Journal of Information Systems Engineering and Management
2024, 9(4)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

An Investigation into Adjunct Construction in English and Khezli Kurdish Dialect

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ARTICLE INFO

Received: 25 Sep 2024

Accepted: 15 Dec 2024

ABSTRACT

In the 1960s, Halliday developed the Systematic Functional Grammar (SFG). This command sees language as one of the social semiotic resources that people use to express meaning in the text to achieve their goals. The comparative description of language systems is an important issue that not only leads to a better understanding of languages and their structures; it also provides valuable information in the field of taxonomy. The present study was carried out based on the role-oriented systematic order and dealt with the textual function of this approach, and the purpose of this study is to find the answer to the question of whether there is a difference between the English language and the Khezli Kurdish variety in the use of adjuncts with the textual meta-function. Is there or not? In this regard, research data was collected and 74 English sentences and their translation into Khezli Kurdish were considered. The research method was also descriptive-analytical. The results of the research showed that in English and Khezli Kurdish, adverbs are the most used in adjunct expression with textual function, and the clause is the least used; while in both languages, this type of adjunct can appear in the form of a prepositional phrase.

Keywords: Systematic Functional Grammar, Adjunction, textual function, Khezli Kurdish, English

.NTRODUCTION

Grammar has always been a topic of interest to linguists and experts. In modern linguistic studies, grammar is part of the cognitive system of the human mind, and this cognitive system naturally exists in the mental and psychological structure of all humans. Within the framework of modern linguistics, every person knows the grammar of their native language and is able to produce and understand sentences based on such knowledge; in fact, speakers of any language are not consciously aware of this knowledge; rather, they use it unconsciously. Chomsky called this unconscious knowledge, on the basis of which sentences are produced and understood "competence" and, following it, called the manifestation and application of this linguistic knowledge in different situations "action". Of course, in most cases, linguistic action is not an accurate reflection of linguistic knowledge, and our speech and writing are always accompanied by production errors or misunderstandings; but these errors do not mean that we do not know grammar; Rather, for some reason, grammar may not be used correctly in a situation (Golfam, 2010: 65).

It should be noted that connectives have different grammatical forms that are composed of additions, simple conjunctions such as "and", "but", "or", and other components; however, they all have a common function, which is to connect parts of the text at the intersentential level. Conjunctions are involved in the coherence of texts; in the sense that they "link the parts of the sentence together and contribute to the unity of the entire text" (Polanya and Berg, 2003: 339). In principle, these items have a grammatical classification; but due to their textual function in discourse, their grammatical functions are less relevant to the study of discourse; as a result, there is a distinction between the two words connective and conjunction, and the former refers to grammatical classification and creating harmony and subordination in sentences. The latter refers to cohesion devices that represent semantic relations above the phrase level, including relations between paragraphs, such as adjuncts, contrasts, cause, and time. The

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present study examines the textual metafunction of the systematic role-oriented grammar to show whether there is a difference between English and the Khazli variety of Kurdish in the use of adjuncts with textual metafunctions.

Kurdish is an Iranian language spoken by the Kurds of the Kurdistan region of Turkey, Syria, northern Iraq, northwest, and western Iran (Ozek et al., 2023: ....17....). The Kurdish varieties form a dialect continuum with a total of 26 million native speakers (Poll, 2008: ....24....). The main Kurdish dialects are Kurmanji, Sorani, and Southern Kurdish (Xwarin). Most Kurds speak the Kurmanji dialect, and most Kurdish texts are written in Kurmanji and Sorani. Kurmanji is written in the Havar script, derived from the Latin script, and Sorani in the Sorani script, derived from the Arabic script (McDowall, 2004: .....35..).

The Kurdish varieties belong to the Iranian branch of the Indo-European family, generally classified as Northwest Iranian languages or by some scholars as intermediate between Northwest and Southwest Iranian. Martin van Bruynsen (1994: .....26.....) notes that "Kurdish has a strong Southwest Iranian element". The Khazli dialect is one of the southern Kurdish dialects, its range includes areas in the provinces of Ilam, Kermanshah and Hamadan.

.1-1Statement of the Problem

Analyzing and understanding different language structures from the perspective of linguistic theories is of particular importance in comparative and taxonomic studies. Systematic Function Grammar (SFG), developed by Michael Halliday in the 1960s, is one of these key approaches that emphasizes the different roles of language in expressing meaning and achieving communicative goals. This theory has found widespread application in the analysis of metafunctions and how adjuncts are used to enhance these metafunctions.

In previous research, little attention has been paid to comparing different language systems in terms of the use of adjuncts in the context of textual metafunctions. However, such comparisons can lead to a deeper understanding of the taxonomic features of languages and their structures. In particular, examining the differences and similarities of languages that are geographically and culturally distant, such as English and Khazlian Kurdish, can provide valuable information about how meaning is expressed in these languages.

The present study seeks to answer the question of whether there is a difference in the use of adjuncts with a textual metafunction between English and Khazli Kurdish. This issue is of particular importance because identifying differences and similarities in linguistic structures can lead to the development of more comprehensive theories about language and to improving language teaching methods. Therefore, this study attempts to provide an accurate and comprehensive description of these differences.

This study can help enrich comparative linguistics research and pave the way for further research in the field of taxonomy and teaching of different languages.

1-2 Definition of key concepts .

Adjective and complement: Adjectives are always optional, complements are frequently mandatory. The difference between them is that the complement is selected by the core; therefore, there is a close relationship between the core and the complement. Additions are additional information that is not closely related to the core of the syntactic group (Jafari, 2009: 6)

Syntax: It is a part of grammar that analyzes the structure of a word. In other words, word structure deals with the recognition of morphemes and the ways in which they combine with each other in syntactic forms and also in word formation (Batani, 2010: 9)

Word: A word or phrase is located after phonemes and morphemes and is in fact the third unit of language and also has meaning. Phonemes cannot have a grammatical role, but morphemes, like words, have a grammatical role and independent meaning. The difference between a word and a morpheme is that we can divide words into smaller parts, but morphemes cannot be divided into smaller parts. Batani, 2010: 9.(

Grammar: Grammar deals with the rules and regulations governing the structure of words, sentences, phonemes, sounds, and meanings in a language; in simpler terms, Persian grammar is responsible for collecting and compiling the rules that language speakers use in Persian speech and writing. (Ghorib et al., 1987: 26)

1-1. Research Objective

The aim of this research is to investigate and compare the use of adverbs with textual metafunction in English and Khazian Kurdish within the framework of Systematic Function-Oriented Grammar (SFG). This research, by carefully analyzing English sentences and their translations into Khazian Kurdish, seeks to identify the differences and

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similarities in the linguistic structures of these two languages and provide a deeper understanding of their taxonomic and functional features. The results of this research can help to develop more comprehensive theories in comparative linguistics and also improve the methods of teaching different languages according to the specific characteristics of each language and different educational needs, and provide a better understanding of the use of language in different texts and discourses.

1-1. Research Question

The present study seeks to answer the question of whether there is a difference between English and Khazian Kurdish in the use and manifestation of adverbs with a textual metafunction.

.1-2Research Background

Since the researchers of the present study did not find a study comparing the subject of adverbs in English and Khazian Kurdish, they only refer to some studies that have examined Persian adverbs as the most familiar second language variety for Khazian Kurdish speakers.

Persian adverb construction has been studied by various linguists; among them, Rastargueva (1968), Abolghasemi (1996), and Khanlari (1998) can be mentioned. Tobaian (1974) is the first linguist to provide a syntactic analysis of adverb construction within the framework of generative grammar. Mahoutian (1993) also introduces the adjunct construction in the form of a generative grammar as a maximal projective of the core-final, the core of which is the adjunct fraction.

Moinzadeh (2001) in his work entitled “An Antisymmetric and Minimalist Approach to Persian Phrase Structure” also agrees with Mahoutian on the fact that adjunct is a maximal projective; however, contrary to his opinion, he considers the structures as core-initial, considers the adjunct group as the complement of the core, and analyzes it within the framework of the minimal program.

Kahnmouipour (2006, 2014, and 2016) has studied the adjunct construction in the language within the framework of the minimal program. He considers the primary position of the descriptors and complements of the noun to be before the noun and their superstructural position to be after the noun, and considers the appearance of the adjunct fraction among them to be the result of the syntactic movement of the noun. Lotfi (2014) also examined the adverb in the framework of cognitive linguistics and considered it as a corpus.

Eskouipour (2011) designed a system based on a hidden Markov model to detect the position of the adverb. Nojomian (2011) also designed a system based on two levels of phonological structure for automatic analysis of word structure and detection of Persian short vowels using a deterministic state machine. In this system, first, words are extracted and normalized individually from the input sentence, and at the first level, they are analyzed in terms of constituent morphemes and part-of-speech labels, and at the same time, short vowels are inserted for words. Finally, adverbs are added to words according to the sequence of part-of-speech labels.

In his research, Magerdumian (2000) designed a structural lexical analyzer based on rule-based methods and defined various other features for Persian words in addition to the suffix, which is determined by the suffix feature and the definition of syntactic rules, the presence or absence of a suffix for words in the sentence. Other researchers who have used rule-based methods include Qayumi and Muller (2010), who, using the core-based group structure grammar, have pointed out a series of features and phenomena of the Persian language, including the suffix and the way it is inserted, based on theoretical rules for modeling Persian grammar.

1-1. Research Method

In order to understand the different meanings of a text, its different dimensions and the mechanisms involved in its formation must be examined. In role-oriented approaches, much attention is paid to the compositional structure of language. In Halliday’s systematic role-oriented order, order is viewed as a system that constructs meaning, and order categories are described in terms of the meanings they carry (Halliday and Mathiesen, 2004: 10). In Halliday’s belief, all the different compositional orders that exist in language ultimately serve a single purpose. In Halliday’s role-oriented order, a sentence has multiple layers of meaning. The meaning of a clause is not limited to the meaning of its propositions, and since the meaning of a sentence is equal to its role in a specific context, any change in the arrangement of its elements will lead to a change in meaning (Hallidy and Mathiesen, 2004: 10).

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e-ISSN: 2468-4376
https://www.jisem-journal.com/

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In the present study, the researchers used Hallidy's systematic role-oriented grammar theory as a theoretical framework, which was discussed in "Introductions to Functional Grammar" (Hallidy, 1985 and 1994) and "Introductions to Applied Grammar" (Hallidy and Mathiesen, 2004). According to Hallidy and Mathiesen (2004), there is a combination of three different structures in a clause that express different semantic organizations. They are both the realization and the result of different clause systems that create three distinct types of meaning, known as "metafunctions": "experiential", "interpersonal", and "textual" semantic streams. As previously observed, the "intellectual stream of meaning" has two sub-sections: 1- the empirical semantic stream in which a clause is analyzed as a representation (interpretation and representation of the world within and around us); 2- the logical stream of meaning in which clauses are analyzed in terms of grammatical and semantic relations.
In the present study, about 74 sentences and clauses were selected, which were mostly declarative and had adjuncts. The aim was to answer the question of whether English and Khazian Kurdish linguistic varieties differ in the use and manifestation of adjuncts that have a textual metafunction.
Accordingly, sentences that had adjuncts and their equivalents were selected and written separately (English sentences alongside Khazian Kurdish sentences) for analysis; Then, they were described based on the Halliday (2004) model. The data were analyzed using descriptive and analytical statistics.

1-1. Necessity of the research

This research was necessary due to the linguistic and structural differences between English and Khazian Kurdish and the need for a more detailed analysis of these differences in the use of adjuncts with textual function. Given that the systematic role-oriented grammar has been introduced as an important theoretical framework in language analysis and that by comparative examination of it in different languages, a deeper understanding of the use of adjuncts and textual metafunctions in different languages can be achieved, this research can help fill the gaps in current knowledge and provide solutions for more detailed linguistic analyses. This analysis, especially in the context of Khazian Kurdish and its comparison with English, can lead to the advancement of taxonomic knowledge and the strengthening of comparative linguistic studies.

DISCUSSION

.2-1Augment

In linguistics, an adjunct is a structurally optional part of a sentence, clause, or phrase that, if omitted or omitted, would have no effect on the rest of the sentence. In a more precise definition, an adjunct; emphasizes a form, word, or phrase that modifies another form, word, or phrase that is an element of the clause structure with the function of an adverb. An adjunct is not an argument (and not a predicate), and an argument is not an adjunct. The distinction between an argument and an adjunct is made in most theories of syntax and semantics. The terms used to indicate arguments and adjuncts can vary depending on the theory in question.
In the sentence "Hassan helped Amir at school on Monday:"
" .1Hassan" is the subject argument.
" .2helped" is the predicate.
" .3Amir" is the object argument.
" .4at school" is the first adjunct.
" .5Monday" is the second adverb.
An adverb is an element in a sentence and often specifies the conditions for a verb in which an action or state is expressed. The following sentence uses adverbs of time and place:
"Yesterday Sahar saw the flower in the garden".
One thing to note is whether the adverb "in the garden" modifies the verb "see" or the noun phrase "flower?"
If "in the garden" is added to the verb "see," it means that Sahar was in the garden and saw the flower there.
If "in the garden" is added to the noun phrase "flower," it means that the flower was in the garden and Sahar saw her.
This ambiguity in the sentence can lead to misunderstanding. This definition can be extended to adverbs that modify not only the verb, but also nouns or other parts of the sentence.

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.2-1FINDINGS

As stated earlier, the research question was related to adjuncts with a textual metafunction in English and Khazli Kurdish.
As a general rule, a noun group, a prepositional group or a clause can represent an adjunct or a complement. Accordingly, a distinction should be made between these syntactic classes in terms of function. According to Huddleston and Pullum (2002), complements and adjuncts can be distinguished from each other with the help of some criteria. Among these criteria is the criterion of "permission", according to which the verb determines the permissible complements. For example:
-1
a-
Ali mâłe sâzi-ø (Ali built a house)
comp build.ps-3sg Ali house
b-
*Ali mâłe xəs-ø (Ali threw a house)
Ali house comp fall.ps.3sg
Sentence B is non-directive.
Now, compare with examples 2-a and 2-b:
-2
a-
mə tə sabərdârê ma-zânəs-əm (I considered you patient)
impfv-consider.nps-1sg I you comp patient
B-
*mə tə sabərdârê m-â-m(I consider you patient)
Impfv-consider.nps-1sg I you comp Patient
Sentence B is non-imperative.
In 1-a, the verb sâzi allows a direct object like mâłê; but in 1-b, xês-ø does not. Again, in 2-b, ma-zânəs-əm allows a direct object + PCo; but in 2-b, mâm does not; However, adjuncts such as " əmrū (today)", " zêr-ə mêz (under the table)", etc. are used with all types of verbs. The dependence between the complements and the verbs used with them is reflected in the distinction expressed by the technical term "subclassification". Many verbs are classified according to a particular complement pattern; for example, verbs such as "tʃən /go" and "/to eat xwârd-ən " are classified as intransitive and transitive one-object verbs, respectively. Some verbs may follow more than one complement pattern. Licensing is a complex subject that is beyond the scope of the present study to go into detail; for example, some verbs accept clause complements instead of noun groups. Some take interrogative clauses as complements, and others take a non-core complement and a clause complement in a single construction. The prefix that governs non-objective complements is determined by the verb of the sentence:
3Hasan matlâwa ərâ Rəzâ wət-ø (Hasan told the matter to Rəzâ)
Hasan matter comp to Rəzâ say.ps-3sg
Removing the prefix ərâ makes the phrase non-commanding:

*Hasan matlâwa Rəzâ wət-ø

Hasan matter comp Reza say.ps-3sg

Replacing the prefix with another prefix either changes the meaning or makes it non-commanding. Consider example 4 and compare it with examples 5 and 6:

-4Me:di kətâwa ya mə gərt-ø (Mehdi took the book from me)

Me:di book comp from I take.ps.3sg

-5Me:di kətâwa ərâê mə gərt-ø (Mehdi took the book for me)

Me:di book comp for-link I take.ps.3sg

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Journal of Information Systems Engineering and Management
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e-ISSN: 2468-4376
https://www.jisem-journal.com/

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However, compared to the above sentence, the following sentence is non-directive:

-6Me:di kətâwa ərâ wa mə gərt-ø*

Me:di book comp to I take.ps.3sg

In complex sentences, the type of subordinate clause as a complement depends on the verb of the main sentence; For example, the verb pərsi-ân (to ask) only allows for an interrogative complement:

-7Farid pərsi -ø kə Hasan ča wət-ø (Farid asked Hasan what he said?)

Farid ask.ps-3sg that Hasan what say.ps

But compared to the sentence above, it is a subordinate clause:

* -8Farid pərsi -ø kə Hasan bəch-u-wa-ø mâl

Farid ask.ps-3sg that Hasan nin-go.nps-2sg home

Clauses can be used as complements or additions:

-9mə nə-ma-zân-əm bə-min-əm yâ bəčəm (I don't know whether to stay or go)

I neg-impfv-know.nps-1sg. nin-sta.nps-1sg or be-c-em [complement] nin-go.nps-1sg

-10mâła-ga ma-sin-əm čə bə-min-əm čə bəčəm (I will buy the house whether I stay or go)

house com impfv-buy.nps-1sg nin-stay.nps-1sg or [adjunct] nin-go.nps-1sg

In Example 9, the dependent clause bə-min-əm yâ bə-č-əm is a complement because the choice of the verb in the main clause is limited; for example, nə-ma-zân-əm (I do not know) cannot be replaced by nə-maɥn-əm (I do not see). However, in Example 10, the dependent clause functions as an adjunct because the verb in the main clause can be freely replaced by different verbs.

The results obtained from the study of 74 sentences indicate that in English 23 inter-personal adverbs are expressed with an adverb and in Khazli Kurdish 17. To express inter-personal adverbs, in English a prepositional phrase is used in 6 cases; while in Khazli Kurdish only 3 inter-personal adverbs are expressed with an adverb. Finally, sometimes "clause" is used to indicate interpersonal adverbs. It was found that in English at least 1 case, "clause" is used to express inter-personal adverbs; while in Khazli Kurdish, more cases were obtained (4 cases).

Regarding empirical adverbs, the results showed that in English 25 and in Khazli Kurdish 19 empirical adverbs are expressed with an adverb. In both Khazli Kurdish and English, a prepositional phrase is used to express empirical adverbs in 2 cases. While in Khazli Kurdish only 1 empirical adverb is expressed with a clause, in English no empirical adverbs are expressed with a clause. Khazian Kurdish and English use adverbs, adverbial phrases, and clauses in the same way to express empirical adverbs.

Finally, in the case of contextual adverbs, the research findings showed that in English 27 cases and in Khazian Kurdish 12 cases contextual adverbs were expressed with an adverb. In 3 cases in English, an adverbial phrase was used to express contextual adverbs; while in Khazian Kurdish 11 contextual adverbs were expressed with a preposition. Finally, in English, in 4 cases, a clause was used to express contextual adverbs, and in Khazian Kurdish, in 2 cases, a contextual adverb with a clause was used.

DISCUSSION AND CONCLUSION

The results of the present study showed that Khazian Kurdish and English languages have some common uses of the three types of adjuncts considered (interpersonal, experiential, and contextual).
Systematic role-oriented grammar can be used both in language teaching and learning and in language. In the case of language teaching and learning, the functional grammar perspective strengthens the communicative education movement in the areas of coherence, method, and topic selection. Systematic functional grammar can be a major determinant of students' language use in writing to improve coherence, in speaking to express ideas fluently, in listening to understand and confirm new or old information from speakers, and in reading to understand

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relationships within the text. Teachers can benefit from the concepts of functional grammar, especially in designing curricula. Instead of focusing on the formation of language structures, they may focus on the function of linguistic items in the text to guide students.

English grammar is rigidly subject-verb-object (SVO) in its order, while Khazli Kurdish is more liberal in this respect and follows this order less frequently. Translators must consider the subject structure of the original text in order to preserve the meaning and intent of the text producers (Hatim and Jan, 1990: ...11.....). The adverbs are very important in the way the verb is performed; although their use may be mandatory or optional. The researchers of the present study found that in English and Khazli Kurdish, adverbs are most often used in expressing adverbs and clauses are least often used; while both languages present this type of adverb in the form of a prepositional phrase in an equal manner.

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