Argument Structure of Transition and Transfer Verbs

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Abstract

This study entitled *Argument Structure of Transition and Transfer Verbs*. It focused on the argument structure which maps the grammatical relation and the semantic roles. This study aimed to recognize the grammatical relations of transition and transfer verbs of slides verbs arguments and to explain the semantic roles of transition and transfer verbs of slides verbs arguments. This study is library research. The data of this study were collected from Corpus of Contemporary American English (COCA) which was related to transition and transfer verbs. The documentation method and note-taking technique were applied in collecting the data. In analyzing the data, the descriptive-qualitative method was applied. The data were described and explained based on the theory of argument structure and the theory of transition and transfer verbs. Based on the analysis, the grammatical relation operated within transition and transfer verbs with the class of slide verb involve *subject, object* and *oblique.* Verb *bounce, float, move, roll* and *slide* can be constructed with SV, SVO, SV OBL, SVO OBL and SVO OBL OBL. Furthermore, the structure SVO OBL OBL only appears in the verb of *move.* The semantic roles that appear in clauses of the verbs *bounce, float, move, roll* and *slide* are *agent, theme, location, source, path* and *goal.* Furthermore, each clause can be categorized as clauses applying transition or transfer verb. The clauses of which the construction are SV, SV OBL, and SV OBL OBL, the verbs are considered as transition because there is no causative argument which becomes the causer of the movement. On the other hand, the clauses of which the construction are SVO, SVO OBL and SVO OBL OBL, the verbs are considered as transfer because the verb has causative argument which becomes the causer of the movement.

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1 Introduction

Different predicates require different numbers of arguments. In general, there are some constructions of clauses in English, SV, SVO, SV OBL etc. This sentence considerably belongs to SV, *someone was laughing loudly in the next room* (Quirk et al., 1985). The verb of this sentence is *laughing* and *someone* is the subject. The following example is SVO, *my mother usually enjoys parties very much*. The verb of this sentence is *enjoys*, and this verb requires two core arguments, *my mother* as subject and *parties* as object. Other than the number of arguments, the meaning also provides an essential rule in the appearance of an argument, and it could be related to the category of the verb, transfer predicates within the view of semantics (Newton & Kennedy, 1996; Bickel & Yādava, 2000).

Movement can be expressed by the verbs like *come* and *go*. These verbs convey a movement or position changing. According to Kreidler (2002), transition predicates express the going or coming from one place to another. This type of verb or predicate must or might have its own characteristics, either the types of arguments or its number. This type of predicate might be interrelated with transfer verbs as having similar notions of movement. Transfer predicate is one of the subjects in semantics (Clifton Jr et al., 1965). According to Kreidler (2002), verbs and other predicates determine the meaning of the sentence expresses and what roles assigned by the arguments. Mostly, transfer predicates express transition, movement from one place to another, respectively the source and the goal. Another function of transfer predicate shows the change of position of a track, represented by focusing the verbs in path. This study concerned on the argument structure of transfer and transition verbs (Marantz, 2013; Gropen et al., 1991). It was decided to discuss a particular class of verb; slide verbs based on Levin (1993), which consists of verbs *bounce, float, move, roll* and *slide* in order to provide an accurate understanding.

2 Materials and Methods

Descriptive-qualitative methods was applied in this study. The data were taken from Corpus of Contemporary American English (COCA) which is related to transition and transfer verbs (James, 2010). A particular class of verb; slide verbs which consists of verbs *bounce, float, move, roll* and *slide* are used for the keyword to search the data in Corpus of Contemporary American English (COCA). Starting with verb of sending and carrying which have the notion of movement, Levin (1993), stated that slide verbs are also included under the appropriate subclass of verbs of motion which bear the notion of movement, in this case transition and transfer. This relation is relevant to the understanding of transfer and transition verbs based on Kreidler (2002). The slide verbs belong to verbs of sending and carrying as proposed by Levin (1993) which is related to the transition and transfer verb. The documentation method and note-taking technique were applied in collecting the data. In analyzing the data, the descriptive-qualitative method was applied. The data were described and explained based on the theory of argument structure and the theory of transition and transfer verbs (Wonnacott et al., 2008).

Argument Structure

According to Kroger (2005), arguments are those elements which are "selected" by the verb; they are required or permitted by certain predicates, but not by others. It means certain arguments might be obligatory for certain verbs. Dealing with argument structure, it is necessary to involve the discussion of grammatical relation and the semantic role since it is the elements that mapped within the argument structure (Lidz & Gleitman, 2004).

Grammatical Relation

According to Kroger (2005), in order to express grammaticality, arguments must be assigned a grammatical relation within the clause. In addition, it is determined by the syntactic and morphological properties. Van Valin (2001), stated that there are strong tendencies for certain phenomena to involve a particular relation and examples of the most likely constructions to pick out subjects, direct objects or indirect objects are presented. However, Greenbaum & Nelson (2009), stated that regular sentences consist of a subject and a predicate, and the predicate contains at least a verb. Within this understanding, it classifies the basic sentence structure, namely SV, SVO, SVOO, SVA, SVC, etc.

Subject and Object

The term "subject" in English grammar refers to a person or thing (noun or pronoun) that serves as one of the primary components of a clause and performs the action (or verb). According to Kroeger (2005), here are the following properties of subject in English:

a) Word order: In basic English sentences, the subject normally comes before the verb, and object and other elements come after the verb. Van Valin (2001), stated that word order is a common means of signalling grammatical relations, and it is also relevant in many languages to the relation between adpositions and their objects, since the object must immediately follow (preposition) or precede (postposition) the adposition. However, postposition is not concerned in this study as English does not have postposition.
b) Pronoun forms: Pronouns have a special form when they appear in a certain position that indicates whether they are subject or object pronouns.
c) Agreement with verb: In the simple present tense, a morphological marking, a suffix -s, is added to the verb when a third person subject is singular. However, the number and person of the object or any other element in the sentence does not give any effect to the form of the verb. According to Van Valin (2001), the primary coding properties are verb agreement, case marking and (in languages with very rigid word order) the position of an argument in the sentence, which may serve to express a particular grammatical relation.
d) Content questions: If the subject is replaced by a question word (who or what), the rest of the sentence remains unchanged. However, if the object is replaced by a question word, there must be an auxiliary before the subject.
e) Tag questions: A tag question is used to seek confirmation of a statement. It always contains a pronoun which refers back to the subject, and never to any other element in the sentence.

Primary and secondary object

Kroeger (2005), stated that the term "indirect object" in traditional grammar is used to refer to the semantic role of recipient (or sometimes beneficiary), rather than to a specific Grammatical Relation. Van Valin (2001), stated that the direct– indirect object contrast is not appropriate for languages of this kind and that a different distinction is required, namely primary object (the recipient of ditransitive verbs or the usual direct object of plain transitive verbs) versus secondary object (the theme of ditransitive verbs). On the other hand, Dryer (1986), stated that A Primary Object is an Indirect Object in a ditransitive clause or a Direct Object in a monotransitive clause, while a Secondary Object is a Direct Object in a ditransitive clause. However, a different view is adopted in this study. Primary object is regarded as the first object that comes after the verb; on the other hand, the secondary object is regarded as the object that comes after the primary object.

Oblique and adjunct

Kroeger (2005), defined that element which are not closely related to the meaning of the predicate but which are important to help the hearer understand the flow of the story are called adjunct. Subjects and objects are often referred to as terms, or direct arguments. Arguments which are not subjects or objects are called indirect or oblique arguments (Suryasa, 2016; Chandio et al., 2019). In other word, an oblique argument is an argument of a relation that is marked by a preposition. (Syntactically, oblique arguments aren't direct arguments; in other words, they aren't subjects or direct objects or second objects). On the other hand, adjunct is an optional unit within the relation, whereas oblique is semantically required by the verb. However, the terms oblique and adjunct may appear to be similar (Mohamed & Oussalah, 2019; Osman et al., 2012). All oblique arguments are marked with prepositions, whereas adjuncts are always optional. In the subcategorization, however, adjunct is not obligatory. In order to provide better understanding related to oblique and adjunct, a data taken from Kroeger (2005), is presented. Henry put the money into his pocket. My daughter swallowed a penny last night. The argument after the preposition "into" is considered as oblique as it is required by the verb "put". It is different from the second data presented, the italic, considered as adjunct which can be omitted at any time without causing any sense of incompleteness.

Semantic roles

According to Kroeger (2005), semantic roles are defined as helpful elements to classify arguments into broad semantic categories according to the kind of role they play in the situations described by their predicates. While Van Valin (2001), stated that each verb or other predicate has a certain number of arguments, each of which bears a distinct semantic role; this will be referred to as a verb's argument structure. Huddleston & Pullum (2005), stated that, there is something in both of these that is relevant to a definition of the subject at the general level: many languages have a function in the clause that is often associated with the semantic role of actor or with the topic and that shows other signs of primary syntactic importance in the clause (though some languages seem to be organized rather differently). Kroeger (2005), divided the semantic roles into some roles. These roles are presented as follows:

1) Agent: causer or initiator of events.
2) Experience: animate entity which perceives a stimulus or registers a particular mental or emotional process or state.
3) Recipient: animate entity which receives or acquires something.
4) Beneficiary: entity (usually animate) for whose benefit an action is performed.
5) Instrument: inanimate entity used by an agent to perform some action.
6) Theme: entity which undergoes a change of location or possession, or whose location is being specified.
7) Patient: entity which is acted upon, affected, or created; or of which a state or change of state is predicated.
8) Stimulus: object of perception, cognition, or emotion; entity which is seen, heard, known, remembered, loved, hated, etc.
9) Location: spatial reference point of the event (the source, goal, and path roles are often considered to be sub-types of location).
   a) Source : the origin or beginning point of a motion.
   b) Goal   : the destination or end-point of a motion.
   c) Path   : the trajectory or pathway of a motion.
10) Accompaniment (or comitative): entity which accompanies or is associated with the performance of an action.

Transition and transfer predicate

According to Kreidler (2002), verbs and other predicates determine what meaning a sentence expresses and, to a large extent, they determine what roles the accompanying arguments have, and even what kinds of noun phrases occur as arguments. Kreidler (2002), defined transition predicate as a verb or predicate that expresses the going or coming of entities from one place to another. In order to provide better understanding related to transition verbs, a data taken from Kreidler (2002), is presented.

The bus goes from Greenville to Stratford

This clause has verb "go" and this verb has 3 arguments as follows; the bus, Greenville and Stratford. In this data, movement is shown from one place to another, Greenville and Stratford respectively. This verb belongs to transition as it expresses the going and coming of an entity. However, there is no entity which causes the movement. Therefore, verb "go" is regarded as transition verb.

According to Kreidler (2002), transfer verbs are the causative equivalent of the transition verbs. Furthermore, transfer predicate has a role which causes the transition to occur. In order to provide better understanding related to transfer verb, a data taken from Kreidler (2002), is presented.

Fenwick drives a bus from Greenville to Stratford by way of Compton

This clause has verb "drives" and this verb has 4 arguments as follows; Fenwick, Greenville, Stratford and Compton. In this data, the movement is shown from one place to another, Greenville and Stratford respectively. This verb belongs to transfer as it expresses the going and coming of an entity. And this verb has causative argument. Therefore, verb "drives" is regarded as transfer verb. Slide verbs involved to the verb of sending and carrying bears

the same relation with transition and transfer verbs based on Kreidler (2002). Therefore, this verb is concerned in this study due to its relations.

3   Results and Discussions

Bounce

Structure	Data	Clause	Transition/Transfer
S V	Data 1	Big Bird **bounce**	Transition
	Data 2	Multiple balls **bounce** well	
S V O	Data 3	I could **bounce** the ball	Transfer
	Data 4	Tommy can **bounce** the yellow ball	
S V OBL	Data 5	We'll **bounce** off from here	Transition
	Data 6	The scuffed rubber tip of her cane **bounce** to the ground	
S V O OBL	Data 7	You can **bounce** the ball through the fringe	Transfer
	Data 8	I **bounce** the ball against the wall	
S V OBL OBL	Data 9	The ball **bounce** from Vincent Kompany to Carlos Tevez	Transition
	Data 10	I **bounce** from Atkins to South Beach	

The possible constructions operated by the verb *bounce* involves subject-verb, subject-verb-object, subject-verb-oblique, subject-verb-object-oblique, and subject-verb-oblique-oblique. However, it is also possible to operate construction with subject-verb-object-oblique-oblique as oblique can be added to the verb depending on the information required to be conveyed. The clause which involves this verb can assign causative argument, and it is indicated based on the structure and the meaning. While the clause is intransitive, it does not require any causative argument; on the other hand, the transitive clause requires causative argument. Moreover, based on the framework, the transfer has a causative argument, and the transition does not.

Float

Structure	Data	Clause	Transition/Transfer
S V	Data 11	You'd **float** anyway	Transition
	Data 12	They **float** along	
S V O	Data 13	We **float** the paper	Transfer
	Data 14	Chief of the watch **float** the buoy	
S V OBL	Data 15	Balloon's ribbon will **float** into Oblivion	Transition
	Data 16	We'll **float** into the Caribbean	
S V O OBL	Data 17	We **float** the balloon up the aorta	Transfer
	Data 18	We'll **float** the tarp over the building	
S V OBL OBL	Data 19	Boats festooned in lights **float** from Port Isabel to South Padre Island	Transition
	Data 20	Other students **float** from one project area to another	

The possible constructions operated by the verb *float* involves subject-verb, subject-verb-object, subject-verb-oblique, subject-verb-object-oblique, and subject-verb-oblique-oblique. However, it is also possible to operate construction with subject-verb-object-oblique-oblique as oblique can be added to the verb depending on the information required to be conveyed. The clause which involves this verb can assign causative argument, and it is indicated based on the structure and the meaning. While the clause is intransitive, it does not require any causative argument; on the other hand, the transitive clause requires causative argument. Moreover, based on the framework, the transfer has a causative argument, and the transition does not.

Move

Structure	Data	Clause	Transition/Transfer
S V	Data 21	They **move** VERY fast	Transition
	Data 22	We always **move** forward	
S V O	Data 23	3M can't **move** the jobs off shore fast enough	Transfer
	Data 24	The US government can not **move** a single factory overseas	
S V OBL	Data 25	You should **move** to Hong Kong.	Transition
	Data 26	You **move** to the Multithreaded benchmark	
S V O OBL	Data 27	I **move** my tapestry around the lower bar	Transfer
	Data 28	We can **move** a reg file with the following contents up to the first host	
S V OBL OBL	Data 29	Most tornadoes **move** from the southwest to the northeast	Transition
	Data 30	They **move** from Siberia to Brazil	
S V O OBL OBL	Data 31	It will **move** the election from the politics to the policy	Transfer
	Data 32	We **move** a sentence from the cookbook to the bible	

The possible constructions operated by the verb *move* involves subject-verb, subject-verb-object, subject-verb-oblique, subject-verb-object-oblique, subject-verb-oblique-oblique, and subject-verb-object-oblique-oblique. The clause which involves this verb can assign causative argument, and it is indicated based on the structure and the meaning. While the clause is intransitive, it does not require any causative argument; on the other hand, the transitive clause requires causative argument. Moreover, based on the framework, the transfer has a causative argument, and the transition does not.

Roll

Structure	Data	Clause	Transition/Transfer
S V	Data 33	The ball **roll** away	Transition
	Data 34	It can **roll** away	
S V O	Data 35	She could **roll** the ball	Transfer
	Data 36	I **roll** the stone	
S V OBL	Data 37	I can **roll** into the office	Transition
	Data 38	The tanks **roll** into the Kremlin	
S V O OBL	Data 39	They just **roll** the ball on the court	Transfer
	Data 40	They **roll** the ball into the coach's office	
S V OBL OBL	Data 41	We **roll** from one chocolate season to the next	Transition
	Data 42	You **roll** from one shoulder to the other	

The possible constructions operated by the verb *roll* involves subject-verb, subject-verb-object, subject-verb-oblique, subject-verb-object-oblique, and subject-verb-oblique-oblique. However, it is also possible to operate construction with subject-verb-object-oblique-oblique as oblique can be added to the verb depending on the information required to be conveyed. The clause which involves this verb can assign causative argument, and it is indicated based on the structure and the meaning. While the clause is intransitive, it does not require any causative argument; on the other hand, the transitive clause requires causative argument. Moreover, based on the framework, the transfer has a causative argument, and the transition does not.

Slide

Structure	Data	Clause	Transition/Transfer
S V	Data 43	I'll just **slide**	Transition
	Data 44	He can **slide** well	
S V O	Data 45	I **slide** the straps	Transfer
	Data 46	I **slide** the door	
S V OBL	Data 47	Students **slide** to the edge of their seats	Transition
	Data 48	I **slide** to the very inside of the road	
S V O OBL	Data 49	You **slide** the screen into the VR goggles	Transfer
	Data 50	Many people just **slide** the card into the played position	
S V OBL OBL	Data 51	Lord Cayton's hands **slid** from her back to the sides of her waist	Transition
	Data 52	The movie **slid** from No. 6 to No. 8	

The possible constructions operated by the verb *slide* involves subject-verb, subject-verb-object, subject-verb-oblique, subject-verb-object-oblique, and subject-verb-oblique-oblique. However, it is also possible to operate construction with subject-verb-object-oblique-oblique as oblique can be added to the verb depending on the information required to be conveyed. The clause which involves this verb can assign causative argument, and it is indicated based on the structure and the meaning. While the clause is intransitive, it does not require any causative argument; on the other hand, the transitive clause requires causative argument. Moreover, based on the framework, the transfer has a causative argument, and the transition does not.

4 Conclusion

Based on the data that have been analysed and presented in the previous chapter, the conclusions of both problems are presented as follows. The grammatical relations operated within transition and transfer verbs with the class of slide verb involve subject, object and oblique. Verb bounce, float, move, roll and slide can be constructed with Subject-Verb, Subject-Verb-Object, Subject-Verb-Oblique, Subject-Verb-Object-Oblique and Subject-Verb-Oblique-Oblique. However, the structure Subject-Verb-Object-Oblique-Oblique only appears in the verb move.

Related to the semantic roles of the arguments in the verb of bounce, float, move, roll and slide involved agent, theme, location, source, path and goal. The semantic role played by subject arguments of the verb of bounce, float, move, roll and slide in Subject-Verb construction is theme or agent. On the other hand, the subject arguments in Subject-Verb-Object construction always play the role of agent. However, its object arguments always play the role of theme. The role played by the subject arguments in Subject-Verb-Oblique is theme or agent. However, the oblique plays the role of source or goal. The subject arguments in subject-verb-object-oblique construction always play the role of agent. However, its object arguments always play the role of theme. Moreover, the oblique plays the role of path,source, goal or location. The role played by the subject arguments in Subject-Verb-Oblique-Oblique is theme or agent. However, the obliques always play the role of source and goal in sequence. On the other hand, the subject arguments in Subject-Verb-Object-Oblique-Oblique construction always play the role of agent and its object arguments always play the role of theme. However, the obliques always play the role of source and goal in sequence.

Each clause can be categorized as a transition or transfer verb. The clauses of which the construction are Subject-Verb, Subject-Verb-Oblique, and Subject-Verb-Oblique-Oblique are considered as transition as providing information about movement without showing an entity which becomes the causer of the movement. On the other hand, the clauses of which the construction is Subject-Verb-Object, Subject-Verb-Object-Oblique, and Subject-Verb-Object-Oblique-Oblique are considered as transfer because the argument has causative argument which becomes the causer of the movement.

Conflict of interest statement
The authors declared that they have no competing interest.

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The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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