Complement- Adjunct Distinction in Shona

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Abstract
The researcher looks at complement- adjunct distinction in Shona, a language spoken in Zimbabwe. The researcher sheds light on the thin dividing line between the two. Complement- adjunct distinction is problematic (Radford, 1988). As an L1 speaker of the language, the researcher makes use of intuition to gather data as well as to make judgements on the sentences' grammaticality and acceptability. Five parameters/ properties have been utilised. The research shows that instead of a clear cut dissertation, there is a complementarity continuum. All the range of phrases and clauses serve to complete the sense of the head, though there are varying degrees of cohesion. Thus the researcher notes that phrases and clauses can be placed on a complementarity scale with the NP complement high on the scale and the AdvP complement low on that scale.

1.0 Introduction
This paper focuses on the distinction between a complement and an adjunct in Shona a Bantu language spoken in Zimbabwe. Traditionally, a complement is defined as a constituent of a clause, such as Noun Phrase (NP), Verb Phrase (VP) that is used to predicate a description of the subject or object of the clause. In generative syntax, a complement is defined as phrasal or clausal category which is selected (subcategorised) by the head of a phrase. A subcategorised phrase is obligatory and therefore a complement whereas adjuncts are optional. The predicate argument structure (PAS)[2] is claimed to determine which elements of the sentence are obligatory (Hageman, 1994). Hageman (1994) argues that adjuncts have the function of telling us about the how, when or what of the situation expressed by the respective sentence. She says the term adjunct is used as one of adverbial that is an Adverbial Phrase (AdvP). Is equal to an adjunct. On the contrary, Dembetembe (1987) and Fortune (1984) identifies adverbial phrases of manner, place, degree and time as complements. On the same note Jakaza (2001) points out that AdvP function as the how, when, what and where complements. This clearly points out that although these terms have been defined and widely used in literature, the distinction between complement and adjunct is still problematic (Radford, 1988). The distinction is also not clear especially with oblique arguments and in languages in which complements can be freely omitted if they are understood from the context (Baker, 1996). The distinction cross- cuts the core/ oblique distinction since there are oblique which are complements and others which are adjuncts. To shed light on this distinction five parameters are employed. These parameters will show that the distinction is not solid and that complementation[3] is a matter of degree[4].

2.0 Set of Properties/ Distinguishing Parameters

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2 The PAS is a schematic representation which shows a predicate together with its arguments and their categorical status.

3 Complementation is the addition of a phrase or clause to complete the sense of the head or predicate.

4 The study is restricted to complements and / or adjuncts of the verb. The research focuses on the phrases and clauses that function as complements or adjuncts of the verb in Shona. Grammaticality and acceptability of syntactic structures is utilised to judge whether the phrase or clause is a complement or adjunct. A sentence is grammatical when it is consistent with the rules of grammar of a particular language. Grammar is the way in which morphemes and words are organized into larger units (Trask, 1993). Acceptability is the degree to which a proposed sentence or utterence is adjudged permissible and interpretable by native speakers.

The parameters to be utilised below will try to come up with a dichotomy between the two terms, complement and adjunct. A parameter or property is looked at as something that set one thing apart from others.

2.1 Order/ Adjacency

Complements and adjuncts are argued to occur in a certain order in the sentence structure. In the event that a complement and an adjunct occur in the same sentence, complement occurs closer to the head/ precede the adjunct (Radford, 1988). In head- initial languages the head precedes its complements and in head- final languages the head follows its complement. Shona is a head- initial language.

1a.   Baba   va- rov- a   mai   mangwanani
      1a- father 2a- beat-TV 2b- mother in the morning
      'Father beat mother this morning'

b.   *[5]Baba varova mangwanani mai
      'Father beat this morning mother'

2a.   Vana   va- end- a ku- chikoro   masikati
      2-cchildren 2- go- TV 17- shool   in the afternoon
      'The children went to school in the afternoon'

b.   ?[6]Vana vaenda masikati kuchikoro
      'The chioldren went in the afternoon to school'

3a.   Amai   va- ka-   sung- a   dhuku   mu- musoro
      2b- mother 2a- PRES-wear- TV 5-doek 18-   3-head
      'Mother has a doek (head cloth)'

b.   ?Amai vakasunga mumusoro dhuku
      'Mother has on the head a doek'

4a.   Ticha   a- end   -a masikati   kuti a-   zo   -dzok -a   ne-
      1a-Ticha 1a-go-   TV in the afternoon COMP   1a- FUT- return- TV OblM-
      1-mwana
      child
      'Ticha went in the afternoon so that he will come with the child'

b.   Ticha aenda kuti azodzoka nemwana masikati
      'Ticha went so that he will come with the child in the afternoon'

In example (1) reversing the order of the phrases results in ungrammaticality. In (2) the can be judged either ways , but in (3) and (4) the sentences are both grammatical and acceptable. However, this parameter did not account the fact that a verb may take more than one complement and of different types. The successive complements my have different thematic roles. The thematic role that is higher on the hierarchy will automatically appear closer to the head[7].

5   The asterisk show that the sentence is ungrammatical
6   The question mark shows that the sentence can be accepted or not.
7   Phrases and clauses are assigned thematic roles (semantically) which they play in a sentence structure. These

2.2 Iterability

Iterability is the ability of a phrase or clause to be applied any number of times in the same clause or sentence. In other words, there are phrases that can be applied any number of times and others which cannot. Hence, iterability is argued to be an interesting property of adjuncts in that they can be applied any number of times of which complement cannot.

5. Amai   va- bik-   a sadza zvinyoro nyoro zvakanaka zvinofadza
2b-mother 2a- cook- TV sadza slowly   nicely extremely good
'Mother cooked sadza slowly nicely extremely goog'

6. Baba   va- rov   a   amai   mwana tete...
1a- father 2a- beat- TV 2a-mother 1- child 1a- aunt
'The father beat mother child aunt...'

7. Mukomana   u- no-   dzidz   is   -a ku- chikoro ku-UZ
1- boy   1-PRES- teach- CAUS- TV 17   -school   17- UZ
ku- Harare
17- Harare
'The boy teaches at the school at the UZ in Harare'

Examples above show that any phrase can be applied any number of times. The phrases must be of one type, for example adverbial phrases of manner or location, noun phrases. The capacity of language users to provide and understand an indefinitely large number of sentences is a property of language (Fromkin and Rodman, 1998).

2.3 Preposing

Preposing is a process were the phrase or close that is after the verb is raised to the front or a position before the verb. The sentence is not passivised, the verb remains in its active form. It is based on the assumption that adjuncts prepose **easily**. Its a property of adjuncts.

8a.   Tino   a- end- a   ku- munda
1a- Tino 2a- go- TV 17- field
'Tino went to the field'

b.   Kumunda kwaenda Tino
'To the field went Tino'

9a.   Mukomana a- wuy- a   manheru
1- boy   1- come- TV in the morning
'The boy came in the evening'

b.   ?Manheru awuya mukomana
'In the evening came the boy'

10a.   Tari   a- no-   fung- a kuti   amai   va- end- a ku- basa
1a- Tari 2a- PRES- think-TV COMP 2b- mother 2b- go- TV 17- work
'Tari thinks that mother has gone to work'

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thematic roles are put on a hierarchy, the thematic hierarchy. The hierarchy is believed to have an influence on the assignment of these thematic roles to grammatical functions.

b.   *Kuti mai vaenda kubasa zvinofunga Tari
        'That mother has gone to work thinks Tari'

11 a.   Tino   a- dy- a   chingwa
        1a- Tino 2a- eat- TV 5- bread
        'Tino ate the bread'

b.   *Chingwa chadya Tino
        'The bread ate Tino'

In example (8) the LOC- NP preposes easily as compared to AdvP in (9). The NP and the embedded sentences in (10) and (11) results in ungrammatical structures. In this respect the LOC- NP is adjudged to be an adjunct and the others complements.

2.4 Passivisation/ Subjectivisation

Passivisation is a process that promotes the direct object of an active sentence to the subject position and the original subject is omitted or demoted to the oblique position (Hyman and Durant, 1982). The direct object becomes the grammatical subject of the passive sentence. If the sentence remains grammatical it means that the promoted phrase or clause is a complement. It is based on the assumption that only complement can be passivised and /or attains subject status. The grammatical subject attains all the subject functions.

12 a.   Baba varova amai (example 1)
        'Father beat mother'

b.   Amai   va- roh- w-   a   na-   baba
        2b- mother 2a -beat- PASS -TV OblM- 1a- father
        'Mother was beaten by father'

13 a.   Tino aenda kumunda (example 8a)
        'Tino has gone to the field'

b.   Kumunda kwa- end- w- a   na-   Tino
        17- field 17-   go- PASS -TV OblM- 1a- Tino
        'Tino is the one who went to the field'

14 a.   Amai vakasunga dhuku mumusoro (example 3a)
        'Mother has a doek'

b.   Dhuku ra- ka-   sung- w-   a   mu- musoro na-   amai
        5- doek 5-PRES-wear- PASS -TV 18- 3- head OblM- 2b- mother
        'The doek is the one the mother is wearing'

c.   Mu- musoro ma- ka-   sung- w-   a dhuku   na-   amai
18- 3- head 18- PRES- wear- PASS -TV 5- doek OblM- 2b- mother
'It is on the head that the mother is wearing the doek'

15 a.   Tari anofunga kuti amai vaenda kubasa (example 10a)
        ' Tari thinks that mother has gone to work'

b.   ?Kuti amai   va- end- a   ku -basa zvi- no-   fung- w-   a   na-Tari

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COMP 2b mother 2a- go- TV 17- work 8- PRES- think- PASS- TV OblM-
Tari
'That the mother has gone to work is what Tari thought'

16a. Vana vaenda kuchikoro masikati (example 2a)
'The children went to school in the afternoon'

b. ?Masikati   a- end- w-   a   ku- chikoro na-   vana
in the afternoon 2a- go- PASS – TV 17-   school OblM- 2- children
'It is in the afternoon that the children went to school'

c. ?Ku- chikoro kwa- end- w-   a   masikati   na-   vana
17-   school 17-   go- PASS- TV in the afternoon OblM- 2-children
'It is to the school that the children went in the afternoon'

The phrases and clauses which are objects or after the verb in the active sentences have been promoted to the subject position and the subject demoted to an oblique. In all the instances, the sentences are grammatical and acceptable though (15) and (16) can be judged either ways. Where are adjuncts?

2.5 Obligatoriness/ Subcategorisation

Subcategorisation is a requirement of a predicate to take a category or categories of a particular type as its complement (Arts, 1997). A subcategorised phrase or clause is obligatory. Obligatory phrases and clauses are complements whereas optional ones are adjuncts. Hageman (1994) distinguished a complement from an adjunct using the argument structure of a predicate. She points out that a complement is an argument of a predicate. An argument of a predicate is an obligatory constituent. A phrase or clause is judged obligatory or an argument of a head by speakers of that particular language. If one omits an obligatory phrase or argument, ungrammatical or ambiguous structures are formed.

17a. Baba varova amai (example 12a)
'Father beat mother'

b. *Baba varova
'Father beat'

18a. Tino aenda kumunda (example 13a)
'Tino has gone to the field'

b. ?Tino aenda
Tino has gone

19a. Mukomana wawuya manheru (example 9a)
'The boy came in the evening'

b. ?Mukomana wavuya
'The boy came'

20a. Tari anofunga kuti amai vaenda kubasa (example 15a)
'Tari thinks that mother has gone to work'

b. *Tari anofunga

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'Tari thinks'

Deletion or omition of the phrases or clauses in (18) and (19) results in ambiguous sentences,   raises questions and in (17) and (20) it results in ungrammatical sentences. The AdvP and   the LOC-NP cannot be freely ommitted if they are not understood from the context. Baker (1996) points out that in some languages complements can be freely ommitted if they are understood from the context. This might also suggest that Shona is one of these languages. The ommitted phrases and clauses add some conceptual meaning to the verb, hence are complements.

3 Complementarity Scale

Distinguishing a complement from an adjunct is problematic. In one instance a phrase or clause satisfies a complement parameter but in the other it also satisfies an adjunct parameter, for example, the LOC- NP was identified as a complement under the Order/ Adjacency parameter but an adjunct under Iterability. Though the tests / parameters show that distinguishing a complement from an adjunct is not solid or clear cut, they have also shown that the phrases and clauses exhibit varying degrees of cohesion to the heads they complete. Rather than a clear- cut dichotomy, the parameters show that there is a complement continuum. The varying degrees of cohesion forms a scale, the complementarity scale. Phrases and clauses that show a high degree of cohesion are thus high on the scale and those that show least degree of cohesion are low. This complementarity scale places complements on the high end of the scale and adjuncts on the low end of the same scale. The number of properties or parameters that a phrase or clause satisfies ranks it high or low on the scale.

In the table below, the positive mark (+) indicate that the phrase or clause satisfied the parameter, the negative mark (-) indicate that it did not satisfy the parameter and the question mark (?) shows that the phrase or clause can be judged either ways.

Properties/ Parameters					
Phrases/ Clauses	Order/ Adjacency	Iterability	Preposing	Passivisation/ Subjectivisation	Obligatoriness/ Subcategorisation
NP	+	?	-	+	+
LOC-NP	+	+	+	+	?
AdvP	+	+	?	?	-
Embedded Clause	+	-	-	?	+

Table 1.

Of the five parameters employed, three are complement properties and two are adjunct properties. The NP complement has satisfied all the three complement properties and is ranked high on the complementarity scale while the AdvP has satisfied one complement property and one adjunct property and is ranked low on the same scale. The other two,   the LOC- NP and the embedded clause are in the continuum.

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4. Conclusion

The researcher looked at the distinction between a complement and an adjunct in Shona, a language spoken in Zimbabwe. Five parameters have been employed to shade light on this distinction which is 'problematic'. The parameters / properties show that there varying degrees of complementarity in Shona. All the range of phrases and clauses serve to complete the sense of the predicate. This is a complement function, hence they are complements. However, omition of one resulted in ungrammatical structures being formed, but for others in ambiguous sentences. This serves to show that there are varying degrees of complementarity. The researcher notes that there is a complementarity continuum with high complementarity on one end and low complementarity on the other. The parameters placed the NP complement high on the complementarity scale and the AdvP complement low on the same scale. The researcher notes that though the AdvP is low on the complementarity scale it has satisfied some complement properties. This serves to confirm that the observation by Dembetembe (1987), Fortune (1984) and Jakaza (2001) that the AdvP is a complement in Shona is true. The LOC- NP and the embedded clause are within the continuum. This is a initial investigation on Shona. Further investigation could be carried out in Shona and other Bantu languages and even other language families.

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