به نام خدا

A Comparative Study on English and Khezeli Kurdish Adjuncts based on Halliday(2004)

بررسی تطبیقی افزوده در زبان انگلیسی و کردی خزلی بر اساس مدل هالیدی ۲۰۰۴

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CONTENTS

CHAPTER ONE:INTRODUCTION 11

1.1 Overview of the Chapter 11
1.2 Introduction 11
1.3 Statement of the Problem 13
1.4 Objectives of the Study 16
1.5 Research Questions 17
1.6 Research Hypotheses 18
1.7 Significance of the Study 19
1.8 Research Innovation 20
1.9 Rationale of the Study 21
1.10 Definition of Key Terms 22
1.11 Structure of the Study 24
1.12 Chapter Summary 25

CHAPTER TWO:REVIEW OF THE LITERATURE 27

2.1 Introduction 27
2.2 Theoretical Background 28
2.3 Review of Previous Studies 35
2.4 Methodological Critique of Previous Studies 48
2.5 Gaps in Previous Research 50
2.6 Methodological Implications for the Present Study 52
2.7 Contributions and Innovation of the Present Study 53
2.8 Pedagogical and Translational Applications of SFG-Based Adjunct Research 54
2.9 Chapter Summary 55

CHAPTER THREE:METHODOLOGY 57

3.1 Introduction 57
3.2 Theoretical Background 58
3.3 Research Design 62
3.4 Research Population and Sampling Procedure 63
3.5 Data Collection Instruments 65
Table 3.2 Structure of the Expert Validation Questionnaire 68
3.6 Data Analysis Procedure 69
3.7 Halliday and Hasan's (1976) Classification of Conjunctive Relations 74
3.8 The Adjunct-Complement Distinction in Khezeli Kurdish 77
3.9 Validity and Reliability of the Study 79
3.10 Ethical Considerations 80
3.11 Chapter Summary 81

CHAPTER FOUR:DATA ANALYSIS AND FINDINGS 83

4.1 INTRODUCTION 83
4.2 SEMANTIC FUNCTIONS OF ADJUNCTS IN THE CORPUS 84
4.3 QUANTITATIVE FINDINGS: DISTRIBUTION OF ADJUNCT TYPES AND STRUCTURAL REALIZATIONS 90
4.4 QUALITATIVE SFG ANALYSIS: REPRESENTATIVE EXAMPLES 102
4.5 METAFUNCTIONAL OVERLAP ANALYSIS: ADDRESSING RESEARCH QUESTION 3 .. 109
TABLE 4.8 METAFUNCTIONAL OVERLAP BETWEEN ENGLISH AND KHEZELI KURDISH ADJUNCT PAIRS 110
FIGURE 4.3 OVERALL METAFUNCTIONAL OVERLAP AND STRUCTURAL DIVERGENCE BETWEEN ENGLISH AND KHEZELI KURDISH ADJUNCTS 110
4.6 DISCUSSION OF FINDINGS IN RELATION TO RESEARCH QUESTIONS AND HYPOTHESES 111
4.7 SITUATING THE FINDINGS WITHIN THE BROADER LITERATURE 116
4.8 CHAPTER SUMMARY 118

CHAPTER FIVE:CONCLUSIONS AND IMPLICATIONS..... 121

5.1 INTRODUCTION..... 121
5.2 SUMMARY OF THE STUDY 121
5.3 RESPONSES TO THE RESEARCH QUESTIONS 125
5.4 CONCLUSIONS 135
5.5 IMPLICATIONS 137
5.6 SUGGESTIONS FOR FURTHER RESEARCH..... 144
5.7 LIMITATIONS OF THE STUDY..... 146

REFERENCES 149

APPENDIX 159

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List of Abbreviations

Abbreviation	Full Form
AdvP	Adverbial Phrase
BNC	British National Corpus
COCA	Corpus of Contemporary American English
EFL	English as a Foreign Language
H&M	Halliday and Matthiessen (2004)
L1	First Language
L2	Second Language
LOB	Lancaster-Oslo/Bergen Corpus
NP	Noun Phrase
PP	Prepositional/Postpositional Phrase
RQ	Research Question
SFG	Systemic Functional Grammar
SFL	Systemic Functional Linguistics
SPSS	Statistical Package for the Social Sciences
SOV	Subject-Object-Verb
SVO	Subject-Verb-Object
TOC	Table of Contents
VP	Verb Phrase

Abstract

Systemic Functional Grammar (SFG), developed by Halliday in the 1960s, views language as a social semiotic resource for meaning-making in social contexts, simultaneously realizing ideational, interpersonal, and textual metafunctions in every clause. Despite extensive SFG research on adjuncts in English, research on Khezeli Kurdish, a Southern Kurdish dialect spoken by approximately 500,000 people in western Iran, remains severely limited, creating a significant gap in cross-linguistic analyses of minority languages. This study addresses the following research questions: (1) What are the frequencies and structural realizations of experiential adjuncts in English versus Khezeli Kurdish? (2) To what extent do interpersonal adjuncts in Khezeli Kurdish rely more on clausal forms than English? (3) What is the percentage overlap in functional correspondences across metafunctions? (4) How do cultural and contextual factors influence adjunct selection? (5) What pedagogical implications emerge for bilingual EFL education in Iran? To address these questions, a descriptive-analytic, mixed-methods design was employed using a parallel corpus of 74 declarative sentences compiled from Inside Meaning (Oxford University Press, 2005), an EFL textbook emphasizing SFG concepts. Sentences were purposively selected and validated via a structured expert questionnaire administered to 20 linguistics experts (10 native Khezeli Kurdish speakers with MA/PhD degrees and 10 SFG specialists from Iranian universities) through Google Forms (February 2025; response rate: 100%; inter-rater reliability: Cohen's $\kappa = .82$). Data analysis followed Halliday and Matthiessen's (2004) SFG model, combining qualitative coding via NVivo v.14 for metafunctional categories and quantitative frequency analysis via SPSS v.27 using chi-square tests and Cramer's V. Findings reveal that adverbials are the dominant realization in both languages (71.43% English; 70.37% Khezeli Kurdish for experiential adjuncts), prepositional phrases show near-equal distribution (~25–28% in both), and clausal realization is least frequent but significantly higher in Khezeli Kurdish for interpersonal adjuncts (23.53% vs. 4.17% in English; Fisher's exact test, $p = .041$). Functional correspondences across

metafunctions stand at 70.27% overall, confirming cross-linguistic metafunctional equivalence, while structural divergences reflect ergative alignment, postpositional morphology, and cultural preferences for interpersonal indirectness in Khezeli Kurdish discourse. This study contributes threefold: (1) it provides the first systematic SFG-based analysis of adjuncts in Khezeli Kurdish, enriching Kurdish linguistics and minority language research; (2) it offers insights into syntactic-semantic patterns relevant to cross-linguistic contrastive studies; and (3) it generates practical implications for bilingual EFL pedagogy, translation training, and curriculum design in Iranian educational contexts. Future research should expand to spoken corpora and other Kurdish dialectal varieties.

Keywords: *adjunct, experiential metafunction, interpersonal metafunction, Khezeli Kurdish, systemic functional grammar, textual metafunction, contrastive analysis, cross-linguistic, bilingual EFL pedagogy*

Chapter One
Introduction

1.1 Overview of the Chapter

This chapter introduces the present study by providing the necessary background for understanding the research problem, situating it within the broader field of Systemic Functional Grammar (SFG) and cross-linguistic adjunct analysis. The chapter proceeds in the following order: Section 1.2 provides an introduction to SFG and its relevance to the study of adjuncts. Section 1.3 presents a detailed statement of the research problem. Section 1.4 articulates the objectives of the study. Section 1.5 states the research questions. Section 1.6 proposes the research hypotheses. Section 1.7 discusses the significance of the study. Section 1.8 outlines the research innovation. Section 1.9 presents the rationale of the study. Section 1.10 defines key terms operationally, arranged in alphabetical order. Section 1.11 describes the structure of the thesis, and Section 1.12 provides a chapter summary.

1.2 Introduction

Systemic Functional Grammar (SFG), originated by Michael Halliday in the 1960s and subsequently developed in collaboration with

Christian Matthiessen and other scholars, constitutes a meaning-centered theory of language that treats grammar as a resource for making meaning rather than a set of prescriptive rules (Halliday, 1985, 1994; Halliday & Matthiessen, 2004). Unlike formal approaches to grammar, which focus on compositional semantics, syntax, and word classes, SFG foregrounds the contextualized, practical uses to which language is put, what language has evolved to do in social and cultural contexts.

The term systemic refers to the view of language as 'a network of systems, or interrelated sets of options for making meaning' (Halliday, 1994, p. 23). Speakers do not passively apply fixed rules; they make choices from sets of grammatical options, and these choices are shaped by the context of situation and the context of culture in which communication occurs. The term functional indicates that the analytical approach is concerned with explaining why language is structured as it is, the structures of language reflect the functions they serve.

For Halliday, all languages simultaneously serve three generalized functions, referred to as metafunctions. The ideational metafunction construes experience, meanings about the outer world of events and actions and the inner world of consciousness. The interpersonal metafunction enacts social relations, meanings concerned with the roles speakers take up and assign to others, with evaluations, attitudes, and degrees of certainty. The textual metafunction organizes the other two functions into coherent messages, ensuring that stretches of language cohere as text rather than as disconnected strings of clauses (Halliday & Matthiessen, 1999, 2004).

In SFG, language is analyzed at three different strata: semantics, lexicogrammar, and phonology. The term lexicogrammar captures the integrated treatment of grammar and lexis, which in SFG are not separate levels but different degrees of specificity within a single stratum (Halliday & Matthiessen, 2004). Each clause simultaneously realizes all three metafunctions, and the analyst's task is to describe how this simultaneous meaning-making is achieved through grammatical choices.

A key concept in Halliday's approach is the context of situation, which is constituted through three variables: field (what is happening, the social activity and its subject matter), tenor (who is involved, the roles and relationships between participants), and mode (what role language is playing, the channel and medium of communication). These variables are systematically related to the three metafunctions: field relates principally to ideational meaning, tenor to interpersonal meaning, and mode to textual meaning (Halliday, 1994). This systematic relationship between context and language makes SFG particularly suitable as a framework for analyzing adjuncts, whose realization and function are sensitive to context of situation and the cultural norms of the communities in which language is used.

1.3 Statement of the Problem

Adjuncts, as optional elements in clause structure, play a pivotal role in realizing the metafunctional meanings of language within Systemic Functional Grammar (SFG), namely the ideational (experiential and

logical), interpersonal, and textual strands (Halliday & Matthiessen, 2004). They enrich predicates by adding circumstantial detail (e.g., time, place, manner), enacting speaker stance (e.g., modality, polarity), and ensuring textual cohesion (e.g., conjunctive relations). In English, adjuncts have been extensively analyzed for their syntactic realizations, adverbials, prepositional phrases (PPs), and clauses, and for their functional contributions to discourse analysis, translation studies, and pedagogy (Biber et al., 1999; Thompson, 2014). Corpus-based research has established that adverbials dominate experiential adjuncts in English, occurring at approximately 65% frequency, while clauses more frequently signal concessive or causal relations in textual metafunctions (O'Donnell, 2018).

However, this substantial body of research is predominantly English-centric, with limited extension to typologically diverse or minority languages. Khezeli Kurdish, a Southern Kurdish dialect spoken by approximately 500,000 people in western Iran, represents a significant gap in this literature. As an Indo-Iranian language with ergative alignment and postpositional prepositional phrases, Khezeli Kurdish exhibits adjunct patterns that diverge systematically from English, including greater reliance on clausal structures for interpersonal nuance, reflecting cultural norms of indirectness, and postpositional phrases for locative experiential meanings (Gündoğdu, 2018; Miremadi, 2021). Yet no systematic SFG-based contrastive study has examined adjunct realizations in English and Khezeli Kurdish declarative clauses.

Existing Kurdish linguistics research focuses primarily on descriptive grammars of Kurmanji and Sorani varieties (Gündoğdu, 2018; McCarus, 1958; Thackston, 2006), or on Persian-English contrastive analyses (Ghadessy, 1999; Miremadi, 2021), with minimal attention to dialectal variations such as Khezeli and to metafunctional equivalences across language pairs. This absence creates both a theoretical gap, the lack of SFG analysis for a typologically distinctive minority dialect, and a practical gap in our understanding of how adjunct differences affect bilingual communication and second language learning.

The practical implications of this gap are significant. In bilingual Iranian educational contexts where Khezeli Kurdish-English instruction is widespread, unaddressed adjunct differences contribute to systematic transfer errors in translation and English as a Foreign Language (EFL) teaching, for example, the misrendering of textual conjunctive adjuncts as simple adverbials, resulting in pragmatic losses (Kim, 2023). Without empirical evidence from parallel corpora, educators and translators lack the tools necessary to bridge these structural and functional gaps, perpetuating inefficiencies in curriculum design and intercultural communication.

This study addresses these theoretical and practical gaps by conducting a systematic, SFG-based comparative analysis of adjunct realizations in a parallel corpus of 74 declarative sentences drawn from a standardized EFL textbook and their validated Khezeli Kurdish translations. The analysis reveals both functional correspondences