

NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY

THE METAREPRESENTATION MARKER *gu:*  
A BUDU PARTICLE

BY

'ANZETAKA DANGA'

A Linguistic Project submitted to the Graduate  
School in partial fulfilment of the requirements for  
the degree of Master of Arts in Translation Studies

JUNE, 2003

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0031661

Student's declaration

**THE METAREPRESENTATION MARKER *gu*: A BUDU  
MARKER**

I declare that this is my original work and has not been  
Submitted to any other College or University for academic credit.

The views presented herein are not necessary those of the Nairobi Evangelical  
Graduate School of Theology or the Examiners.

Signed)   
Anzetaka Danga

June, 2003

## ABSTRACT

The present study focuses on some uses of the metarepresentation marker *gʉ* in the Budu language. Metarepresentation markers were first called interpretive markers by Blass (1989,1990), but have so far come to be marking mainly hearsay, speech acts, propositional attitude and echoic use. But *gʉ*, unlike most metarepresentation markers which only mark the above, can also replace truthfunctional logical connectors, such as ‘and’, ‘or’, ‘if ...then’, and also the negative. Throughout this paper I want to attempt to explain the pragmatic interpretations of some of its commonest use based on Relevance theoretical principles. I want to show that *gʉ* can function not only as a ‘hearsay’ marker, but also can replace logical connectors depending on the function they have in the environment. I will show that although *gʉ* presents a range of functions it only has two main grammatical uses: a complementiser and particle. Finally, provide a conclusion that will be based on the plausible analysis.

I do hope that the present study will bring new insight in the current area of interest in the study of ‘hearsay’ markers and interpretive use. The study will also be a contribution in enhancing the understanding of the particle *gʉ* in Budu discourse for the benefit of Bible Translation work.

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## LIST OF ABBREVIATIONS

<b>1S</b>	- First person singular
<b>2S</b>	- Second person singular
<b>3S</b>	- Third person singular
<b>1Pl.</b>	- First person plural
<b>2Pl.</b>	- Second person plural
<b>3Pl.</b>	- Third person plural
<b>Ass.M</b>	- Associative marker
<b>AM</b>	- Aspect marker
<b>Clit.</b>	- Clitic
<b>Comp.</b>	- Complementiser
<b>Contr.M</b>	- Contrastive marker
<b>DET</b>	- Determinant
<b>EMP</b>	- Emphasizer
<b>Fut</b>	- Future
<b>Ideo.</b>	- Ideophone
<b>MM</b>	- Metrepresentation marker
<b>OM</b>	- Object marker
<b>P</b>	- Particle
<b>P.Cont</b>	- Present Continuous
<b>Pst.</b>	- Past
<b>PERF</b>	- Perfective

**Pres.** - Present

**QM** - Question marker

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Statement of the problem

The problem raised in this work is that the use of the Budu metarepresentation marker *gũ* presents a variety of interpretations in context. The particle has different pragmatic interpretations in context and different grammatical functions. I will argue that it has only one semantic meaning in all contexts, that is, it is a metarepresentation marker, and grammatically, it has two basic functions: a complementiser and a particle. Consider (1) to (6) to see the variety of interpretations.

#### *Gũ* as ‘according to’ or ‘as to him’

1. *Gũ mwana bɔ a- kutua andei*  
MM child that 3S.P.Cont. go back home  
“(That) The child is going back home.”

#### *Gũ* as ‘and’

2. *Tomo, gũ Bobi, gũ Idey ba- bana bu bhalua*  
Tomo MM Bobi MM Idey 3Pl. be.Pres. children DET letter  
“Tomo, and Bobi and Idey are students.”

**Gɔ as 'or'**

3. Gɔ bɔ wa- bhi gɔ wa- tukuo

MM MM 2S go.Fut. MM 2S. stay

“(That) (either) you go or you remain,”

wa kyia ta?

2S.Fut. do how

“What shall you do?”

**Gɔ as condition marker 'if'**

4. Gɔ ma- a- kyia nu falanga ambu mu-kuu saa ngiina.

MM 1S.Pst AM be with money would 1S buy watch that

“If had money I could have bought that watch.”

**Gɔ as negative marker**

5. a): Ajɔ wa- yɔ kupopoko yoni bie

QM 2S know to read know QM

“Do you know how to read?”

b): gɔ ku dekeke

MM also little

“Not a bit.”

**Gɔ as a complementiser**

6. Inoo u- sigo gɔ idyo yi- sio sioo

My mother 3S.Pst. say Comp. Food 3Pres. finish finish

“My mother said that food is finished.”

As far as the division of the work is concerned the work has been subdivided in the following manner: Chapter one is focussed on the introduction. The second chapter deals with the grammar of the language. Chapter three is based on the use of *gu* in Relevance Theory. Chapter four deals with logical operators. Chapter five is focussed on the study of other metarepresentation markers in Budu. Finally, chapter six is the conclusion.

## **1.2 Data collection**

My data had four main sources of collection. Firstly, Budu folktales in the Koya dialect. Being in possession of a number of folktales in my language I read all of them and came up with a list of instances where the particle *gu* is used in Budu traditional stories. Secondly, I used tape recorded material taped on August 2<sup>nd</sup> 2002 from a talk delivered by my dad who is eighty years old, at my home area Wamba in DRC. Thirdly, I referred to my own knowledge of the language as a native speaker. Fourthly, I also consulted a number of Budu booklets written as literacy material in Budu.

## **1.3 Literature on the problem**

Noh (2000, 74) claims that metarepresentation markers involve second order interpretation whereby the speaker's thought is itself used to represent another thought or utterance attributed to someone other than the speaker at some other time. Metarepresentation can be metalinguistic or interpretive. Metalinguistic use involves direct quotations whereas interpretive use involves the reporting of somebody else's utterance or what has been said before. Nicolle (2000, 175) in dealing with markers of general interpretive use in Amharic and Swahili has mentioned that indicators of

