
Anaañ Learner of English Language and the Syntax Related Problems: A Contrastive Study

By

EDENOWO T. ENANG

*Center for General Entrepreneurial Studies
Akwa Ibom State University
Ikot Akpaden*

and

VERO-EKPRIS GLADSTONE URUJZIAN

*Center for General Entrepreneurial Studies
Akwa Ibom State University
Ikot Akpaden*

Abstract

This paper focuses attention on a contrastive study of two languages: Anaañ and English. The preoccupation has to do with the syntax related errors committed by an Anaañ English bilingual, who still finds it difficult to come terms with the native speaker's norms due to the markedly absence of most of the core syntactic features in the repertoire of the background language, thereby throwing him into the option of using the nearest available Mother tongue (MT) sentence devices as an unavoidable substitute or equivalence. To achieve this purpose, one hundred well constructed sentences were prepared and circulated across two hundred students from five secondary schools located in the geographical region occupied by the Anaañ language speakers. The selection of the one hundred students from five secondary schools was strictly by stratified random sampling technique. From the researcher's corpus of data, discoveries have been made as to the reasons for interferences and deviations as well as the differences and similarities in the areas of grammatical phrase, noun phrase and verb phrase structures of the two languages. From the researcher's discoveries, conclusion was drawn with recommendations on the right steps to be

taken by teachers of English of WAEC and NECO syllabuses in order to correct the syntax related errors

An educated Anaañ, like any other educated Nigerian, can be said to speak at least two languages: he acquires his mother tongue at home and learns English at school. He uses both Anaañ and English in a number of situations: in and outside his home and at work place. When, however, he interacts with other Nigerians who do not speak his mother tongue, he uses English.

There is, however, a negligible percentage of the younger generation who come from educated homes where English is spoken at home but they still have to communicate in Anaañ outside their homes and English in official situations. English, therefore, is very important for an Anaañ speaker and indeed for other linguistic groups in Nigeria.

As a means of communication, language is a system of vocal symbols through which a people express their thoughts, feelings and ideas. Dell, H. (1964) defines language as a system of arbitrary symbols used by a group for interaction. The English language as a natural language, a major language spoken and written all round the world today serves as an example.

Anaañ in which speech is limited to peoples and the landmass of the North-Western part of Akwa Ibom State of Nigeria with a total area of 2.73 sq. kilometers also enjoys the status of a natural language. Michael, I and Obot, J.U. (2001:14). The two languages, English and Anaañ spoken interchangeably by the Anaañ bilingual, are in contact but not without some natural constrains such as interferences, the grammatical phrase structure, transliteration, the noun phrase structures in Anaañ and English, deviation and the verb phrase structure in Anaañ and English.

1. The Interference Phenomenal Approach

The Anaañ bilingual mostly speaks English as second language (L2) with errors from first language (L1) or background language (MT). Such errors, known as Interference, gave rise, in the first place, to determining “under what condition a pair of contrasted language systems exhibit similar or different traits” Uhumwanggho, A. and Anyanwu, B. (1999) which results in contrastive linguistic analysis (CA). This is because the student (an Anaañ child) who is out to learn a new language according to Lado (1957):

tends to transfer the sentence forms, modifications, devices the number, gender and case patterns of his background language owing perchance,

to psychological and subconscious memorization of his MT or the markedly absence of some core features or properties of the background language into English language.

In demonstration of the occurrence of interference in relation to word order at the level of syntax, the following illustrations from English and Anaañ word order in sentences using English as a target language may be useful, as in:

1a. Where are you going? 1b. Afo aka uke?
1 2 3 4 3 4 1

2a. That person's house. 2b. Ufok agwo ade.
1 2 3 3 2 1

As can be seen from here, the explication is that the English sentences above begin with an adverbial element 'where' and ends with a verbal element 'going' whereas the Anaañ sentence begins with a pronominal element 'Afo' and ends with an adverbial element 'uke'. This further explains that an Anaañ learner of English at the early stages, following the disparity in the word order of the two languages is most likely to transliterate from the mother tongue into a structure such as:

3a. You going where? 3b. Afo aka uke? even in a formal situation.

In the second example, Eka (2000) shows that the English word sentence:

4a. That person's house. 4b. Ufok agwo ade
1 2 3 3 2 1 also contains word order
disparity from the Anaañ sentence. Here, while the English phrase begins with a demonstrative element 'that' and ends with a nominal one 'house', the Anaañ phrase structure begins with the nominal element 'Ufok' and ends with a demonstrative element 'ade' (a direct opposite of the English sentence).

Therefore, with this illustration, we can conclude that an Anaañ learner of English at the early stages, going by the word order in his mother tongue would end up constructing sentences such as:

5a. House person that or House that person
Ufok agwo ade or Ufok ade agwo

These types of expressions are not peculiar to Anaañ, but also cut across the other Nigerian languages with a very negligible percentage that are likely to maintain the structure without the mother tongue interference on the English word order. This postulation by Eka (2000) on the mother tongue interference on the word order of the

English sentence by an Anaañ learner of English is very relevant to this study because it will help other works of this nature greatly to analyse cases of direct transliteration from other background languages into the English syntactic structure.

2. The Grammatical Phrase Structure

Webb and Sure (2000:60), looks at the grammar of a language as “the totality of the unit (or elements) in a language together with the rules that govern their use in sentence, phrase, group and word levels when analyzed at the level of syntax”. The grammar of Anaañ language has an established and standardized orthography from which sounds and tone system derive from its mutually intelligible sister languages of Efik and Ibibio Received Pronunciation (RP) Anaañ belongs to a Central Lower group of the Lower Cross Languages with which Ibibio, Efik and Ukwa belong also form a cluster of language. In short, Anaañ is related to Efik, Ibibio and Ukwa group of languages.

An investigation into the phrase structure of Anaañ language reveals that as a language, it has nuances of a generative grammar in the sense that it posts a two immediate constituents or bipartite analysis of an NP + VP structures. It follows, therefore, that Anaañ manifests the traits of a phrase structure (PS) grammar which analyses utterances in terms of its syntactic constituents (Udondata 2000). The phrase structure in Anaañ therefore, can be analysed and contrasted with English in terms of M(odifier), H(ead) and Q(ualifier) deep structure as expounded by Halliday (1961) in his neo-Firthian model of systemic grammatical analysis. For instance,

6a. Uwem speaks English. 6b. Uwem asem iko mbakara.
 S V O S V O

3. The Deviation Approach

From the viewpoint of deviation, Anaañ language, just like any other world languages and or world Englishes, has many usages which depart from the syntactic norms of the English usage. The use of the term “deviation” here only refers difference in usage (not necessarily negative) but productive and adoptable in a particular environment as in the following examples:

7a. Not immediately available (SBE).

7b. Not on seat (ENE). 7c. Ibaha ke itie (AL)

8a. Turn back or Go back (SBE)

8b. Return back (ENE)

8c. Time elem or nyong elem (AL).

From the instances above, one discovers that the deviations first of all take place at the background language of the Anaañ user/learner of English before it finds expression in the Educated Nigerian English variety to fully establish the deviation phenomenon. It could be concluded that eventhough these expressions depart fully from the native speaker's norm, there is communication as far as the Nigerian English variety and Anaañ are concerned.

4. The Noun Phrase Structure (NP) in Anaañ and English

According to Quirk and Greenbaun (1973), "the NP elements typically function as the subject, object and complement of a sentence" whereas Mary MacIntosh (1984) makes it more technical and subject to complex explications by asserting that NP(s) are "constituents that have the ability to stand as topic, focus or answer". In Anaañ language, the NP is capable of occurring as a single word (mostly proper nouns) and or as constituents (names of persons and places).

Therefore, the NP structure in Anaañ language can easily be analysed in a number of terms akin to the English Modifier, Head and Qualifier (MHQ) or simply as H as found in native speaker's norms. This is so, because the two languages share a common structural dispensation where the M and Q elements could be optional while the H element has always been obligatory. The only noticeable difference, where meticulousness is applied, is in the sequence of occurrence of the MHQ elements which are differently arranged in structure such that there is no one to one substitute of the Anaañ word with the English syntax formation process. In this segment, this paper will concentrate on examples as rendered in Anaañ language, transliteration into English as well as the English equivalents in that order while examining the Anaañ structural elements in the following description of a boy:

9a. Iden adehe afia enyoñenyoñ.

H M M M

9b. Boy the fair tall.

H M M M

9c. The tall fair boy.

M M M H

It should be noted that in English, the four positions: Determiner, Ordinal, Epithet and Nominal referred technically as (DOEN) of the M element, which relates directly with modifier word class, usually and functionally pre-modifies the H element in order to present an MH group structure. It can be seen that the same modifier word

The Intuition

class in Anaañ language structure functions as post modifiers of the same H element but this time presenting it as a HM variant group within the NP modification structure.

Again, a conspicuous similarity noticed in the English and Anaañ NP structures is in the Q element whose position comes immediately after Anaañ language HM group to form a H(ead), M(odifier) and Q(ualifier) (HMQ) post-post modification structure in the description presented below clearly showing that the Q element succeeds the MHQ of the English in order to form the MHQ structure, as in:

10a. Ekpat ojoho ita adadad anaha kisoñ.
H M(D) M(O) M(E) Q

10b. Box the third red which is on the ground.
H M(D) M(O) M(E) Q

10c. The third red box which is on ground.
M(D) M(O) M(E) H Q

In English language, there are four DOEN elements functioning under the modifier group before the H element whereas, in Anaañ language, only three of the phrasal elements:- the D, the O and E elements can be tolerated or accommodated at a time, mostly after the H element. There is however, a noticeable re-structuring in Anaañ language, where the HM group structure allows the H element to be followed immediately by the Q post-modifier element in post-Head position in the following presentations:

11a. Ekpat ani neke inwanga.
H Q

11b. Bag which is very large.
H Q

11c. A bag which is very large
M H Q

There is one characteristic feature noticeable in Anaañ language structure; the reason why the Anaañ language user most of the time tends to omit the articles: ‘a’, ‘an’ (indefinite) and ‘the’ (definite) in his sentence construction appears some how a conscious exercise, not allowing his HQ structure to obey the native speaker’s norm,

thus, justifying the limit to which the cultural elasticity for accommodation of elements can go; (that is the combinatorial possibility of his background language).

It is an established fact that, Anaañ language structure accommodates the absence of the articles/modifier which should qualify the nouns ‘box’ and ‘bag’ in the above examples respectively. For instance:

12a. Ebot iba Okon ake jibe.
H M Q

12b. Goats two which Okon stole.
H M Q

12c. The two goats which Okon stole.
M M H Q

There are instances where the structure of Anaañ language accommodates a direct one on one translation with little or no difficulty from English language to Anaañ. For instance,

13a. Uduak adehe imuuk.
H Q

13b. Uduak who short.
H Q

13c. Uduak that or who is short.
H Q

In spite of the modifier/qualifier positional swaps in both the English and Anaañ translations, *that* or *who* in Anaañ equivalence *adehe* posts a deitic function. It is therefore, not a consequence if a lexeme is introduced as it may appear to be in such a structure as in:

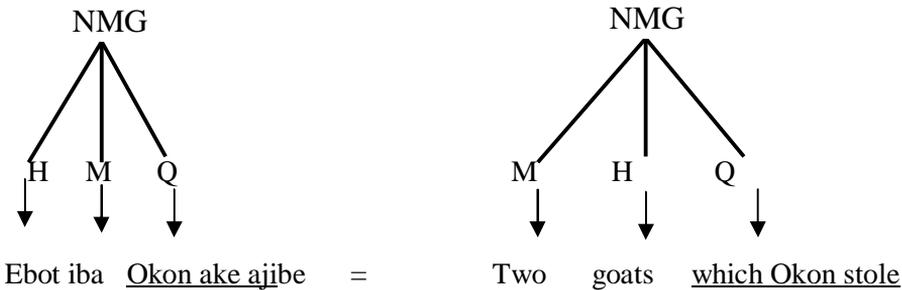
14a. Agwodon ansi kito ili.
H Q

14b. Man who first come before.
H Q

14c. The man who came a while ago.
 M H Q

The demonstrative pronouns: *ammi* (this) and *anko* (that) are used to indicate objects of far or close proximities respectively, while *Mboon* (these), *Mboonko* (those), are for plural objects of close and far proximities respectively. This suggests that this class of words also function as modifiers within the Anaañ NP structure. Thus, like in English, proximity plays a crucial role in the language. Anaañ speaker-hearer relationship, which is carried over into English much the same way as abstract nouns, function alike in both languages. The implication here is that the Anaañ learner of English finds it easy to use these lexemes as they facilitate the learning of the TL. This is so because of the similarity and equivalence of use which such structures post in the learner’s MT, Ativie,(2010).

From the viewpoint of Quirk and Greenbsum above, the Anaañ NP functions in a sentence structure as subject, object and complement of a nominal group very clearly to highlight, as in English, the performer of an action eventhough their M and Q positions and their functions to H may differ as was the case in the previous instances (10) and (11) above. A careful look at the Anaañ and English NMG structures depict the same grammatical expressions:



We can see also that the H element in its singular form *goat*, as seen in Anaañ stands for the plural form *goats* in English because the numerical modifier, *two* or *iba* in Anaañ, accounts for the plurality represented by the English H equivalent element. The error is factual to state, therefore, that a large percentage of countable nouns in Anaañ function solely in their singular forms but whose pluralities are determined as in (10) above. Nevertheless, it is only a very negligible few Anaañ nouns, on their own, reflect the plurality in their function by inflections. Nouns like *akparawa/makparawa* (*Youngman/youngmen*), *abong/mbong* (*kings/kings*), *etoajen/ntokajen* (*child/children*), *atahafong/ntahafong* (*rag/rags*), etc constitute the very

few that can differentiate between singular and plural forms of inflected nouns in Anaañ language.

It is obvious that, most count nouns in English which take plural marker (s) are not functioning as plural nouns in Anaañ, a great many of the count nouns in Anaañ are announced by the numeral-modifying element which post-determines the number or countability of the H element. This is why the Anaañ learner of who, sometimes, omits the (-s) plural marker for the countable nouns is affected when he speaks English, unconsciously he would transfer his dominant Anaañ cultural expression into English (transliteration). Though there is a difference in the English MHQ and Anaañ HMQ modification pattern, the two languages reflect similar items functioning in the M and Q positions of their individual structures. For instance,

15a. Ntokajen ition si kika urua.

H M M Q

15b. Children little five who went to market

H M M Q

15c. The five little children who went to the market.

M M M H Q

This example has shown that the items function in the position of the Anaañ and English NP structures. These items (*the*, *five* and *little*) are selected from the DOEN element which have the nominal (N) element lesser in number than the English DOEN structure whereas these item operate in the Q position of the NP structure of the two languages select from the nominal clause, relative clause, prepositional and adjectival phrases eventhough the Anaañ NP structure is essentially unviariat paratactic in its method of modification.

This method is quite unlike the English NP structure which can operate as unviariat or multivariate, hypotactic in its style of modification. Therefore the *con* rather than the *pro* in the Anaañ modification technique is that it functions to place the descriptive power of the speaker under serious check or censorship. This is so, because English has a high capacity to accommodate a higher range of eleven modifier positions (MI-11) as identified by Olu Tomori in Ativie (2010:7) than a meager three which is the highest that Anaañ NP structure can conveniently achieve with effectiveness. It is understood from the above explication therefore, that though English has the capacity to accommodate up to eleven elements in its NP structure, Anaañ can only afford three. For instance,

16. Both the first three elegant long carved polished dark Indian mahogany chairs.
M1 M2 M3 M4 M5 M6 M7 M8 M9 M10 M11 H

In English usage, it is not even a usual practice to use all the eleven elements in the M position in everyday speech; therefore, the normal practice is to reduce it to a less cumbersome and manageable number or status. As a result of the above, we can have the following structures with six modifier positions, for instance:

17. Both the first three elegant long chairs.
M1 M2 M3 M4 M5 M6 H

In spite of the reduction in the modifier positions in English to six, for ease, Anaañ language still lacks the capacity to generate (16) and or (17) above except in fragments yet, say, three different HM group structures owing to the Anaañ language delimiting ability. The following structures, taken as fragments of 15 above, suffice for example:

- 18a. Akpamo me akpa ita kemkpoitie.
M M M H

- 18b. Both the first three chairs
M M M M H

Most of the time, Anaañ language, unlike the above, lacks a direct equivalence of the syntactic NP in Anaañ. The absence of direct substitute of these words limits the status and or the capacity to which Anaañ can generate its NP structure explicable capacity. The result of the fragments from examples above has shown that the ability of the Anaañ. Anaañ learner of English is largely hindered to pile up *epithets* (in spite of the reduced modifier positions as in (14) and (15) above to describe apt situations in English. This is because the Anaañ modification system is only effectively M1-3 capable as discussed above. It is near impracticable and, therefore, incorrect in Anaañ language to generate such delimiting hypotactic structure as follows:

- 19a. Agwedmkpo anwa ubomanyong ameEket.
H M M M

- 19b. Clerk Airstrip the Eket.
H M M M

- 19c. The Eket Airstrip office clerk.
M M M M H

The meaning from the above construction is less explicit by reason of adjectives piling up beyond the M3 limits which Anaañ language contains. Secondly, since the modification system in Anaañ is neither M1-11 nor M1-6 capable as in English, the alternative for the Anaañ- English bilingual is to realize an entire NP (such as the example in 17 above) in one expression. Besides the fragmentation as achieved above, will be to re-cast into the M and Q category of structural description as follows:

20. Agwedmkpo aka anwa ubomanyong Eket
H M M Q

In the same manner, (17above) could be re-cast into the M and Q category for a more meaningful expression in Anaañ as follows:

21a. Mkpoitie ita sidenghe anyaan Uketuket
H M M Q

21b. The first three chairs that are long
M M M H Q

It should be noted that in Anaañ language, the use of this form is rare. In spite of this, let it be known that the M and Q elemental descriptions of the Anaañ HM structure create nominalization in the language which serve as rich source for Anaañ local adages and hence:

22a. Awasi ada ne ami.
H M Q

22b. God remain with me
H M Q

22c. May God be with me
M H Q

At the same time, it accounts for the reason that the direct interpretation into English of Anaañ proverbs or adages lacks fluency of speech namely, because of the differential in the MH/HM modification system of the nominal groups in both languages. There is, in orders, the transfer of the rules of phrase, clause, or sentence formation of Anaañ into English by the learner and hence, his Anaañ MT transliteration which arise following deviations from the norms of the TL, in an attempt to communicate in the latter (English).

Notice, however, that Anaañ has determiner sub-types: per-determiner, determiner proper and post-determiner as are found in English. The difference is that in

The Intuition

the Anaañ language, the determiner proper, the articles (both definite and indefinite) are sometimes omitted as mentioned earlier. In addition, the NP in Anaañ can accommodate just as in English, the following modifiers:

(a) Possessive adjectives as modifiers:

23a. Ufok amo

H M

23b. House his

H M

23c. His car

M H

(b) Adjectives as modifiers:

24a. Ekpat Ikpa.

H M

24b. Bag leather.

H M

24c. Leather bag

M H

(c) Demonstratives as modifiers:

25a. Akwok ami

H M

25b. Money this.

H M

25c. This money.

H M

The Anaañ language also has: (i) Modifiers, as qualifiers:

26a. Ebot itien anyeneke anye.

H M Q

26b. Goat five that belongs to you

H M Q

26c. Five goats that belong to you

M M Q

(ii) Adjectives as qualifiers:

27a. Agwo aseke atang utang.

H M Q

- 27b. Man the who talkative is.
 H M Q
- 27c. The man who is talkative
 M H Q
- (iii) Demonstratives as qualifiers:
- 28a. Ufok ako Ubong alongho.
 H M Q
- 28b. House that which Ubong lives.
 H M Q
- 28c. The house which Ubong lives.
 M H Q
- (iv) Numerical as adjectives:
- 29a. Ekpam amo adehe itieket.
 H M Q
- 29b. Box the which his six
 H M Q
- 29c. His six boxes
 M M H

The fact that the Anaañ learner of English tends to commit errors which most of the times are caused by his/her first language modifier system, the Anaañ learner of English often tries to avoid the use of these modifiers for alternative expressions in English and this, most times, generates more syntax related errors.

The Verb Phrase (VP) Structures in English and Anaañ

In the same vein or as seen from the above instances of the Noun Phrase (NP) structures, the verb phrase (VP) may also have a good number of M or Q element in its structures. Even if it lacks every other element, the H element which operates in the entire sentence as the only item in the MHQ group (Scott (1968) in Ativie (2010)). And where the M and Q element exist in a VP structure, these items have modification function that is likened to those of the English NP. For instance,

- 30a. Aladusung amakoot ujo ajiog.
 M H Q
- 30b. The leader was reading loudly.
 M H Q

We may have other examples which further attest to this

- 31a. Ajid imi daka ufokgwed ajid
M H Q
- 31b. We are going to our school
M H Q
- 32A. Okon ade sima daka ufokngwed
M M H Q
- 32b. Okon will have left for school
M M H Q

The pattern of these structures goes further to suggest that the Anaañ language VP does not differ in the patterning of the NP structure as obtained in English. Having established sameness in the pattern of the English and Anaañ VP structures, our focus will not be the Anaañ MHQ verbal modification structure, therefore. Rather, this paper will from this juncture concentrate on the various aspects of errors generated by the Anaañ speaker of English, as these errors relate to the VP structure, such as the positions of the auxiliary and main verb in the expression of Time, Aspect and Mood. According to Chomsky (1965), ‘the VP is a constituent of V + NP where the V may further Subdivide into auxiliary + main verb’ (and the NP as treated previously).

A good number of verbs in English, therefore, correspond to different types of objects and complement, while others admit to aspectual contrast of the progressive (dynamic) and non-progressive (static) forms (Quirk and Greenbaum). Furthermore, the VP in English is made up of the regular and the irregular verb. The regular verbs possess four functionally identified positions namely: the base (infinitive with no form of inflection), the third person singular with a marker ‘-s’, the present continuous form ‘-ing’, and the ‘-ed’ past tense/past participle forms. By these forms, the English changes in meanings with inflections. Treated as the only obligatory word class in English used for expressing processes, events actions, states and relations, the verb bears an unusually high semantic load resulting from several operating systems which include Tense, Aspect, Mood, Modal and Finiteness, Tertiarily English Grammar in Ativie, (2010).

However, these areas usually constitute or pose problems for the Anaañ learner of English who, in his MT, does not differentiate between regular and irregular verbs, except in the application of the future tense only as in examples:

- 33a. Mkpong, ami ma kwo. 33b. Yesterday, I sang.
34a. Mfin, ami kwo. 34b. Today, I sing .
35a. Mkpong, ami nda kwo. 35b. Tomorrow, I will sing.

Note that the word ‘mkpong’ in Anaañ means ‘yesterday’ and ‘tomorrow’. So unlike the English verb, the verb in Anaañ is essentially regular. (only the future has an expression of modality). The Anaañ learner of English, therefore, has to come to terms with the problems of inflection of the English verb usage. This is because, in his/her

background language, there is a total absence of inflectional needs from any verb form for aspectual contrasts, nor for tense formations.

According to Ativie, C. (2010:11):

We know already that the auxiliary verb, is generally regarded as a helping verb which could bear semantic independence whenever it functions as a lexical verb; yet, it could have primary and modal functions. In English, the main function of primary auxiliaries- BE, HAVE and DO; is to serve as auxiliary carrying mood and tense in their finite and non-finite forms.

In Anaañ, the use of the finite form is limited and with a syntax related structural difference as in:

- | | |
|-------------------|---------------|
| 36a. Ami mode mi. | 36. Here I am |
| 1 2 3 | 1 2 3 |

Where the more popular form often used by the generality of the Anan speaker is:

- | | |
|---------------------------------|--|
| 37a. Che <u>ami</u> <u>mi</u> . | 37b. See <u>me</u> <u>here</u> |
| V NP | V NP and so it is with other variants such as: |

- | | |
|--|--|
| 38a. Che <u>ammo</u> ko or Che <u>anye</u> ko. | 38b. See <u>them</u> there or See <u>him/her</u> there |
| 1 2 3 1 2 3 | 1 2 3 1 2 3 |

This is applicable also the HAVE and Do finite forms, but do not distinguish singular and plural forms of the 3rd person, (*ammo* = them and *anye* = he, him, she, her) past (*mkpong* = yesterday) or future (*mkpong* = tomorrow) in Anaañ language as the case is in English as in examples 31, 33 and 36 above.

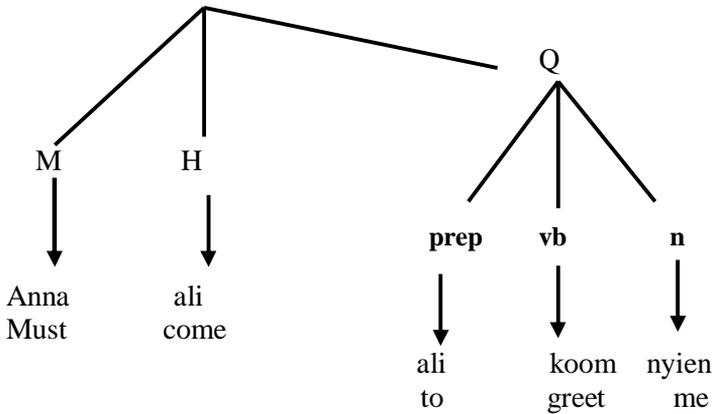
The Anaañ language, however, uses the non-finite forms as follows:

- | | |
|-----------------------|---|
| 39a. Anye alali mfin. | 39b. He /she is coming today. Or expressed to portray the past form as: |
|-----------------------|---|

- | | |
|--|-------------------------------|
| 40a. Anye ama linkoom nyien. | 40b. He/she came to greet me. |
| The use of 'MUST' is common to both languages as in: | |

- | | |
|-------------------------------|-----------------------------------|
| 41a. Anna anye linkoom nyien. | 41b. He/she must come to greet me |
|-------------------------------|-----------------------------------|

As a result, it is possible to have form the Verbal Structure, Verbal group (VBG) entities of which the diagram below is used to illustrate an MHQ verbal structure for the auxiliary verb of English and Anaañ both which function structurally the same:



Examined from the perspective of the VP, therefore, the break down of the verbal group tree shows a typical Anaañ a typical verb alternative of auxiliary + verbal group +noun phrase; where the NP is split into the non-finite ‘to’ prep.+ verbal group +noun. This arrangement makes it easy for the student to learn auxiliary formation of the TL (target language) which in this case, in English.

In spite of the above, the modal (secondary) auxiliaries in Anaañ combine the English equivalence of can, shall, will and may solely for permission while on the other hand, these modal auxiliaries are used for both permission and Intention in English. For instance,

42. Itoro akeme ikan ika. = Itoro will/shall fit go. = Itoro will/shall go.

This latter form is close to the MUST forms of usage found in example 39 above. The limited use of modal auxiliaries in Anaañ, therefore, accounts for the reason that range of English modal auxiliaries are difficult for the Anaañ. Anaañ learner of English to select for different situational uses in the TL. This problem also affects the use of the English semi-modals ought and need which in Anaañ are realized in one finite form in the structure as below:

44. Maria akpena aka. = Maria ought/need to go there later.
 Still, there are other forms of modal auxiliaries which are difficult to distinguish in Anaañ. These are English shall/ should, will/would, can/could, may/might, because they all are realized as nearly as one form of expression in Anaañ. Indeed, like in English auxiliaries in Anaañ may help to perform the function of negation, interrogation alongside the expression of emphatic affirmation in sentence as in:

45. Jerome ikpinaha nte/kpe ka? Jerome ought/need not go? Ought. need not Jerome go? (interrogation)
46. Jerome iwohoikara ika. = Jerome will not/cannot fit go. = Jerome won't/can't go. (Negation)
47. Jerome ala kara ika. = Jerome can/ will fit go. Jerome can/ will go.(Emphatic affirmation)

These forms of auxiliaries make it easy for an Anaañ learner of English to perform well in the TL, the functions of negation. Interrogation and affirmation in sentence construction in spite of the poor or weak nature of the sentences he/she may construct.

Eka (1994:103) describe mood as: “a set of syntactic and semantic contrasts signaled by certain forms of verbs. Such contrasts could show the indicative mood (generally unmarked) and the imperative mood (often marked)”

The Anaañ mood system functions much like its English counterpart to produce equivalent imperative and non-imperative structures, such as:

- 48a. Nime ikang. 48b. put out light? = 48c. put out the light. (Imperative)
- 49a. Agwo anime ikang.? 49b. Someone put out light? 49c. Did someone put out the light?(Non-imperative polar interrogative)
- 50a. Inigwo akeime ikang? 50b. Who put out light? 50c Who put the light?(Non-polar interrogative, non- imperative).

Notice, however, that imperatives in Anaañ like in English, are not marked for modality. For instance,

51a. Daka dada. 51b. Get up standing 51c Rise and remain standing,

52a. Ali mi. 52b. Come here.

Quite like the mood, the voice systems of English and Anaañ are similar because they both use the Active and passive voices alike. Both languages employ the actor, process and the goal element alike, for instance,

53a. Aniefiok mambok afere. 53b. Aniefiok prepared soup. (AV) and

The Intuition

54a. Afere Aniefiok ake boko. 54b. The soup was prepared by Aniefiok. It is also observed that the transitivity systems of English and Anaañ function alike in the sense that transitive verbs in both languages require an object, (which could be ‘direct’ or ‘indirect’) in the complement position of their structures. For example,

55a. Chris ama obop ufok. 55b. Chris build house. 55c Chris build a house, whereas, the intransitive verbs neither require objects nor complements of either subject, as in:

56a. Anye fofoho. 56b. He/she/it weep. 56c. He/she/it weeps.

This, Anaañ learner of English in this area, has little or no problem in mastering the mood voice and transitivity systems of English since he (the learner shares similar systems in his LI). In other words, the knowledge of his background language, (Anaañ) facilitates the learning and mastering of the mood, voice and transitivity systems of the TL, English because of the similarities inherent in the system of the two languages.

In spite of the similarities, the tense, which is a linguistic feature for handling time-relations in speech, differs from language to language. In Anaañ language, Tense combines with Aspect to operate within the system of the tense in the sense that it recognizes (even as English does) the completion or non-completion of the processes depicted within the structure of the VBG. There is the understanding that Anaañ language tense mostly reflects regular verbs without any inflection or time marker which obtains in English languages as mentioned earlier.

Tense in the form of the verb used in a sentence to refer to time. For Anaañ, there are the present, past, and the future time reference. Strictly speaking, Anaañ is universally reconciled on past, present and future verb markings.

From the view point of tenses, Anaañ language has the following to offer, for instance:

57a. Ami mmema anye. 57b. I love him/her/it. (Present simple)

58a. Ami mmadia 58b. I ate. (Past simple)

59a. Ami nnadia. 59b. I will eat (Future simple)

The Anaañ as a natural language has an internationally approved sound system based on prosodic or phonological considerations. This is because speech melody or intonation and its subsequent change often change the meaning of a sentence. Anaañ employs the Falling Tune to signify:

- (i) Affirmation – 60a. Afo ade ↘ akworiko. 60b. You are a preacher.
- (ii) Special wishes -61a. Chongidem ↘ 61b. I wish you well.
- (iii) Making appeals -62a. Nyong ↘ o = 62b. Please go (home).

(iv) Command – 63a. Ture niseme ade. ↘ = 63c. Stop that nonsense.

The Rising Tune to signify:

(i) Interrogation- 64a. Afo ade ↗ akworiko? 64b. Are you a preacher

(ii) Request-

65a. Nkama ulook usung afo ↗ wuoon? 65b. Could I use your spade for now?

(iii) Command- 66a. Ala kwopinua ade? ↗ 66b. Will you shut up that mouth?

Conclusion

This paper has painstakingly examined, sorted out and accounted for the natural constraints which are bound to be experienced by Anaañ learner of English in the areas of Interferences, Deviation, Noun and Verb phrases in English and Anaañ and has highlighted errors as problem emanating from the discrepancies which arise from Anaañ NT expressions as wrong applications into the rules of the TL, English. It has also revealed that the Anaañ NP, with modifiers, begins with a headword (H) which is capable of taking, at the most, three modifier elements or (is M1-3 capable) in its structure before considering the Q element (s)s in the form of a HMQ structure. It is clear from this discovery that the Anaañ modification system is not as extensive as its English equivalent, and as a result, could delimit the Anaañ learner/speaker's descriptive ability in English eventhough much meaning construes from its nominalization structure to give near meaning or equivalent expressions in English language. It is also see that the VP, on the other hand, has its verb functioning in Anaañ much the same way it functions in English. The slight difference however, is that Anaañ VBG can not accommodate more that two modifier elements before the H position to produce an MHQ ordered structure as is the case with its English counterpart.

On the whole, the study shows that there are differences and similarities in Tense, Aspect and mood of the two languages which either facilitate the learning of English or confirm that the learner tends to deviate form the native speaker's norm or transliterates the modification devices and sentence forms of his/her native Anaañ language into the English.

Therefore, to correct the anomaly of these syntax related errors, where they occur, of the Anan English bilingual, it is incumbent upon the teacher of English to concentrate on teaching noun and verb phrases as well as the nominal and the verbal group structures which constitute prime areas of weakness of the Anaañ learner of English language. This, indeed, is a confirmation of Lado in Ativie's postulation that "the degree of control of these structures that are different is an index as to how much of the language a person has learned" (P16).

Finally, the study will help to enrich the experiences of the Anaañ LI speaker and the teacher of English his early stage of teaching the WAEC and NECO examination syllabuses of the TL, English as a core subject.

References

- Adagbonyin, Asomwam.(2005). The Systemic and the transformational generative (TGG) Models. *Enibokun*, 2/2 (pp. 9-12).
- Adejare, Abonego and Adejare, Oluwole. (1996). *Tertiary English grammar*. Lagos: Difamo.
- Ativie, C. A. (2010). *Contrastive analysis of syntax problems for Esan (Edo Nigerian) Learner of the English Language*. Leiden University: The Netherlands.
- Bamgbose, A. (1996). English in the Nigerian environment. Ayo (eds) *New Englishes*. Ibadan: Mosuro.
- Chomsky, Noam. (1965). *Aspects of the theory of syntax*. Cambridge: MIT.
- Culicover, Noma. (1994). *Syntax*. London. Academic press.
- Eka, D. (1994). *Elements of grammar and mechanics of English Language*. Eyo: Samuf Nigeria Limited.
- Eka, D. (2000). *Issues in Nigerian English usage*. Uyo: Scholars Press Nigeria Limited.
- Enang, Edenowo Thomas. (2009). *Aspect of the syntax of educated Nigerian English*. Unpublished M. A. Dissertation, University of Uyo, Nigeria.
- Halliday, Michael Alexander Kirkwood. (1961). *Categories of the theory of grammar*. Word. 19/6(pp.241-292),
- Idem, U. A. W. (1998). *Phonological processes in the acquisition of liquid stop segments in Anaañ*". A paper presented at the in-house seminar, Dept of Linguistics and Nigerian Languages, Uniuyo.
- Jowitt, D. (1991). *Nigerian English usage: An Introduction*. Lagos: Longman.
- Macintosh, Mary. (Yr). *Patterns of language*. London: Longman.

Anaañ Learner of English Language and the Syntax Related Problems: A Contrastive Study

- **Edenowo T. Enang and Vero-Ekpris Gladstone Urujian**

Michael, Ito and Obot, Johnson. (2001). *The orthography of the Anaañ language*. Calabar: Sotimes Communications Limited.

Qirk, Randolph & Greenbaum, Sydney. (1979). *University grammar of English*. London: Longman.

Scott, F. S. English Grammar. *A Linguistic study of its classes and structure*. London: Heinemann.

Udoka, Susan T. (1998). *Phonotactics in Annan*. Unpublished M. A. Thesis, University of Uyo.

Udondata, Joseph. (2006). *A grammar of Anaañ ILanguage*. Ikot Ekpene: Joe Graph.

Udondata, Joseph. (2000). *Anaañ structure patterns*. Unpublished Ph. D. Thesis. Uniuyo.

Williamson, K. (1984). *Practical orthography in Nigeria*. Ibadan: Heinemann. E-Books.