

CHAPTER 1

INTRODUCTION

1.0 Introduction

This study, entitled "A Comparative Study of English and Myanmar Syntax in a Narrative with a Focus on SFPCA Elements". The study intends to conduct a comparative study to compare and contrast Myanmar and English in a narrative translated from English into Myanmar to come to reasonable findings about the nature of both languages. The source for data collection for the current study is the abridged version of *Gulliver's Travels* in English and its Myanmar translation.

There are eight sections in this chapter. Section 1.1 presents the statement of the research area and Section 1.2 states the aims of the study. Section 1.3 provides the research questions and Section 1.4 conveys the rationale of the study. Section 1.5 discusses the significance of the study while Section 1.6 is on the delimitation of the study. Section 1.7 demonstrates the outline of the study and Section 1.8 is the summary of the chapter.

1.1 Statement of the Research Area

A comparative study of two languages employs information and data from two or more languages to come to comparative conclusions on them regarding their grammatical, functional, nominal, historical, etc. features. The current comparative study focuses on English and Myanmar.

Burmese is now officially called Myanmar language which belongs to Burmanic branch of the Tibeto-Burman family, a subfamily of the Sino-Tibetan language family. The Sino-Tibetan language family is said to have three subfamilies: Tibeto-Burman, Chinese and Thai (Brown & Ogilvie, 2006). Among the Tibeto-Burman languages, Myanmar has the largest number of speakers. Myanmar is also the official language of the Union of Myanmar.

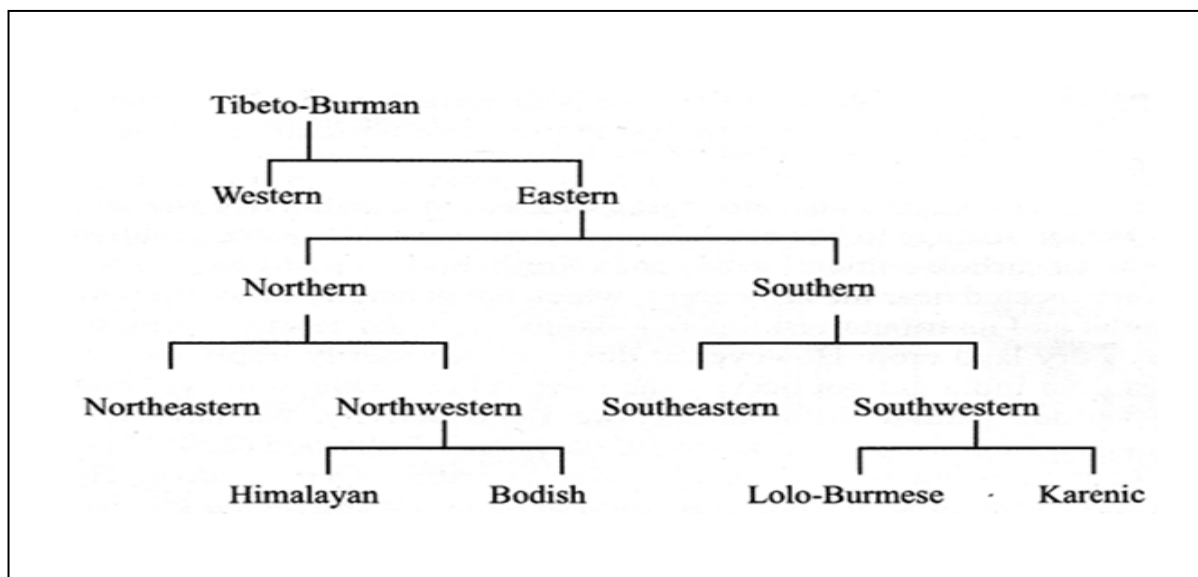


Figure 1.1: Myanmar as a Member of Tibeto-Burman Language Family

Source: Aient-asia-journal. Retrieved on January 2, 2012 from <http://www.ancient-asia-journal.com/article/viewFile/5/7/46>

The English language, on the other hand, belongs to the Indo-European language family. It has been postulated that this language family descended from the Proto-Indo-European language family. In every language, words are combined to form sentences. Then, there emerges the system of rules and categories that underlie sentence formation in human languages. These constituents that form the structure of a clause are part of the functional grammar of that language.

SFPCA refers to the components of functional grammar, i.e., Subject, Finite, Predicator, Complement, and Adjunct in Systemic functional grammar (SFG) developed by Michael Halliday, who believed that language is functional and it does what it has evolved to do. In this system, the meaning of words in a clause depends on their role and the whole intention of the speaker in a given situation. Functional grammar focuses on groups of words as units of meaning in contrast with Traditional grammar which mainly emphasizes on the role and meaning of individual words in a given clause or sentence. In Traditional grammar, the main components of sentence are SVOAC which stand for Subject, Verb, Object, Adverbial and Complement which play the essential and fixed role in forming a sentence and drawing the whole meaning from the meaning of each individual word and its role in the sentence.



Figure 1.2: The Map the Republic of the Union of Myanmar
Source: www.google.com. Retrieved on January 2, 2012

The rules and principles of SFPCA explain the nature of the functional elements in a common and standard clause in English and Myanmar. As a result, it is expected that the current study will be able to enhance the knowledge of the reader about both languages in terms of their comparative syntactical and functional grammatical features and specifications which can be used in language classes, especially for beginners. Moreover, another contribution of this study is expected to be to the field of text analysis which is applicable to reading theory, especially practical linguistic studies of literary works. These contrasts and comparisons can lead to a systematic and analytical differentiation of Myanmar and English the results of which can also be applied to translation programs and second-language teaching classes.

English is a compulsory subject from Grade 1 to Grade 11 in all basic, elementary, middle, and high schools in Myanmar. However, due to the complexity of the English language and English grammar, Myanmar learners often make errors or mistakes both in spoken and written English. To help Myanmar teachers of English and Myanmar learners to overcome these difficulties, a number of postgraduate studies comparing English and Myanmar have been conducted in Yangon University, some of which have attempted to compare verb systems, focusing on the similarities and differences between Myanmar and English, and some other studies focusing on comparing and contrasting their morphological features, or pedagogical implications.

This study seeks to discover the similarities and differences between the structure of Myanmar and English in the light of SFL (Systemic Functional Linguistic) introduced by Halliday (1994) and elaborated by Bloor and Bloor (2004) and the functions of SFPCA as grammatical units in clauses in both languages and the ways they are recognizable and

distinguishable by their constituent parts and roles in relation to other units in the same clause. In Myanmar language, the kind of grammatical apparatus, commonly and typically applicable to Indo-European languages such as agreement between subject and finite in person, number, or gender, is mainly avoided. Instead of explicit construal of the constituents, in Myanmar constituents as built-in patterns are preferred which are mainly based on categoriality, especially of nominals.

A fundamental fact about words in all languages is that they can be grouped together in a relatively small number of classes, called syntactic categories which are mostly addressed by traditional grammar. This classification reflects a variety of factors, including the meaning that words express, the types of affixes they take, the types of structure in which they can occur. However, having taken into consideration the principle of SFL, this study will compare the functions of SFPCA in Myanmar and English to find out the similarities and differences between these two languages which can also be applied to language teaching classes.

The selected text for analysis is a narrative which tells the story of Gulliver to Lilliput. As the definition supports, narrative is closely associated with telling stories. It is a kind of text that tells a story. All texts tell a kind of story, however, all texts are not considered as narrative texts. Narrative text or narration employs a specific style of writing to convey its message, sometimes through actions or speech of the characters and sometimes through direct narration by the author or narrator. Narrative text is usually long and follows the linguistic rules of language and syntax. A narrative can be a fiction or real. In either way, the narrator uses some imagination in forming the story line and actions and reactions of the characters. However, imagination is not as essential for creation of narrative as

creativity, an ability which assists the narrator to tell or retell an event in a narrative to draw a reaction or response from its audience. Legends, ballads, epics, myths, novels in English such as *Robin Hood*, *Beowulf*, *Grapes of Wrath*, etc., and in Myanmar such as *The Four Young Men*, *Orchid*, *Excellent Choice*, etc. are all examples of fictional narrative.

Tzvetan Todorov (1969) was the first to coin "narratology" for analysis of narrative and its components (words) to determine what are their functions and the relationships among them. For this purpose, narrator needs discourse to be able to narrate the events and actions in chronological sequence of themes, (not necessarily in all narrative types) plot lines and motives. Plot forms the essential part of the narrative. Narremes which form the basis of narrative are subject to linguistics and grammatical studies. The Narremes can be analyzed according to the SFL and its elements, i.e., SFPCA. In this study, the researcher analyzes a fictional narrative, *Gulliver's Travels*, and will apply the SFG (SFL) elements to studying the positions and functions of the components of the clauses.

1.2 Aims of the Study

The main objective of this study is to demonstrate the similarities and differences between English and Myanmar grammar under the light of functions of SFPCA as grammatical units in clauses in both languages and the ways they are recognizable and distinguishable by their constituent parts and roles in relation to other units in the same clause. This study, compares Myanmar and English syntax, which is broken traditionally into SVOAC, under the light of Halliday's theory of SFG and the elements distinguished and employed in Systemic Functional Grammar, i.e., SFPCA, which will be defined in the following section. With regard to the functions and positions of SFPCA elements of Functional Grammar in

Myanmar and English, the researcher will attempt to answer the research questions concerning the position of these elements in each language and the similarities and differences between Myanmar and English regarding their functions in the selected text, *Gulliver's Travels*.

1.3 Research Questions

The researcher will try to find answers to the following questions in comparative analysis of SFPCA in English and Myanmar:

1. What is the structural arrangement of clause elements, SFPCA, in English language?
2. What is the structural arrangement of clause elements, SFPCA, in Myanmar language?
3. How does Myanmar language compare with English language in terms of the structural ordering of SFPCA elements in the novel *Gulliver's Travel*?

1.4 Rationale of the Study

The rationale of this study is to uncover the similarities and differences between the grammatical and linguistic structures of English and Myanmar in the light of clause elements of the functional grammar, i.e., SFPCA to arrive at a reasonable and academically acceptable comparison between the two languages applicable to language teaching environments as well as translation services. The abridged version of Jonathan Swift's *Gulliver's Travels* provides a contemporary English text with its Myanmar translation

suitable for such a study which enables the researcher to focus on the nature and the functions of the grammatical units and their relations among other constituents in English and Myanmar.

1.5 Significance of the Study

The purpose of this study is to compare the Myanmar and English languages from the point of view of functional grammar, as stated above. For this purpose, first, SFPCA will be examined independently in both languages along with the rationale that makes the background of this study substantiating the analysis methods and procedures employed by previous researchers on the same topic. The rules and principles explain the nature of the functional grammar categories and the common and standard clause and sentence patterns in English and Myanmar.

The current study is expected to enhance the knowledge of the reader about both languages in terms of their syntactical and functional grammatical features and specifications which can be used in language classes, especially for beginners. Moreover, this study is expected to contribute in the fields of text analysis which is applicable to reading theory, especially practical linguistic studies of literary works. These contrasts and comparisons can lead to a systematic and analytical differentiation of Myanmar and English the results of which can also be applied to translation programs and second-language teaching classes.

1.6 Delimitations of the Study

The present study focuses mainly on a comparison of English and Myanmar in terms of SFPCA elements of clause structure. The role of clause structure and position will be discussed and analyzed in both languages respectively and comparatively to come to the differences and similarities between the two languages in question. However, other aspects of grammatical points such as phonetics, morphology, and semantics are out of the scope of this study. Further studies can be carried out on such aspects to get a better understanding of the meaning and differences of the two languages.

The basis work on which the assumptions of this study was formulated are Bloor and Bloor's exposition on SFPCA elements. Bloor and Bloor's (2004) work is based on Halliday's Systemic Functional Grammar (SFL). The traditional grammars of English and Myanmar are considered when necessary in this study. Moreover, the focal context upon which the SFPCA is applied and analyzed is limited to Jonathan Swift's *Gullivers' Travels* text and out of context or colloquial cases have not been taken into consideration.

1.7 Outline of the Study

This study consists of five chapters. The Introduction Chapter provides an overview into this dissertation and the main questions raised in the research. A brief background of the topic has been provided to give the reader the required introduction into the discussed notions in the subsequent chapters. This chapter also includes Aims and Objectives of the Study, Significance of the Study, and Scope and Limitation of the current research.

Relevant background of the study will be discussed in the “Literature Review” to substantiate and crystallize the position of the current research among the studies already carried out by other scholars. Some of the notions and concepts introduced in the introductory chapter will be elaborated and related to the mainstream of the study. An overview of the History of Myanmar and English and their origins as two distinct languages are reviewed.

Chapter Three is the theoretical framework and research methodology used in the current study. The procedures of data gathering and resources will be discussed. The SFPCA functions of clause elements will also be explained and elaborated through examples to clarify the role and significance of each component in a given clause in English first and then in Myanmar. Chapter three also includes a sample analysis of SFPCA of the selected text, *Gulliver’s Travels*, in Myanmar and English versions to demonstrate the actual method utilized for comparison and contrast of the two languages in question.

Chapter Four presents the findings of the study. Each component of SFPCA is separately applied to English and Myanmar to distinguish their similarities and differences. Research questions raised in the first chapter are also answered in Chapter Four after the analysis. In the concluding chapter, the researcher examines the overall outcomes of this research. Chapter Five presents a summary of the dissertation, and offers some suggestions for further research in future studies.

1.8 Chapter Summary

In this chapter the researcher attempted to introduce the topic and the rationale for the study. The aims and objectives of the study and the significance of the study were dealt with to clarify the distinction of the current study from the previous researches in the same area. Furthermore, the research questions were formulated and the scope and limitations of the study were presented and discussed. The next chapter will present a background of the study based on the relevant literature to provide an overview of the information required for the discussion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the data used for the study and the theory of Systemic Functional Linguistics. Section 2.1 provides the background and present status of comparative studies in linguistics. Section 2.2 gives a brief background of English and Myanmar languages and Section 2.3 presents the history of Linguistic study in both languages, English and Myanmar. Section 2.4 explains the comparative study of English and Myanmar. Section 2.5 conveys the review of functional grammar research in literary texts and Section 2.6 concludes the chapter.

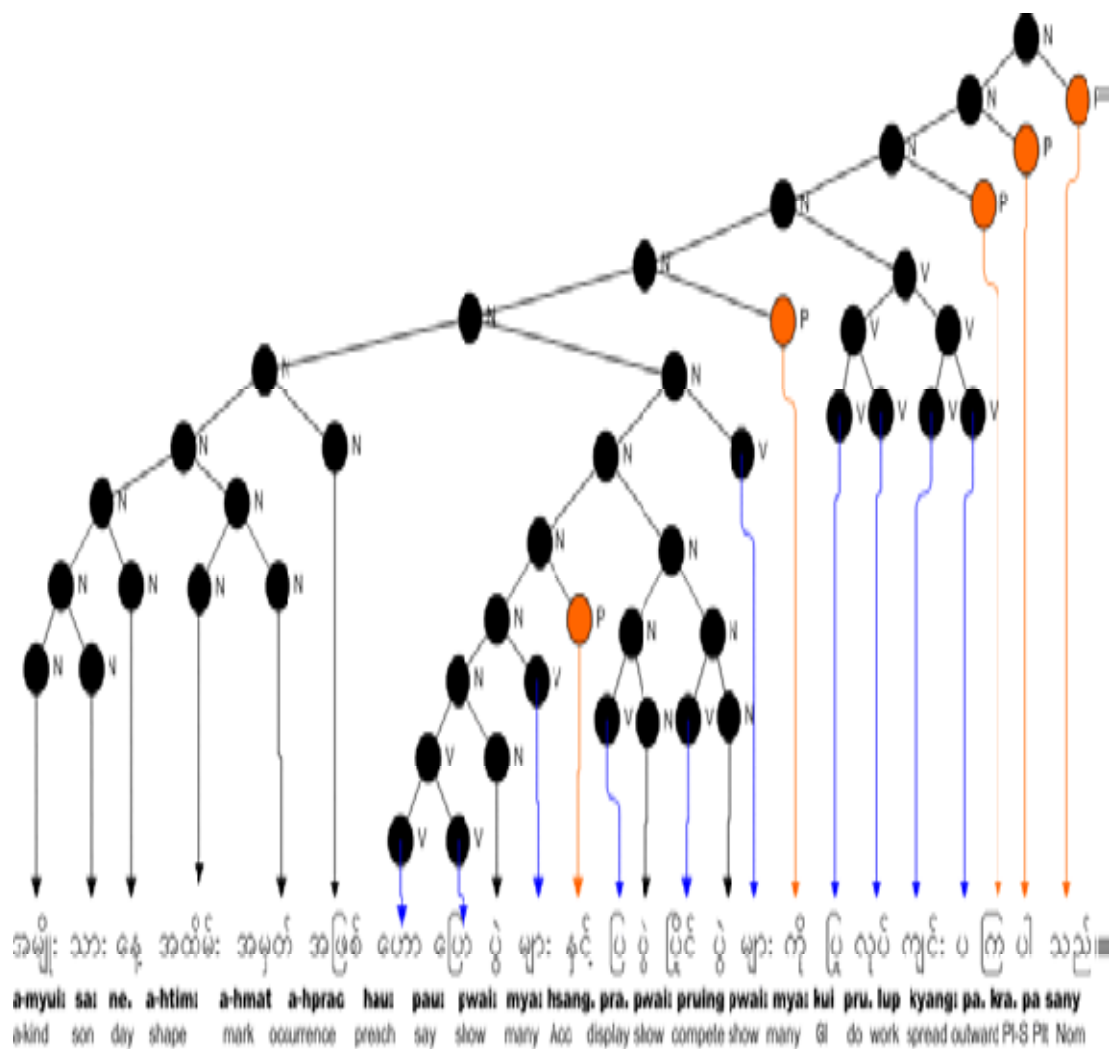
2.1 Comparative Study in Linguistics

Nowadays, comparative study can be applied to all fields of study and Linguistics is no exception. A study of more than one language in comparison or contrast with another has been common interest for sometime particularly in the 18th century that they have led to the birth of fields like Comparative Linguistics. There are many bilingual researchers who come from one linguistic background and grow into another and are interested in comparative study of the languages they speak. This way, they seek to contribute to the linking points between them and, ultimately, between their speakers.

The analysis of two sample languages, such as English and Myanmar, from one or more aspects can lead to a better understanding of these languages. The outcome can be applied

to translation and language teaching classes to facilitate their acquisition as a second or foreign language to the learners. Therefore, the main purpose of this study is to demonstrate the syntactic features of English and Myanmar in comparison with regard to the similarities and differences in positions and arrangement of SFPCA.

Myanmar sentences used by native speakers in real situations are hardly the same basic and standard ones that are used in academic and formal environments such as language classes. In Myanmar, a real clause initiates with a massive combinations of closely packed information embedded in bundles and chunks of additional words and particles through which the listener or reader is provided with clues and hints to come to maximum communicational possibility with the speaker or writer. This feature is spread and distributed, instead, throughout the whole sentence in English, in which the listener encounters each chunk with its specifically embedded information related to the role, meaning, and function of each component. However, there are some similarities and affiliations between English and Myanmar as two human languages although they belong to two different language families, i.e., Indo-European and Tibetan branches respectively. The constituency structure of Myanmar in comparison with English is displayed in Figure 2.1.



'To commemorate National Day, there are various activities and celebrations of preaching, exhibitions and competitions.'

Figure 2.1: Sentence with Constituent Structures
Source: (Hipple, 2003, p. 1)

2.2 A Background of English and Myanmar

Myanmar or Burmese (pronounced *ba-ma-sa* in Myanmar) is the official language of the Republic of the Union of Myanmar, formerly known as Burma. Myanmar is a natural language which belongs to the Sino-Tibetan family of languages, coming down from the same origin as modern Chinese and Tibetan. Myanmar is an Asian language from the Tibeto-Burman sub-branch like some of the local languages spoken in the past or present in the region. The typical structures of actual Myanmar clauses appear to be much more complicated and confusing than those of the standard Myanmar applied to educational and official environments. In Myanmar language a real sentence or clause begins with a massive and compressed information within tiny and short words and particles to transmit the required data about the speaker, tense, emphasis, etc. to the listener simultaneously (Bradley, 2002). The details of the family tree of Myanmar language is illustrated in Fig 2.2:

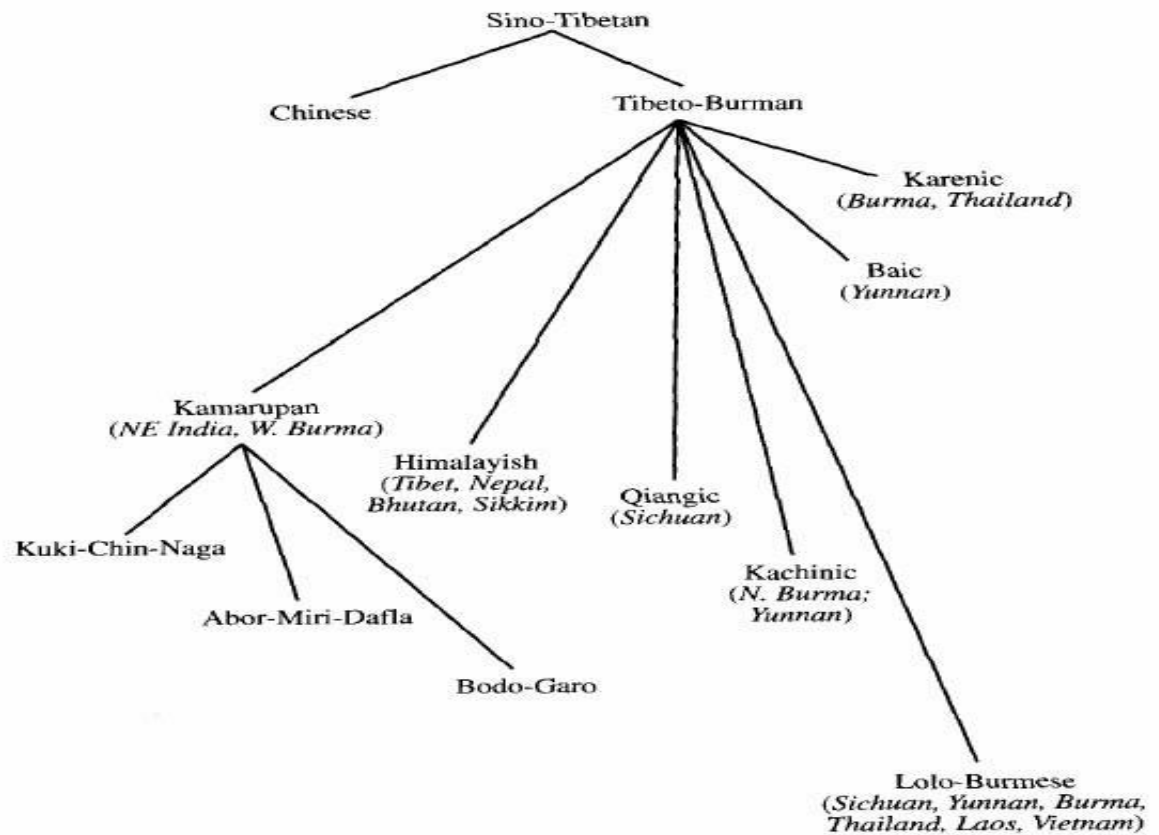


Fig. 2.2: Myanmar or Burmese as a Member of Sino-Tibetan Language Group
 Source: <http://tibetansignlanguage.com> (Retrieved on December 25, 2010)

English, on the other hand, belongs to the West Germanic family of languages, imported into Britain by Germanic invaders originating from Scandinavia by some tribes mainly Angles and Saxons, in the 4th century onwards, to form the later Anglo-Saxon and then English of Chasseur and Shakespeare, and finally Modern English of the current era (Blench, R.; Spriggs, M.1999).

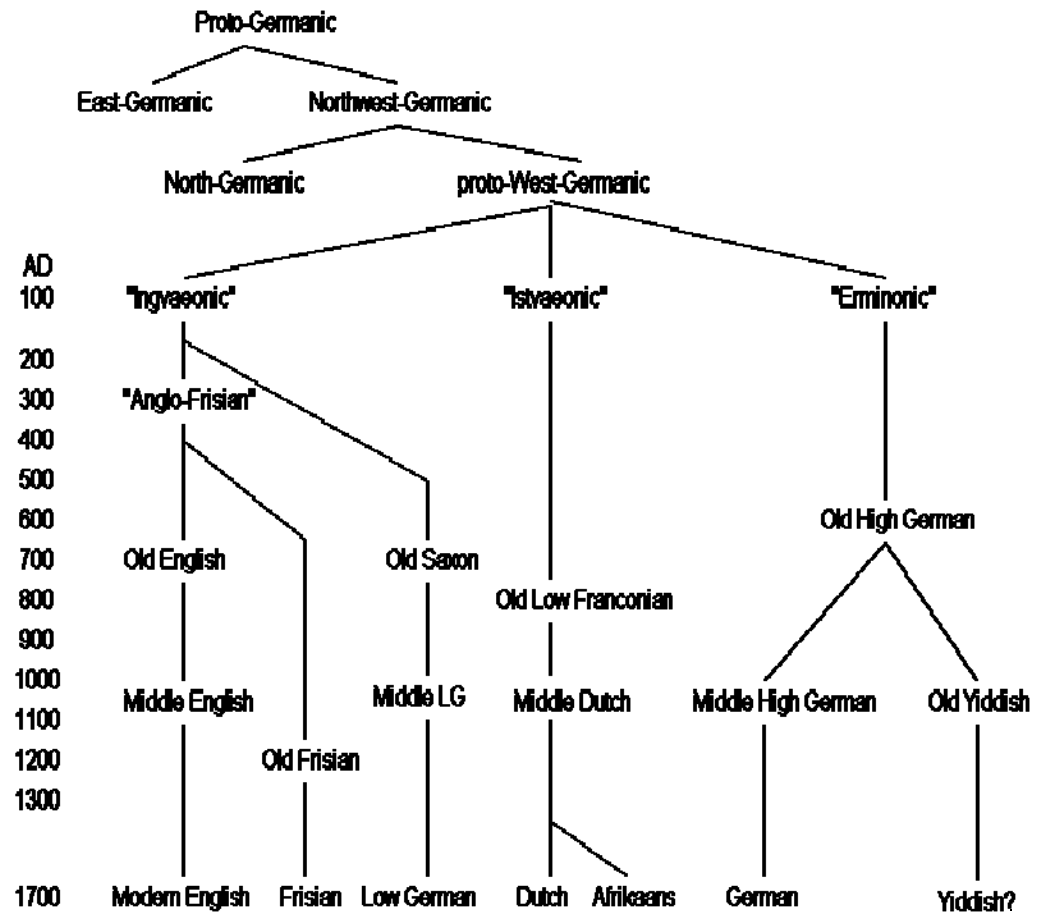


Figure 2.3: English as a Member of Indo-European Language Group
 Source: <http://www.jebbo.co.uk>. (Retrieved on December 25, 2010)

2.3 History of Linguistics Study in English and Myanmar

William Bullokar was the first person who wrote on English grammar, *Pamphlet for Grammar*, in 1586, following the format used for writing grammar books in Latin. English grammar, like Myanmar, contains the body of rules which describes the properties of sentences and clauses in English, defining and designating patterns according to which grammatical elements of a language can be arranged and juxtaposed to build a correct and natural clause in that language. Later on, gradually some other aspects of language such as

morphology, and syntax gained considerable significance in linguistic studies (Graddol, Leith, and Swann, 1996).

An essay by Becker (1993), 'The Elusive Figures of Burmese Grammar', focuses on metaphor but more from an anthropological-rhetorical-linguistic perspective. The extremes of context have been taken into consideration in this essay. Alton lists six types of context — the immediate words, the context of the language act, the context of memory, a specific belief system 'about the ontology of that world', the medium of the utterance – sound, writing, or thought, and the context of silence.

The study of syntax and comparison between languages has a long history which goes back to the Middle Ages and the time of the translation of religious texts and Scriptures in Europe and Asia. This required the translator's knowledge of the source and target languages, concerning not only the question of vocabulary but also the grammar and syntactical construction of the sentences in both languages.

The first linguistic analyses of Myanmar language was done by both Westerners and Myanmar alike. These studies were mainly carried out on language learning. The following review discusses the types of approaches taken over in the last hundred and fifty years regarding the grammar and syntax problems of Myanmar in comparison with that of English. This discussion provides a background for the syntactical comparison of English and Myanmar which is the topic of this study.

The first grammatical study of Myanmar language was developed in 1866 by a Western scholar named Adoniram Judson. He also published his Myanmar – English Dictionary

in 1893 to provide Westerners, particularly native English speakers with a reliable source of reference. As a result, the study was based on the categories most familiar to the speakers of Western languages with European linguistic backgrounds. In this work, Judson identified Noun (common and proper), Pronoun, Verb, Adjective, Adverb and Interjection and their relative position in the constructed sentences which deals with the functions of particles extensively. Judson further distinguishes nine grammatical particles and labels them as 'cases'. His nine 'cases' are: Nominative, Objective Possessive, (creaky tone), Dative, Causative, Instrumentive, Connective, Locative and Ablative. Judson's classification formed the fundamentals of the later studies in grammatical and syntactical analysis of Myanmar. His description of grammatical constructions was limited to minimal constructions illustrating the use of the parts of speech under discussion (Hopple, 2003).

An immediate subsequent study was done in 1891 by a native Burmese named Taw Sein Ko, who held the position as a translator in a governmental department. The objective of his grammar pamphlet, far from being exhaustive and boring, was meant to "offer suggestive hints" concerning the character and structure of Myanmar language for foreigners. Moreover, he wanted to prove the assumptions of most Europeans residing in Burma, that Burmese lacks a proper language and literature, to be false (1891: p.6-8). Ko's work reflects Judson's ideas but he has also added two categories under the name of Preposition and Conjunction, raising Judson's form classes to eight. Ko's observation will be helpful to the overall structure of the proposed nature of form classes and the organization of the Burmese constituent structure.

Stewart (1936; 1955) used to teach Myanmar at the School of Oriental and African Studies, University of London where he developed some course materials for Colloquial Myanmar.

However, he focused only on three parts of speech in Myanmar, i.e. nouns, verbs and particles (1955:10). Although Stewart's work had influenced on linguists after himself to divorce from European analytical categories of grammar, it has still some to contribute to the grammatical and syntactical study of a language. He had been turned to by the next generation of Burmese grammarians, both in England and America.

Cornyn (1944) proposed “an outline grammar sketch of Colloquial Myanmar”. The main objective of the proposed grammar “was to provide a linguistically informed analysis of Myanmar for the American war effort, including second language structure acquisition.” Cornyn’s analysis tries to provide the grammatical structure of the language under study. For this purpose, he classified the form class into two categories, i.e. free and bound. His classification included “the minimal free form (words) —either nouns or verbs. Bound forms included particles, proclitics, enclitics, and rhyming syllables” (1944:11).

Minn Latt (1960), whose writings in the 1960’s were influenced by the structuralism of Prague, in one of his articles published under this influence concerned the parts of speech in Myanmar language. He shows the position of a Burmese linguist dealing and struggling with the speech classifications. In his classifications, words are divided into primary words (morphemes) which are studied in the realm of lexicon, and word or word proper, which are considered to be the grammatical forms and studied in the syntactical analysis of the language. Latt believes that there is no isomorphism between these two classifications, i.e. grammar and lexicon. Both of the classes include both bound and free members. One aspect of his free forms is that “they may become a sentence all on their own” (1959:323). However, the term free form in Myanmar carries a different signification than English or any other Western languages. He believed that the pragmatic use of a single word as an

utterance was a classificatory criterion. This observation is important because an existence predication underlies all nominals utilized in speech and constructed sentences.

U Pe Maung Tin, who translated the *Glass Palace Chronicles* along with G H Luce, published a grammar book in Myanmar. In one of his published articles, Tin observed a number of relevant aspects of Myanmar language stating that "there are really only two parts of speech in Myanmar, the noun and the verb, instead of the usually accepted eight parts" (Pe Maung Tin 1956:195). In his view "Burmese nouns and verbs need the help of suffixes or particles to show grammatical relation." He further notes that there are nominals "right-shifted to the position immediately before the verb and which are unmarked for their semantic-grammatical role, without a postpositional, and are regarded as 'more emphatic'" (Pe Maung Tin 1956:193). This shifting, which happens with subject or object, is not the outcome of explicit "fronting" as in English.

Okell (1969, 1994a, 1994b, 1994c, 1994d), a Burmese language lecturer at the School of Oriental and African Studies, University of London, has carried out a thorough study on Myanmar. One of his distinguished forms refers to grammatical meaning. Okell divides the particles in Myanmar into three categories:

1. Formatives (the t- a- nominalizing prefix, and an array of phonological process templates that carry lexicalized meaning),
2. Markers (subordinating and coordinating particles),
3. Postpositions (sentence-medial and sentence-final pragmatic particles).

The significance of Okell's 1969 reference grammar and his 1994d language learner's grammatical outline is that in 1969 his approach was more abstract reducing the various

constructions into two basic forms. His categories were more elaborate, and since it was a full reference grammar he made many distinctions of pattern variation critical for a comprehensive analysis of Colloquial Myanmar. The later work is specifically for language learning and the grammar outline (Okell, 1969) aimed to facilitate that purpose. While both approaches are valid for their different purposes, the earlier grammar dealt with the nature of Myanmar categories on their own terms and results in something quite different from the standard European language perspective and a different form of grammatical hierarchy.

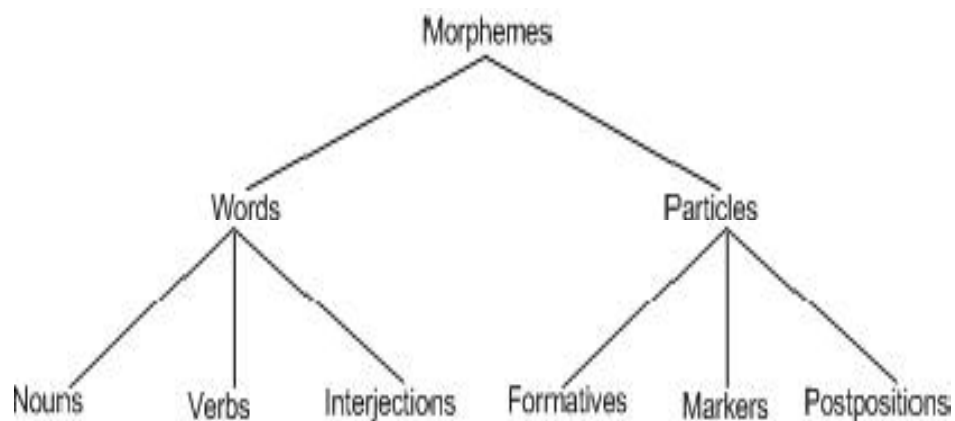


Fig.2.4: Basic Form Classes and Sub–Classes (Source: Okell, 1969, p.1)

2.4 Comparative Study of English and Myanmar

In order to show how much Myanmar is different from other languages, especially English, Becker gives a 24-word utterance from a Myanmar text written in everyday colloquial style. Each element in this utterance has semantic, grammatical, and metaphorical meanings contributing to the whole meaning of the utterance in Myanmar.

English:

"Let that be ... as soon as we arrived we bathed. After that we had a reception. That's just what I wanted."

Myanmar:

...“ထားပါတော့လေ.... အဲဒါနဲ့ ရောက်ရောက်ချင်းရေချိုး၊ နောက် မိတ်ဆက်ပွဲကိုသွားရတယ်၊

အဲဒါ အတော်ဘဲ။”... (Becker 1993:63)

Transliteration:

hta:	pa	htau.	le	ai:	da	nai.	rauk	rauk	hkan	re	hkyu	rauk
									g:		i:	
put	Plt	Rev	Att	Dm-p	Dm-d	Acc	arrive	arrive	Tm	water	break	after
Let that be							with that matter	arriving			after bathe	

mit	hcak	pwai:	kui	swa:	ra.	tai	ai:	da	a-tau	bhai:
love	conn-	party	O	go	De	Nom/	Dm-p	Dm-d	suffici	Emp
	ect					Rl			e-nt	
to the reception				(we) must go			That's really just right!			

What is often analyzed as either grammatical or lexical items are analyzed separately, each as metaphors in their different contexts, the whole of which contributes to the metaphorical blend and the sense which a native speaker gains from the utterance as a whole. Therefore based on Becker and others' analyses and classifications, the differences between Myanmar and English may be summarized as follows:

1) The Polite Particle, “၍” (pa) in Myanmar

For instance, the polite particle **pa**, which occurs near the end of the first clause, **hta: pa tau. le** "Let that be...", is often glossed as a grammatical function (and is so glossed in this study). It is actually a metaphorical use of an action verb that could be translated as 'include', 'be with', 'accompany'. The act of including others is a very important social act in society where social harmony and saving of face are highly valued. The metaphorical use of the polite particle contrasts with the literal use as a physical action of 'including', or 'carrying along with', particularly with an object. This physical sense itself has a productive extended use with humans or animate objects so that the sense becomes 'to be with' or 'together with', 'be present with', 'come with'. This physical sense is also highly social.

2) Role of “Tone”

However, there are some considerable differences between English and Myanmar that differentiate them from each other syntactically and morphologically. One of the differences is the role of tone in the meaning of the words. Unlike English, Myanmar is a highly tonal and analytic language. It has three main tones (high, medium, low), plus two “stops or abbreviated additional”, and “qualifying” tones, through which differences and variations in pitch and pitch contour transforms the signification of the words accordingly. For example, the following words are distinguished from each other only on the basis of tone. A comparison between Myanmar words and their English equivalents displays the differences between these two languages. In Myanmar, for instance, Low toned /k^hà/ means "shake", but a High toned version of the same word means /k^há/ "be bitter".

3) Politeness Levels

Myanmar has various politeness levels. The actual first and second person pronouns of the language (*nga* [ŋà]; "I; me") and ([nī]; "you") are used with only the closest people of the same or younger age. The use of *nga* and *nin* with the elders and strangers is considered extremely rude or vulgar. To address elders, teachers and strangers, polite speech employs feudal-era third person pronouns in lieu of first and second person pronouns. One must refer to oneself in third person: (*kya. nau* [tʃə̀nɔ̀]) for males, and (*kya. ma.* [tʃə̀mə]) for females, both meaning "your servant") and refer to the addressee as (*min* [mī]; "your highness") , (*khin bya:* [kəmjà]; "master lord") (*shin* [ʃī]; "ruler/master"). So ingrained are these terms in the daily polite speech that people use them as the first and second person pronouns without giving a second thought to the root meaning of these pronouns (Thaung, 1981).

When speaking to a person of the same status or of younger age, *nga* and *nin* may be used. Still, most choose to use third person pronouns to be safe. For example, an older person may use *daw-lay* (aunt) or *u-lay* (uncle) to refer to oneself, and address the younger person as either *tha*(son) or *thami* (daughter). When speaking to a monk, a person must refer to the monk as *poun-poun* and to himself as *daga* (*da. ga*[dəgà]), or *dabyidaw/dabyidawma*. (Myanmar monks may speak to fellow monks using Pāli. and it is expected of faithful Myanmar Buddhists to have a basic knowledge of Pāli.) Despite the large differences, Myanmar speakers rarely distinguish formal and colloquial Myanmar as separate languages, but rather as two registers of the same language (Thaung, 1981).

Table 2.1 shows the differences between formal and colloquial Myanmar occur in the particles (in comparison with its equivalent in English).

Table1 2.1. Formal and Colloquial Sentence Structure in Myanmar (Source: Thaung, 1981, p. 81)

Formal (Written)	ရှစ် လးလုံး		သော အခါက		ဦးရေ		မျှ သုံး	သေ ဆုံး		ကြ သည့်။
Colloquial (Spoken)	အရေး ဖြစ် အခင်း		တုန်းက	လူ	အယေ ဘက်	သုံးစ ထာင်	လော က်	သေ	ခွဲ	- တယ်။
Gloss	noun	verb	particle	noun	particle	adj.	particle	verb	particle	particle
	(The Four Eight Uprising)	(happen)	(when it occurred)	(people)	(count er word)	(three thousand and)	(approx. x.)	(die)	(past tense)	(plural marker) (sentence final)
Translation	When the 8888 Uprising occurred, approximately three thousand people died.									

4) Gender

Although, both Myanmar and English do not have gender to distinguish male and female from each other and from neutral objects, Myanmar has natural gender in the meaning of the words, which is recognizable in the form of the words independent

of their syntactic role. For example *saya* in Myanmar refers to “male teacher” in English while *sayama* in Myanmar means “female teacher” in English. Therefore, a sentence like “I am a teacher” in English reveals only the profession of the speaker, while in Myanmar the same sentence gives information to the listener not only about the profession of the speaker, but about the gender of the speaker as well. Gender in English is only recognizable through pronoun or context in which the sentence is found, i.e. “he/she/it”. Gender in English is also recognizable in some words borrowed from languages in which gender is applied to the form and meaning of the words, such as French and Latin. An example for these kind of words are fiancé (male) and fiancée (female), both borrowed from French directly and intact without any changes in the form of the words. But this is not a rule in English which can be applied to make other similar forms with the same meaning.

5) Word Order

Concerning the syntactical format of a sentence, it is noteworthy to mention that the main word order in the Myanmar language is subject-object-verb format. As displayed in the above example, pronouns transform according to the gender and status of the addressee or listener (Ko, 1924, p viii). In Myanmar, syntax of the sentence is determined by the structure of the sentence, in which verbs are not conjugated, as they are in other European languages, but have particles suffixed to them defining the gender and position of the speaker. However, the position of adjective in a sentence can be before a noun, as it is in English, or after a noun. This flexibility is one of the features that differentiate Myanmar from English.

6) Tense, Person and Suffixes

Unlike English, in Myanmar, approximately always, except in imperative verbs, suffixes are attached to the end of the verb roots to determine the tense, intention, politeness, mood etc. in the sentence. However, the root itself remains unchanged, and does not make any changes to accord with the gender, number or intended particles. For example, the verb root “sá” means simply "eat" without any extra meaning attached to it. In English “I eat” refers to present tense with first single person as the speaker. When in English the tense is changed to past the root of the verb transforms to include the meaning of the past tense, “I ate”. While in Myanmar, on the other hand, tense and person are determined by the suffix “*tai* [dɛ̀]” like in “*tai* [sá dɛ̀] - *I eat*” and “*hkai. tai* [sá gɛ dɛ̀] - *I ate*” which is added to the verb root without any changes imposed on it. Although in this (*hkai. [gɛ]*) denotes the action in the past, it does not necessarily indicate the past tense. The past tense can, in anyway, be conveyed without it. Therefore, this suffix only emphasizes that the action has occurred in the past, in contrast with the action which is currently being referred to. It is noteworthy to mention that the suffix (*tai* [dɛ̀]) in this sentence denotes more a factual statement than referring to the present tense.

2.5 Functional Grammar in Literary Texts

The theory of Functional Grammar was first developed by a renowned British linguist named Michael Halliday during 1960's. He introduced a system to analytically study the function of language. Systemic functional grammar (SFG) describes language

grammatically which itself is a part of an approach to language known as Systemic Functional Linguistics (SFL) in which language is regarded as “a network of systems, or interrelated sets of options for making meaning” (Halliday, 1994, p.15) and that language is as it is because of what it has evolved to do (Halliday, 2004). Therefore, the multidimensional architecture of language, as Halliday refers to it, "reflects the multidimensional nature of human experience and interpersonal relations"(Halliday, 1994, p.15). Since the data for the current study “Gulliver’s Travel” is a literary text, a brief review of some works using SFL in literary texts are provided below.

During 1970’ and 1980’s, Systemic Functional Linguistics entered the realm of literary text. William Golding’s *The Inheritors* was the first text Halliday tried to apply his theories on. The analysis of this book revealed the use of material and mental process to absorb the reader into a world of a mixture of internal and external experiences to convey survival of the main character.

Kennedy (1982) conducted a study on James Joyce’s *Two Gallants* to find out two different processes used for formation and delineation of the two characters within the story. This study showed that Lenehan, one of the two characters, was depicted through relational process, thus displaying him as passive, while the other character, Corley, is described using material process.

S. L. Tan (2008) conducted another study on Roald Dhal’s *Charlie and the Chocolate Factory* to focus on the nursery tale to find out how the theme of punishment is conveyed from the point of view of transitivity. In this study, Tan found a high use of relational processes for the justification and execution of punishment.

As the review of past researches reveal, there has never been any thorough study on the functions of clause elements, SFPCA, on a literary text in a comparative manner as in this study which takes Myanmar and English into consideration.

2.6 Chapter Summary

This chapter presented the background of comparative studies in linguistics and a brief background of English and Myanmar languages. The researches that different scholars have carried out in the realm of Myanmar and English have been reviewed. This chapter provided the history of linguistics study in both languages and also presented the review of functional grammar research in literary texts. The next chapter will focus on the theoretical framework and the research design used in the current comparative study of SFPCA in English and Myanmar clauses.

CHAPTER 3

THEORETICAL FRAME WORK AND RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the theoretical framework of the current study based on Bloor and Bloor's (2004) framework on elements of clause structure known as SFPCA elements. Section 3.1 presents a general description of the theoretical framework of SFPCA. Section 3.2 shows Sample of SFPCA clause elements from the data both of English and Myanmar.

Section 3.3 describes the Research Methodology of the study with sub-section 3.3.1 which provides the data selection and 3.3.2 presents the data description. Sub-section 3.3.3 shows the Research Design and Methodology and 3.3.4 provides the sample analysis of the study. Finally, Section 3.4 concludes the chapter.

3.1 Theoretical Framework of SFPCA

The theoretical framework of the current study is based on Bloor and Bloor's (2004) framework on elements of clause structure known as SFPCA elements. Bloor and Bloor's description of clause structure is based on Halliday and Matthiessen's (2004) work and Halliday's (1994) and (1985) work on Systemic Functional Grammar. SFPCA stands for Subject, Finite, Predicator, Complement and Adjunct which are the five basic elements to construct a clause. The current study aims to compare and contrast the different properties of English and Myanmar through examining the similarities and differences between these two languages in the light of SFPCA. Although SFPCA originally was formulated to be used in the English language, the current study seeks to apply it to Myanmar language.

3.1.1 The Description of Clause Elements SFPCA

In Systemic Functional Grammar the clause has a very essential role in the structure of a sentence. The clause is the basic unit of meaning in language which conveys a message, providing information about: a) who is acting or what is taking part (Subject: a single noun or a noun group; b) what is taking place (Finite: a verb or verb group); c) or time, place, reason, and manner an action is taking place (circumstance) and d) identifiable by the presence of a single verb or verb group (Bloor & Bloor, 2004). The elements of clause structure in any standard language can be categorized in terms of SFPCA functions.

3.1.2 Subject (S)

As in traditional grammar, subject is shown as (S) which is usually a noun. For example, “Mary” in the following sentence is a noun and subject (S).

Example 1 – “Mary had a little lamb.”

However, in a context, the noun may not always be Subject. And out of context, the nouns are not subjects. As in the above sentence, “Mary” and “lamb” alone are not S. Hence, it can be said that being a subject is not an intrinsic feature of a word, but it is only a function which is realized when the word is placed in the context.

In (Example 2), Mary is not Subject any more although it is a noun.

Example 2 – “He knows Mary.” Mary is a noun but not a Subject.

In the above sentence, Mary is the Complement, and the pronoun “He” is the Subject. But the function of all personal pronouns is not only as Subject. Although nearly always

pronouns such as I, she, he, we, they function as Subject, there is one exception in which case these pronouns play the role of Complement: “It was she.”

Furthermore, the function of subject (S) is realized by a nominal group. Nevertheless, there are some ways to decide properly whether a word or group of words functions as the S. One way is that in a sentence it is the subject that often determines what form the verb should take. For example: the verb “be” changes according to the subject of a clause:

Example 3 – “She is interested in camping and hiking.”

Example 4 – “They are interested in camping and hiking.”

Example 5 – “I am interested in camping and hiking.”

Example 6 – “We need to return soon.”

Example 7 – “She needs to return soon.”

As the above examples show, the verb “be” changes to match the subject when the subject changes. In normal verbs, the verbs with a subject that is third person singular take “s” or “es”.

Example 8 – “Mary uses computer for her project.”

However, most past tense of main verbs and auxiliary verbs do not change according to the Subject of the sentence.

The Subject is the item in the clause which determines the S and its gender.

Example 9 – “Mary uses computer for her project. She uses it for her lab project.”

Furthermore, the Subject can also be formed in many other ways as shown in the following examples:

(a) Subject in Interrogative Forms

In interrogative forms, Subject usually follows the verb or finite of the clause. The Subject changes place with the finite operator:

Example 10 – “Does (F) Mary (S) use the computer for her project?”

(b) Subject in Passive Clause

In passive clauses the active clause is inverted:

Example 11 – “Police officer took the criminal to the police station.” (active) ⇔

“The criminal was taken to police station by the police officer.” (passive)

In these clauses, Subject for active clause is “Police officer”, while in passive clause “the criminal”.

(C) Dummy Subject

There is also another category for subject that is known as ‘dummy subjects’ or ‘empty subjects’:

Example 12 – “It was a mystery why some nerves stimulate an organ and others
depress it”

In this clause, the pronoun “it” refers to the same concept as the nominal group in the previous examples. The “it” in this sentence is simply a kind of stand-in, in which “it” holds the position of Subject until the main Subject comes.

(D) Compound Subject

Sometimes, Subject can be a group of nouns which form a compound noun with new or extended meaning. Compound subjects can also be a combination of noun-noun or noun-adjective. The following examples represent some samples of the said compound nouns which play the role of subject in a clause:

Example 13 –“Head-hunter tribes used to live in jungles around Sabah about 300 years ago.”

Example 14 –“The Gold-man tried to reach the spectator to get the money.”

In these sentences, “head-hunter” and “gold-man” are noun-noun compound nouns in position of Subject.

A noun cannot always represent the Subject of a clause. Sometimes, a nominal group plays the role of the subject, in which case we will have a compound subject. Compound subjects are usually accompanied with some other words which describe more features or attribute a new feature to the main noun. For instance, in the following sentence, “a car with ABS brakes” is a nominal group which functions as Subject of the clause.

Example 15 – “A car with ABS brakes is more reliable in case of emergency.”

In fact, the subjects of such clauses are represented by a nominal group, regardless of the number of words used to form the compound noun, and consequently the compound subject. Some other examples of nominal groups which can play the role of subject in a clause are: “The Great Khan” (Adj. + N.), “current from one input”, “processor”, “such a picture”, “the number of molecules consumed”, “the Air Force”, “the doctor”, “a computer with an external drive” are all nominal (Bloor & Bloor, 2004, p.30).

Moreover, Bloor and Bloor (2004) states that some single words such as “money” and “he” can also be regarded as a nominal group, but he suggests that “this is in keeping with the hierarchical, paradigmatic structure of the grammar.” Hence, considering the rank scale, a group can be consisted of one or more words as a clause can constitute of one or more groups.

3.1.3 Finite (F)

Finite (F), unlike the subject, is part of the verbal group which encodes primary tense or the opinion of the speaker. F has two main interpersonal roles in the verbal group. According to Bloor and Bloor (2004), the role of Finite in a verbal group can be classified into two main interpersonal functions, namely it can serve as a sign for TIME, or a MODAL:

(a) Time

Example 16 – “He is eating the puff.” (Present)

Example 17–“He ate the puff.” (Past)

Example 18 –“He will eat the puff.” (Future)

(b) Modal

Example 19 –“He could eat all the puffs.” (Ability)

Example 20 –“He may pass the exam.” (Probablity)

Example 21 –“He can save more money.” (Possibility)

Example 22 –“He could enter the class after his teacher.” (Ability and Possibility)

Example 23 –“He can play guitar.” (Ability)

As the above examples illustrate, the Finites used in the clauses can be of different types. For instance, the time (tenses) of clauses in group (a) is in the present, past, and future respectively. However, pastness of the action is represented by a single word, i.e. “ate”, which provides this verb with a double role: 1) for the process itself and 2) for the Finite telling the time of the process. “Is” signifies the present tense as a single word, while the separate Finite “will” refers to future as the time of action.

The Finites in the clauses of group (b) are known as Modal Finite, which serves to encode the opinion of the speaker or writer. This can also be negative as in “he could not eat all the puff.” However, “not” is used to show only the negative polarity of the finite. Absence of “not” is a sign of positive meaning.

The Finite can also be made up of larger verbal groups in which the Finite is combined into the same word as the Event. In such cases, the word is separated as two signs, designating one part as Finite and tense, and the other side as Predicator. The Table 3.1 illustrates some examples of complex verbal groups:

Table 3.1.1 Finite and Predicator (Source: Bloor & Bloor, 2004, p. 43)

Finite	Predicator
was	writing
had	written
was	written
has	been writing
might	have been writing
might	have been being written

Further elaboration of Predicators will form the subject of the next section of this chapter.

The following examples illustrate the five clauses with more illustrations in which only the Finite and negative polarity are underlined:

Example 24 - “The three little kittens soon (Finite past) ate up the pie.”

Example 25 - “Jack Sprat could eat no fat.”

Example 26 - “The pig was not eat(en).”

Example 27 - “Why is he eating the pie?”

Example 28 - “You will eat strawberries, sugar and cream.”

Bloor and Bloor (2004) also suggest that Finite verbs are verbs that are marked for tense and/or modality. Modality, however, does not refer only to modal verbs such as "can/could", "may/might", "shall/should", "will/would", "must", or marginal modals such as "used to", "had to", etc. In fact, the modality can include any lexical verb. Modality classifies the verbs into two groups as follows:

a) Modalisation: manifests probability (including certainty) or usuality of the action.

Example 29 - “He may have put on my briefs by mistake.” (probability)

Example 30 - “He sings in the shower every Friday evening.” (usuality)

b) Modulation: concerns obligation (including permission) or inclination.

Example 31- “You ought to keep awake during the grammar lecture.” (obligation)

Example 32 - “He can sleep all he wants!” (obligation)

Example 33 - “He desperately tried to stay awake.” (inclination)

3.1.3.1 Non - finite Dependent Clauses

There are some sentences which include dependent clauses with non-finite verbs. Non-finite verbs are those with no Tense:

Example 34- “To make a cake you usually need eggs.”

Example 35 - “You can book a holiday by going to the internet.”

In the above examples, the dependent clauses use infinitive “to make” and present participle “going”. A dependent clause may follow a saying or mental verb to illustrate thoughts, feelings and ideas:

Example 36- “I said that my brother lives in Canberra.”

Example 37 - “They thought that my brother lived in Canberra.”

3.1.4 Predicator (P)

The rest of the verbal group, including any other auxiliaries, is simply described as the Predicator. Its function is to predict or validate the rest of the clause. As stated in the previous section, in a verbal group, which consists of only one word, the functions of F and

P are usually fused to make a single word. For example, “took” is a simple verbal group resulting from fusion of the functions of F and P at the same time. In uncombined forms of F and P, each falls into two parts:

Example 38 - “was taken.”

(F) (P)

In the above example, “was” is the finite operator, and therefore, finite, and “taken” is the lexical verb, or the Predicator. In verbal groups of more than one word, there is only one Finite that carries the agreement between the S and F in the group. Finite forms of *be* (*am, is, are, was, were*) and *have* (*has, have, had*) are considered as Finites of single words which do not have any Predicator. The following table, Table 3.2, displays simple F as well as F infused into P:

Table 3.1.2 Finite (Source: Bloor & Bloor, 2004, p. 44)

(i)	it	was	a way of determining	
	S	F		
(ii)	he	awoke	again about six	
	S	F/P		
(iii)	he	has	written	the letter
	S	F	P	

3.1.5 Complements (C)

Other nominal groups may be regarded as C due to the complementary role they play in completing the argument in the clause. A Complement is the part of a sentence which answers the question “Who or what?” after the verb (Berry, M. 1975, p. 64).

“He awoke his wife” is a statement that complements the answer to a question like “Who did he awake?” The answer to this question is “his wife”. Therefore, “his wife” is the C of the clause.

Complements can be subcategorized as the following:

a) Direct Object Complement (Cdo) which normally follows transitive verbs:

Example 39 - “Some nerves stimulate an organ and others depress it.”
Cdo

In the above clause, “an organ” is the answer to “what do some nerves stimulate?”, and thus the Cdo of the clause.

b) Indirect Object Complement (Cio) follows transitive verbs such as give, send, and offer. In a simple independent declarative clause the C normally comes immediately after the verb and the Complement follows it:

Example 40 - “Later, Mary offered her hand.”
Cio

In this clause, “her hand” is the Cio .

c) Intensive Complement (Cint) which follows a copular (linking) verb (such as be, seem, appear, become):

Example 41 - “Kuala Lumpur is the capital city.”
Cint

Example 42- “She seems a brilliant woman.”
Cint

In the above clauses, “the capital city” and “a brilliant woman” are intensive complements.

d)Cdo and Cio can occur in a single clause:

Example 43- My sister sent me a laptop last year.
Cio Cdo

In the above example 43, “me” is the Cio and “a laptop” is the Cdo.

3.1.6 Adjuncts (A)

Adverbial groups, nominal groups and prepositional phrases which acted as Circumstances for the experiential meaning (concerned with content/ideas) of a clause are now simply known as Adjuncts because they are added on to the communicative acts.

As, based on Halliday’s theory, Bloor and Bloor (2004) defines, an Adjunct is something ‘joined to’; slightly peripheral (at the edge/not significant) in the clause. For the most part, it is grammatically optional in a way the other elements are not. The different types of Adjuncts are briefly reviewed in the following lines:

a) Circumstantial Adjunct (Acir): deals with the circumstances of the events or states described in the text. Circumstantial Adjunct conveys information related to place, time, manner, etc. It also forms part of the experiential meaning of the clause:

Example 44 - “The criminal was taken to police station by police officer.”
Acir

In the above example 44, “to police station” is the Circumstantial Adjunct.

c) Conjunctive Adjunct (Acon): helps to show the link between a clause and what precedes it:

Example 45 - “For instance, the vagus nerves slow down the rate of heartbeat, while the accelerator nerves increase it.”
Acon

In the above sentence, “For instance” shows the nature of the relationship between the two sides of the clause. Therefore, “For instance” is the Conjunct Adjunct of the clause

d) Modal Adjunct (Amod): indicates some aspects of the attitude of the speaker or writer to the message or her comment on its relevance, reliability, interest, and so on:

Example 46 - “It was probably the same substance.”
Amod

The adverb “probably” can be taken as the prototypical item realizing the function of A. It represents the degree to which the speaker/writer is committed to the proposition being made. Modal Adjunct comprises of Mood Adjunct and Comment Adjunct (Halliday, 1994).

3.1.6.1 Adjuncts and Conjunctions

“Conjunctions are word class within the same system as noun, verb, adjective, adverb, determiner, preposition, and numeral”. “Adjunct is a function in the clause and is realized by such word classes as adverbs and nominal as well as by prepositional phrases” (Bloor & Bloor, 2004, p. 57).

Conjunctive adjunct: “*moreover, furthermore, also, however, nevertheless, alternatively, meanwhile, simultaneously, thus, therefore, consequently*” (Bloor & Bloor, 2004, p. 58).

Conjunctions: “*and, but, yet, or, whereas, when, while, so that*” (Bloor & Bloor, 2004, p. 58).

3.2 Samples of SFPCA Clause Elements from the Data in both English and Myanmar

In Systemic Functional Grammar the clause has a very essential role in the structure of a sentence. The elements of clause structure in any standard language can be categorized in terms of SFPCA. Tables 3.2.1 to 3.2.11 will provide examples of SFPCA elements from the data in both English and Myanmar:

Table 3.2.1 Simple Subject in English

E/S-2	<div>I was the doctor on the ship.</div> <table><tr><td>I</td><td>was</td><td>the doctor</td><td>on the ship.</td></tr><tr><td>S</td><td>F</td><td>C</td><td>Acir</td></tr></table>	I	was	the doctor	on the ship.	S	F	C	Acir
I	was	the doctor	on the ship.						
S	F	C	Acir						
E/S-5	<div>The captain looked at the sky.</div> <table><tr><td>The captain</td><td>looked</td><td>at the sky.</td></tr><tr><td>S</td><td>F/P</td><td>Acir</td></tr></table>	The captain	looked	at the sky.	S	F/P	Acir		
The captain	looked	at the sky.							
S	F/P	Acir							
E/S-7	<div>The storm started that night.</div> <table><tr><td>The storm</td><td>started</td><td>that night.</td></tr><tr><td>S</td><td>F/P</td><td>Acir</td></tr></table>	The storm	started	that night.	S	F/P	Acir		
The storm	started	that night.							
S	F/P	Acir							

Table 3.2.2 Simple Subject in Myanmar

M/S-6	<p>အဲဒီညမှာပဲ မုန်တိုင်း စတင်တိုက်ခတ်ပါတယ်။</p> <table><tr><td>အဲဒီညမှာပဲ</td><td>မုန်တိုင်း</td><td>စတင်တိုက်ခတ်ပါတယ်။</td></tr><tr><td>That night</td><td>the storm</td><td>started</td></tr><tr><td>Acir</td><td>S</td><td>F/P</td></tr></table>	အဲဒီညမှာပဲ	မုန်တိုင်း	စတင်တိုက်ခတ်ပါတယ်။	That night	the storm	started	Acir	S	F/P
အဲဒီညမှာပဲ	မုန်တိုင်း	စတင်တိုက်ခတ်ပါတယ်။								
That night	the storm	started								
Acir	S	F/P								
M/S-33	<p>ကျွန်တော် ငုံးကြည့်လိုက် တယ်။</p> <table><tr><td>ကျွန်တော်</td><td>ငုံးကြည့်လိုက် တယ်။</td></tr><tr><td>I</td><td>looked down.</td></tr><tr><td>S</td><td>F/P</td></tr></table>	ကျွန်တော်	ငုံးကြည့်လိုက် တယ်။	I	looked down.	S	F/P			
ကျွန်တော်	ငုံးကြည့်လိုက် တယ်။									
I	looked down.									
S	F/P									
M/S-36	<p>ကျွန်တော်က အော်လိုက်တယ်။</p> <table><tr><td>ကျွန်တော်က</td><td>အော်လိုက်တယ်။</td></tr><tr><td>I</td><td>shouted.</td></tr><tr><td>S</td><td>F/P</td></tr></table>	ကျွန်တော်က	အော်လိုက်တယ်။	I	shouted.	S	F/P			
ကျွန်တော်က	အော်လိုက်တယ်။									
I	shouted.									
S	F/P									

Table 3.2.3 Compound or Complex Subject (Heavy Subject) in English

E/S42	After a time, an important little man climbed up and talked to me.					
After a time,		an important little man	climbed up	and	talked	to me.
A	S		F/P	-	F/ P	Acir

E/S52	The food from one basket nearly filled my mouth.			
The food from one basket		nearly	filled	my mouth.
S		Amod	F/ P	Cdo

E/S95	The king and the queen and their sons and daughters sat on the chairs.			
The king and the queen and their sons and daughters			sat	on the chairs.
S			F/P	Acir

Table 3.2.4 Compound or Complex Subject (Heavy Subject) in Myanmar

M/S - 96	တိုင်းပြည်ရဲ့ ဒေသအသီးသီးမှ လူတွေက ကျွန်တော့်ကို ကြည့်ဖို့လာကြတယ်၊		
	တိုင်းပြည်ရဲ့ ဒေသအသီးသီးမှလူတွေက	ကျွန်တော့်ကိုကြည့်ဖို့	လာကြတယ်၊
	People from every part of the country	to see me	come
	S	Acir	F/P

M/S - 192	ကျုပ်တို့ရဲ့ လျှို့ဝှက်စုံထောက်တွေက ပြော (သတင်းပို့) တယ်။		
	ကျုပ်တို့ရဲ့ လျှို့ဝှက်စုံထောက်တွေက	ပြော (သတင်းပို့) တယ်။	
	Our Secret Service men	say (inform)	
	S	F/P	

M/S- 57	(သူတို့ရဲ့)မြင်းတောင်းတစ်တောင်းစာအစားအသောက်ကကျွန်တော့်ပါးစပ်ပြည့်လုနီးပါးဖြစ်ပါတယ်။		
	(သူတို့ရဲ့)မြင်းတောင်းတစ်တောင်းစာအစားအသောက်က	ကျွန်တော့်ပါးစပ်	ပြည့်လုနီးပါးဖြစ်ပါတယ်။
	Their food from one basket	my mouth	is almost full
	S	Cdo	F/P

Table 3.2.5 Subject with Apposition in English

E/S-178

His father – the king at that time – made a new law: nobody must ever cut off the big end of an egg.

His father – the king at that time	made	a new law:	nobody	must	ever	cut off	the big end of an egg.
			S	F	Acir	P	Cdo
S	F/P	Cdo					

E/S-273

My little nurse, Glumdalclitch, was at one end.

My little nurse, Glumdalclitch,	was	at one end.
S	F	Acir

Table 3.2.6 Subject with Apposition in Myanmar

M/S- 181	ဖခမည်းတော် ဘုရင်မင်းမြတ်က အဲဒီအချိန်ကစပြီး ဥပဒေတစ်ခုထုတ် (ပြဋ္ဌာန်း) လိုက်တယ်။			
ဖခမည်းတော် ဘုရင်မင်းမြတ်က		အဲဒီအချိန်ကစပြီး	ဥပဒေတစ်ခု	ထုတ်(ပြဋ္ဌာန်း) လိုက်တယ်။
				His father , the king
S		since then	a law	decreed/made
S		Air	Cdo	F/P

Table 3.2.7 Finite in English

E/S- 442	The seabird had the ring in its beak.			
	The seabird	had	the ring	in its beak.
	S	F	Cdo	Acir

E/S- 462	They were tiny!		
	They	were	tiny!
	S	F	Cdo

E/S 396	“And can your scientists help the people?”				
	“And	can	your scientists	help	the people?
	-	F	S	P	Cdo

Table 3.2.8 Finite and Predicator in English

E/S-18	I couldn't see any houses, and I couldn't see any people.								
	I	couldn't	see	any houses,	and	I	couldn't	see	any people
	S	F	P	Cdo	-	S	F	P	Cdo

E/S-41	"I can wait."		
	"I	can	wait."
	S	F	P

E/S-44	But I didn't move.			
	But	I	didn't	move.
	-	S	F	P

Table 3.2.9 Fused Form of Finite and Predicator in English (F/P)

E/S-1	On 4 th May 1699, I left London on the ship Antelope.				
	On 4 th May 1699,	I	left	London	on the ship Antelope.
	Acir	S	F/P	Acir	Acir

E/S-3	We went to a lot of islands in the Indies.			
	We	went	to a lot of islands	in the Indies.
	S	F/P	Acir	Acir

E/S-5	The captain looked at the sky.		
	The captain	looked	the sky.
	S	F/P	Acir

Table 3.2.10 Finite and Predicator in Myanmar

M/S-4	အဲဒီနောက် တောင်ဘက်ပိုင်းကို ခရီးလှည့်ခဲ့ကြပြန်ပါတယ်။		
	အဲဒီနောက်	တောင်ဘက်ပိုင်းကို	ခရီးလှည့်ခဲ့ကြပြန်ပါတယ်။
	After that,	to the south	traveled.
	Acir	Acir	F/P

M/S-29	ကျွန်တော့် အနီးအနားက အသံတွေကို ကြားရတယ်။		
	ကျွန်တော့် အနီးအနားက	အသံတွေကို	ကြားရတယ်။
	Near me	sounds	hear
	Acir	Cdo	F/P

M/S9	ဒါပေမယ့်လှေကလေးကလည်းမုန်တိုင်းကြားမှာ မှောက်သွားခဲ့ပါတယ်။			
	ဒါပေမယ့်	လှေကလေးကလည်း	မုန်တိုင်းကြားမှာ	မှောက်သွားခဲ့ပါတယ်။
	But	the small boat	in the storm	turned over
	-	S	Acir	F/P

Table 3.2.11 Complement

(a)Direct Object Complement (Cdo) in English

E/S-1	On 4 th May 1699, I left London on the ship Antelope.				
	On 4 th May 1699,	I	left	London	on the ship Antelope.
	Acir	S	F/P	Cdo	Acir

E/S-87	They wanted to see the wonderful “man-mountain”.		
	They	wanted to see	the wonderful “man-mountain”
	S	F/P	Cdo

E/S-99	I tried English, German, French, Spanish, Italian and Latin.		
	I	tried	English, German, French, Spanish, Italian and Latin.
	S	F/P	Cdo

(b)Direct Object Complement (Cdo) in Myanmar

M/S-14	အဲဒီသစ်သား ပိုင်းက ကျွန်တော့်အသက်ကို ကယ်ခဲ့တာပါ။		
	အဲဒီသစ်သားပိုင်းက	ကျွန်တော့်အသက်ကို	ကယ်ခဲ့တာပါ။
	That piece of wood	my life	save.
	S	Cdo	F/P

M/S-29	ကျွန်တော့် အနီးအနားက အသံတွေကို ကြားရတယ်။		
	ကျွန်တော့်အနီးအနားက	အသံတွေကို	ကြားရတယ်။
	Near me	sounds	heard.
	Acir	Cdo	F/P

M/S-34	အလွန်အလွန်ကို သေးငယ်တဲ့ လူသေးသေးလေးတစ်ယောက်ကို ကျွန်တော် မြင်ရပါတယ်။		
	အလွန်အလွန်ကို သေးငယ်တဲ့လူသေးသေးလေးတစ်ယောက်ကို	ကျွန်တော်	မြင်ရပါတယ်။
	A very little man	I	saw
	Cdo	S	F/P

(c) Indirect Object Complement (Cio) in English

E/S-233	The best needlewomen made new clothes for me.													
<table><tr><td>The best needlewomen</td><td>made</td><td>new clothes</td><td>for me.</td></tr><tr><td>S</td><td>F/P</td><td>Cdo</td><td>Cio</td></tr></table>					The best needlewomen	made	new clothes	for me.	S	F/P	Cdo	Cio		
The best needlewomen	made	new clothes	for me.											
S	F/P	Cdo	Cio											
E/S-243	She made a bed for me out of a very small box.													
<table><tr><td>She</td><td>made</td><td>a bed</td><td>for me</td><td>out of a small box.</td></tr><tr><td>S</td><td>F/P</td><td>Cdo</td><td>Cio</td><td>Acir</td></tr></table>					She	made	a bed	for me	out of a small box.	S	F/P	Cdo	Cio	Acir
She	made	a bed	for me	out of a small box.										
S	F/P	Cdo	Cio	Acir										
E/S-264	“They give us great power.”													
<table><tr><td>“They</td><td>give</td><td>us</td><td>great power.”</td></tr><tr><td>S</td><td>F/P</td><td>Cio</td><td>Cdo</td></tr></table>					“They	give	us	great power.”	S	F/P	Cio	Cdo		
“They	give	us	great power.”											
S	F/P	Cio	Cdo											

(d) Indirect Object Complement (Cio) in Myanmar

M/S-348	သူက ကျွန်တော့်အတွက် သေတ္တာတစ်လုံးလုပ်တယ်။			
	သူက	ကျွန်တော့်အတွက်	သေတ္တာတစ်လုံး	လုပ်တယ်။
	He	for me	a box	made
	S	Cio	Cdo	F/P
M/S-359	လယ်သမားကြီးက ကျွန်တော့်ကို “ပြပွဲ” လုပ်ပါတယ်။			
	လယ်သမားကြီးက	ကျွန်တော့်ကို	“ပြပွဲ”	လုပ်ပါတယ်။
	The farmer	me	the show	made
	S	Cio	Cdo	F/P
M/S-169	သူတို့က ဦးထုပ်ကို အပေါက်နှစ်ပေါက်ဖောက်တယ်။			
	သူတို့က	ဦးထုပ်ကို	အပေါက်နှစ်ပေါက်	ဖောက်တယ်။
	They	the hat	two holes	make
	S	Cio	Cdo	F/P

(e) Intensive Complement (Cint) in English

E/S-249	They call it Brobdingnag.			
	They	call	it	Brobdingnag.
	S	F/P	Cdo	Cint
E/S-251	I called my young friend Glumdalclitch.			
	I	called	my young friend	Glumdalclitch.
	S	F/P	Cdo	Cint
E/S-316	And my little nurse called me Grildrig, ‘tiny man’.			
	And	my little nurse	called me	Grildrig, ‘tiny man’.
	-	S	F/P	Cdo
				Cint

(f) Intensive Complement (Cint) in Myanmar

M/S-337	သူတို့ တိုင်းပြည်ကို “ဘရော့ဒ်ဒင်းနက်” လို့ ခေါ်ပါတယ်။			
	သူတို့ တိုင်းပြည်ကို		“ဘရော့ဒ်ဒင်းနက်” လို့	ခေါ်ပါတယ်။
	Their country		Brobdingnag	call
	Cdo		Cint	F/P

M/S-339	ကျွန်တော့်မိတ်ဆွေလေးကို ကျွန်တော်က “ဂလမ်းဒယ် ကလစ်ချ်” လို့ ခေါ်ပါ တယ်။			
	ကျွန်တော့် မိတ်ဆွေလေးကို	ကျွန်တော်က	“ဂလမ်းဒယ်ကလစ်ချ်”လို့	ခေါ်ပါတယ်။
	My young friend	I	Glumdalclitch	called
	Cdo	S	Cint	F/P

M/S-340	“သူနာပြုမလေး” လို့ ခေါ်ပါတယ်။	
	“သူနာပြုမလေး” လို့	ခေါ်ပါတယ်။
	“little nurse”	called
	Cint	F/P

Table 3.2.12 Adjunct

(a) Circumstantial Adjunct (Acir) in English

E/S-1	<p>On 4th May 1699, I left London on the ship Antelope.</p> <table><tr><td>On 4th May 1699,</td><td>I</td><td>left</td><td>London</td><td>on the ship Antelope.</td></tr><tr><td>Acir</td><td>S</td><td>F/P</td><td>Cdo</td><td>Acir</td></tr></table>	On 4 th May 1699,	I	left	London	on the ship Antelope.	Acir	S	F/P	Cdo	Acir
On 4 th May 1699,	I	left	London	on the ship Antelope.							
Acir	S	F/P	Cdo	Acir							
E/S-11	<p>E/S11- I was in the sea, among the great waves.</p> <table><tr><td>I</td><td>was</td><td>in the sea,</td><td>among the great waves.</td></tr><tr><td>S</td><td>F</td><td>Acir</td><td>Acir</td></tr></table>	I	was	in the sea,	among the great waves.	S	F	Acir	Acir		
I	was	in the sea,	among the great waves.								
S	F	Acir	Acir								
E/S-36	<p>And they pulled me to their city.</p> <table><tr><td>And</td><td>they</td><td>pulled</td><td>me</td><td>to their city.</td></tr><tr><td>-</td><td>S</td><td>F/P</td><td>Cdo</td><td>Acir</td></tr></table>	And	they	pulled	me	to their city.	-	S	F/P	Cdo	Acir
And	they	pulled	me	to their city.							
-	S	F/P	Cdo	Acir							

(b) Circumstantial Adjunct (Acir) in Myanmar

M/S-144	<p>မြို့ထဲမှာ ဆိုင်တွေ၊ အိမ်တွေ အများကြီးရှိပါတယ်။</p> <table><tr><td>မြို့ထဲမှာ</td><td>ဆိုင်တွေ၊ အိမ်တွေအများကြီး</td><td>ရှိပါတယ်။</td></tr><tr><td>In the city</td><td>a lot of shops and houses</td><td>is</td></tr><tr><td>Acir</td><td>C</td><td>F/P</td></tr></table>			မြို့ထဲမှာ	ဆိုင်တွေ၊ အိမ်တွေအများကြီး	ရှိပါတယ်။	In the city	a lot of shops and houses	is	Acir	C	F/P
မြို့ထဲမှာ	ဆိုင်တွေ၊ အိမ်တွေအများကြီး	ရှိပါတယ်။										
In the city	a lot of shops and houses	is										
Acir	C	F/P										
M/S-145	<p>လှပတဲ့ နန်းတော်ကြီးက မြို့လယ်မှာရှိတယ်။</p> <table><tr><td>လှပတဲ့ နန်းတော်ကြီးက</td><td>မြို့လယ်မှာ</td><td>ရှိတယ်။</td></tr><tr><td>A beautiful palace</td><td>in the middle of the city</td><td>is</td></tr><tr><td>S</td><td>Acir</td><td>F/P</td></tr></table>			လှပတဲ့ နန်းတော်ကြီးက	မြို့လယ်မှာ	ရှိတယ်။	A beautiful palace	in the middle of the city	is	S	Acir	F/P
လှပတဲ့ နန်းတော်ကြီးက	မြို့လယ်မှာ	ရှိတယ်။										
A beautiful palace	in the middle of the city	is										
S	Acir	F/P										
M/S-150	<p>သူတို့လည်း ကမ်းခြေကို ထွက်သွားကြပါတယ်။</p> <table><tr><td>သူတို့လည်း</td><td>ကမ်းခြေကို</td><td>ထွက်သွားကြပါတယ်။</td></tr><tr><td>They</td><td>to the beach</td><td>go</td></tr><tr><td>S</td><td>Acir</td><td>F/P</td></tr></table>			သူတို့လည်း	ကမ်းခြေကို	ထွက်သွားကြပါတယ်။	They	to the beach	go	S	Acir	F/P
သူတို့လည်း	ကမ်းခြေကို	ထွက်သွားကြပါတယ်။										
They	to the beach	go										
S	Acir	F/P										

(c) Conjunctive Adjunct (Acon) in English

E/S-241	E/S241- They didn't laugh after that. <table><tr><td>They</td><td>didn't</td><td>laugh</td><td>after that.</td></tr><tr><td>S</td><td>F</td><td>P</td><td>Acon</td></tr></table>	They	didn't	laugh	after that.	S	F	P	Acon				
They	didn't	laugh	after that.										
S	F	P	Acon										
E/S-153	E/S153- "Then the army can march between your legs. <table><tr><td>"Then</td><td>the army</td><td>can</td><td>march</td><td>between your legs.</td></tr><tr><td>Acon</td><td>S</td><td>F</td><td>P</td><td>Acir</td></tr></table>	"Then	the army	can	march	between your legs.	Acon	S	F	P	Acir		
"Then	the army	can	march	between your legs.									
Acon	S	F	P	Acir									
E/S-245	E/S245- But then I wanted to go to sea again. <table><tr><td>But</td><td>then</td><td>I</td><td>wanted to go</td><td>to sea</td><td>again.</td></tr><tr><td>-</td><td>Acon</td><td>S</td><td>F/P</td><td>Acir</td><td>Acon</td></tr></table>	But	then	I	wanted to go	to sea	again.	-	Acon	S	F/P	Acir	Acon
But	then	I	wanted to go	to sea	again.								
-	Acon	S	F/P	Acir	Acon								

(d) Conjunctive Adjunct (Acon) in Myanmar

M/S- 136	ဒီတော့မှ သူတို့က သံကြိုးတွေကို ဖြေပေးပါတယ်။															
<table><tr><td>ဒီတော့မှ</td><td>သူတို့က</td><td>သံကြိုးတွေကို</td><td>ဖြေပေးပါတယ်။</td></tr><tr><td>After that</td><td>they</td><td>the chain</td><td>take off</td></tr><tr><td>Acon</td><td>S</td><td>Cdo</td><td>F/P</td></tr></table>					ဒီတော့မှ	သူတို့က	သံကြိုးတွေကို	ဖြေပေးပါတယ်။	After that	they	the chain	take off	Acon	S	Cdo	F/P
ဒီတော့မှ	သူတို့က	သံကြိုးတွေကို	ဖြေပေးပါတယ်။													
After that	they	the chain	take off													
Acon	S	Cdo	F/P													
M/S- 389	နောက်ဆုံးကျတော့မှသေတ္တာလေးကိုသင်္ဘောကြမ်းပြင်ပေါ် ချထားလိုက်တယ်။															
<table><tr><td>နောက်ဆုံးကျ တော့မှ</td><td>သေတ္တာလေး ကို</td><td>သင်္ဘောကြမ်းပြင်ပေါ်</td><td>ချထားလိုက်တယ် ။</td></tr><tr><td>At last,</td><td>the box</td><td>on the floor of the ship</td><td>put down</td></tr><tr><td>Acon</td><td>Cdo</td><td>Acor</td><td>F/P</td></tr></table>					နောက်ဆုံးကျ တော့မှ	သေတ္တာလေး ကို	သင်္ဘောကြမ်းပြင်ပေါ်	ချထားလိုက်တယ် ။	At last,	the box	on the floor of the ship	put down	Acon	Cdo	Acor	F/P
နောက်ဆုံးကျ တော့မှ	သေတ္တာလေး ကို	သင်္ဘောကြမ်းပြင်ပေါ်	ချထားလိုက်တယ် ။													
At last,	the box	on the floor of the ship	put down													
Acon	Cdo	Acor	F/P													
M/S- 511	နောက်ဆုံးကျတော့ လယ်သမားကြီးက ရွှေတွေအများကြီး ရသွားတယ်။															
<table><tr><td>နောက်ဆုံးကျတော့</td><td>လယ်သမားကြီးက</td><td>ရွှေတွေအများကြီး</td><td>ရသွားတယ်။</td></tr><tr><td>In the end</td><td>the farmer</td><td>a lot of gold</td><td>get</td></tr><tr><td>Acon</td><td>S</td><td>Cdo</td><td>F/P</td></tr></table>					နောက်ဆုံးကျတော့	လယ်သမားကြီးက	ရွှေတွေအများကြီး	ရသွားတယ်။	In the end	the farmer	a lot of gold	get	Acon	S	Cdo	F/P
နောက်ဆုံးကျတော့	လယ်သမားကြီးက	ရွှေတွေအများကြီး	ရသွားတယ်။													
In the end	the farmer	a lot of gold	get													
Acon	S	Cdo	F/P													

(e) Modal Adjunct (Amod) in English

E/S-240	I quite liked it.			
	I	quite	liked	it.
	S	Amod	F/P	Cdo
E/S-253	But it really was land.			
	But	it	really	was land.
	-	S	Amod	F C
E/S-346	Suddenly my box went up in the air.			
	Suddenly	my box	went up	in the air.
	Amod	S	F/P	Acir

(f) Modal Adjunct(Amod) in Myanmar

M/S -359	ဒါပေမယ့် လယ်သမားကြီးက ချက်ချင်းပဲ ကျွန်တော့်ကို ထုတ်ပြီး ပြပွဲလုပ်တော့တာပါပဲ။							
	ဒါပေမယ့်	လယ်သမားကြီးက	ချက်ချင်းပဲ	ကျွန်တော့်ကို	ထုတ်ပြီး	ပြပွဲ	လုပ်တော့တာပါပဲ။	
	But	the farmer	at once	me	took out	and	show	make
	-	S	Amod	Cdo	F/P	-	Cdo	F/P

M/S -405	ကျွန်တော် ညစာစားတဲ့အခါ အမြဲပဲ မိဖုရားရဲ့အနားကစားပွဲထိပ်မှာ စားပါတယ်။				
	ကျွန်တော်	ညစာစားတဲ့အခါ	အမြဲပဲ	မိဖုရားရဲ့အနားကစားပွဲထိပ်မှာ	စားပါတယ်။
	I	when I had dinner	always	on the table-top near the queen	eat
	S	Acir	Amod	Acir	F/P

M/S -488	ရုတ်တရက်ဆိုသလို ကျွန်တော့်သေတ္တာလေးက လေထဲကို မြောက်ပါသွားတယ်။			
	ရုတ်တရက်ဆိုသလို	ကျွန်တော့်သေတ္တာလေးက	လေထဲကို	မြောက်ပါသွားတယ်။
	Suddenly,	my box	in the air	go up
	Amod	Cdo	Acir	F/P

The examples provided in Table 3.2.1 to 3.2.12 explaining SFPCA are all from the data analysed for this study. It can be concluded that there are differences regarding the position and arrangement of the SFPCA in the clauses of both languages.

3.3 Research Methodology

The research methodology of the current study is described in the following sub-sections

3.3.1 Selection of Data

The data required for this study has been selected from the simplified version of the first two books of *Gulliver's Travels* by Jonathan Swift in English and Myanmar (Burmese) translation. Although the original version of Gulliver's Travels has been translated into many languages, the data for the study comes from a simplified version of the book which has written in the two languages: English and Burmese.

The criteria for choosing the data and its translation are:

- a) the sentences are in grammatically and structurally correct English;
- b) the sentences contain at least the minimum number of the SFPCA elements required for a clause, i.e., Subject (S) and Finite (F), although sometimes S is hidden within F, as elaborated earlier in this chapter;
- c) the clauses were treated for SFPCA elements and other functions of syntax or semantic functions of the sentences were not part of the study.
- d) the notations, comments and explanations by the translator or reviser are not considered to be part of the data analysis.

3.3.2 Description of Data

The data selected for the current research consists of Jonathan Swift's *Gulliver's Travels* in an abridged and simplified English version and its Myanmar translated by Maung Thein

Lwin. Altogether there are a total of 483 English sentences and 539 sentences of Myanmar translations are distinguished in the story. The clauses are divided into groups of simple and complex and each group has also internal classification of the clauses based on their relevance to the SFPCA elements coded as E/S [number], which shows the number of the English Sentence, and M/S [number] which demonstrates the sentence number of Burmese (Myanmar) translation. The data for both languages are analysed for SFPCA elements as follows:

Example:

English (S)

E/S-7	The storm started that night.		
	The storm	started	that night.
	S	F/P	Acir

Myanmar (S)

M/S-6	အဲဒီညမှာပဲ မုန်တိုင်း စတင်တိုက်ခတ်ပါတယ်။		
	အဲဒီညမှာပဲ	မုန်တိုင်း	စတင်တိုက်ခတ်ပါတယ်။
	That night	the storm	started
	Acir	S	F/P

In the above examples the selected data have been classified under S grouping in which the Subject of the clause is the focal point and determines the type of the clause, i.e. Subject (S), Finite (F), Predicator (P), Complement (C), and Adjective (A) in the basic sentence structures of the two languages in question. However, in the sentences, which are categorized as complex or compound clauses, the conjunctions such as ‘but’, ‘and’, ‘as’, etc., have not been analyzed since they are not part of the SFPCA in Systemic Functional

Grammar and do not contribute to the SFPCA analysis of the clauses (Bloor & Bloor, 2004; Halliday, 1985).

Example:

E/S 444 - Another bird attacked, and it dropped my travelling-box.

Another bird	attacked,	and	it	dropped	my travelling-box.
S	F/P	-	S	F/P	Cdo

E/S98- He said a lot, but I didn't know the language.

He	said	a lot,	but	I	didn't	know	the language.
S	F/P	Cdo	-	S	F	P	Cdo

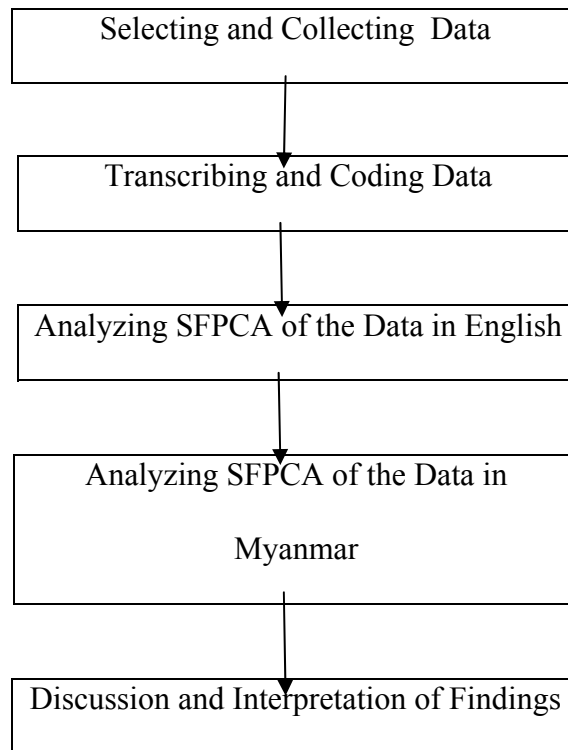
M/S135- ကျွန်တော် . . . သူ့ကို စားချင်လို့(စားတော့မယ်)ထင်ပြီး ကြောက်လန့်တကြားနဲ့ (ငယ်သံပါအောင်) အော်တော့တာပဲ။

ကျွန်တော်သူ့ကိုစားချင်လို့(စားတော့မယ်)	ထင်	ပြီး	ကြောက်လန့်တကြားနဲ့(ငယ်သံပါအောင်)	အော်တော့တာပဲ။
I want to eat him	think	and	in fear	cry out
C	F/P	-	Acir	F/P

3.3.3 Research Design and Methodology

The research approach used in this study is qualitative in nature. This study has been conducted in four main stages as shown in Fig 3.1:

Figure 3.1: The Stages of the Study



3.3.3.1 Stage one (Selecting and Collecting Data)

In the first stage, the English version of the selected text, Gulliver's Travels, was examined and categorized according to SFPCA functions as suggested in functional grammar books. The study of English clauses and their components reveal the nature of the syntactic positions of the words and their role in the sentence. For this stage, Halliday's theory of functional grammar was resorted for patterns and samples as illustrated in Bloor and Bloor (2004). At this stage the required data started to be collected according to the relevancy.

3.3.3.2 Stage two (Transcribing and Coding Data)

In the second stage, the raw texts in both English version and Burmese translations are transcribed. It means that they are retyped.

Next, the coding of data is carried out at sentence level. Each sentence is numbered S, for example, the first sentence is numbered as E/S1, for English version and M/S1 for Myanmar version. The analyzing based on SFPCA clause elements coded as (S) for Subject, (F) for Finite, (P) for predicator, (C) for Complement. Under Complement, there are three sub-categories: Direct Object Complement coded as (Cdo) , Indirect Object Complement coded as (Cio) and (Cint) for Intensive Complement. Likewise, Adjunct coded as A and there are three sub-categories as well. Circumstantial Adjunct coded as (Acir), Conjunctive Adjunct coded as (Acon) and Modal Adjunct coded as (Amod).

Table 3.3 shows the coding of the data:

Table 3.3 Coding of Data

S	Sentence
E/S	English Sentence
M/S	Myanmar Sentence
S	Subject
F	Finite
P	Predicator
C	Complement
Cdo	Direct Object Complement
Cio	Indirect Object Complement
Cint	Intensive Complement
A	Adjunct
Acir	Circumstantial Adjunct
Acon	Conjunctive Adjunct
Amod	Modal Adjunct

Example of labeling the sentence (English):

S1- On 4th May 1699, I left London on the ship Antelope.

S2- I was the doctor on the ship.

S3- We went to a lot of islands in the Indies.

S4- Then we turned south.

S5- The captain looked at the sky.

S6-“We’re going to have a storm,” he said.

S7- The storm started that night..

S8- Soon there were great waves, and they threw the ship on its side.

S9- I left the ship with some seamen in a small boat.

S10- But the boat turned over in the storm.

Example of Labeling Sentence (Myanmar):

M/S1-၁၆၉၉-ခု၊ မေလ (၄) ရက်နေ့မှာ “အင်တီလုပ်” သင်္ဘောနဲ့ လန်ဒန်ကနေ ကျွန်တော် ထွက်ခွာခဲ့ပါတယ်။

Translation: (On 4th May 1699, I left London on the ship Antelope.)

M/S2-ကျွန်တော်က အဲဒီသင်္ဘောရဲ့ ဆရာဝန်လေ။

Translation: (I was the doctor on the ship.)

M/S3-ကျွန်တော်တို့ဟာ (ကမ ဩ)အရှေ့စွန်းအရပ်ဒေသမှာရှိတဲ့ “ကျွန်း” တော်တော် များများကို သွားရောက်ခဲ့ပါတယ်။

Translation: (We went to a lot of islands in the Indies.)

M/S4-အဲဒီနောက် တောင်ဘက်ပိုင်းကို ခရီးလှည့်ခဲ့ကြပြန်ပါတယ်။

Translation: (After that traveled to the south.)

M/S5-(တစ်နေ့) သင်္ဘောရဲ့ ကပ္ပတိန်က ကောင်းကင်ကိုကြည့်ပြီး “မုန်တိုင်းကျတော့ မယ်...” လို့ပြောပါတယ်။

Translation: (One day, the captain of the ship looked at the sky and “We’re going to have a storm,” he said.)

M/S6-အဲဒီညမှာပဲ မုန်တိုင်း စတင်တိုက်ခတ်ပါတယ်။

Translation: (The storm starts that night.)

M/S7-သိပ်မကြာလိုက်ဘူး ... ကြီးမားတဲ့လှိုင်းလုံးကြီးတွေ ဖြစ်ပေါ်လာပြီး၊ သင်္ဘောကို မှောက်သွားစေပါတယ်။

Translation: (Soon big waves appear and the ship turns over.)

M/S8-ကျွန်တော်ဟာသင်္ဘောသားအချို့နဲ့အတူ(အသက်ကယ်)လှေလေးတစ်စီးကိုစီးပြီး သင်္ဘောကိုစွန့်ခွာခဲ့ပါတယ်။

Translation: (I left the ship with some seamen in a small boat.)

M/S9-ဒါပေမယ့်လှေကလေးကလည်းမုန်တိုင်းကြားမှာ မှောက်သွားခဲ့ပါတယ်။

Translation: (But the boat turned over in the storm.)

M/S10-ကြီးမားတဲ့လှိုင်းလုံးကြီးတွေရဲ့အလယ်ပင်လယ်ရေပြင်ထဲကို ကျွန်တော် ကျရောက်သွားပါတယ်။

Translation: (I fall down in the sea, among the great waves.)

Sample of Coding for SFPCA: English Version

E/S1- On 4th May 1699, I left London on the ship Antelope.

On 4 th May 1699,	I	left	London	on the ship Antelope.
Acir	S	F/P	Acir	Acir

Sample of Coding for SFPCA: Myanmar Version

M/S1-၁၆၉၉-ခု၊ မေလ (၄) ရက်နေ့မှာ “အင်တီလုပ်” သင်္ဘောနဲ့ လန်ဒန်ကနေ ကျွန်တော် ထွက်ခွာခဲ့ပါတယ်။

၁၆၉၉-ခု၊ မေလ(၄)ရက်နေ့မှာ	“အင်တီလုပ်”သင်္ဘောနဲ့	လန်ဒန်ကနေ	ကျွန်တော်	ထွက်ခွာခဲ့ပါတယ်။ ။
In 1699,May 4 th	with the ship Antelope	from London	I	left.
Acir	Acir	Acir	S	F/P

Although the numbering of the sentences is different, the extracts have the same story content.

Extract form Data (English)

On 4th May 1699, I left London on the ship Antelope. I was the doctor on the ship. We went to a lot of islands in the Indies. Then we turned south. The captain looked at the sky. “We’re going to have a storm,” he said. The storm started that night. Soon there were great waves, and they threw the ship on its side. I left the ship with some seamen in a small boat. But the boat turned over in the storm.

Extract from Data (Myanmar)

၁၆၉၉-ခု၊ မေလ (၄) ရက်နေ့မှာ “အင်တီလုပ်” သင်္ဘောနဲ့ လန်ဒန်ကနေ ကျွန်တော် ထွက်ခွာခဲ့ပါတယ်။ ကျွန်တော်က အဲဒီသင်္ဘောရဲ့ ဆရာဝန်လေ။
ကျွန်တော်တို့ဟာ (ကမ္ဘာ့)အရှေ့စွန်းအရပ်ဒေသမှာရှိတဲ့ “ကျွန်း” တော်တော် များများကို သွားရောက်ခဲ့ပါတယ်။ အဲဒီနောက် တောင်ဘက်ပိုင်းကို ခရီးလှည့်ခဲ့ကြပြန်ပါတယ်။
(တစ်နေ့) သင်္ဘောရဲ့ ကပ္ပတိန်က ကောင်းကင်ကိုကြည့်ပြီး “မုန်တိုင်းကျတော့ မယ်...” လို့ပြောပါတယ်။ အဲဒီညမှာပဲ မုန်တိုင်း စတင်တိုက်ခတ်ပါတယ်။ သိပ်မကြာလိုက်ပါဘူး ... ကြီးမားတဲ့လှိုင်းလုံးကြီးတွေ ဖြစ်ပေါ်လာပြီး၊ သင်္ဘောကို မှောက်သွားစေပါတယ်။
ကျွန်တော်ဟာ သင်္ဘောသားအချို့နဲ့အတူ (အသက်ကယ်)လှေလေး တစ်စီးကိုစီးပြီး သင်္ဘောကိုစွန့်ခွာခဲ့ပါတယ်။ ဒါပေမယ့် လှေကလေးကလည်း မုန်တိုင်းကြားမှာ မှောက်သွားခဲ့ပါတယ်။
ကြီးမားတဲ့လှိုင်းလုံးကြီးတွေရဲ့အလယ် ပင်လယ်ရေပြင်ထဲကို ကျွန်တော် ကျရောက်သွားပါတယ်။

3.3.3.3 Stage three (Analysing SFPCA of the Data in English)

The third stage includes the analysis of the selected data. This stage is the comparative and contrastive examination of a total of 483 sentences in English language according to the SFPCA clause elements.

3.3.3.4 Stage four (Analysing SFPCA of the Data in Myanmar)

As in Stage 3, the fourth stage includes the analysis of a total of 539 sentences from data in Myanmar language according to SFPCA clause elements. The result of these two stages will be presented in Chapter 4 which includes the data analysis. All of the sentences from the data analysed for SFPCA are provided in Appendix A and Appendix B.

3.3.3.5 Stage five (Interpretation of Findings)

The final stage focuses on the conclusions derived from the data analysis. The achieved conclusions then are used to interpret the results and finding of the current study. The final conclusion which will result from the interpretation of the findings will close the process of the research opening new suggestions for further studies on the current topic from various perspectives.

3.3.4 Sample Analysis

This section presents a sample analysis of the data. However, the more elaborate analysis of the selected data will be the focal point of the next chapter, i.e. Chapter Four of this study. In the sample analysis, the status of two of the clause elements, namely, Subject and Finite, will be examined in English and Burmese in some randomly chosen sentences, displayed in the following tables.

English (S)

E/S-7 The storm started that night.

The storm	started	that night.
S	F/P	Acir

As the example in the above table illustrates, the S in English starts the sentence and then followed by F or F/P as the verb of the clause. In English, adverbs of time usually come at

the end of the sentence if they do not start the clause. According to both traditional and functional grammar of English, the above sentence is a standard and correct one.

Myanmar (S)

M/S-6 အဲဒီညမှာပဲ မုန်တိုင်း စတင်တိုက်ခတ်ပါတယ်။

အဲဒီညမှာပဲ	မုန်တိုင်း	စတင်တိုက်ခတ်ပါတယ်။
That night	the storm	started
Acir	S	F/P

The Myanmar version of the sentence above shows that the clause starts with the adverb of time, then followed by the S. The F or F/P comes after the subject and at the end of the sentence. Like in English sample, this clause is a Myanmar translation of the first sentence in English. According to Myanmar grammatical rules, the sentence is also a standard and correct sentence.

A comparison of the two sentences in two languages supports the idea of difference between Burmese and English regarding the position of F in a given clause. While in English, F follows the S of the clause, in Myanmar this can also be the case, but with the only difference that the verbs falls at the end of the clause. This is a common feature shared by many Asian languages such as Persian and Turkish as well. And within this difference, there resides a similarity between such clauses in English and Myanmar, i.e., the adverbs of both languages can be placed at the beginning of the clause, and the verb usually follows the subject of the clause in affirmative sentences.

3.4 Chapter Summary

The current chapter explained the theoretical framework of this study which is the structure of clause elements SFPCA based on Bloor and Bloor (2004). This chapter described the research methodology, research design, collecting of data and data description. Finally, the sample analysis of SFPCA clause elements from the data both of English and Myanmar has been provided. The findings and discussion will follow in Chapter 4.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter deals with the analysis of data and interpretation of findings. The theoretical framework of the study is Bloor and Bloor (2004). This chapter attempts to answer the questions raised in the introductory chapter of the study. Section 4.1 provides answer to Research question 1 which is “What is the structural arrangement of clause elements, SFPCA, in English?” Section 4.2 provides answer of Research question 2 which is “What is the structural arrangement of clause elements, SFPCA, in Myanmar?”. These sections contain subsections which discuss the themes and points distinctively first in order to answer Research Question 3 which is “How does Myanmar compare with English in terms of the structural ordering of SFPCA elements in the novel *Gulliver's Travels*?”. Section 4.4 is the discussion of the study and Section 4.5 concludes the chapter.

4.1 Structural Arrangement of Clause Elements, SFPCA in the English Version of *Gulliver's Travel*

This section analyzes the position of SFPCA in the English version of the text, *Gulliver's Travels*, which answers the first Research Question.

Research Question 1:

What is the structural arrangement of clause elements, SFPCA, in English language?

This section presents the qualitative analyses of the data in regard to the structure of both English language and the arrangement of SFPCA in Standard English clauses in the novel *Gulliver's Travels* (GT). The complete SFPCA analysis for the English version is provided in Appendix A of the study. For the purposes of presentation of findings and discussion selected examples will be used. The derived data are grouped into five subsections which represent five basic grammatical functions of the clause elements, i.e., Subject, Finite, Predicator, Complement, and Adjunct (SFPCA), each corresponding with the themes and purposes of data analysis, based on the theoretical framework of the study which is Bloor and Bloor (2004).

4.1.1 Subject in English Clause

As elaborated in Chapter 3 of this study, Subject is represented by (S) which is normally a noun or a noun substitute. Subject, based on the words that precede or follow it, can be classified into simple and compound ones, which are explained and displayed in the following subsections below:

4.1.1.1 Simple Subject

The *Simple Subject* is formed with a single or plural noun, without any attachments, or a subject pronoun which refers to a noun in the same context.

In English, *Subject*, either a noun or a pronoun, is usually posited at the beginning of a sentence or clause. For example, in the following sample from the English text of *Gulliver's Travels*, “I” is a pronoun which refers to the narrator, Gulliver. It is also the *Subject* of the sentence. The following Table 4.1 presents some samples from the text displaying the position of simple subject in English sentences of various types:

Table 4.1 Simple Subject in English Clause

E/S-257	I wanted to see the country.		
	I	wanted to see	the country.
	S	F/P	Cdo

E/S-281	The farmer looked at me.		
	The farmer	looked at	me.
	S	F/P	Cdo

E/S-295	The food came on a plate about three metres wide.		
	The food	came	on a plate about three metres wide.
	S	F/P	Acir

E/S-88	One day some workmen came to the temple.			
	One day	some workmen	came	to the temple.
	Acir	S	F/P	Acir

E/S-115	The soldiers saw these people.		
	The soldiers	Saw	these people.
	S	F/P	Cdo

As the first sentence shows, “*I wanted to see the country,*” the *Subject* of the clause, “I”, a pronoun, begins the clause which rules over the rest of the clause determining the form and

status of the other elements. However, as mentioned above, *Subject* can be a noun like “The farmer” as in the following clause:

E/S281-The farmer looked at me.

Subject of a clause is not necessarily placed at the beginning of a clause although usually it is so. Sometimes, an adverb or adjunct can precede it and start the sentence or clause. In such as case, *Subject* follows the adverb and falls in the second position in the sentence temporarily, for example:

E/S88- One day some workmen came to the temple.

In the above example, “some workmen” is the subject of the sentence, but is preceded by “One day” and comes as the second element in the clause. The *subject* of the above sentence is plural and is accompanied by a qualifier, i.e., “some”.

4.1.1.2 Subject with Attributes

Attribute is a figure of speech which results when the verbs (particularly verbs of being) in supporting clauses are eliminated to produce shorter descriptive phrases. This makes them often function as *subject* of a clause followed by the verb, which can be “to be” as well, or figures of disorder, because they cause disruptions in the normal flow of a sentence.

Table 4.2 Subject with Attribute in English Clause

E/S-178	His father – the king at that time – made a new law: nobody must ever cut off the big end of an egg.							
His father – the king at that time		made	a new law:	nobody	must	ever	cut off	the big end of an egg.
				S	F	Acir	P	Cdo
S		F/P	Cdo					

E/S-273	My little nurse, Glumdalclitch, was at one end.		
My little nurse, Glumdalclitch,		was	at one end.
S		F	Acir

As Table 4.2 illustrates *heavy subjects* can be formed by an attribute which gives more details and information about the *subject*, or by a proposition that relates a description or extra information about *the subject*. In “The father – the king at that time –“, the father is the main *subject* of the clause, extended with an explanation about his past, placed within two dashes or commas, to make a *compound subject*. Unlike the *simple subject*, this kind of subject, is, in effect, embedded with a dependent clause, i.e., “the father who was a king at that time”, but contracted to make a noun phrase by omitting the “to be” verb and relative pronoun. In the expanded clause, however, “the king at that time” is not considered as an appositive. Only in the omitted form it functions as an appositive.

In the first example, “my little nurse, Glumdalclitch,” the explanatory word or phrase is made distinct by commas or dashes, making them non-restrictive appositives. However, when other particles are not distinguished from *the Subject* through commas or other punctuation, they become restrictive appositives.

4.1.1.3 Compound Subject

Table 4.3 Compound Subject in English Clause

E/S- 266	“One shot from our biggest gun can kill a hundred men or breakdown a city wall,” I said.								
“One shot from our biggest gun		can	kill	a hundred men	or	breakdown	a city wall,”	I	said.
S		F	P	Cdo	-	P	Cdo		
								S	F/P

E/S- 184	The deepest water between the two countries is only two metres deep.		
The deepest water between the two countries		is	only two metres deep.
S		F	C

E/S- 278	The smell of the people was very bad.		
The smell of the people		was	very bad.
S		F	C

As Table 4.3 displays, the three subjects, i.e., “one shot from our biggest gun”, “the deepest water between the two countries”, and “the smell of the people” are examples of compound subjects in which simple subjects, “shot”, “water”, and “smell”, are qualified and explained with attachments such as adjectives, “deepest water”, or propositions such as “between”, “from”, and “of”. However, in the clause they play the same subjective role as the simple subject except that they have more details and explanations about the quality and quantity and other features of the main subject.

4.1.2 Finite and Predicator in the English Clause

4.1.2.1 Finite

Finite is the most basic component of a clause which, typically, in English, corresponds to the subject of the same clause in form and tense. However, in English, the function of subject (S) in a clause is essential since it is the subject that often determines the form a following verb takes. In the text of *Gulliver's Travels* (GT), there are sufficient evidences to support this difference.

The following example from GT contains both subject (I) and finite (left). In English, the form and tense of the finite is determined by the subject. “Left” in this sentence refers to “I” and an action which has happened in the past which itself corresponds with the given date “4th May 1699”. All other examples that follow confirm the existence of such a pattern in the structures of grammatically correct English clauses.

Table 4.4 Finite and Predicator in English Clause (Fused Form)

E/S-1	On 4 th May 1699, I left London on the ship Antelope.				
	On 4 th May 1699,	I	left	London	on the ship Antelope.
	Acir	S	F/P	Acir	Acir

E/S-3	E/S3- We went to a lot of islands in the Indies.			
	We	went	to a lot of islands	in the Indies.
	S	F/P	Acir	Acir

E/S-19	I'm very tired," I thought.				
	"I	'm	tired,"	I	thought.
	S	F	C	S	F/P

However, there are some cases in English in which finite alone cannot reveal the gender or the number of the subject(s), and the presence of the subject is required for such clarification. Examples below provide more evidences of this in English:

Table 4.5 Finite and Predicator in English Clause

E/S-18	I couldn't see any houses, and I couldn't see any people.								
	I	couldn't	see	any houses,	and	I	couldn't	see	any people.
	S	F	P	Cdo	-	S	F	P	Cdo
E/S-20	"I must stay here and sleep."								
	"I	must	stay	here	and	sleep."			
	S	F	P	A	-	F/P			
E/S-22	It was morning when I opened my eyes.								
	It	was	morning	when I opened my eyes.					
	S	F	Acir	Acir					

4.1.2.2 Predicator (P)

As elaborated in the previous chapter of this study, the rest of the verbal group in a clause, including any other auxiliaries, is simply described as the Predicator. As the examples, illustrated in Table 4.4, the main function of the Predicator is, as the name betrays, to predict the rest of the clause. In English language, in a single and simple verb the functions of P are usually embedded in the function of F. "Left", "went", and "thought" in the examples presented in Table 4.4 are a good example of such verbal group resulting from fusion of the functions of F and P. However, uncombined F and P, are represented by different words each defining different functions in the clause.

As the samples E/S 18 and E/S 20 in Table 4.5 illustrate, the Finite of the clauses (“could + not”, and “must”) are the auxiliary and modal verb that play the role of Finite in the said clauses. The verbs that follow them, “see” and “stay”, are Predicators. As the examples show, the gender, number, and time of the main verb is reflected in the modal and auxiliary verbs which are conjugated in English in accordance with the Subject of the same clause. In “It was morning” in E/S-22, however, “to be” is the linking verb that contains both Finite and Predicator of the clause. In such sentences in English, the meaning of the clause, in regard with the time, gender, etc. change following the changes that occur in the modal verb.

4.1.3 Complement (C)

Another nominal group of words in a clause may be regarded as Complement since they serve to complete the argument in the clause. As stated in the previous chapter, a Complement is the part of a clause answering the question “Who or What?” after the verb (Berry, M. 1975, 64). The following examples from the text of *Gulliver’s Travels* display the position of a simple Complements in English clauses:

E/S36- They had bows and arrows.

They	had	bows and arrows.
S	F	C

In E/S 36, the meaning of the verb of the clause, “had”, which is Finite and Predicator fused as one, is completed by the words that follow it, “bows and arrows.” However, the following example, E/S 37, presents a different role for Complement in the clause.

E/S37- They were frightened when I moved.

They	were	frightened	when I moved.
S	F	C	Acir

In the above sentence, “They were frightened”, is a passive clause in which “were” is the Finite and “frightened” plays the Complementary role in the clause fulfilling the passive meaning of the sentence.

There are three kinds of Complements in English clauses:

4.1.3.1 Intensive Complement (Cint) in English Clause

Cint in English follows linking verbs such as “be, seem, appear, and become”. The position of Cint is illustrated in Table 4.6 below:

Table 4.6 Intensive Complement (Cint) in English Clause

E/S-249	They call it Brobdingnag.			
	They	call	it	Brobdingnag.
	S	F/P	Cdo	Cint
E/S-251	I called my young friend Glumdalclitch.			
	I	called	my young friend	Glumdalclitch.
	S	F/P	Cdo	Cint
E/S-252	It means “little nurse”.			
	It	means	“little nurse”.	
	S	F/P	Cint	

E/S-253	And my little nurse called me Grildrig, ‘tiny man’.				
	And	my little nurse	called	me	Grildrig, ‘tiny man’.
	-	S	F/P	Cdo	Cint
E/S-271	The farmer took their money – big round pieces like great wheels.				
	The farmer		took	their money	– big round pieces like great wheels.
	S		F/P	Cdo	Cint

As the above examples show, in English clause, Cint follows the Finite. But if there is any Cdo in the same clause, the Cint comes after the Cdo. In “They call it Brobdingnag”, the Cint of the clause, “Brobdingnag”, follows “it” which is the Cdo of the same clause. However, in “It means ‘little nurse’”, the Cint of the clause, “little nurse” directly falls after the F/P of the same clause.

4.1.3.2 Direct Object Complement (Cdo) in English Clause

This kind of Complement usually comes after transitive verbs. In the following example E/S-65 “me” is the objective form of the first single pronoun “I” which follows the transitive verb of the clause, or Finite “pulled”.

E/S65- And they pulled me to their city.

And	they	pulled	me	to their city.
-	S	F/P	Cdo	Acir

Table 4.7 presents some more examples which show the Complement of the clause which is at the same time Direct Object of the clause.

Table 4.7 Direct Object Complement (Cdo) in English Clause

E/S-1	On 4 th May 1699, I left London on the ship Antelope.				
	On 4 th May 1699,	I	left	London	on the ship Antelope.
	Acir	S	F/P	Cdo	Acir
E/S-87	They wanted to see the wonderful “man-mountain”.				
	They	wanted to see	the wonderful “man-mountain”.		
	S	F/P	Cdo		
E/S-99	I tried English, German, French, Spanish, Italian and Latin.				
	I	tried	English, German, French, Spanish, Italian and Latin.		
	S	F/P	Cdo		
E/S115	The soldiers saw these people.				
	The soldiers	saw	the people.		
	S	F/P	Cdo		
E/S175	I knew about the Big-End rebels.				
	I	knew	about the Big-End rebels.		
	S	F/P	Cdo		

In E/S 1, “London” is the Object of the sentence which directly follows the Finite/Predicator of the clause and, at the same time, completes the meaning of the clause, and therefore, is the Complement of the sentence. As the other examples in the above table

confirm, Cdo usually follows the F/P of the clause in English language, that is, it directly follows the main verb of the sentence.

4.1.3.3 Indirect Object Complement (Cio) in English Clause

In English, Cio comes after transitive verbs, as Cdo, and is indirectly related to the Finite through a proposition. Table 4.8 illustrates the use of Cio in examples taken from the data.

Table 4.8 Indirect Object Complements (Cio) in English Clause

E/S-264	They give us great power.”																									
<table><tr><td>“They</td><td>give</td><td>us</td><td colspan="5">great power.”</td></tr><tr><td>S</td><td>F/P</td><td>Cio</td><td colspan="5">Cdo</td></tr></table>									“They	give	us	great power.”					S	F/P	Cio	Cdo						
“They	give	us	great power.”																							
S	F/P	Cio	Cdo																							
E/S-273	I wanted a boat, and one of the queen’s servants made me a big one.																									
<table><tr><td>I</td><td>wanted</td><td>a boat,</td><td>And</td><td>one of the queen’s servants</td><td>made</td><td>me</td><td colspan="2">a big one.</td></tr><tr><td>S</td><td>F/P</td><td>Cdo</td><td>-</td><td>S</td><td>F/P</td><td>Cio</td><td colspan="2">Cdo</td></tr></table>									I	wanted	a boat,	And	one of the queen’s servants	made	me	a big one.		S	F/P	Cdo	-	S	F/P	Cio	Cdo	
I	wanted	a boat,	And	one of the queen’s servants	made	me	a big one.																			
S	F/P	Cdo	-	S	F/P	Cio	Cdo																			
E/S-243	She made a bed for me out of a very small box.																									
<table><tr><td>She</td><td>made</td><td>a bed</td><td>for me</td><td colspan="4">out of a small box.</td></tr><tr><td>S</td><td>F/P</td><td>Cdo</td><td>Cio</td><td colspan="4">Acir</td></tr></table>									She	made	a bed	for me	out of a small box.				S	F/P	Cdo	Cio	Acir					
She	made	a bed	for me	out of a small box.																						
S	F/P	Cdo	Cio	Acir																						
E/S-233	The best needlewomen made new clothes for me.																									
<table><tr><td colspan="3">The best needlewomen</td><td>made</td><td>new clothes</td><td colspan="3">for me.</td></tr><tr><td colspan="3">S</td><td>F/P</td><td>Cdo</td><td colspan="3">Cio</td></tr></table>									The best needlewomen			made	new clothes	for me.			S			F/P	Cdo	Cio				
The best needlewomen			made	new clothes	for me.																					
S			F/P	Cdo	Cio																					
E/S-281	Then he said something to me.																									
<table><tr><td>Then</td><td>he</td><td>said</td><td>something</td><td colspan="4">to me.</td></tr><tr><td>Acon</td><td>S</td><td>F/P</td><td>Cdo</td><td colspan="4">Cio</td></tr></table>									Then	he	said	something	to me.				Acon	S	F/P	Cdo	Cio					
Then	he	said	something	to me.																						
Acon	S	F/P	Cdo	Cio																						

As the examples show, sometimes the indirect meaning is inherent in the Object form and the proposition is embedded in the meaning of the Finite. In “They give **us** great power”, “us” is Cio of the clause since it has the indirect meaning embedded in itself. Cio in English clause follows the Finite of the sentence. Similarly, “me” in “I wanted a boat, and one of the queen’s servants made **me** a big one.” However, Cio in English follows the Direct Object of the sentence and is connected to the Finite through a proposition. E/S-233, E/S-243, and E/S-281 in the above Table are examples for the latter form of Cio.

However, it should be noted that in English structure, Cio can follow a verb directly in which case it needs no proposition like in E/S-273. But if the Finite is followed by a Cdo, like in E/S 233 and E/S-243, the Cio is accompanied by a proposition, in which case, it’s meaning and appearance match, and indirectness of the meaning becomes apparent.

4.1.4 Adjunct (A)

Adjuncts are adverbial or nominal groups and prepositional phrases performing as Circumstances for the experiential meaning of a clause. According to Halliday’s theory (1994), and Bloor & Bloor’s (2004) definition, an Adjunct is grammatically optional in comparison with other elements in a clause. In English three types of Adjuncts are distinguishable as the following:

4.1.4.1 Circumstantial Adjunct (Acir) in English Clause

Acir deals with the circumstances of the events or states described in the text. The circumstantial Adjunct transmits information about the place, time, manner, etc. of the action forming part of the experiential meaning of the clause:

Table 4.9 Circumstantial Adjunct (Acir) in English Clause

E/S-9	I left the ship with some seamen in a small boat.				
	I	left	the ship	with some seamen	in a small boat.
	S	F/P	Cdo	Acir	Acir
E/S-27	Something was on my leg.				
	Something		was	on my leg.	
	S		F	Acir	
E/S-47	I pointed to my mouth with my right hand.				
	I	pointed		to my mouth	with my right hand.
	S	F/ P		Acir	Acir
E/S-63	They used even smaller wheels to pull me on to this thing.				
	They	used	even smaller wheels	to pull me	on to this thing.
	S	F/P	Cdo	Acir	Acir
E/S-84	People came from every part of the country to see me.				
	People		came	from every part of the country	to see me.
	S	F/P	Acir		C

As the examples in Table 4.9 show, Acir either begins a clause if, especially, it is about time, or follows the other elements of the clause falling at the end of the clause. In E/S 1, there are two Acir elements, the first of which starts the clause is about time, “On 4th May 1699”, and the second one which ends the clause which is about the place of the action, “on the ship Antelope”. In E/S 11, “in the sea” represents the first place and “among the great waves” refers to the second place of the action, both of which follow the F/P of the clause. There are also more examples available in the Appendix which shows further examples of the use of of Acir in English structure.

4.1.4.2 Conjunctive Adjunct (Acon)

Acon helps show the link between a clause and what precedes it:

Table 4.10 Conjunctive Adjunct (Acon) in English Clause

E/S-92	Then soldiers arrived.					
	Then	soldiers		arrived.		
	Acon	S		F/p		
E/S-304	After that I was very ill and went to bed.					
	After that	I	was	very ill	and	went to bed
	Acon	S	F	Cdo	-	F/P

In the above sentences, “after that” and “then” show the nature of the relationship between the two sides of the clause and usually are placed at the beginning or end of the clause depending on the kind of emphasis they receive.

4.1.4.3 Modal Adjunct

The following Table 4.11 presents the position of Amod which indicates some aspects of the speaker's attitude to the message or her comment on its relevance, reliability and interest.

Table 4.11 Modal Adjunct (Amod) in English Clause

E/S-346	Suddenly my box went up in the air. <table><tr><td>Suddenly</td><td>my box</td><td>went up</td><td>in the air.</td></tr><tr><td>Amod</td><td>S</td><td>F/P</td><td>Acir</td></tr></table>	Suddenly	my box	went up	in the air.	Amod	S	F/P	Acir		
Suddenly	my box	went up	in the air.								
Amod	S	F/P	Acir								
E/S-287	I nearly died. <table><tr><td>I</td><td>nearly</td><td>died.</td></tr><tr><td>S</td><td>Amod</td><td>F/P</td></tr></table>	I	nearly	died.	S	Amod	F/P				
I	nearly	died.									
S	Amod	F/P									
E/S-220	“Our king will never know about this.” <table><tr><td>“Our king</td><td>will</td><td>never</td><td>know</td><td>about this.”</td></tr><tr><td>S</td><td>F</td><td>Amod</td><td>P</td><td>C</td></tr></table>	“Our king	will	never	know	about this.”	S	F	Amod	P	C
“Our king	will	never	know	about this.”							
S	F	Amod	P	C							
E/S-253	But it really was land. <table><tr><td>But</td><td>it</td><td>really</td><td>was</td><td>land.</td></tr><tr><td>-</td><td>S</td><td>Amod</td><td>F</td><td>C</td></tr></table>	But	it	really	was	land.	-	S	Amod	F	C
But	it	really	was	land.							
-	S	Amod	F	C							
E/S-240	I quite liked it. <table><tr><td>I</td><td>quite</td><td>liked</td><td>it.</td></tr><tr><td>S</td><td>Amod</td><td>F/P</td><td>Cdo</td></tr></table>	I	quite	liked	it.	S	Amod	F/P	Cdo		
I	quite	liked	it.								
S	Amod	F/P	Cdo								

As in the previous subsection, some Amods such as “suddenly” can start the clause depending on the degree of the emphasis. In normal circumstances, Amod falls after the Subject and before the Finite/Predicator of the clause. However, if the F and P of the clause are represented with two different words, the Amod comes after the Finite and before the Predicator. This is also true about the auxiliary and modals which precede the main verb of the clause. “Nearly”, “quite”, and “really” in the above examples are Amods which come between the Subject and Finite of the clause.

4.2 Structural Arrangement of SFPCA Clause Elements in the Myanmar Version of *Gulliver’s Travels*

In this section, the researcher analyzes the arrangement of SFPCA in Myanmar version of *Gulliver’s Travels*, chosen for this study to provide answers to the second Research Question raised in the introduction of this research project:

Research Question 2:

What is the structural arrangement of clause elements, SFPCA, in Myanmar language?

The current section, like the previous one, presents an analysis of the collected data from *GT* text in connection with the structure of Myanmar language and the position of SFPCA elements in Myanmar clauses extracted from the selected text. The gathered data consists of some precisely and delicately chosen clauses from the Myanmar version of the story of *GT* as discussed in the chapter three of this project, as well as the previous section of the current chapter. As in case of the English version, the data in relation with the Myanmar version of the text are classified into five subsections representing five grammatical

functions of the clause elements. The five groups of sample clauses in Myanmar are displayed in the following tables and discussed in this section.

4.2.1 Subject in Myanmar Clause

As in the previous section relating the discussion of SFPCS arrangements in English, this section covers the elaboration of the same topics regarding the positions and arrangement of clause elements in Myanmar. The analysis is based on Halliday's (1994) and Bloor and Bloor's (2004) theories and classifications. Therefore, the following subsection starts the discussion with analysis of the position of Subject in Myanmar language. As in English, based on the words that precede or follow the Subject, it can be categorized into simple and compound Subjects, as explained and illustrated below:

4.2.1.1 Simple Subject in Myanmar

In Myanmar language, simple subject is a word, usually a noun that is made up of a single or plural word without any other words attached to it through prepositions or other connecting devices. In Myanmar, a subject can also be a pronoun referring to a noun which is already known to the listener or reader.

In Myanmar clauses, Subject of the clause usually forms the first word of the sentence followed by a verb (but not always). As an example, in the sample from the Myanmar

version of *Gulliver's Travels*, “ကျွန်တော်က” (“I”) is the subject of the clause as illustrated in Table 4.12:

Table 4.12 Simple Subject in Myanmar Clause

M/S36-ကျွန်တော်က အော်လိုက်တယ်။

ကျွန်တော်က	အော်လိုက်တယ်။
I	shout
S	F/P

As the example shows, “I shout.” the subject of the clause, “I”, a pronoun, is the first word in the clause which determines the role and form of the other elements of the clause. However, in Myanmar, Subject is not always positioned at the beginning of a clause as in Table 4.13:

Table 4.13 Subject Does not Begin a Clause

M/S34-အလွန်အလွန်ကို သေးငယ်တဲ့ လူသေးသေးလေးတစ်ယောက်ကို ကျွန်တော် မြင်ရပါတယ်။

အလွန်အလွန်ကိုသေးငယ်တဲ့ လူသေးသေးလေးတစ်ယောက်ကို	ကျွန်တော်	မြင်ရပါတယ်။
A very very little man	I	see
Cdo	S	F/P

As the above example supports, sometimes Myanmar clauses start with other elements such as Object or Adverb moving the position of the subject to the next parts other than the beginning of the clause. In Table 4.13 “ကျွန်တော်” (“I”) follows the direct object (Cdo) of the clause and followed, in turn, by the verb (F) of the same clause, or, as in the following

example illustrated in Table 4.14, the clause may begin with Acir then followed by Cdo and Subject. In any case, the Subject is followed by Finite of the clause. However, that Subject is followed by Finite is not always applicable to all clauses in Myanmar. There are some cases, as illustrated in Table 4.15 below, another element such as Cdo can fall between the S and F of the clause separating them from each other depending on which word is to be emphasized in the sentence:

Table 4.14 Subject in the Middle of the Myanmar Clause

M/S38-ကျွန်တော့်အနား မြေပြင်ပေါ်က ပိုမိုများပြားတဲ့ အသံတွေကို ကျွန်တော်ကြားရပါတယ်။

ကျွန်တော့်အနား မြေပြင်ပေါ်က	ပိုမိုများပြားတဲ့ အသံတွေကို	ကျွန်တော်	ကြားရပါတယ်။
Near me on the ground	more sounds	I	hear
Acir	Cdo	S	F/P

Table 4.15 S and F Separated by Cdo in Myanmar

M/S42-သူတို့မှာ လေးတွေ၊ မြားတွေ ရှိတယ်။

သူတို့မှာ	လေးတွေ၊ မြားတွေ	ရှိတယ်။
They	bows and arrows	have
S	Cdo	F/P

In such a case, as in Table 4.15, the subject can start the clause while the clause ends with the finite. Furthermore, as in Table 4.16, a C can separate S and F.

Table 4.16 S and F Separated by C in Myanmar

M/S48-“သူ ဘာတွေပြောနေပါလိမ့်” ကျွန်တော် စဉ်းစားတယ်။

“သူ	ဘာတွေ	ပြောနေပါလိမ့်”	ကျွန်တော်	စဉ်းစားတယ်။
“He	what	is saying”	I	Thought
S	C	F/P		
C			S	F/P

The compound Subject also follows the same pattern as the simple one, with the only difference in their structure where the compound one is made up of a combination of other words connected to the subject directly or indirectly. Some examples of compound subjects in Myanmar clauses are given below:

Table 4.17 Compound Subject Separated from Finite by Amod

M/S50-ဒီအရေးပါတဲ့ လူသေးသေးလေးက သိပ်ပြီးသတ္တိရှိတယ်။

ဒီအရေးပါတဲ့ လူသေးသေးလေးက	သိပ်ပြီး	သတ္တိရှိတယ်။
This important little man	very	is brave
S	Amod	F/P

Table 4.18 Compound Subject Beginning a Clause in Myanmar

M/S45- ရာနဲ့ ချီနေတဲ့ သူတို့ရဲ့ မြားသေးသေးလေးတွေက ကျွန်တော့်ရဲ့ ဘယ်ဘက်လက်ကို (လာပြီး)

စိုက်ကြတော့တာပါပဲ။

ရာနဲ့ချီနေတဲ့ သူတို့ရဲ့မြားသေးသေးလေးတွေက	ကျွန်တော့်ရဲ့ဘယ်ဘက်လက်ကို	(လာပြီး)စိုက်ကြတော့တာပါပဲ။
About a hundred of their little arrows	my left hand	go into
S	Cdo	F/P

As the examples above show, “ဒီအရေးပါတဲ့ လူသေးသေးလေးက”(the important little man) and “ရာနဲ့ ချီနေတဲ့ သူတို့ရဲ့မြားသေးသေးလေးတွေက”(About a hundred of their little arrows) are the subjects of the clauses which in the first case is separated from Finite by “သိပ်ပြီး”(very) which is Amod.

4.2.1.2 Subject with Attributes in Myanmar

Attribute is a figure of speech which results when the verbs (particularly verbs of being) in supporting clauses are eliminated to produce shorter descriptive phrases. This makes them often function as subject of a clause followed by the verb, which can be “to be” as well, or figures of disorder, because they cause disruptions in the normal flow of a sentence.

Table 4.19 Subject with Attributes in Myanmar

M/S181	ဖခမည်းတော် ဘုရင်မင်းမြတ်က အဲဒီအချိန်ကစပြီး ဥပဒေတစ်ခုထုတ် (ပြဋ္ဌာန်း) လိုက်တယ်။			
	ဖခမည်းတော်ဘုရင်မင်းမြတ်က	အဲဒီအချိန်ကစပြီး	ဥပဒေတစ်ခု	ထုတ်(ပြဋ္ဌာန်း)လိုက်တယ်။
	His father, the king,	since then	a law	make
	S	Air	Cdo	F/P

M/S191	တိုင်းပြည်နှစ်ပြည်ကြားကအနက်ဆုံးရေပြင်ဟာနှစ်မီတာပဲ ရှိပါတယ်။		
	တိုင်းပြည်နှစ်ပြည်ကြားကအနက်ဆုံးရေပြင်ဟာ	နှစ်မီတာပဲ	ရှိပါတယ်။
	The deepest water between the two countries	only two metres	is
	S	C	F

As illustrated in Table 4.19, heavy or compound subjects can also be formed by an attribute in Myanmar attaching more information to the subject of the clause. In “ဖခမည်းတော် ဘုရင်မင်းမြတ်က” (“The father – the king –”, “ဖခမည်းတော်” is the subject of the clause and “ဘုရင်မင်းမြတ်က” is the apposition explaining about his social position.

The next example shows another heavy subject, i.e.,

“တိုင်းပြည်နှစ်ပြည်ကြားကအနက်ဆုံးရေပြင်ဟာ” (“The deepest water between the two countries”), which gives also some more information about the position of the subject. In “the deepest water between the two countries” “water” is qualified by adjective, “deepest”, and connected to other words through “between” to form a compound subject. However, in the clause all the group plays the role of one subject as in case of simple subject.

4.2.2 Finite and Predicator in Myanmar Clause

4.2.2.1 Finite

The verbs in Myanmar are conjugated by suffixes through which at least one particle is attached to them to convey intention, tense, mood, politeness, etc. which have also their formal/literary and colloquial equivalents in most cases. However, in imperative commands no particle is attached to the verb. However, Myanmar verbs are not conjugated, as other Indo-European languages, and, in this case, it is more similar to Asian languages, as mentioned in the Introduction and Literature Review chapters of this study. The root of the verb in Myanmar always remains unmodified and it never agrees with the subject in person, gender, or number.

Table 4.20 Finite and Predicator in Myanmar

M/S -130	စစ်သားတွေက ဒီလူတွေကို မြင်တယ် ၊		
	စစ်သားတွေက	ဒီလူတွေကို	မြင်တယ် ၊
	The soldiers	these people	see
	S	Cdo	F/P

M/S- 157	ကျွန်တော်မြို့ထဲကို လျှောက်ကြည့်တယ်၊		
	ကျွန်တော်	မြို့ထဲကို	လျှောက်ကြည့်တယ်၊
	I	to the city	walked
	S	Acir	F/P

M/S- 159	မြို့ပတ်ပတ်လည်မှာ မြို့ရိုးနံရံကြီးရှိတယ်၊		
	မြို့ပတ်ပတ်လည်မှာ	မြို့ရိုးနံရံကြီး	ရှိတယ်၊
	Around the city	high wall	is
	Acir	S	F/P

M/S -168	သူတို့လည်း ကမ်းခြေကို ထွက်သွားကြပါတယ်။		
	သူတို့လည်း	ကမ်းခြေကို	ထွက်သွားကြပါတယ်။
	They	to the beach	go
	S	Acir	F/P

M/S 173	ဘုရင်ကြီးက ကျွန်တော့်ဦးထုပ်ကို ကျွန်တော့် ပြန်ပေးပါတယ်။			
	ဘုရင်ကြီးက	ကျွန်တော့်ဦးထုပ်ကို	ကျွန်တော့်	ပြန်ပေးပါတယ်။
	The king	my hat	to me	give back
	S	Cdo	Cio	F/P

As Table 4.20 displays, Finite and Predicator in Myanmar are not reflecting the person, gender, and number of the Subject; however, the tense can be viewed as a particle such as

the suffix “[နဲ](#)” (*hkai*. [\[gɛ\]](#)) that denotes the action had taken place in the past. However, this suffix is not always essential to indicate the past tense because the tense can be conveyed without the presence of this particle. But it can be used for emphasis of an action taken place before another action in the past. Note that the suffix [တတိ](#) (*tai* [\[dɛ\]](#)) in such cases denotes a statement of fact rather than the current time of action taking place.

In the above examples from *GT Myanmar* version both subjects and finites are included. In all the examples in the Table 4.20, the verbs fall at the end of the clauses and do not follow directly the Subject of the clauses. However, finites usually follow the Subjects directly or indirectly.

As the samples below illustrate, in Myanmar, Finite and Predicator are embedded in one word of which P is a particle attached to that through a suffix. The Finite comes after the Subject and usually closes the clause or sentence by completing the meaning of the sentence.

Table 4.21 Finite and Predicator in Myanmar

M/S- 20	အိမ်တွေ (အဆောက်အအုံ)တွေကို ကျွန်တော် မတွေ့ပါဘူး၊ လူတွေကိုလည်း မမြင်မိခဲ့ပါဘူး။		
	အိမ်တွေ (အဆောက်အအုံ)တွေကို	ကျွန်တော် ၎်	မတွေ့ပါဘူး၊
	Houses (buildings)	I	can't see
	Cdo	S	F/P

M/S- 21	လူတွေကိုလည်း မမြင်မိခဲ့ပါဘူး။	
	လူတွေကိုလည်း	မမြင်မိခဲ့ပါဘူး။
	People (also)	didn't see
	Cdo	F/P

M/S- 23	ကျွန်တော်က ကွင်းပြင်လေးတစ်ခုထဲရောက်လာပြီး အဲဒီမှာပဲ လဲလျောင်းအိပ်ပျော်သွားပါတော့တယ်။					
	ကျွန်တော်က	ကွင်းပြင်လေးတစ်ခုထဲ	ရောက်လာ	ပြီး	အဲဒီမှာပဲ	လဲလျောင်းအိပ်ပျော်သွားပါတော့တယ်။
	I	in a small field	come	and	there	lie down and fell asleep
	S	Acir	F/P	-	Aicr	F/P

4.2.2.2 Predicator (P)

As Tables 4.21 illustrates the Finites and Predicators of the clauses (“မတွေ့ပါဘူး”, “can + not + see”, and “မမြင်မိခဲ့ပါဘူး” “did + not + see”) which serve as auxiliary and modal verbs in the clauses. The verbs that accompany “see” are Predicators. Again, in case of Predicators,

they do not reflect the gender or number of the Subject; therefore, do not change following these factors.

4.2.3 Complement (C) in Myanmar

As in most languages, Myanmar Complement also serves to complete the argument in a clause. The following examples from Myanmar version of *Gulliver's Travels* illustrate the position of different Complements in Myanmar clauses:

4.2.3.1 Intensive Complement (Cint) in Myanmar

Table 4.22 shows some samples of Cint in Myanmar clauses extracted from the text:

Table 4.22 Intensive Complement (Cint) in Myanmar

M/S-337	သူတို့ တိုင်းပြည်ကို “ဘရော့ဘင်ဒင်းနက်” လို့ ခေါ်ပါတယ်။		
	သူတို့ တိုင်းပြည်ကို	“ဘရော့ဘင်ဒင်းနက်” လို့	ခေါ်ပါတယ်။
	Their country	Brobdingnag	call
	Cdo	Cint	F/P

M/S-339	ကျွန်တော့်မိတ်ဆွေလေးကို ကျွန်တော်က “ဂလမ်းဒယ် ကလစ်ချ်” လို့ ခေါ်ပါ တယ်။		
	ကျွန်တော့်မိတ်ဆွေလေးကို	ကျွန်တော်က	“ဂလမ်းဒယ်ကလစ်ချ်” လို့ ခေါ်ပါတယ်။
	My young friend	I	Glumdalclitch called
	Cdo	S	Cint F/P

M/S-340	“သူနာပြုမလေး” လို့ ခေါ်ပါတယ်။		
	“သူနာပြုမလေး” လို့	ခေါ်ပါတယ်။	
	“little nurse”	called	
	Cint	F/P	

M/S-341	သူ(မ)ကလည်း ကျွန်တော့်ကို “ဂရီးလ်ဒရစ်” လို့ ခေါ်ပါတယ်။		
	သူ(မ)ကလည်း	ကျွန်တော့်ကို	“ဂရီးလ်ဒရစ်” လို့ ခေါ်ပါတယ်။
	She	me	Grildrig called
	S	Cdo	Cint F/P

M/S-342	“လူသေးသေးလေး” လို့ အဓိပ္ပါယ်ရတာပေါ့။		
	“လူသေးသေးလေး” လို့	အဓိပ္ပါယ်ရတာပေါ့။	
	“little man”	means	
	Cint	F/P	

As shown in Table 4.22 above, in Myanmar clause, Cint precedes the Finite of the clause. However, in case there is any Cdo, the Cint follows the Cdo. For instance, “ဘရော့ဘ်ဒင်းနက်” လိ,(Brobdingnag), “ဂလမ်းဒယ်ကလစ်ချ်”လ”(Glumdalclitch), “သူနာပြုမလေး”လို့ (little nurse) , “ဂရီးလ်ဒရစ်ဂ်” လို့ ,(Grildridrig) and “လူသေးသေးလေး” လို့(little man) in the above examples are the Cint which come before the Finite of the clause and in some cases after the Cdo.

4.2.3.2 Direct Object Complement (Cdo) in Myanmar

Table 4.23 displays some examples of Cdo in Myanmar clauses:

Table 4.23 Direct Object Complement (Cdo) in Myanmar

M/S-14	အဲဒီသစ်သား ပိုင်းက ကျွန်တော့်အသက်ကို ကယ်ခဲ့တာပါ။		
	အဲဒီသစ်သားပိုင်းက	ကျွန်တော့်အသက်ကို	ကယ်ခဲ့တာပါ။
	That piece of wood	my life	saved.
	S	Cdo	F/P

M/S-29	ကျွန်တော့် အနီးအနားက အသံတွေကို ကြားရတယ်။			
	ကျွန်တော့်အနီးအနားက	အသံတွေကို	ကြားရတယ်။	
	Near me	sounds	heard.	
	Acir	Cdo	F/P	
M/S-34	အလွန်အလွန်ကို သေးငယ်တဲ့ လူသေးသေးလေးတစ်ယောက်ကို ကျွန်တော် မြင်ရပါတယ်။			
	အလွန်အလွန်ကိုသေးငယ်တဲ့ လူသေးသေးလေးတစ်ယောက်ကို	ကျွန်တော်	မြင်ရပါတယ်။	
	A very little man	I	saw	
	Cdo	S	F/P	
M/S-38	ကျွန်တော့်အနား မြေပြင်ပေါ်က ပိုမိုများပြားတဲ့ အသံတွေကို ကျွန်တော်ကြားရ ပါတယ်။			
	ကျွန်တော့်အနားမြေပြင်ပေါ်က	ပိုမိုများပြားတဲ့အသံတွေကို	ကျွန်တော်	ကြားရပါတယ်။
	On the ground near me	more sounds	I	heard.
	Acir	Cdo	S	F/P
M/S-44	သူတို့ရဲ့ (အကြီးအကဲ) ဗိုလ်ကြီးက အမိန့်တစ်ခုအော်ပြီးပေးလိုက်တယ်။			
	သူတို့ရဲ့ (အကြီးအကဲ) ဗိုလ်ကြီးက	အမိန့်တစ်ခု	အော်ပြီးပေးလိုက်တယ်	
	Their captain	an order	shouted.	
	S	Cdo	F/P	

In M/S-14, the meaning of the verb of the clause, “ကယ်ခဲ့တာပါပဲ။” (saved), which is Finite and Predicator, is completed by the words that precede it, “ကျွန်တော့်အသက်ကို” (my life). Clause M/S-29 follows the same pattern, but in M/S -34 -“အလွန်အလွန်ကိုသေးငယ်တဲ့လူသေးသေးလေးတစ်ယောက်ကို” (a very little man) is the Cdo of the clause that opens the clause and comes before both the Subject and Finite/Predicator of the clause. In the other examples, M/S 38 and M/S 44, all the samples follow the same pattern as example in M/S 14, that is, Cdo either falls between the Finite and Subject or proceeds both in case of emphatic intention in the clause which obliges the user to give priority to the emphasized element by putting it before the other elements in the same clause.

4.2.3.3 Indirect Object Complement (Cio) in Myanmar

Some samples of Cio are illustrated in Table 4.24 below:

Table 4.24 Indirect Object Complement (Cio) in Myanmar

M/S -100	နောက်နေ့ကျတော့.ဘုရင်ကသူ့ရဲ့အကောင်းဆုံးဆရာတစ်ယောက်ကိုကျွန်တော့်ဆီလွှတ်လိုက်တယ်။				
	နောက်နေ့ ကျတော့.	ဘုရင်က	သူ့ရဲ့အကောင်းဆုံးဆရာတစ်ယောက်ကို	ကျွန်တော့်ဆီ	လွှတ်လိုက်တယ်။
	The next day	The king	his best teacher	to me	send
	Acir	S	Cdo	Cio	F/P

M/S -178	သေတ္တာသေးသေးလေးတစ်ခုကို အိပ်ရာအဖြစ် ကျွန်တော့်အတွက် ပြုလုပ်ပြင်ဆင်ပေးပါတယ်။			
	သေတ္တာသေးသေးလေးတစ်ခုကို	အိပ်ရာအဖြစ်	ကျွန်တော့်အတွက်	ပြုလုပ်ပြင်ဆင်ပေးပါတယ်။
	A box	as a bed	for me	made
	Cdo	Acir	Cio	F/P

M/S -230	အနူးညံ့ဆုံး ပိတ်စတွေသုံးပြီး ကျွန်တော့်အတွက် အဝတ်အစားလေးတွေ ချုပ်ပေးပါတယ်။			
	အနူးညံ့ဆုံးပိတ်စတွေသုံးပြီး	ကျွန်တော့်အတွက်	အဝတ်အစားလေးတွေ	ချုပ်ပေးပါတယ်။
	Out of the finest cloth	for me	some clothes	make
	Acir	Cio	Cdo	F/P

M/S 238	သူက ကျွန်တော့်အတွက် သေတ္တာတစ်လုံးလုပ်တယ်။			
	သူက	ကျွန်တော့်အတွက်	သေတ္တာတစ်လုံး	လုပ်တယ်။
	He	for me	a box	make
	S	Cio	Cdo	F/P

In Myanmar language, Cio is made up of a noun or pronoun which is the object through a proposition. In the above examples in shown in Table 4.24 “ဆီ” (to) and “အတွက်” (for)

accompany the objects of the sentences to render them indirect. Therefore, “ကျွန်တော်” is the pronoun which has become object of the clause through propositions. However, in Myanmar, Cdo can follow or proceed Cio in a clause that contains both. Their position depends on the emphasis of the user to decide which comes first in the clause.

4.2.4 Adjunct (A) in Myanmar

In Adjunct in Myanmar language can be classified into three types as explained below:

4.2.4.1 Circumstantial Adjunct (Acir): In Myanmar Circumstantial Adjunct is used to give information about the time, place, manner, etc. of the action or status referred or described in the clause adding to the experiential meaning of that clause:

Table 4.25 Circumstantial Adjunct (Acir) in Myanmar

M/S- 144	မြို့ထဲမှာ ဆိုင်တွေ၊ အိမ်တွေ အများကြီးရှိပါတယ်။		
	မြို့ထဲမှာ	ဆိုင်တွေ၊ အိမ်တွေအများကြီး	ရှိပါတယ်။
	In the city	a lot of shops and houses	is
	Acir	C	F/P
M/S- 145	လှပတဲ့ နန်းတော်ကြီးက မြို့လယ်မှာရှိတယ်၊		
	လှပတဲ့ နန်းတော်ကြီးက	မြို့လယ်မှာ	ရှိတယ်၊
	A beautiful palace	in the middle of the city	is
	S	Acir	F/P
M/S- 150	သူတို့လည်း ကမ်းခြေကို ထွက်သွားကြပါတယ်။		
	သူတို့လည်း	ကမ်းခြေကို	ထွက်သွားကြပါတယ်။
	They	to the beach	go
	S	Acir	F/P

The samples in Table 4.25 illustrate that in Myanmar language Acir always comes before the Finite of the clause, and usually after the Subject. But in case there is a Complement in the clause, Acir can precede it and start the clause as in sample M/S-144 in the above table. The rest of the sample sentences show that Acir comes between S and F in the same clause. Appendix presents more examples of this element extracted from the text.

4.2.4.2 Conjunctive Adjunct (Acon) in Myanmar

The following Table 4.26 displays some examples about the position of Acon in Myanmar clauses from *GT*:

Table 4.26 Conjunctive Adjunct (Acon) in Myanmar

M/S- 158	ပထမတော့ မြင်းတွေက ကြောက်ပါတယ်။		
	ပထမတော့	မြင်းတွေက	ကြောက်ပါတယ်။
	At first	the horses	Afraid
	Acon	S	F/P

M/S- 136	ဒီတော့မှ သူတို့က သံကြိုးတွေကို ဖြေပေးပါတယ်။			
	ဒီတော့မှ	သူတို့က	သံကြိုးတွေကို	ဖြေပေးပါတယ်။
	After that	they	the chain	took off
	Acon	S	Cdo	F/P
M/S- 511	နောက်ဆုံးကျတော့မှသေတ္တာလေးကိုသင်္ဘောကြမ်းပြင်ပေါ် ချထားလိုက်တယ်။			
	နောက်ဆုံးကျတော့မှ	သေတ္တာလေး ကို	သင်္ဘောကြမ်းပြင်ပေါ်	ချထားလိုက်တယ်။
	At last,	the box	on the floor of the ship	put down
	Acon	Cdo	Acon	F/P
M/S- 389	နောက်ဆုံးကျတော့ လယ်သမားကြီးက ရွှေတွေအများကြီး ရသွားတယ်။			
	နောက်ဆုံးကျတော့	လယ်သမားကြီးက	ရွှေတွေအများကြီး	ရသွားတယ်။
	In the end	the farmer	a lot of gold	got
	Acon	S	Cdo	F/P

In the above clauses, “ပထမတော့” (At first), “ဒီတော့မှ” (After that), “နောက်ဆုံးကျတော့မှ” (In the end), and “နောက်ဆုံးကျတော့” (At last) are playing the role of Acon. As the examples show, Acon is positioned at the beginning of the clause before S and other elements.

4.2.4.3 Modal Adjunct (Amod) in Myanmar

Table 4.27 below illustrates the position of Amod in Myanmar clauses:

Table 4.27 Modal Adjunct (Amod) in Myanmar Clauses

M/S-405	ကျွန်တော် ညစာစားတဲ့အခါ အမြဲပဲ မိဖုရားရဲ့အနားကစားပွဲထိပ်မှာ စားပါတယ်။				
	ကျွန်တော်	ညစာစားတဲ့အခါ	အမြဲပဲ	မိဖုရားရဲ့အနားကစားပွဲထိပ်မှာ	စားပါတယ်။
	I	when I had dinner	always	on the table-top near the queen	eat.
	S	Acir	Amod	Acir	F/P
M/S-266	ဒါပေမယ့် . . . တကယ့်ကို “ကုန်းမြေ” ပါပဲ။				
	ဒါပေမယ့် . .	တကယ့်ကို	“ကုန်းမြေ”	ပါပဲ။	
	But	really	land	is.	
	-	Amod	C	F/P	
M/S-488	ရုတ်တရက်ဆိုသလို ကျွန်တော့်သေတ္တာလေးက လေထဲကို မြောက်ပါ သွားတယ်။				
	ရုတ်တရက်ဆိုသလို	ကျွန်တော့်သေတ္တာလေးက	လေထဲကို	မြောက်ပါသွားတယ်။	
	Suddenly,	my box	in the air	go up.	
	Amod	Cdo	Acir	F/P	
M/S-495	ကျွန်တော် တော်တော်လေးနာကျင်သွားပါ တယ်။				
	ကျွန်တော်	တော်တော်လေး	နာကျင်သွားပါ တယ်။		
	I	quite	hurt		
	S	Amod	F/P		

In the above sentences, “အမြဲပဲ” (always), “တကယ့်ကို” (really), “ရုတ်တရက်ဆိုသလို” (suddenly), and “တော်တော်လေး” (quite) are Amods of the sample cluases. As it is obvious in the examples, unlike Acir, Amod comes after the S but before the F/P of the clause. However, if there is any Cdo or Acir in the same cluase, they may come after or before the Amod depending on their level of emphasis in the context.

4.3 The Similarities and Differences in Structural Arrangement of SFPCA Clause

Elements in English and Myanmar Version of *Gulliver's Travels*

This section analyses and compares Myanmar and English in regard with the arrangement of SFPCA in the text of the chosen version of *Gulliver's Travels* in both languages to provide sufficient evidence to answer the third question of this study as introduced in Chapter One:

Research Question 3:

3. How does Myanmar language compare with English language in terms of the structural ordering of SFPCA elements in the novel *Gulliver's Travels*?

This section sums up the analyses of the data from *GT* in Myanmar and English texts to come to a substantial conclusion at the end of this study. The collected data were selected to substantiate the discussion in the previous as well as the current sections. In the two previous sections, the data were classified into five subsections representing the five grammatical functions of the clause elements in Myanmar and English. The same five categories are presented below to discuss the same points comparatively with the discussed samples and some more, if needed.

4.3.1 Subject in English and Myanmar

As discussed in the previous section about English and Myanmar, both languages use both simple and compound subjects in their clauses, however, in English S is usually at the beginning of clause unless there is a need for an Adverb to emphasis on by being put at the beginning of the clause. The following example shows the standard and common position of S in an English clause:

E/S89- They made a wooden floor in front of me.

They	made	a wooden floor	in front of me.
S	F/P	Cdo	Acir

In Myanmar, on the other hand, position of the S is not necessarily restricted to the beginning of the clause. It can come at the beginning, like in English, or after some other elements such as Acir as in the following example:

M/S1-၁၆၉၉-ခု၊ မေလ (၄) ရက်နေ့မှာ "အင်တီလုပ်" သင်္ဘောနဲ့ လန်ဒန်ကနေ ကျွန်တော် ထွက်ခွာခဲ့ပါတယ်။

၁၆၉၉-ခု၊ မေလ(၄)ရက်နေ့မှာ	"အင်တီလုပ်"သင်္ဘောနဲ့	လန်ဒန်ကနေ	ကျွန်တော်	ထွက်ခွာခဲ့ပါတယ်။
In 1699, May 4 th	with the ship Antelope	from London	I	left.
Acir	Acir	Acir	S	F/P

However, in both languages, S precedes the F of a normal clause. In both languages, S can be a single or plural noun or pronoun or a combination of nouns and adjectives representing a single or plural noun as subject of the clause.

Another difference is in case of Subject as Apposition, which in Myanmar does not take commas as in English since Myanmar does not use commas or other punctuations the same way as in English.

4.3.2 Finite and Predicator in English and Myanmar Clauses

In English Finite/Predicator usually follows the Subject of the clause unless there is a need for a Conjunctive Adjunct or Adverb to separate them temporarily. But in Myanmar, Finite does not necessarily follow the Subject although it usually comes after the Subject. In Myanmar, Finite comes at the end of the sentence to complete the meaning. The following examples show the position of Finite both in English and Myanmar for comparison:

F/P in Myanmar

M/S3 -ကျွန်တော်တို့ဟာ (ကမ ှာ) အရှေ့စွန်းအရပ်ဒေသမှာရှိတဲ့ "ကျွန်း" တော်တော် များများကို သွားရောက်ခဲ့ပါတယ်။

ကျွန်တော်တို့ဟာ	(ကမ ှာ) အရှေ့စွန်းအရပ်ဒေသမှာရှိတဲ့ "ကျွန်း" တော်တော် များများ ကို	သွားရောက်ခဲ့ပါတယ်။
We	to a lot of islands in the Indies	go
S	Acir	F/P

F/P in English

E/S-115

The soldiers	saw	these people.
S	F/P	Cdo

In the above examples, “သွားရောက်ခဲ့ပါတယ်။”(go) and “saw” are the F of the clauses, but in Myanmar the F comes at the end while in English, “saw” follows directly the subject of the clause “The soldiers”. The very rule is true about the position of P which is usually embedded in the F of the clause.

4.3.3 Complement (C) in Myanmar and English

As the name indicates, the complement serves to complete the argument in a given clause. The following examples compare the position of C in the text of *Gulliver's Travels* in English and Myanmar clauses. C can be classified into three groups, as stated earlier in this project. The first is Direct Object Complement (Cdo) which has different positions in English and Myanmar respectively. Cdo in English clauses follow the F and S of the clause as in the following example:

E/S-87 They wanted to see the wonderful “man-mountain”.

They	wanted to see	the wonderful “man-mountain”.
S	F/P	Cdo

While in Myanmar Cdo preceded the F of the clause and follows the S if the clause is an active one as in M/S 29.

M/S29-ကျွန်တော့် အနီးအနားက အသံတွေကို ကြားရတယ်။

ကျွန်တော့် အနီးအနားက	အသံတွေကို	ကြားရတယ်။
Near me	sounds	hear
Acir	Cdo	F/P

The following example shows an active clause with S and F/P in which Cdo falls between the S and F/P of the clause:

M/S14-အဲဒီသစ်သား ပိုင်းက ကျွန်တော့်အသက်ကို ကယ်ခဲ့တာပါပဲ။

အဲဒီသစ်သား ပိုင်းက	ကျွန်တော့်အသက်ကို	ကယ်ခဲ့တာပါပဲ။
That piece of wood	my life	saved.
S	Cdo	F/P

Indirect Object Complement (Cio) in English follows nearly the same rule as in the case of Cdo, i.e., Cio always follows a transitive verb via a preposition as in the following example:

E/S-282 Then he said something to me.

Then	he	said	something	to me.
Acon	S	F/P	Cdo	Cio

But in Myanmar, Cio, like Cdo, precedes the F although it comes after the S if not necessarily following it immediately. In the following example in Myanmar, unlike in English, Cio “ကျွန်တော့်အတွက်” (for me) comes before the F/P “ပြုလုပ်ပြင်ဆင်ပေးပါတယ်” (make) of the clause.

M/S-332 သေတ္တာသေးသေးလေးတစ်ခုကို အိပ်ရာအဖြစ် ကျွန်တော့်အတွက် ပြုလုပ်ပြင်ဆင်ပေးပါတယ်။

သေတ္တာသေးသေးလေးတစ်ခုကို	အိပ်ရာအဖြစ်	ကျွန်တော့်အတွက်	ပြုလုပ်ပြင်ဆင်ပေးပါတယ်။
A very small box	as bed	for me	make
Cdo	Acir	Cio	F/P

Intensive Complement (Cint) in Myanmar and English have different orderings in clause. As the following examples presents a comparative display of the same clause in both languages, in English Cint follows Cdo which comes after the F and S of the clause. While in Myanmar, Cint does not follow Cdo necessarily, but it is positioned after S and before the F which comes at the end of the clause.

E/S 314 - I called my young friend Glumdalclitch.

I	called	my young friend	Glumdalclitch.
S	F/P	Cdo	Cint

M/S 339- ကျွန်တော့်မိတ်ဆွေလေးကို ကျွန်တော်က “ဂလမ်းဒယ် ကလစ်ချ်” လို့ ခေါ်ပါ တယ်။

ကျွန်တော့်မိတ်ဆွေလေးကို	ကျွန်တော်က	“ဂလမ်းဒယ် ကလစ်ချ်” လို့	ခေါ်ပါ တယ်။
My young friend	I	“Glumdalclitch”	call
Cdo	S	Cint	F/P

4.3.4 Adjunct (A) in Myanmar and English

In both languages Adjuncts (A) are adverbial, nominal or prepositional groups of words which perform as Circumstances for the experiential meaning of a sentence. As with English, Myanmar recognizes three kinds of Adjuncts; Circumstantial Adjunct(Acir), Conjunctive Adjunct (Acon) and Modal Adjunct (Amod) can be classified which are compared as following:

The position of Circumstantial Adjunct (Acir) in both languages is illustrated in the following examples:

As in the following examples, in English Acir can come after F or at the beginning of the clause, therefore, we can restate the following example as, “That night, the storm started.”

E/S- The storm started that night.

The storm	started	that night.
S	F/P	Acir

If there are two Acir, they follow the order according to their importance and relevance as in the following sample.

E/S11- I was in the sea, among the great waves.

I	was	in the sea,	among the great waves.
S	F	Acir	Acir

This position of Acir in English is similar to that in Myanmar with the difference that in Myanmar F falls at the end of the clause. In the following examples, Acir, like in English,

can come after the S or can be posited at the beginning of the clause depending on its level of emphasis.

M/S-162 မြို့ထဲမှာ ဆိုင်တွေ၊ အိမ်တွေ အများကြီးရှိပါတယ်။

မြို့ထဲမှာ	ဆိုင်တွေ၊ အိမ်တွေအများကြီး	ရှိပါတယ်။
In the city	a lot of shops and houses	is
Acir	S	F/P

M/S 163- လှပတဲ့ နန်းတော်ကြီးက မြို့လယ်မှာရှိတယ်၊

လှပတဲ့ နန်းတော်ကြီးက	မြို့လယ်မှာ	ရှိတယ်၊
A beautiful palace	in the middle of the city	was
S	Acir	F/P

Conjunctive Adjunct (Acon) in English can come at the beginning or at the end of the clause as shown in the following examples and the examples presented in the relevant sections above:

E/S153- “Then the army can march between your legs.

“Then	the army	can	march	between your legs.
Acon	S	F	P	Acir

E/S 427 - After that I was very ill and went to bed.

After that	I	was	very ill	and	went to bed.
Acon	S	F	C	-	F/P

In Myanmar, Acon comes at the beginning of the clause. The examples below show Acon in Myanmar:

M/S-136 ဒီတော့မှ သူတို့က သံကြိုးတွေကို ဖြေပေးပါတယ်။

ဒီတော့မှ	သူတို့က	သံကြိုးတွေကို	ဖြေပေးပါတယ်။
After that	they	the chain	takeoff
Acon	S	Cdo	F/P

M/S-176 ပထမတော့ မြင်းတွေက ကြောက်ပါတယ်၊

ပထမတော့	မြင်းတွေက	ကြောက်ပါတယ်၊
At first	the horses	Afraid
Acon	S	F/P

And finally, Modal Adjunct (Amod) is compared in English and Myanmar with the following examples:

In English Amod comes at the beginning of a clause followed by a comma, or between the S and F/P of the clause and after Finite if there is any in the clause:

E/S 441 - Suddenly my box went up in the air.

Suddenly	my box	went up	in the air.
Amod	S	F/P	Acir

E/S220- “Our king will never know about this.”

“Our king	will	never	know	about this.”
S	F	Amod	P	C

But in Myanmar since F/P always comes at the end of the clause, Amod always comes before the F/P but in the clause it has a more flexible position in Myanmar than in English, i.e., Amod in Myanmar can come after or before S and Cdo and other elements depending on its degree of emphasis. The following examples illustrate the different positions of Amod.

M/S-488 ရုတ်တရက်ဆိုသလို ကျွန်တော့်သေတ္တာလေးက လေထဲကို မြောက်ပါ သွားတယ်။

ရုတ်တရက်ဆိုသလို	ကျွန်တော့်သေတ္တာလေးက	လေထဲကို	မြောက်ပါသွားတယ်။
Suddenly,	my box	in the air	go up
Amod	Cdo	Acir	F/P

M/S-405 ကျွန်တော် ညစာစားတဲ့အခါ အမြဲ မိဖုရားရဲ့အနားကစားပွဲထိပ်မှာ စားပါတယ်။

ကျွန်တော်	ညစာစားတဲ့အခါ	အမြဲ	မိဖုရားရဲ့အနားကစားပွဲထိပ်မှာ	စားပါတယ်။
I	when I had dinner	always	on the table-top near the queen	eat.
S	Acir	Amod	Acir	F/P

4.4 DISCUSSION

The analysis of the clauses and sentences presented in this chapter according to the theories introduced by Halliday (1994) and Bloor and Bloor (2004) in regard with SFPCA elements in Myanmar and English comparatively reveal some similarities and some differences between the structures of these two languages under study in this project. However, there are some special cases in each language that are shared by both and can be studied comparatively in a study like the current one.

As mentioned in the Literature Review chapter page 15 and 16 of this study, English and Myanmar belong to two different language groups, i.e., Asian and Indo-European. This is one of the reasons why they have developed two different clause structures within themselves. Nevertheless, the similarities between the two languages under question originate from their belonging to the human species who share a unique capability to produce linguistic structures according to the same mind generally common among all the members. This fact substantiates the existence of similarities between two languages even from two different regions with different backgrounds or origins.

The most important similarity between English and Myanmar is that both possess the same elements, that is, all the SFPCA elements are applicable to clauses produced in both languages. Subject, Finite, Predicator, Complement and Adjunct are available in both languages with similar functions despite the differences they might have in their positions within clause.

As human languages, both English and Myanmar have Subject which can consist of a simple and single part of a noun or word, or a combination of different words to form a compound subject. However, unlike English, in Myanmar clauses Subject is not necessarily positioned before the verb and at the beginning of the clause. The same rule is true about the Finite of the clause. In Myanmar Finite does not necessarily follow the Subject, and unlike English, it can wrap up the clause by being positioned at the end of the clause.

Another difference between English and Myanmar clauses is the position of C which in English normally follows S and F but in Myanmar precedes them. C itself is divided into three groups which more or less follow the same rule in either language as the general position of C. In active Myanmar clause Cdo comes between S and F but in English Cdo comes after S and F. The function and position of Cio and Cint in Myanmar and English are similar to those of Cdo and more or less follow the same rule.

As the analysis reveals, there are also some differences between English and Myanmar clauses in the function and position of A in its Acir, Acon and Amod formats. In English A can be positioned after F or at the beginning of the clause. In case of two Acirs in one clause, the ordering of both will be according to the emphasis the speaker gives to either.

However, the position of Acir in English clause is very similar to that in Myanmar with the only difference that in Myanmar it is the F of the clause that comes at the end of the clause. Both in English and Myanmar, Acon comes at the beginning or at the end of the clause according to the emphasis and condition of the clause and its elements within the context.

But the position of Amod is different in English and Myanmar clauses. In English Amod is positioned at the beginning of a clause followed by a comma, or it falls between the S and F/P and after Auxiliary. But in Myanmar, due to the usual position of F/P at the end of the clause, Amod is positioned before the F/P. But, as illustrated in the sample clauses discussed earlier in the current chapter, its position in Myanmar is more flexible than in English, i.e., in Myanmar Amod can be positioned after or before S and Cdo or other elements according to amount of emphasis it gets within the context and according to the preference of the speaker.

4.5 CHAPTER SUMMARY

This chapter provided the detailed data analysis and discussion of the functions and positions of SFPCA in English and Myanmar clauses. Both languages were compared together in the same functions to the possible similarities and differences. A detailed summary of the main findings mentioned in this chapter will be presented in the next chapter.

CHAPTER 5

CONCLUSION

5.0 Introduction

As introduced in the first chapter of this research project, the current study was intended to lead a comparative analysis of English and Myanmar language structures under the light of Systemic Functional Grammar introduced by Halliday (1994) and elaborated by Bloor and Bloor (2004). The standard according to which the clauses in both languages were analyzed was the SFPCA elements that represent the functions and positions of Subject (S), Finite (F), Predicator (P), Complement (C), and Adjunct (A). In line with the referred theories and the data analysis done in the previous chapter, the current chapter is divided into four main sections. Section 5.1 gives a detailed summary of the findings achieved in the previous chapter by answering the questions 1, 2, and 3. Section 5.2 provides the implications of the study and Section 5.3 presents the suggestions for future researches based on the current findings. Finally, Section 5.4 is the conclusion which closes the chapter and the whole study.

5.1 Summary of the Main Findings

The answers to the questions set out in the initial chapter of this project, Chapter 1, are based on the main findings of the current research. These findings will be presented as the answers to the raised research questions as below:

5.1.1 Summary of the Main Findings in Connection with the First Research Question:

As it was presented in the first chapter of this research, the first question concerned the function and position of SFPCA clause elements in English:

Research Question 1:

What is the structural arrangement of clause elements, SFPCA, in English?

Referring to Research Question 1 and the analyzed data regarding the structure of English clause, the arrangement of SFPCA elements in Standard English sentences are revealed. The selected data consists of clauses extracted from the English version of the adapted text of *Gulliver's Travels* analyzed under five groups representing the five grammatical functions of the clause elements in English, i.e., SFPCA.

5.1.1.1 Subject (S)

As elaborated in Chapter 4 of this study, subject in English is usually a noun or a noun substitute which begins a clause unless the clause is in question form. Subject can be simple or compound noun consisted of one or more words. In English, Subject can also be a pronoun that is usually placed at the beginning of clause. The Table 4.1 presents examples for further information. More illustrations can also be found in Appendix A.

Nevertheless, it was revealed during the data analysis that English Subject does not necessarily begin a clause. In interrogative clauses or in clauses with an adverb or adjunct placed at the beginning of the clause, Subject comes second in the order. If there is any

apposition in addition to Subject in English clause, it comes after the Subject between two commas to distinguish it from the Subject of the clause.

5.1.1.2 Finite (F)

As the analysis of the English clauses shows, the form that Finite of a clause takes in English depends on the gender and number of the Subject and the tense. Finite in positive statements follow the Subject and can be negative by adding negative words such as “not” and an auxiliary like “do”, “can”, etc. In interrogative sentences auxiliary comes before the Subject in which case the Finite keeps its infinitive format without “to” transmitting tense, gender and number to the auxiliary instead of the main verb. In this case auxiliary plays the role of Predicator.

5.1.1.3 Predicator (P)

As stated above in case of Finite, in English, P is usually embedded in the function of F which is reflected in the inflection of the main verb directly or through modal verbs resulting in fusion of the functions of F and P. However, there are cases in which F and P are represented by different words and have separate positions in a clause as stated above.

5.1.1.4 Complement (C)

As the results of the discussions in the previous chapter reveal, Complement in English can be classified into three types with different roles in clause:

- a) **Direct Object Complement (Cdo)** which usually follows transitive verbs, i.e., the F/P of the clause. In other words, Cdo directly follows the main verb of the sentence.
- b) **Indirect Object Complement (Cio)**, like Cdo, usually follows transitive verbs and is indirectly related to the Finite through a proposition. A subcategory of Cio is Oblique Complement (OC) or the “to” phrase which is the Object of a proposition in a clause. In English the indirect meaning may be inherent in the Object and the proposition is embedded in the meaning of the Finite. In English, OC follows the Direct Object of the sentence and is connected to the Finite through a proposition. Furthermore, in English, Cio can also follow a F/P directly in which case it does not need any proposition. However, in case Finite is followed by a Cdo, the Cio is accompanied by a proposition.
- c) **Intensive Complement (Cint)** follows a linking verb or Finite. But presence of any Cdo in the same clause makes the Cint come after the Cdo. Cint usually directly follows the F/P in English clause.

5.1.1.5 Adjunct (A)

English clauses may have three types of Adjuncts as follow:

- a) **Circumstantial Adjunct (Acir)** either begins a clause if, especially, it is about time, or follows the other elements of the clause falling at the end of the clause and after the F/P.
- b) **Conjunctive Adjunct (Acon)** shows the link between a clause and what precedes it and usually comes at the beginning or end of the clause depending

on the degree of emphasis it receives.

- c) **Modal Adjunct (Amod)** usually follows Subject and precedes Finite/Predicator. But if F/P is represented with two different words, the Amod follows the F and precedes the P.

5.1.2 Summary of the Main Findings in Connection with the Second Research

Question:

The second research question focused on the function and arrangement of SFPCA in English clause:

Research Question 2:

What is the structural arrangement of clause elements, SFPCA, in Myanmar?

5.1.2.1 Subject in Myanmar Clause

Subject, either simple or compound, usually is the first word that begins a clause and is usually followed by Finite. However, Subject in Myanmar clause does not always begin the clause which may begin with other elements such as Cdo or Acir. In such cases S comes second in the clause. But, in either case, S is usually followed by F although not always and other elements such as Cdo may come between the S and F. Appositions in Myanmar clauses do not take any punctuations due to the lack of comma in Myanmar.

5.1.2.2 Finite and Predicator in Myanmar Clause

- a) Due to lack of conjugation in Myanmar, the root of the verb always remains unmodified and does not agree with the subject (in gender or number). Therefore, in Myanmar F/P do not reflect the person, gender, and number of the S but tense is displayed through suffix which is usually used more for emphasis rather than display of tense. Finite fall at the end of clauses and do not follow directly the S. But it can also follow the Subject directly or indirectly.
- b) F and P are embedded in one word and P is attached to F through a suffix. P does not reflect the gender or number of the S.

5.1.2.3 Complement (C) in Myanmar

In Myanmar, C also can be categorized into three types as following:

- a) **Direct Object Complement (Cdo)** of a clause opens the clause and comes before both the S and F/P. Cdo can also fall between the F and S or precede both for emphasis.
- b) **Indirect Object Complement (Cio)** accompanies the Indirect Object of the clause and can also follow or proceed Cio, their position depending on the degree of emphasis they receive.
- c) **Intensive Complement (Cint)** precedes the F. However, if there is a Cdo, the Cint follows it.

5.1.2.4 Adjunct (A) in Myanmar

Myanmar has into three types of Adjuncts:

- a) **Circumstantial Adjunct (Acir)** always comes before F, and usually after S. If there is a C, Acir precedes it and begins the clause. Usually Acir comes between S and F within the same clause.
- b) **Conjunctive Adjunct (Acon)** starts the clause and comes at the beginning of the clause before S and other elements.
- c) **Modal Adjunct (Amod)**, unlike Acir, comes after S but before F/P. But if there is any Cdo or Acir, they may follow or precede Amod depending on their degree of emphasis.

5.1.3 Summary of the Main Findings in Connection with the Third Research

Question:

The third research question deals with the comparison of function and arrangement of SFPCA in English and Myanmar clauses:

Research Question 3:

How does Myanmar compare with English in terms of the structural ordering of SFPCA elements in the novel *Gulliver's Travels*?

5.1.3.1 Subject in English and Myanmar

As the comparison of S, simple or compound, in English and Myanmar revealed, in English, S is usually at the beginning of clause, except in question sentences. If there is a

need for an Adverb to be emphasized, it can be positioned at the beginning of the clause. But in Myanmar S is not necessarily restricted to the beginning of the clause. In Myanmar, S can begin a clause, like in English, or it may come after some other elements such as Acir. However, in both languages, S precedes F.

Another difference is the position of S in Subject as Apposition, which in Myanmar is not positioned between commas, like in English, since Myanmar does not use commas or other punctuations the same way as used in English.

5.1.3.2 Finite and Predicator in English and Myanmar

In English F/P comes usually after S in positive sentences. In Myanmar, F may not follow S although it usually follows it. But normally, F closes Myanmar clause by being positioned at the end of the clause.

5.1.3.3 Complement (C) in Myanmar and English

Complement both in English and Myanmar is classified into three types:

- a) **Direct Object Complement (Cdo)** in English follows F and S, but in Myanmar Cdo comes between F and S, i.e., it precedes F and follows S in active clauses.
- b) **Indirect Object Complement (Cio)** in English always follows a transitive verb through a proposition. While in Myanmar, Cio, like Cdo, precedes F and follows S.
- c) **Intensive Complement (Cint)** in Myanmar and English clauses follow different positions, namely, in English Cint follows Cdo and Cdo follows F and S. While

in Myanmar, Cint does not follow Cdo, but it follows S and precedes F at the end of Myanmar clause.

5.1.3.4 Adjunct (A) in Myanmar and English

Like Complement, in English and Myanmar Adjunct is also classified into three kinds:

- a) **Circumstantial Adjunct (Acir)** both in English and Myanmar can follow F or can be positioned at the beginning of the clause or it can follow S or can begin a clause depending on its degree of emphasis. But in Myanmar, since F/P ends the clause, Acir precedes F/P.
- b) **Conjunctive Adjunct (Acon)** can begin or end a clause both in English and Myanmar.
- c) **Modal Adjunct (Amod)** in English begins a clause and is followed by a comma, or it comes between S and F/P and after Auxiliary. While in Myanmar Amod always precedes F/P. However, Amod has more flexible position in Myanmar than in English. In other words, Amod in Myanmar can come after or before S and Cdo and other elements depending on its degree of emphasis.

A brief comparison of SFPCA arrangement in English and Myanmar is also available in Table 5.1 for a quick overview of the differences and similarities between the clauses and the positions of the elements in both languages:

Table 5.1 Comparison of SFPCA Positions in English and Myanmar

Element	English	Myanmar
S	At the beginning if there is no adverb or the clause is not interrogative. It can also come after other elements such as Acir	At the beginning but not necessarily. It can come after other elements such as Acir
F/P	After S	After S but at the end of clause
C	a) Cdo: after S and F/P b) Cio: after S and F/P c) Cint: after Cdo and S and F/P	a) Cdo: between S and F/P b) Cio: after S but before F/P c) Cint: after S but before F/P
A	a) Acir: at the beginning, or after S or F/P b) Acon: at the beginning or end c) Amod: at the beginning followed by a comma or between S and F/P	a) Acir: at the beginning, or after S but before F/P b) Acon: at the beginning or end c) Amod: at the beginning before S and after S or after other elements, but before F/P

5.2 Implications of the Study

The current study implies the differences and similarities between the positions and arrangement of SFPCA in English and Myanmar clauses based on Bloor and Bloor (2004) Systemic Functional Grammar. The results and findings obtained through this research reveal that English and Myanmar have some similarities in the position of S, A and C and at the same time some differences in the arrangement and position of these elements and F/P with English their positions in English clauses from the version of *Gulliver's Travels* used for this study. These differences and similarities can help translators and language learners in both English and Myanmar to be able to follow the right positions of the SFPCA elements in their text conversions or sentence making tasks.

5.3 Suggestions for Further Research in Future

Since the current study is limited to a single text in English and its translation in Myanmar, future researches can expand the domain of the examination of SFPCA arrangement and positions in wider areas including original texts from various contexts and fields in both languages, English and Myanmar. Furthermore, a similar study can be conducted on two or more other languages from different or similar backgrounds to find out and highlight more similarities and differences between two or more languages.

5.4 Conclusion

The current research focused on SFPCA arrangement and positions in English clauses taken from the abridged and simplified version of *Gulliver's Travels* under the light of Halliday's (1998) and Bloor and Bloor's (2004) Systemic Functional Grammar and clause elements, i.e., Subject, Finite, Predicator, Complement, Adjunct and their positions and roles in English and Myanmar clauses. The whole results are summarized in Table 5.1.

The researcher hopes that the current study and its findings can contribute to the linguistic studies, especially in the domain of functional grammar and significance and role of SFPCA in comparative study of English and Myanmar. It is hoped, the findings can also contribute to further researches in the same area, as well as language and translation courses in English and Myanmar speaking communities.