

CHARACTERISTICS AND DISTRIBUTION OF NOUNS, NOMINAL GROUP AND WORD FORMATION PROCESSES IN ANNANG AND ENGLISH SYNTACTIC STRUCTURES

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Abstract

This study is a survey which focuses attention on Annang and English Nouns. The aim is to examine the characteristics and distribution of nouns, the nominal group and some word formation processes, by juxtaposition of Annang and English syntactic structures. The population of this research consists of Annang – English Bilinguals of the University of Uyo, Akwa Ibom State Polytechnic, IkotEkpene, and College of Technology, Ikono. The respondents are from Annang – speaking Local Government Areas of Abak, Essien-Udim, Etim Ekpo, Ika, Ikot Ekpene, Obot Akara, Oruk Anam, and Ukanafun. Our units of analysis are also based on Halliday's Systemic Model. It is evident from the result that English nouns differ from Annang nouns in their ability to accommodate more lexical entries such as co-occurring with determiners, which can be pronominal or possessive. A total of one hundred respondents are selected by means of random sampling as follows: Forty from the University of Uyo, Thirty from the Akwa Ibom State Polytechnic, and Thirty from the College of Technology, Ikono. The selection is done on the basis of Qualification, Sex and Ethnic group. Selection on sex is as follows: Twenty-five male and fifteen female students of the University of Uyo, Twenty male and Ten female students of the Akwa Ibom State Polytechnic, and fifteen male and fifteen female students of the College of Technology, Ikono. The respondents are subjected to two research instruments. Test one is a questionnaire intended to test the respondents on the distribution of lexical items in Annang and English. These sentences included different constructions such as collocations and clauses. Test two is both a Recognition and Achievement test in which respondents are required to study twenty models and write out sentences from them in both Annang and English. Likert creativity Test is used to measure variables from the data collected. The weighted score for each respondent is one hundred percent. Statistical method used for analyzing the data collected is simple percentages. We notice from this study that the distribution of nouns in English is more straight forward than that of Annang. From our findings, we conclude that significant similarities exist between the distribution of lexical items in Annang and English nouns. We observed that both languages make use of universal features of language, in spite of the dissimilar patterns that exist between them. Consequently, it was recommended that Teachers of English should update their knowledge by

Keywords: Lexical Items, Nouns, Nominal Group, Word Formation Processes, Annang, English.

In every society, effective communication and understanding of messages are also very important to human existence, which equally lead to harmonious living of the co-habitants of such environment (Banjo and Jibowo, 2011). Human language is purposively to communicate ideas, emotions, feelings, desires, cooperation among social groups, exhibit habit etc. which are translated along a variety of channels. Igho (2010), citing Banjo (1979) reports that the appropriate use of English stress and intonation is the final hurdle which the majority of speakers of English as a second language never manage to cross.

In the submission of Ogwu, Agbanu and Ofordile (2010), languages of the kind used by human beings are specific. No other species, including non-human primates, has succeeded in mastering the complexities of any human language. All human communities possess language; language is perhaps, the single most significant property that distinguishes humans from other animals. Humans are distinguished by word class.

Discussing word classes, Adams (1973) identifies the noun, verb, adjective and adverb as different word classes. He goes on to show that “for each of the word classes, there are positions in the sentence which its members most typically occupy”. He warns however, that position depends on the context. A noun, for instance, can appear as an attributive between a determiner and a head noun as in: Milk in ‘a milk pudding’, a position typical of adjectives. The position of the noun can also be occupied by a phrase – like combination of words such as the following:

an up – to – date – dressing
a ten – thousand – year – job
a never – to – be – forgotten – event.

Jafarpur (1979) discusses nouns in English by engaging in a semantic – syntactic classification, which can be imposed on the nominal categories. The source defines the contextual possibilities in which nouns can occur, regardless of the different names assigned to them. Consider the following examples.

1. Generic Noun: Almost any noun devoid of a concept can be used for a generic concept.

Example: The flower was first raised in Eket.

Also the plural noun is often used generically, as in:

The poor build castles in the air.

The generic form is chiefly used with:

- a) Types of men (women)
- b) Species of animals
- c) Plants
- d) Precious stones
- e) Cultural products
- f) Musical instruments
- g) Dress and manners
- h) Types of restaurants and shops
- i) Branches of literature and art
- j) Monetary and other units of measurement.

2. Undifferentiated Noun: Here no article goes with the noun viewed in the general sense, as in “fuel seems to be scarce these days”.

3. Indefinite Noun: In the sentence: “my father wants to buy me a car”, the noun car is used with the article ‘a’ since the noun is thought of as exemplification of a concept or class.

4. Definite Noun: Used as object as in: “Give me the glass of water, please”.

5. Undifferentiated Noun: If nouns are viewed in a general sense (to indicate their concept only), no surface symbol is attributed to them. Like in English, they occur predominantly word initial as in: ‘Water is essential to life’.

The contextual possibilities of the nouns discussed above are shown in the diagram that follows.

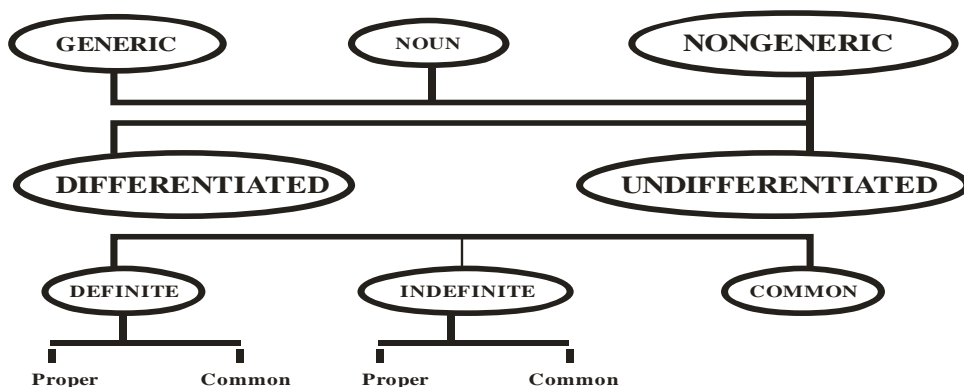


Diagram 3
Contextual Possibilities of Nouns

Source: Author’s initiative (Udoka 2007: 64)

Method

This study is a survey of three tertiary institutions in AkwaIbom State. The population of this research consisted of Annang – English Bilinguals of the University of Uyo, Akwa Ibom State Polytechnic, Ikot Ekpene and College of Technology, Ikono. The respondents are from Annang – speaking Local Government Areas of Abak, Essien-Udim, EtimEkpo, Ika, IkotEkpene, ObotAkara, OrukAnam, and Ukanafun. The purpose of limiting the study to these educational institutions was to measure performance across different educational backgrounds and levels of attainment. It was also assumed that these categories of respondents would have a better knowledge of the distribution of lexical items (Noun) than their secondary school counterparts. The study tested only final year students and did not make use of teachers in any of these institutions investigated.

A total of one hundred respondents were selected by means of random sampling as follows: Forty from the University of Uyo, Thirty from the Akwa Ibom State Polytechnic, and Thirty from the College of Technology, Ikono. The selection was done on the basis of Qualification, Sex and Ethnic group. Selection on sex was as follows: Twenty-five male and fifteen female students of the University of Uyo, Twenty male and Ten female students of the Akwa Ibom State Polytechnic, and fifteen male and fifteen female students of the College of Technology, Ikono. The selection was not restricted to a particular programme of study. With the exception of the College of Technology, Ikono, both Arts and Science students were included in the study. The distribution is presented in the table below:

Table 1: Selected Schools for the Study

Location	Institution	Year/Level	Ethnicity	Sample Size		Sex		
				M	F	F	M	
Uyo (Urban)	University of Uyo	Final /Four	Annang	2	5	1	5	
IkotEkpene	Akwa Polytechnic	Final/ND	Annang	2	0	2	0	
Ikono	College of Technology	Final /ND	Annang	1	5	1	5	
T	o	t	a	l	6	0	4	0

The respondents were subjected to two research instruments. Test one was a questionnaire intended to test the respondents on the distribution of lexical items in Annang and English. These sentences included different constructions such as collocations and clauses. Test two was both a Recognition and Achievement test in which respondents were required to study twenty models and write out sentences from them in both Annang and English. To ensure that the respondents work independently, they were spaced in such a way that relying on one another proved difficult. The two tests were taken one after the other within an interval of thirty minutes to ensure reliability of results. The tests items were collected for analysis at the end of the one-hour duration. Likert creativity Test will be used to measure variables from the data collected. The weighted score for each respondent was one hundred percent (100%). Statistical method used for analyzing the data collected was simple percentages.

Results and Discussion

Tests one, two and three were intended to elicit information from respondents on the distribution of nouns in Annang and English. In test one, respondents were presented with models (see Appendix) and asked to construct sentences involving nouns and other word classes. Out of the 30 models presented to 30 respondents (10 each per school), twenty sentences were extracted and used for analysis. The rest were discarded because the responses were limited.

Our respondents from the University of Uyo and AkwaIbom State Polytechnic tended to perform better than their counterparts from College of Technology, Ikono in the mode of distribution which they were not familiar with. Their responses however improved when they were asked to choose the mode of distribution, which they were familiar with.

Similarly, respondents performed significantly well in the item involving compounding. We noticed that they had little difficulty in choosing the option ‘hand watch’. Only a few of them preferred ‘wrist watch’, which did not quite match the Annang option of ‘Nkanikaubok’. Tests on collocation

and borrowing also showed high responses from our informants. They seemed to be familiar with the expression ‘hide and seek’ and the recipe ‘Afang soup,’ which has found its way into the Nigerian English register over the years. The respondents were better informed in their choice of test items.

Respondents performed poorly in the items testing the nominal group and noun clause. A number of them persistently missed the correct order of modifier elements. We are aware that when more than one noun is used as an adjective to describe the same thing, the one denoting composition is placed before the one expressing purpose as in ‘plastic rain coats’. They had problem especially in their handling of the complex nominal group. The numerous co-coordinators in the test item made their responses very unimpressive. They failed to understand that the headword should come before the modifier.

Data relating to respondents ability to produce sentences featuring nouns are provided in the Tables that follow:

Table 1: Result of Tests 1 and 2 (Achievements in Mode of Lexical Distribution)

Items	No. Able	% Target Able	No. Not Able	% Not Able
Achievement in the distribution of unfamiliar lexical items in English.	40	40%	60	60%
Mode of Lexical Distribution	70	70%	30	30%

Table 2: Results of Tests 3 – 7 (Group Structure)

Item	No. Able	% Target Able	No. Not Able	% Not Able
Structure	No. Able	% Target Able	No. Not Able	% Not Able
Nouns	80	80%	20	20%
Nominal	50	50%	50	50%
Group	100	100%	---	---
Noun Phrase	45	45%	55	55%
Noun Clause				

Table3: Results of Tests 8 – 10 (Word Formation Processes)

Item	No. Able	% Target Able	No. Not Able	% Not Able
Collocation	82	82%	18	18%
Compounding	90	90%	10	10%
Borrowing	95	95%	5	5%

Data relating to learner’s achievements in relation to lexical distribution, which they are not familiar with attracted a very poor response. As much as 60% of the informants could not identify the tested lexical item. The respondents on the other hand had little difficulty identifying the mode of distribution which they are familiar with. An overwhelming percentage of 70 in syntactical distribution performed significantly well.

Nouns

This study has found out that Annang like other languages, distributes nouns in syntactic constructions. Samples of the data are shown in the following illustrations:-

Sample 1:

English: This is a basket

Annang: Ñkénéè ádè á mí.

Sample 2:

English: The duck is an animal.

Annang: Ábékè ádè unàm.

Sample 3:

English: Riches appear useful

Annang: Inyéne ànàm ufón.

The usual order of constituents in an English sentence is SPC – often involving noun, verb and noun. Besides, nouns often follow determiners, as a, an, and the. A determiner signals that a noun will follow. This is not the case in Annang as is shown in sample 1. The English sentence: This is a basket, maintains the SPC pattern of distribution. The Annang version of the sample has a different distribution: the determiner occurs after the noun, that is, post nominally. In the discussion that follows, we shall examine the characteristics of nouns.

Characteristics of Annang and English Nouns

Among the features that we expect of English nouns include the ability:

- a. to make plural and genitive inflections as in boy + s = boys.
- b. to make certain characteristic suffixes like – er, - ance, - ness –ism as in maker, endurance, kindness, socialism.
- c. to be preceded by determiners as in the cat, a man.
- d. to follow prepositions as in John dropped from the roof.
- e. to act as the subject or object of a sentence as in Peter loves John.

S O

Besides the features listed above, a noun serves as a referent; that is, the object, entity or state of affairs in the external world to which lexical items refer. For instance, chair is a referent in the sentence: He sat on a chair. A noun can function as a subject. A subject is the primary, which is most intimately connected with the verb.

Example

- 1) John beats Tom (John is subject)
- 2) Tom is beaten by John (John is object; although both sentences indicate the same action on the part of John). John is the subject because he is the person most intimately connected with the verb beat in the actual form employed.

A noun may occur as three types of subject:

- a. Psychological subject:
The teacher gave the student this book.

- b. Grammatical subject.
This book was given to the student by the teacher.

- c. Logical subject:
This book was given the student by the teacher.

A noun serving as a referent may feature as:

1. Anaphoric
This remark is uncalled for.
(reference) (lexical item – ‘remark’)

2. Cataphoric
This is the house that John built.

3. Homophoric
Have you fed the cat?

4. Exophoric
I have to see Mary in the class.

Nouns also feature as extrapositions.

Examples:

1. He is a clever boy, that Tom Smith.
2. It was a pity that she should hear of it.

Generally nouns are used for labeling as in:

Persons	-	John, Mary
Things	-	trees, sand
Places	-	India, market.
Technical features	-	tractor, technology
Abstractions	-	love, death
Ideas	-	business, politics
Concepts	-	pluralism, capitalism

English nouns consist of the following sub-classes.

1. **Proper Nouns:** They occur only in singular number.

Example: Peter not Peters.

They take no determiner.

Example: The Peter.

They are always definite.

Example: Bob, not some Bob

2. **Common Nouns:** They occur in both categories – definite and indefinite.

Example: a house --- houses
the house --- the houses.

Common nouns include bounded and unbounded nouns. Bounded noun forms in the singular require a determiner as in the girl, a girl. They are both count nouns and non-count nouns as in bottles, cakes and grass, furniture. Unbounded nouns require a determiner for the definite category (the car, car).

1. **Mass Nouns:** These types of nouns never take the determiner a, and have no plural as in the milk, milk, not a milk.

2. **Abstract Nouns:** In the indefinite singular form these nouns exist without a determiner as in: love, honesty.

3. **Concrete Nouns:** They take the determiner and exist in both singular and plural forms: wall ----- walls ----- the walls.

One feature of nouns is that they show number. Most nouns have different forms to show singular (one) and plural (more than one) number. Some nouns keep to the same form for both singular and plural.

Example:

One watchdog	-----	two watchdogs
A woman	-----	several women
One journey	-----	many journeys

A knife ----- six knives
 One sheep ----- twenty sheep

Nouns show case, that is genitive case (somebody's) and common case (somebody). English nouns also show gender differentiation in male and female – related words.

Example:

Bachelor (masculine) Spinster (feminine)

Brother	Sister
Man	Woman
Monk	Nun
Hero	Heroine
Widower	Widow
Steward	Stewardess
Buck	doe
Dog	bitch
Stallion	mare

English nouns undergo regular and irregular plural formation as in fox – foxes - Ox - Oxen
 (Regular) (Irregular)

The characteristics of English nouns discussed above may not always be present in Annang nouns. We notice for instance that nouns in Annang do not take suffix or gender inflections as in

Boy + s = boys.
 Make + er = maker.

Rather, pluralization is marked by addition of 'mme' which can also be made optional.

Example:

Ufok + mme --- mmeufok / ufok (houses)
 Ebot + mme --- ebot (goats).

In Annang pluralization is signaled by a change of morpheme as in:

Singular	Plural	Gloss
Áwònwaan	I-báan	woman / women
Ákpáráwà	mkpáráwà	boy / boys
Mbéd	ibéd	law / laws
Á-bóikpà	u-bóikpà	girl / girls
Áyén	ntò / ntòkéyén	child / children

The examples given above show vowel alternation with nasals for singular and plural distinctions, in other instances the plural form does not change from the singular form as in:

Singular	Plural	Gloss
edet	edet	tooth/teeth
ukot	ukot	leg/legs
nkwaunen	nkwaunen	egg/eggs.

In Annang, nouns are not formed by addition of a suffix to other word classes as is done in English. Note these examples:

Prepare + ation = preparation
(Verb) (Noun)

Abound + ance = Abundance
(Verb) (Noun)

Measure + ment = Measurement.
(Noun/Verb) (Noun)

What Annang does is shown below in these examples:-

Prepare Nam + u = Unammkpo.
(Verb) Preparation (Noun)

Weigh domo + u = Udomomkpo
(Verb) weight (Noun)

Count baat + I = Ibaat
(Verb) Account (Noun)

English nouns change form to show possession by addition of an apostrophe and an s or apostrophe alone.

Example:

John's car

Mary's dress

Agnes' pen

Child's labour

In Annang the object of possession comes first before the owner as in these Examples:-

Annang	Gloss
Motor John	John's car
Afon Mary.	Mary's dress
Etonwed Agnes.	Agnes' pen
Ufenayen.	Child labour

It is evident from the discussion above that English nouns differ from Annang nouns in their ability to accommodate more lexical entries such as co-occurring with determiners, which can be pronominal or possessive.

Distribution of Nouns in Annang

Besides the lexical noun, the nominal group is also distributed in Annang. In the sentences that follow, we present both the simple and complex nominal groups in syntactic distribution.

1. Simple nominal group:

Nduno nduno mbana ikwo ama ababa tono ke ini Caesar.

(The scientific treatment of music had been popular since the days of Caesar).

2. Complex nominal group

Mmon siyem ibide nsa I-kideppe de ena etie mi.

(The people who want to play with the cards that we brought have so sit here).

The nominal group also occurs as an adjunct in Annang. Note this example:

Nsuk nse nana Peter akebem idem.

(No wonder Peter was cautious).

Annang nominal also occur at the subject position as an NP (Noun Phrase).

Example:

Ukeed uyom ami amfuna nyien

All this noise disturbs me.

The noun clause in Annang may occur in the following environments in terms of distribution:

1. Subject of a that – clause.

Ke anye asuk adu uwem ade mkpo ndonesit.

(That he is still alive is a consolation).

2. Head of an embedded clause:

Afo ifaanan ne Etubom ekede nyem ntime. (To argue with the captain was asking for trouble).

3. Complement of a pronoun:

Akede mkpaidem anno nyien ke Mary iboiyoke udomo.

(It was surprising to me that Mary did not pass the examination).

The few examples discussed above show that Annang nouns undergo different phases of distribution. We notice also that the translation of these sentences into English is not on a one to one basis. There are some constraints, which equally make the sentences loose their fluidity.

Distribution of Nouns in English

Like Annang, English nouns also feature in different syntactic positions. Consider these examples:

1. Adjective + Noun

A large house

2. Adverb + Adjective + Noun

A rather large house

3. A determiner + Adjective + Noun + Adverb

I met the new girl yesterday
 det. Adj Noun Adv.

In English the nominal group also consists of words found at the subject position. It has a sub-head and the structure of (m) H (Q) English nominal group feature as simple and complex structure. These could be seen in the examples below:

1. Simple Nominal group:

The eruption of mountains in East Africa is a yearly event.

2. Complex Nominal group:

When the bell rang, the girls who had passed the examination were reading books which they had chosen

(NGP) (VGP)

on the previous

(NGP)

The sentence below illustrates the structure of the complex nominal group in (two) above.

When the bell rang the girls who had passed the
 M H

examination were reading books which they had chosen
 M M Q

on the previous day

N

We notice from the above structure that the taxeme of order places the nominal group before the verbal group.

Example: The old man / ran away and not ran away / the old man.

The head of the nominal group in English may be preceded by a determiner the old man has a car. Other elements may come after the head and these are called qualifiers.

Example:

The man who come to dinner is a pastor
 H Q

Sometimes the head itself can be more complicated than the example shown above as in:

The girls and the boys in the polytechnic wear trousers.

These co-ordinations make the head complicated.

Some adjectives in English can function as a noun phrase head when they have abstract reference as in:

1. The latest is that he is going to run for election.
2. He ventured into the unknown.

We notice here that the noun phrase can occur word initially and also word finally.

Our study also revealed that noun clause, like noun phrases are also identifiable in English. Generally the that – clause can be distributed as follows in English.

1. Subject: That he came late is unthinkable.
2. Subject Complement: The news is that he is sick.
3. Direct Object: I knew that he was wrong.
4. Appositive: Your assumption, that things will improve, is unfounded.
5. Adjective complement: I am sure that things will improve.
6. Predicative: The worst thing is that he never answers our call.
7. Object of preposition: I don't have the notion of what is the matter.

These noun clauses are generally termed content clauses.

The embedded noun clause may also function as head. Examples:

1. Ignoring the problem won't make it go away.
2. That all this wealth might some day vanish had simply never occurred to her.

It may also occur as a complement of a pronoun:

It was unfortunate to me that the captain was not a scientist.

Interrogative dependent clauses in English may undergo certain grammatical modifications when made into independent clauses:

Examples:

1. Who is this person?
2. What is he eating?
3. Why am I so sad?

The inverted word order in the above structures can be modified as follows:

1. I never discovered who this person was.
2. I want to know what he is eating.
3. I don't know why I am so sad.

We notice from these illustrations that the distribution of nouns in English is more straight forward than that of Annang.

A close study of the distribution of noun in Annang and English has revealed differences and similarities between the two languages. We notice for instance that although Annang and English employ the same lexical items, their

distribution differ in certain respects. We present the data relating to the distributions of nouns in Annang and English in the samples below.

Sample 1:

English: This is a basket.

Annang: Nkene ade ami.

Sample 2:

English: The duck is an animal.

Annang: Abeke ade Unam.

Sample 3:

English: Riches appear useful.

Annang: Inyene anam ufon.

The sentences in sample 1 tested the distribution of noun in an SPC syntactic structure. The example illustrates that English and Annang nouns exhibit a different distributional pattern. The English nominal ‘basket’ occurs at the object position, followed by a verb and lastly by an adjective. Syntactically, the two sentences exhibit an overt structural difference, even though they progress from the nominal group to the verbal group but while the English sentence ends with the nominal group, the Annang sentence ends with an adjective.

In Sample 2, both the English and Annang sentences maintain the SPC structure, however, the bounded noun ‘duck’, requires a determiner for the definite category. In Annang sentence on the other hand, the determiner is omitted and in both sentences, the noun (animal / unam) occurs as a complement.

Sample 3 is a clear influence of English language on Annang users of English. The two sentences also contain the SPC structure but the idea of plurality is only possible in English. Annang does not show plural from by addition of a morpheme s. pluralization in Annang has a dual semantic context. Singular and plural undifferentiated nouns are rendered as singular as in ‘Inyene’ (riches). Plural forms in Annang are often marked by addition of the prefix ‘mme’ or omitted completely.

The nominal group feature in both Annang and English. The syntactic arrangement of a nominal group follows the same order in some cases in both Annang and English.

Sample 4:

English: Girls who are fat lovefood.

S P C

Annang: Uboikpa sikpoon idem ema ndidia.

S P C

Sample 5:

English: The tall black handsome young man who came here yesterday

Is my brother.

P C

Annang: Anyan – anyan enweinwen uyai akpoom akparawa

S

Akedige mi mkpong ade ayen eka ami.

P C

In sample 5, the distribution of the elements in the nominal group tends to be awkward and clumsy even though it contains the same element (m h q) as that of English. The numerous co-ordinations rendered in the form of reduplications make the head of the nominal group in Annang rather complicated. Thus we notice in the Annang sentence, the absence of a determiner and the occurrence of the head after the qualifier elements, and the pronoun *ami* (my) after the noun *ayen eka* (brother). The semantic content of the Annang sentence also differs from that of English in its use of the word 'brother'. English shows gender differentiation whereas Annang does not in this context.

The elements of the nominal group (Sample 5) can be summarized thus:

1. The man (mh).
 2. The young man is my brother (mhq)
 3. The man is my brother (mhq).
 4. The man who came yesterday (mq).
 5. The tall black handsome young man who came yesterday (is my brother).
- (m m mmm h q).

The general configuration of Annang syntax resembles English even in taxeme of order. We can establish a near equivalence in the following noun phrases and the presence of lexical transfer in the Annang sentences.

- | | | |
|-------------|--------------------|----------------|
| 1. English: | A pack of cards. | (collocation) |
| Annang: | Atuu ecaad*. | |
| 2. English: | A slice of bread. | (partitives) |
| Annang: | Ubaak a-bread*. | |
| 3. English: | One yard of cloth. | (quantitative) |
| Annang: | Ubaak afon keed. | |

One characteristic of the noun phrase is that between the article and the noun, there may be a number of adjectives. The English sentence in number 3 fits into this description. The Annang expression exhibits a different syntactic structure. The noun occurs post-positive before the adjective (*ubaakafonkeed*)

Data relating to noun phrase featured in sample 6:

Sample 6:

English: A bucket of water

Annang: peed mmon

We noted that 100% of the informants selected the correct option: A bucket of water. The result is a clear indication of informants' understanding of the structure of the noun phrase (det) + adjective + noun, a characteristic shared by Annang and English.

Sample 7:

English: I can see that the trees are falling.

Annang: Mmekut mbo ke eto ade asuk aduono.

Sample 8:

English: Why the boy is running is unknown.

Annang: *Ntak ayen ade asukkefehe awo idionoke.*

The above sentences contain subordinate noun clauses. In sample 7, the noun clause functions as complement of the verb while in Sample 8 it functions as subject of the verb. The structures of the two sentences in sample 8 are similar but differ in terms of distribution. The English subject in sample 7, precedes the auxiliary verb and the lexical verb in an SVC structure. In Annang sentence, the subject is permuted and subsumed in the verb 'mmekut'. In sample 8, the two sentences begin with an interrogative subordinate clause and end in SPC structure. The two sentences also maintain the progressive nature of the verb: 'is running' and 'asukkefehe'. Also a clause in the position of subject counts as singular for purposes of concord. In Sample 8, the lexical verbs (is) and 'assukke' are in line with this rule of distribution.

Respondents' reaction to items on noun clause was not significant. The correct option attracted 45% of the respondents. We noticed that 55% of the respondents could not select the appropriate option. This may be accounted for in terms of their poor knowledge of the structure of the noun clause in both English and Annang. This also affected their ability to form the required option from the study items.

We may conclude that both Annang and English distribute the noun and other noun-like formations such as the nominal group, noun phrase and noun clause. But this study has revealed that in spite of the similarities, each language distributes the noun in a peculiar way. Notably, English nouns are preceded by determiners. In Annang, the determiner comes after the noun. Pluralization in Annang, unlike in English, is achieved by addition of a prefix where necessary. English makes use of a suffix to show number. We can say that English nominal groups have the ability to accommodate more lexical entries.

Word Formation Process

Data on word formation process or lexical innovations were based on Collocations, Compounding and Borrowing.

Collocations

Collocation is a term used to describe a group of words, which occur repeatedly in a language. The patterns of co-occurrence can be grammatical or lexical. Grammatical collocates result primarily from syntactic dependencies while lexical collocates is that in a given linguistic environment, certain lexical items will co-occur. For any particular lexical item, there are certain other lexical items, which have a high probability of being found near it.

Example:

‘lean’ collocates with ‘meat’

‘bright’ collocates with ‘light’

‘man’ collocates with ‘hood’

Words are grouped into lexical sets as a series of semantically related options. The notion of lexical set is best illustrated with a specific field⁷. The following lexical items are from the field of cookery and are group accordingly.

1. Name of artifact

English: pot knife frying-pan

Annang: eko ikwa eko ukan mkpo

2. Names of process

English: boil fry dish stir

Annang: tem kan takpa kaama

3. Indicators of characteristics / properties

English

Annang

Tender / tough (meat)

mmeem / nsoon

Fresh (fish)

afa (iyak)

Stale (soup)

amaiman (efere)

Light (meal)

nyakka (ndidia)

4. Common Phrases / collocations

English

Annang

Boil over

afuut aduoiyo

Bring to boil

yak afuut

Fry fish

kaniyak

Shred vegetable

tan nkon

Strain off water

dukko mmon

Dish out

taab

complex forms such as black birds, white fish, red tape, can appear as nominative expressions in the subject or object position as in the following examples:

English: I hate white fish

Annang: mesua afia iyak

Nouns can be juxtaposed with other nouns to form compounds.

Examples:

road + network = road network

body + politics = body politics

book + worm = book worm

master + key = master key

In several compounds, mostly legal, the adjective is post – posed as in:

English	Annang
attorney-general	akwa akpe mbet
heir-apparent	adia akpa
reading-public	mmebo etop
judicial-commission	itie ubop mbet

Sample 11:

Contains data featuring compounding

English: hand + watch = hand watch

Annang: Nkanika + Ubok = Nkanika Ubok

90% of the respondents were able to form compound adjoining the correct option: ‘hand watch’ and nkanikaubok. Their choice was informed by knowledge of compounds, which portrays Nigerian English usage. There is what is known as semantic interference. Their choice of hand watch instead of the standard form ‘wrist watch’ is a direct transfer from Annang to English.

We may also comment on the structure of the compound in sample 11. There is a reversion of the structures of the two languages. In English, the word hand features as an adjective preceding a noun whereas nkanika (watch) in Annang features as an adjective followed by the noun ubok (hand) that is noun + noun compound. Altering the compound to read uboknkanika (hand watch) will mean a different thing in Annang. It will refer to the hand of the clock. We may conclude that compounding in Annang is unpredictable.

Borrowing

Borrowing is an important source of innovation in language. quite often, Nigerians use local idioms in English constructions. We noticed that the loan word ‘Afang’ in Sample 12: I love Afang soup, is a word that has been able to fill the gap where English could not provide a better alternative. The respondents performed very high with a percentage score of 95% by choosing

the option very frequent. This shows that the lexical item exist and is widely used by Nigerian users of English. The option none, attracted no response while 5% chose frequent. The Annang word ‘Afang’ has now been assimilated into the form of English used in Nigeria by Annang – English bilinguals.

Conclusion and Recommendations

We notice from this study that the distribution of nouns in English is more straight forward than that of Annang. From the discourse above, we conclude from our findings that significant similarities exist between the distribution of lexical items in Annang and English nouns. We noticed that both languages make use of universal features of language, in spite of the dissimilar patterns that exist between them. Where such similarities occur, learning is highly enhanced. The learner is seen to be very innovative because he is exposed to the principles of Universal Grammar. Such familiarity with the principles of L1 and L2 facilitates the acquisition process.

The basic findings are summarized thus:

- 1) Cataphoric reference is one within the same place or environment.
- 2) Homophoric reference identifies the same kind.
- 3) Exophoric reference is a means of linking outward to someone or object in the environment.
- 3) Words in Extraposition may be added as an after-thought to a sentence that has been completed.
- 4) Case in English is restricted to pronouns. For instance, the difference between I and me, or he and him is one of case.
- 5) Anaphoric reference points backwards and may signal an attitude.

Based on the above, the following recommendations are made as a panacea to the problems identified in this study.

Further study on this topic should be embarked upon in other native languages in Akwalbom State so that the results of the findings can be obviously generalized.

The government, especially the ministry of education whose duty it is to produce total individuals through schooling, should make adequate provision for the learning and teaching of English as a second language at all levels of education.

Teachers of English should update their knowledge by embracing current trends in language learning and teaching through participation in seminars, conferences and workshops.

Planners of our school curriculum should formulate educational policies that would juxtapose the teaching of mother tongue with a foreign language. This

attempt will expose the learners to areas of differences and similarities in the two languages and also promote the teaching and learning of these languages.

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