SYNTACTIC ANALYSIS OF GWOROG (KAGORO) CLAUSE STRUCTURE

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ABSTRACT

This paper entitled " Syntactic Analysis of Kagoro (Gworog) Clause Structure" is a descriptive study targeted at identifying how the speakers of Gworog manipulate structural elements of the basic clause of their language to achieve their desired goals and the pedagogical implications, if any, to the teaching and learning of English. The work adopts the Systemic Functional Theory and Contrastive Analysis as a framework. The study discovers that the declarative mood and the WH-Interrogative- Subject Question mood types in both languages have the SF clause structure; while the WH- Interrogative-Non Subject Question and the Polar Interrogative have the FS clause structure in English, but have the SF clause structure in Gworog. The educational implications are the different structures may slow down the progress of the Gworog learner of English. It is recommended that learners' awareness of the contrast between their native language and the target language should be promoted.

KEYWORDS: Gworog, Finite, Predicator, Subject, Language

INTRODUCTION

Language is one of the most exceptional gifts that God has bestowed on man. Apart from using it to express thoughts and feelings, language is an instrument of cooperation. It performs ideational roles and it is also used for phatic communion (Omachonu 2012). Language

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is a means by which men communicate with each other and with themselves (Bloomfield & Newman, 1963) and an effective tool in socialization and social intercourse (Oyedokun, 2014). It is also a custodian of culture and a vehicle of cultural transmission (Babatunde, 2002). The function of language can be summarized as interactional (which has to do with how human beings use language to interact with one another, socially, or emotionally) and transactional (which involves man's use of linguistic abilities to communicate knowledge, skills, and information). Because of these strategic roles that language plays in the life of man, efforts have been made toward the codification of languages all over the world in order, not only to reduce these languages into writing but also to have their grammar described. Although efforts have been made at codifying languages, there are still many languages that are not yet codified or researched. Gworog is one such language.

GWOROG AND GWOROG PEOPLE

Gworog belongs to the Tyap cluster of the West-Central Plateau language family. Other languages that make up this cluster are Tyap (Kataf), Gworog (Kagoro), Takkad (Attakar), Kacicere, Sholyo (Maroa), Fantsam (Kafanchan),

Gworog, which is officially known as Kagoro, is spoken by the Əgworog people of Gworog' (Kagoro) land in Kaura Local Government of Kaduna State. Oegworog occupies about 110sq miles on the northern and western fringes of a ridge of mountains known as Əfan Əgworog (Kagoro Hills) which is an extension of the Jos Plateau (Torchbearers, 2015:1).

STATEMENT OF THE PROBLEM

Minority languages around the world are gradually being abandoned in favour of languages that are considered economically and educationally more viable. As a result of this, minority languages are greatly endangered as they are used in very limited or restricted domains. This has raised concerns among language experts and the government who advocate for the development of languages. In Nigeria, in an effort at preserving the endangered languages, the

National Language Policy has advocated the use of the mother tongue as the medium of instruction at the lower primary. Despite the clamour and efforts at preserving the endangered languages, Gworog remains endangered and cannot be used as a medium of instruction as stipulated in the language policy for want of orthography.

MOOD STRUCTURE

The syntax is considered a subsystem under grammar that shows how words are arranged for meaning-making. This meaning is found in the basic clause. The Basic clause performs three meaningful functions which Halliday refers to as Metafunctions. These meaningful functions are: ideational (that of construing the world of experience), Textual (that of construing a text), and interpersonal (which deals with the relationship between speakers and their audience) The interpersonal metafunctions of the clause which is the major thrust of this paper, is captured by the mood system. The mood system is a choice between roles a speaker can select for himself and his audience (Berry, 1975). These roles could be: giving a piece of information, demanding a piece of information, trying to influence other people's behavior, or letting them do things for you (Matthiessen, Teruya & Lam, 2010). The usual labels for these speech functions are: statements (which are associated with the declarative mood), questions (which are associated with the interrogative mood), and commands (which are associated with the imperative), while offers with the modulated interrogative (Eggins 2004)

A typical mood system consists of two parts namely *mood* and *residue.* The mood contains two elements: *Subject* and *finite.* The subject is that upon which the speaker rests his case in the exchange of information, and the one responsible for ensuring that the prescribed action is or is not carried out in the exchanges of goods and services (Garrot & Wignell, 1994). It is something reference to which the proposition can be affirmed or denied (Halliday, 1994; Eggins, 2004 & Halliday & Matthiessen, 2004), and it is responsible for the functioning of the clause as an interactive event (Eggins, 2004). The finite element enables something to be argued, and a good way to make something

arguable is to give it a point of reference in the here and now. Something may be arguable by being presented in terms of time (present, past, future), modality, or polarity (Halliday & Matthiessen, 2004). Modality is a system within the interpersonal macro-function of language which a speaker uses to give hearers an idea of their thoughts and attitude regarding a message they say. It deals with the indeterminacy between negative and positive poles which interpersonally construct the semantic region of uncertainty that lies between *yes* or *no* (Matthiessen et al, 2010). In other words, it is concerned with the speaker's attitude concerning the proposition stated (Leon, 2004). These elements are responsible for the realization of the different mood types.

The residue is made up of elements like the *predictor,* the *complement*, and the *adjunct*. The predicator encodes the action or the process involved in the clause (Eggins & Slade, 1997). It gives content to the verbal element of the proposition telling the listener 'what is doing', 'what is happening', or 'what is being'(Gerrot & Wigne, 1994). The complement is the second component of the residue realized by the nominal group that has the potential of being a subject but is not (Eggins, 1994). It is the non-essential participant in the clause (Panggbean, 2011). The adjunct is the clause element that contributes some additional (but non-essential) information to the clause, and it is typically realized by an adverb, adverbial group, or prepositional group. The elements under the residue do not play any role in the construal of the mood.

The mood structure that is discussed above is regarding English. In English, the declarative mood type has the mood structure SF, the interrogative has SF mood structure if it is WH- Subject question, but FS if it is a WH-Non Subject question or Polar question; while the imperative is either SP, an implied subject and a fused finite and predicator, or FS, depending on the imperative mood type. This paper investigates the clause structure of the different mood types in Gworog and its implication for the teaching and learning of English.

EMPIRICAL STUDIES

Works have been carried out on Gworog. For example, Akanet's (2014) study of the *Personal Pronoun of Gworog* has the main aim of describing the personal pronoun of the Gworog language. The study concluded that the Gworog personal pronoun remains the same in all the functions that personal pronouns can do and there are no distinctions between the male and female gender in the third person singular. Also, Akanet (2016) in another related study focused on the *Plural Forms of Nouns in the Gworog Language.* The study aimed to explore the different methods used by speakers of Gworog to transform nouns from singular to plural. The study concluded that the pluralization strategies involved are affixation, reduplication, suppletion, diminutive, tonality, and quantifiers. This work is at variance with the works mentioned above because it describes the clause structure in Gworog.

Luka's (2018) study focuses on *A Contrastive Analysis of the Noun Phrase Structure of Gworog and English.* The study aimed to describe the syntactic arrangement of the noun phrase in Gworog and to ascertain if the arrangement differs from the English language. The work used the Principle and Parameter theory as the framework and the rewrite rule as the basis for analysis. Data were obtained from direct observation of elderly speakers of the language and corpora from the New Testament of the Bible in Gworog. The research discovers that Gworog is the head initial, while English is the head last. This work is a descriptive study of Gworog clause structure using the SFL theory. While Luka dwells on the noun phrase in Gworog, this work's preoccupation is with the clause structure in the same language. Hence this research *A Syntactic Analysis of Kagoro (Gworog) Clause Structure* is novel and not a replica of anybody's work. The aim is to carry out a descriptive study of the basic clause structure of Gworog and its implication for the teaching and learning of English.

THEORETICAL FRAMEWORK

This research work is hinged on the Systemic Functional Grammar (SFG) propounded by Micheal Alexander Kirkwood Halliday

and Lado's Contrastive Analysis Theory. The SFG is a theory of language that is centered on the notion of language function. Grammar is described as systems not rules on the basis that every grammatical structure involves a choice from a describable set of options, and they play a role in the construal of meanings of different kinds (Halliday & Hasan 1985:17). These, Halliday calls *metafunctions* and they are ideational, interpersonal and textual. The ideational function is concerned with language reality and our experience of the world. Language is used to talk about what is happening, what will happen, and what has happened (Butt et al 2003). The transitivity system which views language in terms of processes captures the ideational function. The interpersonal function deals with the relationship between the speaker/writer and the hearer/reader. According to Thompson (2004: 30), "We use language to interact with people, to establish and maintain relations with them, to influence their behavior, to express our viewpoints on things in the world, and to elicit or change theirs." The mood carries the interpersonal function of the clause and consists of the *subject* and the *finite*. The *Subject* is the element that makes the proposition be affirmed or denied, while the *Finite* expresses the tense and the view of the speaker (Bank 2002). All other elements come under the residue (Halliday & Matthiessen, 2004). The textual function of the clause is essentially that of construing a message. In the English language, the message is constructed in terms of *Theme* and *Rheme*, The *theme* corresponds to the element of the clause that is given special status or attention by being put first. The *Rheme*, on the other hand, is everything else apart from the theme, which makes up the message. (Okpeadua, 2016)

Contrastive Analysis is a theory that claims that errors and difficulties in our learning and use of foreign languages arise from interference of the MT (Lado, 1957 cited in Nwoloka, 2015); hence, there is the need to describe pairs of languages, especially the native language and the language being learned to identify the similarities and the differences between them (Konig & Cast, 2008). CA is more interested in the differences than in their likeness (Filha, 1997). The findings make it possible to predict the difficulties learners will encounter (Lado, 1957

cited in Nwoloka, 2015), or even rank learning difficulties and develop strategies for making FL teaching more efficient (Konig & Cast, 2008). Also, the results of the findings are built into language teaching materials, syllabuses, tests, and research.

METHODOLOGY

The research design of this study is descriptive. The population sample of this study is made up of thirty-three basic clauses which were selected from literature written in Gworog and recordings of the family meeting and the researcher's intuition as an L1 speaker of the language. Out of these clauses, ten clauses representing 30% of the total population were selected for analysis because the data is not up to ten thousand (Mugenda & Mugenda, 2013). The researcher used purposeful random sampling as an instrument for collecting data. Clauses that tally with the different mood types are randomly selected from literature in Gworog. The choice for this sampling technique is to help the researcher select the appropriate clauses that have the different mood types he needs for his analysis. Clauses from Gworog and English are juxtaposed and analysed using Halliday (2004)'s SFPCA model of analysis

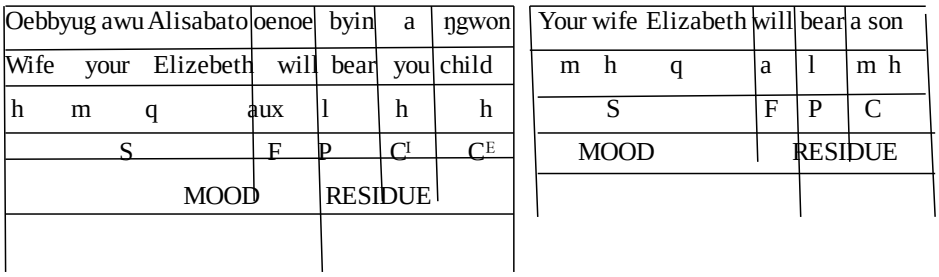
DATA PRESENTATION AND ANALYSIS

The different mood types in Gworog and English are as follows:

Declarative:

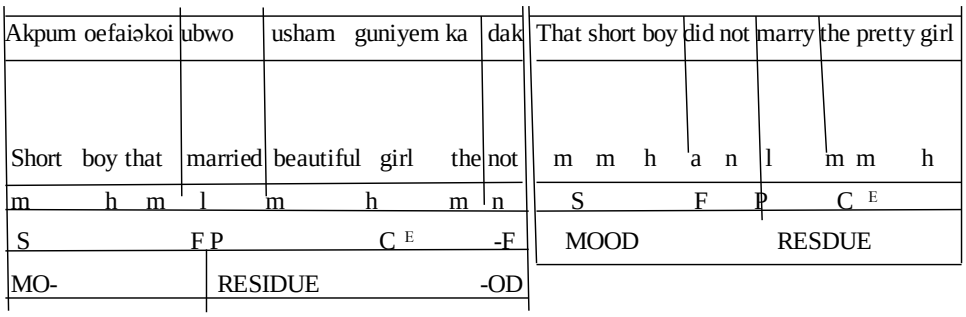
In this mood type, the speaker provides information. It places the subject before the finite, e.g:

Datum 1



The mood type above is indicative and declarative. It has the interpersonal function of making a statement. In Gworog, it has the structure SFPC^{I}C^{E}, while in English, it is SFPC^{E}. The two languages have the same clause structure, except for the presence of complement intensive in Gworog, which is absent in English.

Datum 2



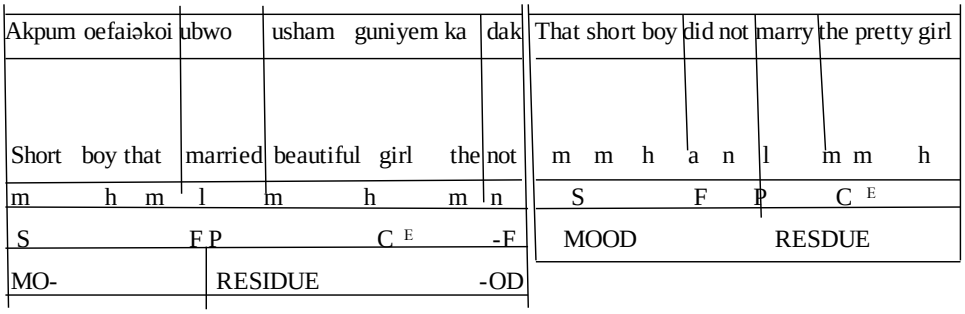
The mood type is indicative and declarative (negative). It is a statement in which the speaker is giving a piece of information. It has the structure S, F/P-, C^{E}, -F, in Gworog and S, F, P, C^{E}. in English. The finite is fused with the predicator and are separated from the negator by the complement making it a discontinued finite/ predicator and mood structure in Gworog; while in English, the finite is filled by an auxiliary and a negator.

Interrogative: In this mood type, the speaker is demanding information or expecting his fellow interlocutor to either say 'yes' or 'no', and it has the following choices from which the speaker selects:

(A)WH- Interrogative: The speaker is demanding a piece of information, and it has two choices from which the speaker makes a selection, and they are as follows:

(i)WH- Subject Question: The speaker is demanding a piece of information about the subject in the clause, e.g:

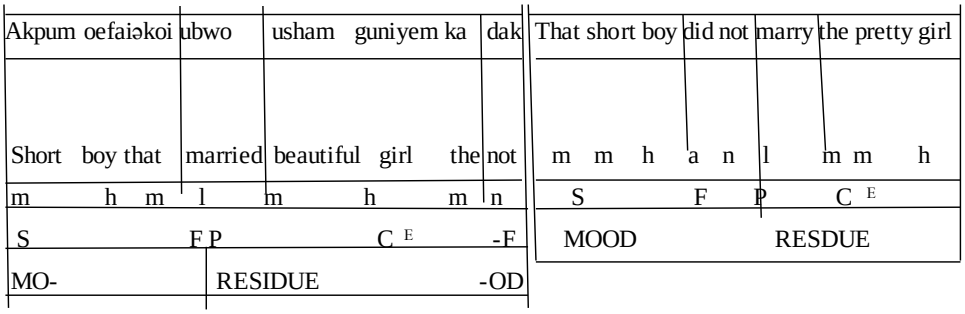
Datum 3



The mood type of this clause is indicative, interrogative, and subject question. The speaker is asking for a piece of information about the subject in the sentence. Gworog is structured S, F/P, C^{E}., while English is S, F/P C^{E}. Both languages have the same mood structure.

(b)*WH- Interrogative Non-Subject Question:* The speaker is demanding a piece of information about other elements in the clause structure, other than the subject, e.g

Datum 4



The clause is an indicative, wh- interrogative, non-subject question. The speaker is asking for information about the adjunct. It is structured A, S, F/P, C^E; while English has the A, F, S, P, C^E structure. In both languages, the adjunct and the complement extensively occupy the same position in the clause structure. Where there is variance is in the subject, finite, and the predictor. In Gworog, the finite is fused with the predicator, while in English, the finite is an auxiliary verb, and the predicator is a lexical verb. Secondly, in Gworog, there is no subject-auxiliary inversion; while in English; there is a subject-auxiliary inversion.

Polar Question: This is a question that the speaker expects the listener to answer 'Yes' or 'No'

Datum 5

A	bai	ă	buk	zid	a?
You	come	to	destroy	us	
h	l	to-inf		h	
S	F /P	A			
MOOD		RESIDUE			

Have you come to destroy us				
aux	h	l	to -inf	h
F	S	P	A	
MOOD		RESIDUE		

It is an indicative, interrogative, polar question mood type. The speaker wants the addressee to either affirm or deny the proposition. Gworog has the S, F/P, A. with a fused finite and predicator, while English is F, S, P, A. with an inverted subject and predicator. There is no subject-verb inversion in the Gworog language. Both languages have a non-finite clause as the adjunct

Datum 6

A	choŋ	du	ulwo twang ka?
You	go	to	place studying the?
h	l	p	h p m
S	F/P	A	
MOOD		RESIDUE	

Do	you	go	to	school ?
Aux	h	l	pre	h(NG)
F	S	P	A	
MOOD		RESIDUE		

The mood type is indicative interrogative, polar question. In this mood type, the speaker wants the addressee to either affirm or deny the proposition. Gworog has the S, F/P, A. structure, while the English language has the F, S, P, A. structure. In this mood type, the mood structure is made up of the subject and a fused finite and predicator in Gworog; while the mood structure is made up of a subject and an auxiliary in the English language. There is no subject-verb inversion in Gworog; while in the English language, there is subject-verb inversion.

Imperative: It is a mood type in which the speaker demands goods and services. The summary of all the imperative mood types is as follows:

Unmarked Imperative: The speaker is excluded from the performance of the action and the speaker who is excluded from the performance of the action does not identify the addressee(s), e.g:

Datum 7

	Wurug	bi luam guku
	Come	from body his
	l	p c
S	P	A
MOOD		RESIDUE

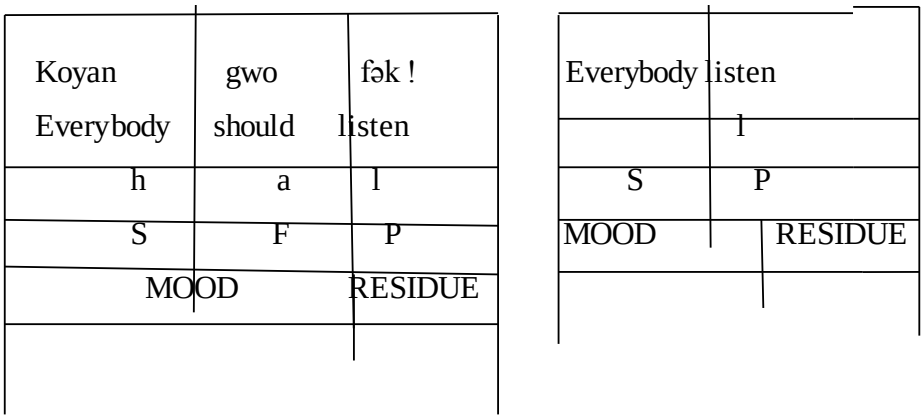
	Come out	of him
	l pt	p c
S	P	A
MOOD		RESIDUE

This is an Imperative, Jussive, Exclusive without vocative emphasis (the speaker has opted out of the action). It has the interpersonal function of command. The speaker is demanding goods and services. It has the

SPA: clause structure in Gworog and S, P, A: in English. The subject is implied in both languages

MARKED IMPERATIVE

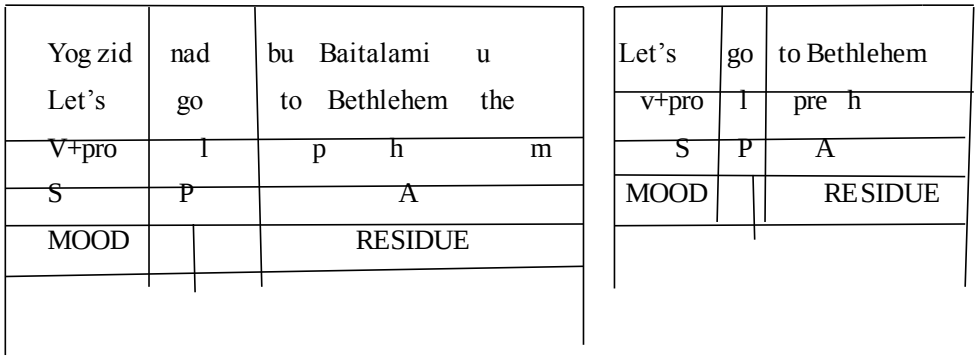
Datum 8



The mood type is Imperative Jussive Exclusive with Vocative Emphasis. It has the interpersonal function of command. The clause structure of this mood type is S, F, P: in Gworog, while it has SP in English.

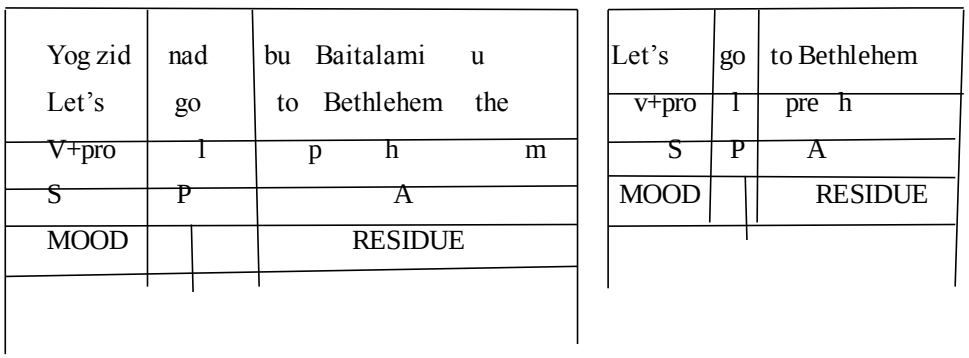
In Gworog, the finite is separated from the predictor; while in the English language, only the predictor. Also, in the Gworog language, the clause has a subject while it doesn't in the English language.

Datum 9



It is an Imperative, Jussive, Inclusive mood type because both the speaker and the addressee are included in the performance of the action. The speaker is giving a suggestion or encouragement. Both languages have the same clause structure (SPA).

Datum 10



The mood type is Imperative, Non-Jussive, and Volitive. It is a prayer to an unseen power. It has the structure F, S, P, A: in Gworog, and also F, S, P, A in English.

SUMMARY OF FINDINGS

Clause Level

Both languages have the same mood types from which their speakers make appropriate choices to demand goods and services or

give or demand information from their fellow interlocutors. Such mood types are declarative; the interrogative which has the WH- Subject Question, the WH- Non-Subject Question, and the Polar Interrogative as systems from which further choices are made; and the Imperative which can be *unmarked* or marked (which has the jussive and the non-jussive as systems from which choices can be made. Both languages have the *Subject, Finite, Predicator, Complement*, and *Adjunct*; however, the ways the elements are arranged have some similarities and differences. The declarative mood in both languages has the SF or S, F/P when it is a positive statement as contained in datum 1; but when the declarative has a negator, Gworog has a discontinuous finite because the negator comes at the end of the clause as portrayed in datum 2; while English still maintains the SF order. In interrogative mood types, both languages have the same SF or S, F/P word order in their clause structure if the interrogative mood type is a WH- Subject Question as exemplified in datum 3. On the other hand, if the mood type is WH-Non-Subject Question, Gworog maintains the SF word order; while English has the FS because of the subject-auxiliary inversion as exemplified in datum 4. The Polar interrogative mood type has the SF word order in Gworog, while the clause structure is FS in the English language as shown in datum 5&6. The imperative, and jussive exclusive has the SPA clause structure in both languages. The S element is implied in both languages as depicted in datum 6. The imperative jussive exclusive with vocative emphasis has the clause structure SFP in Gworog and SP in English as depicted in datum 7. The S element in the English clause is implied. For imperative, jussive, and inclusive, both languages have the SPA clause structure as depicted in datum 8; while the imperative non-jussive, volitive has the FS structure for both languages as depicted in datum 9 and 10.

CONCLUSION

In conclusion, the clause structure of the Gworog language and the English language share some similarities and dissimilarities. The similarities are found in *Declarative Mood*, the *Wh- Interrogative-subject question Mood,* the *Imperative Jussive Inclusive* and the *Imperative, Non-*

Jussive Volitive clauses; the differences are found in the *Interrogative, WH- Non-Subject Question; Interrogative, Polar;* and the *Marked Imperative.*

RECOMMENDATION

Given the differences in the clause structure of the two languages, the study recommends that learners' awareness of the contrast between their native language and the target language should be promoted and teachers should highlight to the Gworog learners of English the areas where the native language will be a source of error. This will prepare the Gworog child when the medium of instruction will be switched from his mother tongue to English. When the medium of instruction is switched from MT to English, it should be followed by adequate expressive drills in both spoken and written forms of English.

Seminars should be organized for both language and non-language teachers to create awareness of the problems encountered by the Gworog learner of English and also make them become good models to students.

Teachers should correct frequent errors made by students and not frustrate students by correcting every single error because mistakes and errors should lead to improvement and progress, not frustration.

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