common were NPs.

In the second objective, we sought to establish meanings of adverbial elements in Ekegusii. From the data obtained we found out that Ekegusii adverbials can express a variety of meanings. They include: time, place, degree, comparison, manner, reason, concession, condition and purpose.

It was observed that there is a very close relationship between the form of an adverbial and its semantic role. A large number of PPs express time and place. NPs were also largely found to express time and place. On the other hand, adverbials of degree were majorly realized by AdvPs.

It was also established that prepositional and adverb phrases express the largest number of adverbial meanings in Ekegusii. Adverbials expressing result, concession, condition and purpose were realized clausally.

The third objective aimed at identifying and describing the distribution of Ekegusii adverbials within a sentence structure. It emerged that Ekegusii adverbials occupy the initial position, the medial and the end position. The medial position was found to have variants: initial medial (iM), medial medial (mM) and the end medial (eM). However, we did not find many sentences with adverbials in the medial position. The majority occurred in the end position.

The positions of the adverbials were largely determined by their forms and meanings. For example, those of place and time take both the initial and the end position. Also, it was observed that most of the adverbials were mobile.

Based on the sentences that we obtained, it was equally observed that there can be more than one adjunct adverbial in the same sentence. They were found to occur in particular orders. For instance: goal – source – position and place – time – association.

In our last objective, we sought to account for the distribution of Ekegusii adverbials using the Minimalist Program. We found out the following:

- a) Adjuncts are sisters of XP nodes,
- b) Complements are sisters of lexical items
- c) Specifiers are sisters of X- bar nodes.
- d) Adjuncts are adjoined to sentences and not by merge. Therefore, they are optional.

This is an indication that the distribution of adverbials in Ekegusii can be accounted for using the Minimalist Program.

5.2 Conclusion

This study looked at adverbial adjuncts in Ekegusii and focused on their forms, meanings and distribution within a sentence structure. From the findings, we are able to confirm how adverbial elements in Ekegusii are realized, which meanings they express, how they are distributed in a sentence and the extent to which they can be accounted for by the MP. The research objectives were attained. We also managed to validate that adverbial elements in Ekegusii have definite forms; they express various meanings; they can occupy various positions in a sentence.

In conclusion, we can say that the Minimalist Program can be used to account for adverbial elements in Ekegusii.

5.3 Recommendations

We recommend this study to lower primary school teachers in the implementation of the teaching of local languages in primary schools in Kenya as recommended by the government.. They can consider the teaching of adverbial elements. The adverbial are of different kinds some of which are simple in structure such as the adverb phrases, NPs and the PPs. These can be easily understood by the children in lower primary school. We also recommend the study to the curriculum developers.

5.4 Areas for Further Research

The following are suggestions for further research:

- a) Other than adverbial adjuncts, one can study other types of adverbials such as disjuncts, conjuncts and subjuncts in Ekegusii.

- b) Someone can also study adverbial elements in another language other than in Ekegusii using the Minimalist Program.
- c) Adverbial elements can also be studied using a Functional Grammar Theory.

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APPENDICES

Appendix: 1

1. Genda **bwango**. (1 Kings 22:6)

Go **quickly**.

2. Rituko ria kabere abanto bakaimoka **mambia chuni**. (1 Sam1:19)

The second day people got up **very early**

3. Yoabu akamoira **ensemo** gatigati y'egeita buna nigo arigeti gokwana nere bobisi. (2 Sam 3:27)

Joab took him **aside** in the midst of the gate as he sought to speak with him **privately**.

4. Imokia okoboko kwao **gochia igoro** erinde omosunte ekerima onyare koba ase ense ya Misiri. (Exodus 10:21)

Raise your hand **upwards** so as great darkness can be in the land of Egypt.

5. Bera **aiga** rero naende. (2 Sam11:12)

Stay **here** today again.

6. Onganye **aroro** ase engaki y'amatuko atano na abere goika inchiche asore. (1 Sam10:8)

You wait form **there** for a period of seven days until I come to you.

7. Omoika o Nyasae ogacha igoro asare **nechinguru**. (1 Sam10:10)

The spirit of God came upon him **with strength**.

8. Abaisraeli konya bameny'ire ase ense ya Misiri ase engaki y'emiaka amagana ane na emerongo etato. (Exodus12:40)

The Israelites had lived in the land of Egypt for a period of four hundred and thirty years.

9. Elisha nigo aikaransete **nyomba mwaye ime**. (2 Kings 6: 32)

Elisha was sitting **inside his house**.

10. Bono Barisilai Omogileadi nere konya ochire **korwa Rogelimu** gokooba omoruoti gochiaYorodan amboke amo nere. (2 Sam19:31)

Now Barzillai a Gileadite had come **from Rogelim** to escort the king to Jordan to cross over with him.

11. Okoboko kw'Omonene nigo kwarenge mamincha y'Abafilisti **ase amatuko onsi Samweli arenge moyo.** (1Sam7:13)

The hand of God was against the philistines **in all days Samuel was alive.**

12. Mochigache **goika rituko ria ikomi na kane omotienyi oyio.** (Exodus12:6)

You keep them **until the fourteenth day of that month.**

13. Motoganye aiga **goika ekero torairane ase more.** (Exodus24:14)

You wait for us here **until the time we shall come back to you.**

14. **Ase engaki y'ogosimeka,** ekero abaruoti bare koba bakogenda korwana esegi, Daudi agatoma Yoabu na abasomba baye amo n'Abaisraeli bonsi. (2 Sam11:1)

During the planting season, when the kings went to the battle, David sent Joab and his servants together with all the Israelites.

15. **Botuko gati nincheng'ete egati y'Abamisiri.** (Exodus11:4)

At mid night I will pass in the midst of the Egyptians.

16. Ekero narigereretie omwana oria buya **ase emambia eyio,** nkarora nga oyo tari omwana oria naiborete. (1 Kings 3:21)

When I looked at that child closely **on that morning** I saw that it was not the child I had borne.

17. **Ase amatuko atato** onde tarengere gosoka kogenda aande. (Exodus10:23)

For three days noone left to go anywhere.

18. **Ase ayio** oboruoti bokabekwa chinguru ase okoboko kwa Sulemani. (1 Kings 2: 46)

For that the kingdom was established in the hand of Solomon.

19. Abaisraeli bakamanora **korwa Ramasesi**. (Exodus12:37)

The Israelites left Ramases.

20. Nyasae nabe **amo naye**. (Exodus18:19)

God will be **with you**.

21. Agakebeka **bosio bwa Saulo**. (1 Sam 9:24)

He placed it **before Saul**.

22. Agatenena **ensemo**. (2 Sam18:30).

He stood **aside**.

23. **Ankio mambia**, ekero Farao aragende rooche, naye ogende otenene ase engegu.

(Exodus7:15)

Tomorrow morning, when Pharaoh goes to the river, and you go and stand at the bank.

24. **Kera omwaka** nobe kogontwarera amatuko amanene ara gatato. (Exodus 23:14)

Every year you shall keep for me holy days three times.

25. **Kera rituko ase obogima bwaye bwonsi** akaba okoragera nomoruoti. (2 Kings 25:29)

Every day of his life he dined with the king.

26. **Emambia ya kabere** Yonathan amo n'omwana oria omomura bakagenda mogondo, ase

engaki konya bachikanire na Daudi. (1 Sam 20:35)

The second day Jonathan and that boy went to the field at a time they had agreed with

David.

27. **Ara gatato kera omwaka** abanto bao abasacha babe bagocha ase obosio bwane. (Exodus

23:17)

Three times every year all your men to come before me.

28. **Rituko ria kabere** abanto bakaimoka mambia chuni bakarua ekeng'wanso ki'ogosebwa. (Exodus 32:6)

The second day people got up very early to offer a burnt offering.

29. Imoka totame, **onye torigetie gwetooria korwa ase Abisalomu.** (2 Sam 15:14)

Stand up we run away, **if we are seeking to save ourselves from Absalom.**

30. Erio akaagacha egesasimero gie chibao chi'emekonge **ase ebing'wanso birasamberwo.**

(Exodus 38:1)

Then he built an altar of acacia wood **where offerings will be burnt.**

31. **Nonya timokorora omwaga, gose embura,** rigoko eri nariichore amache, erinde money, inwe ne chiombe chiaino. - (2 Kings 3:17)

Even though you will not see wind or rain, this river will fill water, so that you can drink, you and your cows.

32. Rituko ria kabere Musa agaikaransa **kogamba ebina bi'abanto.** (Exodus 18:13)

The second day Moses sat **to settle people's disputes.**

33. Nintanganie okwoboyia kwane bosi bwao **goichanie na gotantania abanto bonsi abwo morabe mokoumerana nabarabwo.** (Exodus 23:27)

I will send my terror before you **to scare and confuse all people with whom you shall meet.**

34. Aroro agwo noumerane nabanto batato **bagotiira gochia gosasima Nyasae** agwo Beteli.

(1 Sam 10: 3)

There then you will meet three people **going to worship God** at Bethel.

35. Ase engaki ya amatuko emerongo ene, chimambia na emegorooba, omofilisti oria nigo arenge gocha bosio otenenenao. (1 Sam17:16)

For a period of forty days mornings and evenings, that Philistine would come forward and stand there.

36. Inche tingocha korora obosio bwao **naende**. (Exodus 10:29)

I will not come before your face again.

37. Ase amatuko atato onde tarenge gosoka kogenda aande. (Exodus 10: 23)

For three days nobody was going anywhere.

38. Erio omoiseke o farao agatirimboka **gochia roche** gwesibia. (Exodus 2:5)

Then daughter of Pharaoh went down to take a bath

39. Imokia okoboko kwao **gochia igoro**, erinde omosunte ekerima onyare koba ase ense ya

Misiri, omosunte oranyare gotaba-tabwa. (Exodus 10:2)

Raise your hand **upwards** so as great darkness can be on the land of Egypt.

40. Ekero daudi arenge agwo Horesi, ase erooro ya Sifu, akaigwa ng'a Saulo konya ochire

agwo korigia gosiria obogima bwaye. (1 Sam 23:15)

41. Ekero erioba rigochia kogwa bagaika ekegoro ki'Ama, ase enchera ekogenda erooro

ya Gibeoni. (2 Sam 2:24)

42. Ekero Daudi arenge agwo Horesi, ase erooro ya Sifu, akaigwa ng'a Saulo konya ochire

agwo korigia gosiria obogima bwaye. (1 Sam 23:15)

When David was there at Horesh, at the wilderness of Ziph he heard that Saul had come **there** seeking to end his life.

43. Omoruoti bw'Abaisiraeli ochire kondigia inche inde ensona, **buna omento okorigia**

chinkware ase ebitunwa. (1 Sam 26:20)

The king of Israelites has come to look for me **like someone looking for soapstones at mountains.**

44. Babeire bagokorera Chinyasae chingao, na bono bagotigire aye **buna bantigete inche.** (1 Sam 8:8)

They have been worshipping other gods, and now they have left you **as they left me.**

45. Omoika o Nyasae ogacha igoro asare **ne chinguru.** (1 Sam 10:10)

The spirit of God came to him **with strength.**

46. Bakaroisia chianga chinchenu chia Haroni, **buna Omonene konya achikire Musa.** (Exodus 39:1)

47. Irana gochia Misiri, **ekiagera baria boni barigete kogoita bakure.** (Exodus 4:19)

Go back to Egypt, **because those all those who seek to kill you have died.**

48. Imokia okoboko kwao gochia igoro, **erinde omosunte ekerima onyare koba ase ense ya Misiri,** omosunte oranyare gotaba-tabwa. (Exodus 10:21.)

Raise your hand upwards **so as great darkness can be on the land of Egypt.**

49. Eye ning'ee omonto oria o Nyasae, **erinde atotebie enchera tokogenda.** (1 Sam 9:8)

I will give this to that man of God, **so that he shows us the way to follow.**

50. **Onye togokorabo rirorio tokonyara kondora.** (2 Sam 3:13)

If you do not do that, then you will not be able to see me.

Appendix: 2

1. Chikarati chiaye chiamerire **buya**.

His carrots have grown **well**.

2. **Bono** ngotama are gochia bwoye.

Now he is running away to his house.

3. Abanyanyangi bagatenga **kerage**.

The groom and the bride danced **exceptionally**.

4. Natagete goita Ogasusu **nenyimbo**.

He wants to beat the hare **with a walking stick**.

5. **Rero** ogasusu narore.

Today, the hare will see.

6. Tiga aitwe **nario atachie koiba naendea**.

Let him be beaten **so that he does not go to steal again**.

7. Nigo akoiba chikarati chi'Ogakondo **botambe**.

He steals the monkey's carrots always

8. Ogasusu ngoiita are **mono**.

The hare is crying **so much**.

Appendix: 3

1. Chikabeka chiburasi **nse.**

They placed the brushes **down.**

2. Amagwari akanga **pi.**

The zebras refused **completely**

3. Rituko erimo chikagenda **ase amagwari.**

One day they went **to the zebras.**

4. Agatiria gochia orosana **ime.**

He/she run **to the bush.**

5. Chitigere chikairana **korwa rooche.**

The donkeys came back **from the river.**

6. Akagenda gochia **ange.**

He/she went **nearer.**

Appendix: 4

1. Onwonga na Kerubo baikire nka **bwango**.

Onwonga and kerubo have arrived home **fast**

2. Ntwanchete gokora etiriri **botambe**. We like playing **always**.

3. Bachiire **kobarotota**.

They have gone **to welcome them**.

4. Abaibori bachire **koagacha ekerasi ekeyia**.

Parents have come **to build a new classroom**.

5. Rero nkogenda tore **korora chingiti**.

Today we are going **to see animals**.

Appendix: 5

1. Agankuneka n'oro teru.

She covered me **with a winnowing tray**.

2. Akagenda gochia ange.

He moved **nearer**.

3. Ase amatuko amake iga, Kerangeti agachaka gokorigwa emeremo **na ng'ina Kerantina**.

After few days, Kerangeti started being overworked **by Kerantina's mother**.

4. Ise ekero aigwete igo, agatiga emeremo yaye na bagacha **na Kerantina**.

When her father heard that, he left his chores and came with Kerantina.

5. **Amatuko amake iga**, ngina Kerangeti agachaka gokorigwa emeremo na ng'ina Kerantina.

In few days, kerangeti started being overworked by kerantina's mother.

Appendix: 6

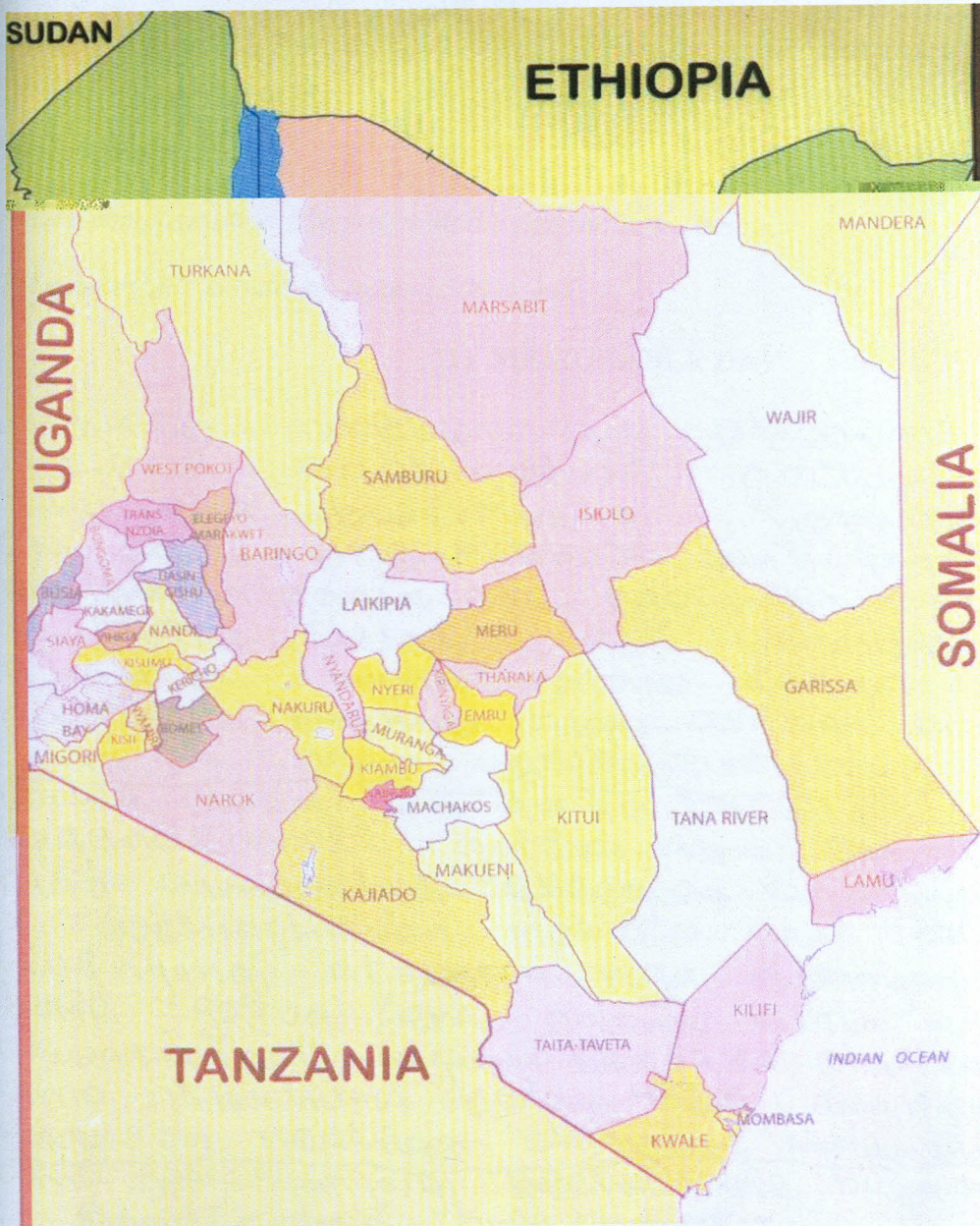
1. Ase engencho yao natigire egari eye aa.
Because of you I have left this car here.
2. Akamweba nyasae ase engencho y'obonda.
He forgot God because of riches.
3. Agacha bwango erinde agaita engiti.
He/she came fast that he killed the snake.
4. Matayo omotareire omogaka oria erinde ogokire.
Matthew has visited that old man that he is happy.
5. Ingocha inde mwao nonya omwana oo ondamete.
I am coming to your house even though your child abused me.
6. Omonyagitari ase obwango mono agacha.
The doctor in a very quick manner came.
7. Ise botambe nkogenda are aroro.
His/her father always goes there.
8. Abana abwo ase rituko erio konya bamoakeire esimi.
Those children on that day had called him/her.
9. Omogambi erio nkonya komokonya arenge.
The chief then had been helping him.
10. Abaonia nabo konya boira babeire bakoinyoriwa.
The sellers could have often been reminded.
11. Amabere nabo rero arabe amange
The milk might today be much.

12. Abaibi konya babeire **ase emetienyi emenge** bakorigigwa.

The thieves had been **for many months** being searched.

MAP OF COUNTIES IN KENYA.

(Google maps)



APPENDICES.

Appendix 1: Composition in Ekegusii.

Introduction

I am carrying out a research with the title: 'An analysis of Adverbial Elements in Ekegusii: A Minimalist Approach.' The purpose of this composition is to enable me obtain adverbial elements in Ekegusii. Any information gathered shall be confidential and it shall be used for this research only.

Instructions

Write a composition in Ekegusii with the title indicated below.

The composition should not exceed 500 words.

MY MEMORABLE DAY

Ri.tuko.....n.tebe.....ase.....o.bogima.....bua.ne
 n.ek.ero.....na.chig.etwe.....go.chua.....ase.....
 O.moy.ega.....bwenyangi.....yomwana.....bua.....
 O.mosamii.....one.....Naboba.....buya.....emambig.....eyio
 na.kwarigania.....ase.....ogochaka.....arogenda.....
Ekeno.....nougete.....ase.....ekaniisa.....nkanyoga
 abanto.....abange.....mono.....kanya.....baicire.....
 na.kera.....oyomo.....nigo.....arengat.....nomogoko.....
 E.kanisa.....nigo.....yachabeire.....buya.....na.abateris
 korwa.....chikanisa.....go.go.....bachibeire.....nigo.....
 bagendererete.....gotera.kera.....omonto.....arengat
 nigo.....aimogetie.....eklegwa.....kiabanyanyangi.....
gochiachikoba.....mobaso.....gati.....omoteneneri
 bwenyangi.....akararia.....nga.....abanyanyangi.....ngang
 bare.....gogoa.....kera.....oyomo.....akaba.....ange.....ase.....
 Okwarigania.....enyangi.....bagaka.....chirikabi.....nebirindo
 amo.....nebichuria.....kotwa.....ase.....abangina.....na.abagda
 Bagasoa.....nechigari.....chinyang.....mono.....chichabeire.....
 amo.....nabanyanyangi.....bechaberete.....buya.....mono.....
omoteneneri.....bua.....omobeire.....bwenyangi
 igachika.....abanto.....bonsi.....basare.....ekaniisa.....ime
 Ogakaransa.....nigo.....abasobo.....omomuro.....ase.....
 Okoboko.....okorio.....na.sobo.....omoi.seke.....ase.....
 Okoboko.....okabe.....

APPENDIX: 1A

banyanyangi... bagotigara... isiko... kwebanga... bunq
agosa... Omokundekane... agacha... bosio... bakaris
gokora... ogesaba... na... korwa... omokobrio...

awogosa... kwenyangi...
Abaiseke... bogotonga... emesuma... bagatanga
akabwatigwa... na... abana... baimogetie... Ebuku
mogotera... Abaiseke... abake... bagasoa... bakbruta
na... bande... bakogora... amauga... Abamura... na...
baiseke... abanene... bagasoa... Omobrio... Omamari
mo... nomonawansi... bagasoa...

Ase... okobaa... abanyenyangi... amasikani...
mokundekane... agachika... abanto... bonsi...
atenene... kobagosa... kera... oyomo... agakobwa
mo... nabai bori... baye... kobauka... bosio... abanto
bonsi... bagotigara... Omokundekane... akavandia
na... kobasabeni... banchane... na... gosikana...

na... gosika... abai bori... emo... nabanta... bonsi...
era... oyomo... akanyora... obosemia... bwokomenya...
ise... enyumu... Abateria... korwa... ase...
Chansema... Chansi... bakaborigwa... batere
se... okobelca... amangana... ayio... chinaku...
kera... aya... onsi... aera... abanto... bakotika...

nono... na... gokera... abateria... nga... mboy... Momo
Chinsa... Chimama... Chigaita... ehero...
enyangi... egochalka... Kabwataniqwa... na...
mokundekane... akaboria... riborio... onde...

nambo... obwate... ingana... rinde... rionsi... nyuma
otara bwatania... enyangi... eye? Abwo... abwo
mpsubati... agasomola... korwa... ase... omasange
enlekana... ore... nomwatna... koboko... na... akagenda
bosio... bwelkanisa... na... koraria... nga... ere...

nomokungu... bwomomura... oria... eisiagera... nare
nomwana... oye... Baigo... akaferia... omokundekane
nyube... korwa... ekoti... Yigotennisa... enyangi...
Abanto... bonsi... barengal... mfe... yelkanisa...

agakira... kiri... ebera... baigwa... na... korora...
amangana... aya... na... kera... oyomo... agalchana...
kanisa... enyuma... egakenda... kenda... Nyuma...
enyaki... enke... abanto... bagachalka... kwemurungana
akoborania... elcaba... kera... oyomo... agasinywa

Kweleena... eKiarora... na... Koiqwa: Kaya agenderete
 bagochia... Korigereria... bosio... bakanyora...
 Abanyanyang... nigo... babwata... nerehoko...
 na... goata... inge... bonsi... Abanto... bonsi... balegasa
 na... abarenge... ange... bagochia... Kobagoto...
 babakonyes... bakanyora... omoiseke... ene... nigo...
 amete... na... okendira... Bonsi... bakamo... Kigwa...
 gochia... ase... enyagitari... Omoiseke... gachis...
 Karengwa... alanyora... Obogama... bwaye... buaxite
 Karende... amomora... akigenderere... Kowarigwa...
 Omayega... orengi... bwamogoko... amonene... ogaoncho
 koba... bwekerere... ekenene...
 Endagera... yarasirile... nigo... yarengi... ye
 chibesa... chindinge... mono... Abarugete... nigo...
 barigeti... gwe... abasomerete... buya... Kurwa...
 endagera... Enjya... Chibeki... nigo... Chiarasirile...
 Chile... ngoti... rinehe... Karende... aya... onsi... akaba...
 basa... eKiaqera... onde... taiyo... nore... oyomo...
 Okwarete... obogania... gwokoragena... Endagera...
 yansi... Igati... gwa... agwo... na... kera... Omotu...
 akavana... Enka... yaye... omatete... ore... neregwa...
 Kiage... Koboko... Ngati... ende... yansi... nkorara...
 Ekegwa... Ktame... nagorenete... abanyanyana...
 bari... nigo... nkonyora... ritulew... riria... naichana...

RITUKO INTEBE ASE OBOGIMA BWANE.

Kare Kare ekero narengwe omwana nigo twamenyete ase ekengoro ekemo gekoro kwa nyangena. nigo twamenyete na' abaibori bane amo na abana bamunto.

~~Mwamba~~ Enyamba yaito nigo yaagachire angie na ase omorero buesuma oigekere ase omorera bukenyumurero e (Transformer)

Obotuko obomo rituko rie etchi kabere omwaka bueribu eyemo chimi kianda emerongo etano etato na ~~et~~ ngwanse kano ne rituko Intebe ase Obogima bwane.

Ase Rituko erio chinsa kato chumaguruba ikageena korara buna botambe. ake na ake chitoro chikambwata.

Ase ekero egeke nkataboboka inkagwa ebikuro korwa ase abaamate twakure! twayire! tama! omorero!

Ingasomoka korwa borere na kominyoka gochia isiko nomoichano. Ase omoondoko omone inkarara omorero omoneene. Okorwa ase entanjuma ne engumba yaito yabwatare omorero.

Inkaruta egekuuro ase eriogi rinene na kobatura abaibori bane na abana bamunto togaansa gotama amo na abaamate.

Tokaminyoka! tokaminyoka! erinde omorero ojio konye obwotire chinyamba chinyinge totoikera.

Ekero twaminyogete angie ensa eyemo inkarasa. komenta naywo abaibori bane na abana bamunto bagansireria na abaamate twarengwe gokoma tibayo korende inkagenderera gotara gochia motwe rioka.

Ase ekero ekio embura ekangwa gotwa ne egesun nigo karengwe ekenene mono tinaroche ase nare kogeenda gookani motwe yaane nailkereire oooche

Ingatengieria Inkagwa amache Ime

Ase abwoba obonene Inkangiea goaka ontimbu
 Ingosaba nyasae ankonye. Ase egesio ekenene
 nyasae akaigwa ogasaba kwane Inkanyora egetugi
 Inkabwaterera Inkagura baka engegu.

Inkaba nobwoba omonene ekiagera egesunte
 Kiangetanaine obokendu obonge bokambwata.
 Okoba yokogwa amache Ime amo nembura enyinge
 yare gotwa. Inkangiea korera namajunda ase
 Okwengura ase amakong'u agio kinde inche buwika
 ekiagera harengi Omwana Omole moro.

Inga inkaransa. ang'e na ase engegu. Okoba okoba
 yomoro omonge chituro chikambwata. Inkarara egeka
 egetambe. Ase egesio ekiya ekero nabogeete Inkanyora
 buakire. Inkaba nomogoko omonene. ha goakira nyasae
 buya ase okondenda obutuko obogima na ase
 Okondusia ase amakweri.

Korende omogoko one nigo orange ase chingaki
 chinike ekiagera tina manyete enchera yokong'irania
 nika. ekiagera orosana oronene rwang'etanaine.
 Tari mangiana nigo yabetereretie Indigie enchera.
 Inkangiea intamanyeti ase ngochia. amagwa akambeete
 amagoro ekiagera nabogeete ebikurooto na koarwa
 amagoko nomobere bwansi. Amariya agoiteka
 korwa ase amaiso na amanyinga agoiteka korwa
 ase omobere okoba yokobetwa na koarwa namagwa
 Inkanyora obokung'u obonene.

Inkageenda ginikwagura ase orogendo orotambe
 Orende omoerio oye Ingaillera ase araby, na goaker
 nse. Ekero nabogeete nigo neenyorete nyagitari
 katebwa Inga nigo naretetwe nomosamaria
 omuya.

Nigo nareenge are ~~br~~ono na seito Kurende ase
 egesio ekiya abaibori bana bagaacha Kongoyia.
 bagaantebia ingia nigo Chinyomba Chionsi

Chuabaamate amo naminto chiayiete. Inkaba
 nomoichano omorone ase amangiana ayio

Amangiana ankureikanerete ase obotuko obwo
 nayio Intanyare kweba ase obogima bwane.

Ne ekero ikoinyora obokung'u bwanyorete na amakong
 naeterete nigo ~~IK~~goichana mono.

Ekeene ekeene tinjweba rituko erio.

Rituko erio nigo riarenge riomogoko
 Kiauda gikomi korari nyire, nabo ndiroche
 pu. Abanyanyangi besogete bwanseranire, tigo
 bono abaiseke nabamura riare gotara komo
 gocha; Kobakarigania enyangi gocha nyamba
 Nonya nabaibori nyene kware Kobarora, nabo
 kware goitaba nga enywomo neyengeicho
 Bogakia buya, risase rigakwania ense yans
 ase okoraba; amare atari kororekana ase
 erioba nonya Omoroberio bwenyangi noariganirie
 ase Egesasimero gikito Omoiseke, dito ngosok
 arenge gochia Bogirango maate kare wa boko
 Kaani, Omoiseke omuya, Omonyene engoribe
 namoroche nomokungu omuya mbokano be ingire
 bogaike Naende bateba Omomura ingetii akororewi
 Komoriakari akona korera na ng'ina bunq
 batiganire, abaiseke gochia, nigo bakoregana,
 bagwetona amaritati oka Gochiaika Chinsa ibere
 ga Chingereretie isato, abamura bagacha nomonyu
 Bakarenta Esuguri noborangeti kora nabaibori
 bomoriakari buna engencho ere Kerikeri amasabo
 agasabwa bagasoa nyomba, bakariganigwa necha e
 namandasi Tokirete ake, Obokima bwobori
 bokaretwa bobekire ekee ime, borugire bokarugek
 Abageni bakaragera bakagota bakairaneria mbuya
 Kobakona koragera, Omoriakari namong'wansi Oye
 bagesoka chianga Chiomyangi bonsi bakagenda
 ekanisa

Aiga ekanisa, abanto nigo baichire mono
 Otarigi monto omonyore kera oyomo nigo
 arenge nokogania gwokiora Omonyanyangi Ore

Konywoma Kerubo Omoiseke Omorabera, Omasomu goika
 eyunibasiti buna akovrekana Orenge bono, Omonyakien
 Ekanisa nigo yatonire buya, baka bakabeka
 ebiroby biechirangi ao ao; bikomesa bigoteba
 Mogaka okonywoma Kerubo "Ebiuti bisugunaine
namaoga asungire agosaseria kegima.

Chingaki Chigaika, Omoyega bwenyangi ogachaka,
 Ekanisa nigo yakirete kiri. Abana abamura bagasa
nechibuku, abaiseke bakoigora amaoga bakabwatia
 abagotara babere babere abaiseke nabamura
 ensemu nensem goika Omonyami amo
 nomoriakari bakarentwa nabailbori babo kobaenan
 rwe, Omonyami akaeneka nga amaene
 Nkerubo aegwa, akagoka mono kani konyora
 omokungu, kwanyorire egentu ekiya Ebitamboker
 binde biabwatetie bikagenderera buya goika
 Omokundekane akabwatania enyangi eria. Abanto
 bakairinata bakobugia ebichuria ase Omogoko Omone

Enyangi egasoka gochia ase atengire bare
 gochia konachera na koriera ekeki nebinyugwa
 binde Amatera amaya yomogoko agaterwa
 abanto boni bagotenga gochia Oboaregania
Abanyanyangi bagatenga kerage, Ogotera gwachiete
 nkuma mono nkoria "Sirori sirori maitia x2
 Engombe nyamagoro ane sirori maitia "Togatena
 tokoirinata baka ense egatira. Chinkwana
 Chiogotogia Omonyami nomonyamwa Chigakwanwa
 nabanto abange korwa Chinsemu ao ao. Amo
 nabakwanete mbagisangi ba Kerubo na Mogaka
 bare gokora emeremo amo, ase ensemu
 yeserekari Ise kerubo agakwana buya ogoteba
 Motangi Ona nkondo takwa boiro ase getina

agwe ase rorera, Keoreri nkerora mogayani
 Nginga kerubo gakora gokwana akaiyeria amariga,
 ko ngina mogaka agakoora okoirirata abaya
 bachiire mwaye. Ebiyegwa bikarwegwa ebinge
 ntagotebie goika bigaichora rikorokoro naende
 nario richagachaga. Obo nobuya bwabana bechoget
 abasomu. Abana abasae bagatonera enyangi
 eye mono. Omoyega ekero derete pi, Omorandi
 bwekanisa eye yakasani ya Nyamakorobo akaruri
 amasabo na kobaganeria esabari engiya.

Abagirango bagasoa emetoka yabo ime
Korengana buna babanganete ekero bagochicha.
 Abaiseke bari bare gokoba, Omonyomwa nabarabwo
 batabekwa omotoka bakagenda nabarabwo.

Abanyanyangi bakagenda buya basasigete mono. Bagack
 Okwaeri bagigete bonsi bagoteera amatera yokwae
 nesabari engiya goika emetoka ekarimera. Togatigari
 tosongete agwo bosa, tosiyire kogenda nonya ninka

Gatokona Kogamba buna twarora Omoyega
 orenge; ake igo; ange ensa eyema konya yaetiri
 esimi etere yoyomo dito; "aro ----" toigwe
 ngokura bokongy. Aye!! Togaihana naintwe, komobori
 ninki, tari konyara gokwana, nebirero bioka are!
 Omogaka oyomo akaminyoka gocha, akabwatu esimi
 eria ogoaka. Nario agotebigwa nga ase emetoka
 eria yarenge gokoba onyangi, ~~ekere~~ korwa seini
 ebere nigo yagwa --- ntomanyeti gose abantu
~~gose~~ nkoba bare gose ngokwa bare. Bikaba
 ebirero biogakumira omogoroba oyio; nkoinyora
 goika rero.

(516 WORDS)

agwe ase rorera, keorevi nkerora mogayari.
 Nginga kerubo gakora gokwana akaizeria amariga,
 ko ngina mogaka agakoora okoiririata abaya
 bachiire mwaye. Ebiegwa bikarwegwa ebinge
 ntagotebie goika bigaichora rikorokoro naende
 nario richagachaga. Obo nobuya bwabana bechogete
 abasomu. Abana abasae bagatonera enyangi
 eye mono. Omoyega ekero oerete pi, Omorandio
 bwekanisa eye yabasani ya Nyamakombo akarwa
 amasabo na kobaganeria esabari engiya.

Abagirango bagaso enetaka yabo ime
 Korengana buna babanganete ekero bagochicha.
 Abaiseke baria bare gokoba Omonyuoniwa nabarabwo
 bakabekwa omotaka bakagenda nabe abwo.

Abanyanyangi bakagenda buya basasogete morio. Bagaak
 okwaeri bagogete bonsi bagoteeri amatera yokwaeri
 nesabari engiya goika emetaka ekarimeira. Togatigari
 tosongete agwo bosa, tosiyire kogenda nonya ninka

Gatokona kogamba buna twarora Omoyega
 orengi; ake igo; angé ensa eyemo konya yaetin
 esimi etere yoyomo oito; "aroo ----" toigwe
 ogokura bokongu. Aye!! Togaihana naintwe, komobori
 ninku, tari konyara gokwana, nebirero bioka are!
 Omogeka oyomo akaminyoka gocha, akabwata esimi
 eria ogoaka. Nario agotebigwa ng'a ase emetaka
 eria yarengi gokoba enyangi, ~~ekere~~ korwa sein
 ebere nigo yagwa --- ntomanyeti gose abanto
~~gose~~ nkoba bare gose ngokwa bare. Bikaba
 ebirero biogokumira omogoroba oyio; nkoinyora
 goika rero.

APPENDICES.

Appendix 1: Composition in Ekegusii.

Introduction

I am carrying out a research with the title: 'An analysis of Adverbial Elements in Ekegusii: A Minimalist Approach.' The purpose of this composition is to enable me obtain adverbial elements in Ekegusii. Any information gathered shall be confidential and it shall be used for this research only.

Instructions

Write a composition in Ekegusii with the title indicated below.

The composition should not exceed 500 words.

MY MEMORABLE DAY

Ase omochie Onyanchonoria narenga ompisece
omonyakeni orekorokwa kwambasinga. Buya bwa,
ngondi nsigiti etatweteri. Ere nigo amanyete kwerasi
nomoria omonene erinde obanekeni efiya mono.
Akaba ogwanchwa mono niabamura bengaki eyio
Abamura ebisora bacaba baromotianera. Tinega
Gakora oyomo bwa baria rigara erimo abamwanchet
kwambasinga. Obeel Tinega Gakora ase
Okwara kwangu bura engambe acalegwa
Emori nakwo ogoteba akamonywana ompisece
oria.

Nigo amonywomele Omokubio bwomperio bwo
motienyi bwe Egatamo. Bacamenya amo bwa ase
matenyi Omogaca gaka chingaci hebiri
basesenetigwa niabara chubarungo abamura.
Eere abana bakina, Tinega akaba okonyorwa
goka enca yabo amatuo amange
Omogusii natebete nga tureti etari kina
mbamura etabwati. Gakora akaba ocagenderera
igo na agachaka konywa amarwa! Akaba
omobe bi. Kwambasinga akaba agachandeka
mono. Eru acarengereria eciaramoreri Tinega
erinde abe ogwanchoreria
Ruhno erimo kabaseire abara baye

APPENDIX: 10

Chubarongo endagara, bacaria na babagotya,
bagasoa ebitanda biabu bacarara, Chutoro
chindito. Eno agasoa egeseri kilengambe yabo
ndi. Agatugetera bokongu. Rituko erio acorete
ayo, nanyinge riagonkete hakwo ogoteba
eburika eyo eciaba.

Tinega agalica enka botoko gati otindate
mono. Agatura egeseri corende kwambasingi,
taigora bi. "Ingigore! Ingigore! Ingigore!" Bwachi
Mwari Mwari ko masunte bwabora. Erio kigima
aragenda ecoreri Ciabo acamora rigera rine
riwenge gica ase egesima bilamache
karengi. Akanta rigera rina ime ase amache
egima ime tumbi.

Erio gacora agenda agatere ase edirika
kilengambe yabo. Ase Chimera chimera mono,
kwambasingi agatera edirika eria ore
getiranda gachia ase egesima - Akamora
egima ime - Agasowa nobwoba agatera
uuu! uuu! Gaki! Obeel! Imel! Imel! Ubiil!
ubiil! Abamate bagacha bwaga. Akabatebia
"egesima ime Tinega Gacora." Egesima ime!

Aamate ecori bichanete mono eciaba
gacora, Tinega Gacora nigo acerete edirika
eria kwambasingi acerete gachia nyamba
ime na koyesica kila Nyabano nyama
yachure rino. Gacora akabatebia, "mobera
ayo kwambasingi abatebia. Riagacora
isika bono botoko ore getiranda."

Kwambasingi acamora obasole obonene na
amate bagacora asogete Mono - Ase njo
rituko erio fincones bi. Nkanyara
aya balcororo bua, "Chiarokonda
Chacaria!"

inenga? Imoka eta godua aiga. Tokaimoka
una chwa Togasoa enchera godua inka.
Mama ominto nigo arenga, robororo oborge ekagera
tuariete endagera ya mogaso naende koryona
Hakine korara muabande.

Ehero tuare kona gotra; ~~igachia~~ minto
nama agachaka gotra eburanya.
Tosuka ake atogwacha naenefe togosuka
atogwacha, gotwacha goika inka,
okanyora tata ominto nao arendagera
nigo ere tayare basingweleka ---

APPENDIX: IE

10/10/10

Nigo manenge mtuko na chumaine
nyl oigomi na kabere, omwaka ^{enby ey} buwe ^{chum}
kianda emerongo etano + na etato na kia ^{chigwa}
inkabota Nambia buna botamba tokan
echal nabana baminto arto na baibori, k
kitoakora korywa, hera oyamo akaga
wamitogatora emeremo yayeyo
Inche amo na enyeroke yaminto e
abata togasoa gosibia ebinto, ehero tuare
atogalebanis togende arejtenya
Tokaimoka, korwa minto, tokagenda g
mwa tata moke erio ~~tobaete~~ buamw
togende amo na karabwo. Togati nimbok
gachia roche maate ~~gase~~ enate yarens
enenge erio ^{chore} ~~togate~~ ebiteri ^{tere} chinkio chida ch
Togachora chora ebiteriteri bikiiga
tgaclata goaka onjuro, tokanwa on
tokagenda gacharoka engon, Tokaigu
egosoni yakeine engiya tokagania to
gotiena, tokaba eki gietirete roche.
bae Abana bandle korwa eri mba ker

na karia kende knabarabwo bagachicha akas
baiguete enigi megassi. Togacharoka
tokoinnuka togotera. ingora eno chinsa
tichiteneni.

→ Tokaigwa tawosire mono ra enchara
yatorine, korende ase engendo ~~amha~~ yenge
are kowa roche, togakwaransa ~~eritotofinske~~
Ase egeka egeke, tokaigwa chinguru
chiachire, togatebanaq totenye erinde
togenderere kogosoni, abasana ~~katira~~
bado bagateba chinsa ~~rechingima tija~~
torachena ~~tomanye~~ gotenya chinko ~~reching~~
inge chiagure.

Ekeru twakote kogosona, tokaigwa mbereq
habuchire raende twarigamire mono.

Tokama imbuya togende toate ontimbu
eno twesiberarie. Ttwakwate esakuni,
tokarigia amato yomote gete okidokwa,
omongasakuni ~~akansa~~ huro ekero okuni
amache ogwesigikaria.

Togakara gwesbia, kitorigete gasoa

gotenya embura egasoa gotwa to
gotenya.

Inche amo ra egyaroka yaminto
reoro ndero? Inaki togochia goteka
totabwate chinko? ~~Part~~ endagera y
tit ~~eti~~, raende bwatoireine. Toka
egehiro tokogwa tokobokarera,
bokabucha ~~egesia~~ tekiya togak
tata moka tokaigama. Konyo
moka ~~active~~ emoro togakara
chianga ~~etikoma~~.

Ase engendo yobwoba togatebe
mwa tata moka amo nabana bo
ate konyora kiakwatine. Tokaba k
ramamocho tokona komenta.

Tokinete 19a! tokaigwa ege
Kegokongotwa? Mako moka akai
soa gocha egesien tigesiekiri.
goolora omotue indigerene goch
Inkaigwa enigi ra mama omi
Agatobona abana aba? Imomanyete

CONDITIONS
You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit. Government Officers will not be interviewed without prior appointment. The questionnaire will be used unless it has been approved.

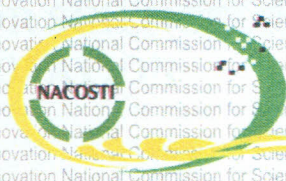
Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

You are required to submit at least two(2) hard copies and one(1) soft copy of your final report. The Government of Kenya reserves the right to

modify the conditions of this permit including cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A7682

CONDITIONS: see back page



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.
NACOSTI/P/16/78881/8955

Date:

28th January, 2016

Esther Mokeira Ongeta
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*An analysis of adverbial elements in Ekegusii in a minimalist approach*," I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for a period ending **25th January, 2017**.

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


R. S. K. LANGAT, OGW
OR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.

THIS IS TO CERTIFY THAT:

MS. ESTHER MOKEIRA ONGETA

of KENYATTA UNIVERSITY 3660-4200

Kisii, has been permitted to conduct

research in Kisii County

on the topic: AN ANALYSIS OF

ADVERBIAL ELEMENTS IN EKEGUSI IN A

MINIMALIST APPROACH

for the period ending:

25th January, 2017

Signature

Applicant's

Signature

Permit No. : NACOSTI/16/78888/8955

Date Of Issue : 28th January, 2016

Fee Received: ksh 1000

[Handwritten Signature]
Director General
National Commission for Science, Technology & Innovation

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