

An Analysis Of The Function Of The Transitive Verb In Tugen, A Case Study Of The Tugen Living In Baringo County, Kenya. A Morpho-Syntactic Study

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Abstract— The present study focuses on the function of the transitive verb in Tugen. Tugen speakers reside in parts of Baringo County, Kenya. The need to carry out this research is based on the fact that Tugen is a minor sub-dialect of Tugen and hence necessitating the need to research on minor dialects for documentation purposes and archiving. A lot has been done on established world languages and the findings have tended to favour languages with a subject verb object word order (SVO). On the contrary, Tugen is verb initial and research needs to be carried out to understand how theta roles are assigned. The objective of the study is to examine the transitive verb in Tugen and find out its functions. To achieve this, some select utterances in Tugen were used as data to identify and analyze the transitive verbs in Tugen. The research used Chomsky's (2000) Theta Theory in discussing transitive verb function. Data was collected using the interview method using an open questionnaire to prepare questions that would be subjected to the interviewees. Approximately fifty sentences in English were subjected to the Tugen speakers. The speakers were required to translate the questions into Tugen. Thereafter, the researchers analyzed them in reference to theta roles. The research found out that Tugen unlike Indo-European languages is verb initial and theta roles are assigned last to the subject and object in a cyclic manner. These theta roles include doer, patient among others. The assignment of these roles is done based on what the speaker wants to emphasize. The emphasis can be either the subject or object whichever is the case. The item that receives emphasis precedes the other.

Index Terms— Minimalism, transitivity, ph- features, morphosyntax and theta roles..

I. INTRODUCTION

The Tugen dialect identifies a number of verb categories. The verbs play an important role in the formation of grammatical and meaningful sentences. The verbs in sentences play major functions such as indicating actions, expressing the state of something and marking tense and aspect (Booij, 2005). There are different paradigms in distinguishing verb types. These paradigms propose a number of categories of verbs such as, tensed versus non-tensed (finite versus non-finite), transitive versus intransitive, regular versus irregular, dynamic versus stative and operators. The varying perspectives in classifying verbs is essential in understanding how the Tugen verb behaves while marking

Tense and Aspect and indicating the various types of mood and modality. According to (Crystal, 2008) modality is the functional- semantic category, while mood is the morphological means of expressing modality. Moods in grammar are expressed by modal auxiliary verbs dealing with the proposition's status. Verbal morphology as stated earlier, describes the morphological contrasts of tense, aspect, mood and modality. In addition, verbs also have the role of showing the relationship between the verb and its participants and how the verb affect those participants. voice in grammar can be active or passive (Clark, 1871). The other function of verbs is to describe phi- features that is person and number. In the current research, the main objective is to describe the transitive verb and understand the various roles of transitivity in Tugen. The objective of this study was to describe the Tugen transitive verb and analyze its functions in the Tugen dialect. The current research used focus group a research methodology which analyses a small group of people based on their geographic location (Kitzinger, 1994). In the current research, the researchers selected a ten Tugen speakers living in localities around Kabarnet town. These localities were Kapropita, Riwo, Kituro, Kapsoo and Kasoiyo. The researchers were only interested in Tugen speakers residing within these localities and didn't go further to break down the Tugen language into the various dialects. The researchers used the convenience non-probability sampling technique to sample ten respondents. In these five localities, only two respondents were selected from each locality and subjected to a questionnaire. The respondents were selected based on their willingness and to participate. They were not coerced to participate. In addition, the localities were the respondents lived were sampled based on their proximity to Kabarnet town. As such, the researchers and respondent's convenience was put into consideration in the sampling process as proposed by (Sedgwick, 2013). This methodology was preferred since the researchers' interest was to locate only Tugen speakers. As a result, only speakers who spoke Tugen were sampled since they would provide necessary data. They were sampled at their own convenience and willingness to participate and provide data. The respondents were subjected to a questionnaire that had questions which would guide them into providing answers to the set questions. The researchers later transcribed these expressions and translated into English equivalents. He then analyzed the transitive verbal expressions and described their function in Tugen.

Apart from the questionnaire that was subjected to the ten (10) respondents, the researchers also used tape recording so as to avail sufficient data. In the case of the tape recordings,

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the researchers sampled two (2) localities that is, Kasoiyo and Riwo using the non- probability sampling technique to select the two since based on the researchers' judgement, they were the most convenient locations considering that there were ongoing ceremonies in these two locations. The two locations held scheduled a wedding ceremony and thanks giving party. The researchers took advantage of the two ceremonies taking place in Kasoiyo and Riwo to tape record. Later, the tape recordings were transcribed and translated into English and the transitive verb was analyzed. The findings in this research showed that the Tugen verb is ergative in the sense that it is both transitive and intransitive and the subject of the intransitive verb is the same as the object of the transitive verb (ergative). The language can also be described as polyvalent since the transitive verb can accept more than two objects. The subject (NP) can be moved to the object (NP) position and vice versa. This is the same as passivation in an active sentence. In addition, the research found out that Tugen is a verb initial dialect (VI) dialect in which case the verb appears before the subject and the object. The argument structure dictates that the subject and the object are postverbal. The object is normally post verbal and both subject and object of the verb have a cyclic property. The dialect has a clitic (-chi) which is suffixed to the verb to indicate beneficiary of the action of the verb. The morpho- syntactic features such as tense and aspect are marked in the verbal stem by attaching affixes to the base verb since the language is agglutinating. The transitive verb marks tense and aspect, shows benefactive among other functions that will be discussed in the findings of research and recommendations. The dialect is agglutinating in nature since the affixes expressing various phi- features are affixed to the root verb. These affixes are /ka-, ko-, ki-/ they express the following tense categories: immediate past, recent past and distant past actions. Case and theta features can only be assigned by the Case and Theta assigner in Tugen the theta assigner is the verb.

II. REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORKS

In reference to Tamara (2007) From the syntactic point of view verbs may be subdivided into transitive and intransitive ones. Transitive verbs can take a direct object, i.e. they express an action which passes on to a person or a thing directly. These are such verbs as address, offer, promise, bring, and write. Transitive verbs may be followed by one direct object or more than one objects in linguistics called indirect objects. These verbs may also be followed by a prepositional object; as can be seen in the example below:

a) Mary takes after her mother.

On the other hand, intransitive verbs do not require any object for the completion as can be seen in the example below:

b) The water is boiling.

Booij (2005) asserts that Middle verbs in English are intransitive verbs, whereas their base verbs are transitive, that is, require a direct object to be present. Middle verb formation

is therefore a case of change in syntactic valency. With the latter term we refer to the syntactic combinatorial properties of words. Whereas intransitive verbs only require the presence of a subject, transitive verbs require the presence of a second noun phrase that functions as direct object. In many languages, causative verbs are created from base verbs that mention an event or action. The causative verbs have a subject that mentions the causer of the event or action. The combination of a noun and a verb into a verbal compound is usually called noun incorporation. It is used primarily to form verbs that express an institutionalized activity. These incorporated nouns do not denote specific objects, they are non-referential.

Another author Carstairs-McCarthy (2002), a transitive verb (or verbs used transitively) are ones with an 'object' noun phrase, usually indicating the thing or person that is the goal of the action of the verb. Intransitive verbs, lack such an object. A good example is like the sentence; The book lay on the table. All transitive verbs are all causative, that is they mean 'cause to X', where X stands for the meaning of the corresponding intransitive. Causative-incausative verb-pairs are common in English.

The first verb class is the transitive and intransitive verbs. According to 'An Encyclopedia of English by Malmkjaer (2002), in defining Lexically Relevant Information, he asserts that the English VP, the verb is followed by its complements. He further states that English is a SVO language in comparison with Japanese a SOV language (Malmkjaer, 2002: 336). In addition, he says different types of verbs correspond closely to the object and complement that they take. He argues further that sentences that have subject complements, have *intensive* verbs and all other sentences have *extensive* verbs. Malmkjaer (2002), states that based on the unique property of verbs in deciding what dependants it can allow, he asserts that a distinction can be made between transitive and intransitive verbs. A sentence with a subject complement does not permit objects (Detrmond & Hedberg, 2017). These types of sentences are intransitives.

Earlier research indicates that the transitive verbs have various functions in sentential constructions. According to Broekhuis (2010), a transitive verb may have the fuction of marking tense and aspect (TA). TA marking is the work of the VP inflection also called verbal morphology. It is important to note for purposes of the current study that verbs are part of an overall sentence structure. According to a study by Broekhuis (2010), on Word Order Typology, there are approximately six most common word orders. He lists the following: SVO, SOV, VSO, VOS, OVS and OSV. Broekhuis (2010), expounds further that English is an SVO language. In addition, he echoes Greenberg's (1963), Universal Principle which states thus: "In declarative sentences with nominal subject and object, the dominant order is almost always one in which the subject precedes the object". This principle indicates that the SVO order is the most dominant one globally. Bii et al (2014), argue that in Kipsigis applicatives -w-, -chi-, -y- and -en- play the role of changing the utterance into transitive and diatransitive. On the contrary, the valence reducing devices

in Kipsigis i.e. utterances that are always in intransitive form. These utterances do not admit objects.

The other types of sentences that take objects as dependents are called transitive verbs. One sub- class of verbs take objects as dependants, this class of verbs is called transitive verbs. The other class however, doesn't take an object as a dependant but a complement. These class of verb is called intransitive verbs. These are the traditional elements of a sentence which traditional grammarians label *subject, verb, complement, object and adverbial*. The author also states that the subject of a sentence is 'what is being discussed', the 'theme' of the sentence. The predicate implies that something is being said about the subject". He further argues that subject verb agreement determines concord; that is, a singular verb takes a singular subject and a plural verb a plural subject. This discussion on concord, is important in this study since we cannot discuss tense in isolation, TA is intertwined with concord. Sometimes the subject changes its position with the verb to form a question. While analyzing a sentence, the object refers to the recipient, or a person receiving the action of the verb. This is what is traditionally referred to as the 'patient'. For instance;

The girl is now a student– Intransitive

They made him chairman- Transitive

The current study sought to find out if Tugen identifies transitive and intransitive verbs and if so, the role of these verb class in TA marking. In reference to transitive verbs, Towett (1975), says Kalenjin group of languages use the suffix [-chin] to refer to indirect objects. According to Hyman and Mtenje (1999), most Nilo- Saharan languages are centrally monosyllabic. These verbs he says almost always add a prefix to express TA. In addition, he avers that the monosyllabic verbs are also tonal when expressing TA marking features. The present study found out that verb classes in Tugen differ and each category differs from the other in TA marking.

In reference to Hyman (2012) African languages are quite varied in how they treat morphology, their contribution to our understanding of the phonology-morphology interface comes largely from the following areas: tonal morphology, e.g. tonal morphemes, cyclic tonology, segmental "featural affixes", non-concatenative morphology (combination of elements) and reduplication The Tugen normally repeat a word especially if the action is in the immediate past (Chepyegon, 2023). See example below.

Kabaibaiit inen- *He became happy.*

Kawiswisiit boisiet- *The work became easy.*

According to Hyman (2012), the English language identifies different classes of verbs. They are categorized as follows: regular and irregular verbs, transitive and intransitive verbs, dynamic versus stative verbs, linking and auxiliary verbs and the causative verbs. The causative verbs in old English period were categorized as weak verbs, which later extended to the transitive meaning and then fell together with the strong intransitive verbs.

In reference to Crystal (2008), transitive verb function can be classified as follows:

i. Benefactive- Expressing the notion of recipient of item or

object.

ii. Instrumental- Expresses entity affected by the action of the verb.

ii. Locative- Shows the direction of the activity.

Apart from these functions, a transitive verb can also be used to form passive sentences and also mark the reflexive.

III. THEORETICAL FRAMEWORK

The theta- criterion according to Chomsky (1986) falls under the principles of government and binding theory. The binding theory deals with the relationship between NPs in a sentence and their ability to corefer (coindexed) or not to corefer with other NPs. If the NP is related to the same NP or another outside NP, they are coindexed. For example;

a) The boy likes himself- Reflexive (bound)

NP+ V+ NP= coindexed

b) The child likes him- (Free)

NP+ V+ NP (P)

This theory is concerned with the distribution and assignment of theta- roles in NP positions whether bound or free. The theory describes the relationship between arguments and theta- roles. Each argument bears one theta role, and each theta role is assigned to only one argument (Chomsky, 1993). A transitive verb inflects for both on agent argument and a patient argument. Most utterances can either be monotransitive or ditransitive in Tugen meaning that the action of the verb affect either one object or more than one object. A- bar position is a position that in D- structure can be occupied by an argument (NP). A position in which theta roles are assigned. It is important to know that in government and binding sentences are analyzed according to the four levels of representation.

Base- Surface Structures- Deep Structures- (Phonetic Form and Logical Form)

IV. FINDINGS IN THE RESEARCH

INTRODUCTIONS

The research discovered that Tugen doesn't have a distinction that classifies some verbs as tensed or non- tensed. This is because the dialect is agglutinating and the base of the verb by default contains an intrinsic present tense feature which isn't covertly marked. The dialect also doesn't contain helping verbs which other L2 languages refer to as primary auxiliary verbs. This dialect makes use of affixations as discussed earlier which agglutinate to the root. This dialect however makes use of expressions which have the equivalent of a modal auxiliary. The other distinction that is regular or irregular distinction is amorphous since in some cases the base of the verb can admit affixation in a regular manner but the difference is that there is no distinction between a word and a sentence. This dialect as mentioned has the following classes of verbs: regular, irregular, stative, transitive, intransitive and dynamic verbs. However, in the current research, the paper has just focused on transitive verbs only. The transitive verb in Tugen is one that accepts one or more objects. The study found out that the transitive verb has

functions that as discussed below.

V. FUNCTIONS OF THE TRANSITIVE/ CAUSATIVE VERBS

MARKING PAST TENSE

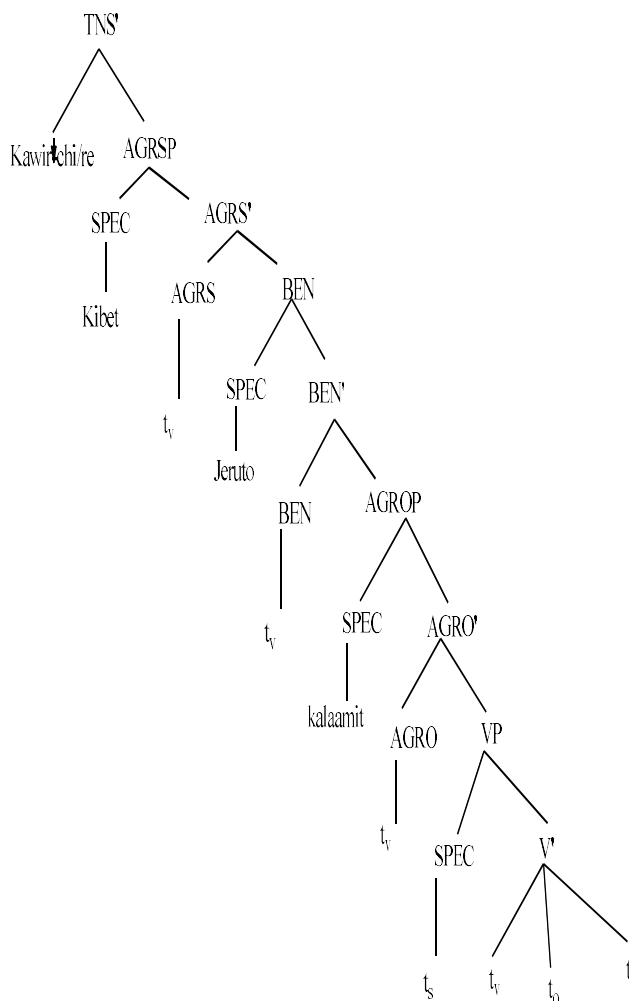
In Tugen, theta roles such as doer and patient are assigned by the verb. The arguments which a verb assigns are referred to as thematic or theta roles as seen in examples below:

- a) **John** cooked **the food**.
- b) **The child** assisted **Mary**.
- c) **The boy** washed **the clothes**.

Each of the sentences above contains two arguments which are in bold, the first NP (noun phrase) is referred to as subject argument, and the second coming after the main verb is called the object argument. The verb assigns the preceding noun the theta role subject and the NP coming after the verb object.

These theta roles have been given specific names in linguistics to assist in distinguishing one from the other. The first argument (NP) preceding the predicate is referred to as *Agent/ doer/ instigator* of the action denoted by the predicate (verb). This NP is the entity that performs the action of the verb. In traditional grammar labelled as subject. On the contrary, the *Experiencer/ patient* is the entity which is affected by the action of the verb. The *agent* is defined as the 'doer' or *instigator* of the action. Tugen is a verb initial dialect, theta roles are

As we said earlier, most in Indo-European languages transitive verbs assign theta roles beginning with subject (NP) ending with an object (NP). This is because the word order is predominantly, SVO, SVC, SVOC. On the contrary, in Tugen subjects and objects come after the verb since the language is verb initial. The transitive verb or extensive verb is that type of verb that takes more than one object as its complements. Transitive verbs are common in Tugen, they are the kind of verbs that take one or more than one object. Since the tense verb begin an utterance, theta roles are assigned cyclically perhaps beginning with the subject (NP) or object (NP) whichever comes first. See the syntactic tree diagram figure 1 below. This dialect which is agglutinating uses an applicative [-chi] which is an argument increasing device.



{Gloss- Kibet threw a pencil at/towards Jeruto.}

Figure 1 Syntactic Tree Diagram with an Applicative {-chi or -re}

The applicative “-chi-” and “-re-” allows the verb to take more than one object. The diagram in figure 1 above lays out the recipient and the doer of the action in the utterance

(i) English: *Kibet threw a pencil at/towards Jeruto.*

Tugen: *Kawirchi Kibet kalamit Jeruto.*

The example (i) above, expresses a recent past action that occurred in the recent past. The immediate past is marked by the prefix [Ka-] in Tugen. The utterance indicates that a person’s action affected the patient/ recipient. It further shows that the action taken affects the object or referent.

Instrumental Function

The other type of applicative that indicate valency in Tugen is the [-re-] instrumental applicative marker. This applicative indicates the object that was used to perform an action. See extract 1 below from the original data.

Extract 1

QVS- Ileni nee ng'imache imwa ile keboisien kiy iwir chi?

QVE- How do you say you used something to stone someone?

RV2S- Aleni kawiren inen koi.

RV3S- Aleni kawiren ichek mayayat.

RV2E- I will say, I hit them with a stone.
RV3E- I will say, I hit them with an egg.

In the data coded RV2S RV3S above, we can see examples of sentences that contain the [-re-] instrumental applicative in Tugen. See examples RV2S and RV3S below.

RV2S- Ká- wír- ré- inen- koi.
IMM PST ká- RV wír- APPL ré- IO inen- DO koi.
I hit him/her with a stone.

RV3S- Kó- wír- ré- inen- mayayat.
REC PST kó- RV wír- APPL ré- IO inen- DO mayayat.

He hit him/her with an egg.

The applicative “-re-” highlights the object that was used to perform an action. The actions that are referred to in this case are those with more than one object. However, there are certain expressions in Tugen that reduce the number of objects in a given utterance. The two main types of such utterances which show activities that take place at any given time and with a reduction in the number of objects are the passive and reflexive.

(ii) English: *Jane threw a stone at/towards Samson.*

Tugen: *Kawirre Jane koita Samson.*

This applicative {-re} in example (ii) above has also been used to express the immediate past tense. However, the applicative {-re} indicates the item or object that was used to harm Samson i.e. a stone. The two applicative [-chi- and -re-] in Tugen increase the number of objects taken by the verb. Apart from increasing the number of arguments that the verb can take, the applicative [-chi- and -re-] also express an action in the recent past. They can be used to form as many expressions as possible to express three types of past tenses using the various allomorphs of the morpheme [Ka]. The other allomorphs are indicated below:

(iii) Tugen: *Kowirre Musa Lynn mayayat.*

English: *Musa hit Lynn with an egg.*

(iv) Tugen: *Kiwirre Musa Lynn mayayat.*

English: *Musa hit Lynn with an egg.*

The morphemes [Ko- and Ki-] are allomorphs of the morpheme [Ko-]. In example (iii) above, the speaker is expressing a recent past event and the morpheme [Ki-] expresses a distant past event.

6.3 Beneficiary Role

These applicatives enable us to identify the beneficiary of something, location of the action and instrument used by the speaker. See extract 1 below.

Extract 1

S4AP -Asome ale tun kaalchi lagochu sikig garisiek ak komuuch koborchi ichek malik kemwaa kongoi. Angen ale ye yai kou noto, ko kergeri ak kele kaalchi inen logoyat. Asome choto tugul eng Kainet nebo Jeso Christo; Amen.

Translation

I pray that when they will have the ability to buy their parents new cars, and be able to access material belongings, we won't forget to give thanks. I know that if they do like that,

it is the same as saying they bought them a fruit. I pray all these in the name of our Lord Jesus Christ; Amen.

In example S4AP below, we can see how the applicative [-chi-] is used to identify someone who has received a gift in the immediate past, recent past and the distant past. The applicative -chi- may also demonstrate the beneficiary of something see example below coded S4AP.

Benefactive

S4AP- Ká- âl- **chí**- inen logoyat.
IMM PST TNS ká- RV buy âl- APPL chí- IO inen- DO logoyat.
He bought him a car.

The other examples below, highlight how the allomorphs {ko- and ki-} of Tugen can be used to express the beneficiary of an action in the recent and distant past.

Extract 2

S5CG: Kongoi, **asome** ale si atil ngalek, Kongoi am pastor ne **kakoamchi** bichu sirutik che tililen. Keigei sirutikap Jehova kosir chi neamchini ake logoi. Kaiborweech ak **koborchi** pastor chi age tugul kole bo kamanuut ng'alekap Jehova. Mamache aib saet ne oo. **Kakowirchi** chi age tugul mbiret pastor. Ra ko achek tugul kebe gaa ak kebar muryaat ne samis ne mii olin bo gaa. Kou yo barei busiit muryaat. Muryaat ko tengekto eng acheek tugul. Amache asom barnotik tugul ye kaba sugul ko maegu biik che lenei kakul sigaret ochei, kakul missing! Tos iman ye igiligei sigik kochengei school fees komi alak the lasekei ak ng'alek che bo mayeek ak atepto ne samis? Amache lagochu asom ale ometen atepto ne ya, opwaat akobo sobengwong. Asome ale okwek tugul onai ole okweek che karon okwany si keam ak achek. Amache ale age tugul itou ing'wal sobeng'ung anan itou icheng che chekuk. Kakoek kasarta ne koi olue chego, amache ale otoun onyiy bento agot okwek. Mamache leiye karon kole age nda kiangen, nda kiakase iit. Kas anyon ra, mwa age tugul ile, akase nga'lechu bo ra. Bagach kiy ne ileni akas! Amache age tugul komwa kole, atiari mbire nyuu. Makimache ngalek chebo mara atar somanet, anan **aam malik kab boiyot**. Age tugul ne mii you ko inen ne karon kosiar yu ak yun asi konyoru kii nekiamei. Onai ole momi ngalek cho kilen ma tun agilgei ye kaegu chi ne o. Asome ale onkegilgei lakwa ake tugul. Asome ale mosas sigichu ako age tugul ne kakitoretin ra, kaigai ocham sigichu eng atkai ko tugul. Asome ale obagach atepto ne ya ak oegu bich che karon **kemangtaen**. Kaigai ongeon sobet lakwa age tugul ne kakikwechi kweanutik. Ongeripkei asi karon makilenei pwat, kalu sese chego, kikisember mbar ako mami kiy ne keamei. **Kimache** karon kekas kele kakosiryo lagok, kimache karon kelenei ongebe keee chaik am kaino. Ara anyon lagochu oba sugul ak **osirisyei** komie ye inetisyei konetindet. Oegun bich che karon **kuiibu** tegisto eng nganasani. Ak bich che lenei, nda akas ng'alechu ra. Kongoi mising.

Translation

Thank you, I am requesting that I shorten/cut my speech/ words. Thank you, pastor, for your preaching to us the holy word of God. God's word is better than someone chatting stories with another one. Pastor has shown us and everyone else that God's word is important. I don't want to take a very long time. Pastor has thrown to everyone the ball, as such we

all need to go back home and kill the rotten rat which dwells amongst us. The way a cat kills a rat for food. I mean to say the rat is the sin that dwells amongst us. I want to request the all the youth that when they go to school, that they shouldn't be people who say I am the best smoker, I smoke so well. Is it right that when the parents are struggling to get fee, there are others who boast as being the best alcoholics and experts in rotten life? I want to request the youth to abstain from waywardness.

I want you to think about your own lives. I want you to know that you are the ones who will be required to cook for the next generation and all of us to be able to eat. I want each on of you to start to knead your life and to look for your own. It has been long as you drink only milk, I want you to chew meat. I don't want tomorrow one starts to say I wish I knew, I wish I listened. Hear then today, everyone to say, I will hear these words today. Leave doubts like saying can I hear! I want everyone among you to say, I will kick my ball. I don't want wishful thinking such as: I may finish my studies, I will enjoy the wealth of my father. Everyone who is here, it is him/her who tomorrow will scratch here and there so as to get food. I want you to know that there is nothing like wishful thinking like saying: I will work hard in future, I request every youth to work hard. I pray that you don't hate your parents, and anyone who has been assisted you appreciate/ love your parents at all times. I pray that you leave bad life and be people whom tomorrow we can rely on. Let's aim for the best each and every child whom we have assisted today. Let's be careful so that tomorrow we won't regret and say Pwat! A dog drank the milk, we dug the field but we didn't receive any harvest. We want tomorrow we hear that you have passed in exams and people are saying let's go and take tea in that family whose child has succeeded. Therefore, my children, go to school and write everything well as you are taught. Be people who will tomorrow bring us glory in our community. And people who say, I wish to hear these words today. Thank you very much.

S5CG- Kó- âm- **chí**- bichu
 REC PST TNS kó – RV âm- APPL chí- DO bichu.
 He preached to this people.

S5CG- Kí- íbór- **chí**- pastor
 REC PST TNS kí- RV íbór- APPL chí- IO pastor- DO chi age tugul
 The pastor showed everyone.

In all the examples coded S5CG above demonstrate how the applicative [-chi-] increases the arguments in an utterance. The same applicative also highlights the person who received the gift.

6.4 Showing Direction or Location

Apart from expressing the beneficiary of an action, the applicative [-chi-] also indicates location or the direction of an action or activity. This applicative in this sense may carry the meaning of the adverbial “towards” or “to the direction” of the recipient. See example coded S5CG below.

S5CG- Ká- wír- **chí**- chi age tugul.
 IMM PST ká- RV wír- APPL **chí**- DO chi age tugul.

I threw to everyone.

This expression highlights the direction towards which an action was directed at.

In Tugen, transitive verbs may sometimes be classified as causative verbs. These are verbs according to Eastwood (2002), that demonstrate that the action of the verb affects the patient either positively or negatively. See table 1 with examples coded, EXG1 and EXG2 below picked from the field notes See table 1 below.

Table 1. Theta Roles in Tugen

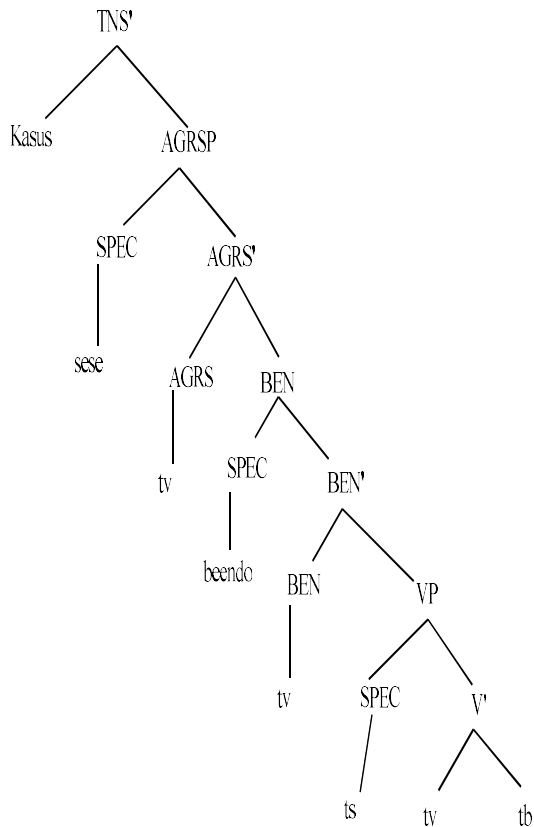
EX	lakwe	logoy	<i>Th</i>
G1-	e	aat	<i>e</i>
Kasus			<i>child</i>
			<i>bit</i>
			<i>the</i>
			<i>fruit.</i>
EX	beend	sese	<i>Th</i>
G2-	o		<i>e dog</i>
Kosus			<i>bit</i>
			<i>the</i>
			<i>meat.</i>
EX	Logoy	lakwe	<i>Th</i>
G3-	aat	e	<i>e</i>
Kisus			<i>child</i>
			<i>bit</i>
			<i>the</i>
			<i>fruit.</i>

Kásùs lakwee logoyaat.
 IMM PST ká- RV sùs- IO lakwee- DO logoyaat
 The child bit the fruit.

In the example table 1 above, the action of the child affected the fruit negatively or positively. In this case, the fruit was eaten. The child caused the fruit to diminish or deformity. This other example shows how the dog bit the meat.

Kósùs beendo sese.
 REM PST kó- RV sùs- IO beendo- DO sese
 The dog bit the meat.

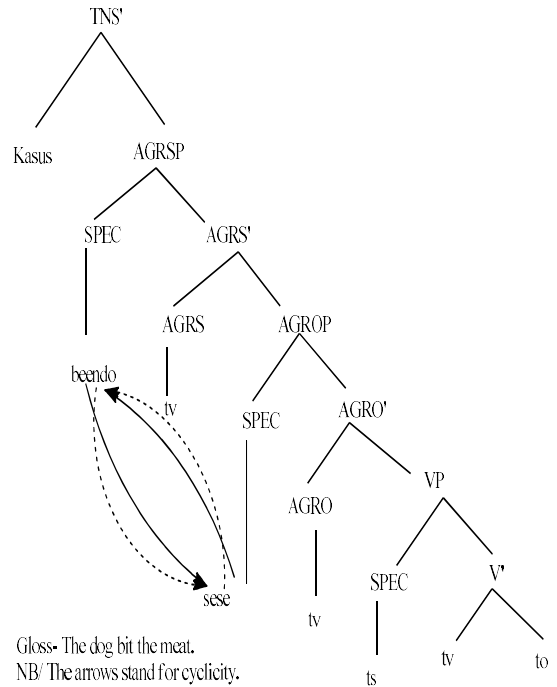
The causative in Tugen has the unique property of cyclicity. This means that the causative verb selects either a subject or an object cyclically. This can be demonstrated in Tugen using the syntactic tree diagram figure 2



Gloss: The dog bit the meat.

Figure 2. Cyclicity In Tugen Example One

In the figure 2 above, the dog caused the meat to reduce in size. The subject 'sese' and object 'beendo' can change their position cyclically. This means that the verb cyclically selects either a subject or an object without affecting its internal structure. Tugen a verb initial language has the object and subject occurring post verbally. The subject or object can exchange positions and the utterance will still remain grammatical. The syntactic tree diagram figure 3 demonstrates clearly the property of cyclicity in Tugen.



Gloss- The dog bit the meat.
NB/ The arrows stand for cyclicity.

Figure 3. Cyclicity in Tugen Example Two

The figure 3 above proves how sentential subjects can exchanges position with the object without affecting or changing the meaning of the utterance.

Role of passive voice

In Tugen, the past can be highlighted in passive constructions whereby the subject is no longer the actor/ doer of an action but becomes the patient or the recipient of the action of the verb. Passive constructions reduce the number of arguments since the person speaking does not need to mention the doer of the action. See the extract below coded QES from the original data. The examples below uses codes that have been borrowed from Donyei's (2007), theory that proposes that data needs to be broken down into meaningful categories. See the codes below:

QES- Ileni nee yo imache imwaa ile kiyaaaka kiy keny?

QEE- How to you say that an event occurred in the remote or distant past?

RE1S- Kiasir kitabuu

RE2S- Kiakwany kimyeet.

RE1T- I wrote (the) book

RE2T- I cooked the ugali.

In example RE2S below, the utterance shows how arguments in a sentence are reduced.

RE2S- Kí/kó/ká- kwány (kimyeet).

REM/DIS/IMM PST Kí/kó/ká – RV kwány- (DO kimyeet).

He cooked ugali.

The example RE2S above highlights how the three past tense allomorphs {ka-, ko- and ki} in Tugen mark tense and the speaker doesn't need to mention the doer of the action. That is the reason why the word 'kimyeet' is in brackets. It highlights that the meaning can be implied from the context. If a speaker wants to show that there is a possibility that someone cooked, s/he can use the expression 'imúúch' to

demonstrate possibility. See example below in extract 3

Extract 3

MCE12: Kongoi am inen ne kakong'alan. Mamache okwek ochirchir missing. Imuch akot kwaany kamanik kimyeet si keam achek tugul. Kamwawan agenge kole, chobei icheget kiy ne kiame eng betut nebo ra. Kaker agot kariinyo ne kakichoobei si keboisey keip tuguk eng siro. A some mama no mi yoo koruut inegei kuniet no inegeei si kobiit koboisei koib tuguk alak che uu nyanyek ak alak. Amache nguni amwochi chi age tugul kotelel asi kitien ak ye ibata kikochi pastor kasarta koamtaweech (congregation stands up and a Christian hymn is sang, then MC12 welcomes pastor).

Translation

Thank you, the parent who has just spoken. I don't want anyone among you to be in a hurry (so much). It is even possible that the mothers of these students have cooked ugali so that we shall all eat. One of them has just told me that they are preparing some meals for us to eat today. I have seen my car being repaired so that it will be used to bring some food items from the market. (calling out to the women) I am requesting that mother near the car to sew the sack herself. The only sack in the car and use it to bring the food items such as tomatoes. I want (now) to ask everyone to stand up so that we can sing and thereafter, we welcome the pastor/give pastor time to preach to us.

MCE13- Ímúúch- kí/kó/ká- kwány (kimyeet)

PST POS Ímúúch- REM/DIS/IMM PST Kí/kó/ká- RV kwány- DO (kimyeet)

The food may have been cooked (ugali).

In example coded MCE13 above, the speaker doesn't need to state what someone was cooking. This is because it is implied that any type of edible item was being cooked. There are also some types of passive in Tugen which show the causative. These are actions that enumerate the effect of an action on another. See example coded MCE13 below.

MCE13- Káríínyòò né ki-chòòb-ê-i

OBJ káríínyòò- ADJ né- PRES ki- RV chòòb- PERF ê- FV i

My car is being serviced.

In the example coded MCE13 above, the speaker implies that his vehicle is being repaired at the present moment. In the same sentence, the person servicing the vehicle is not identified. If the speaker wants to show that the vehicle was being repaired some time back, s/he must introduce a preprefix [ko- or ki-]. See the example MCE14 below.

MCE14- Káríínyòò né kó-ki-chòòb-ê-i

OBJ káríínyòò- ADJ né- PST kó- PRES ki- RV chòòb- PERF ê- FV i

My car was being serviced.

All the examples in the passive voice, the arguments are reduced. This is because the actor is not mentioned.

Indicating the Reflexive

In Tugen, the reflexive refers to constructions in which case the subject and the object relate to the same entity. In languages such as English, reflexive pronouns are normally used to indicate that a particular subject and object refer to the same entity. Tugen uses the suffix {-gei} to identify reflective actions in the present and past. The example coded S3PS (B)

extract 3 highlights tense marking in the reflexive.

S3PS (B)- Jehova inegei, ne imuuch kuwekwok berurto.

NP Jehova inegei- AUX ne- MOD imuuch- FUT PREF ku- RV wekwok- DO berurto

God himself, is the one who is able to give you blessings.

The auxiliary 'ne' highlights that the action is taking place in the present time. The speaker alludes that God can bless them at the time of speech. However, the future prefix [ku-] shows that the action of the referent will occur in future. The reflexive always comes after the root verb. This means that the action can be interpreted to take place in the present or past. The village elder asserts that they need to speak to themselves, or rather there is need for a tête-à-tête. See extract 46 below.

Extract 4

S1VE: Ochamegei okwek tugul, amache asomok ale ng'ot ko mawalakiis neranikap nganasani, ko akere ale makororon ng'aleek. Amache amwochi kirwokindet kongoi amu koker kole ng'ot makikurgei acheek tugul si kobiit kengalchigei, ko kikere kele makororon kabisa ng'aleek. Ara ogeere ogot okweek ole neraniik tugul ko makobendii sugul, makomagen kiy sobeet.

Translation

How are you (all of you)? I want to request that unless the youth of this community change, I am seeing that things are not good (metaphor- mambo si mazuri). I want to congratulate the chief who thought and argued that unless we meet/ if we don't call ourselves so that we can we can talk to ourselves, we are seeing that things are not good at all. You all can see that not all the youth go to school. They don't care about life,

In example coded S1VE below, the reflexive "keng'alalchigei" expresses an action in the present time.

S1VE- Si kobiit keng'alalchigei

CONJ si kobiit- IPPL ke- RV ng'alal- APPL chi- REF gei

So that we speak among ourselves.

In the example coded S1VE below, the utterance expresses a present action that has not yet been accomplished. This is marked by the negative verb 'makikurgei' illustrates that the participants have not yet met. It demonstrates an action that may occur in the near future.

S1VE- Ng'ot makikurgei acheek

COND ng'ot- NEG ma- REM PST ki- RV kur- REF gei- DO acheek

If we don't call ourselves (us).

The example coded S1VE above highlights a wish that needs to be accomplished in the near future.

VI. SUMMARY AND CONCLUSIONS

In summary, the study found out that transitive verbs can be delineated and that they play a key role in assigning theta roles to their arguments. The research also found out that the Tugen suffixes [-chi and -re] are valency increasing devices in Tugen and that this language can be categorized as being polyvalent. Furthermore, the study found out that the transitive verbs mark tense and aspect as well identifying the beneficiary of an action or the showing the location of an action. The research

also found out that both the free and bound arguments can still be assigned theta roles by the assigner and that these arguments are cyclic since they can interchange positions without affecting sentential meaning or word order. The researchers however argue here authoritatively that there are still gaps that need to be filled in the current research and there are still many grey areas that still need further research. There are still a number of verb classes that need further investigation. In addition, there are still different theoretical frameworks that still need to be tested using the numerous African languages that have not been researched on.

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