SYNTACMANTIC STRUCTURE OF CONNECTIVES IN IBIBIO

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ABSTRACT

This discourse analyses the syntactic and semantic structures of connectives in Ibibio. Connectives are linguistic items that interlink grammatical items in Ibibio. The data for this study were collected from open market square and native speakers of the speech form in focus. The data so gathered were then categorized into syntactic and semantic component structures. The analysis was based on the eclectic-model composed of descriptive analysis and the theory of cohesion propounded by Halliday and Hasan (1976). The syntacmatic component of the analysis reveals that Ibibio connectives are highly productive and systematically structured. However, from the analysis, it is observed that in Ibibio connectives rarely appear at the final position of the sentence. Two different contrasting connectives can appear in one sentence. The analysis equally shows that there is a significant interrelationship between syntax and semantics, thereby justifying the title of this paper. On the whole, Ibibio is a creative and growing language. The analysis also shows that certain connectives in Ibibio are derived through some grammatical processes.

KEYWORDS: Syntacmantic, Structure, Connectives and Ibibio

Introduction

In this paper, the compound "syntacmantics" connotes a grammatical category or characteristics whose underlying criteria, namely syntax and semantics, are used to realize the functions or roles played by connectives. Whereas syntax is a central component of any growing language, like Ibibio, since it arranges words together in a

sentence, semantics, on the other hand, brings out the envisaged meanings, while connective enables us to be more definite about the relationship between syntactic structures and their corresponding semantic components. Generally, connectives describe the relationship between words or phrases or clauses in a complex sentence or paragraph in a formal discourse or text. In essence, language is realized through some connected sentences with different number of utterances. There are some linguistic elements that serve as linking words for other elements of a language. According to Halliday and Hasan, there is a group of connectives known as the conjunctive elements. These four conjunctive elements are additive, adversative, causal, and temporal.

In Ibibio, connectives are principally construed as linguistic items that inter-link words, phrases, clauses or sentences, as well as paragraphs. Examples are: mme (and), ado (but), nko, (also) etc. In this paper, connectives shall be discussed based primarily on their functional roles and relative position in a sentence.

Ibibio Language and Its Linguistic Classification

The name Ibibio is not only a mark of identify for one of the largest ethnic group in Nigeria but also a language spoken by this ethnic group (Essien, 1990). According to Connel (1994) classification, Ibibio is recognized as a member of the lower-cross group of expanded Niger Congo family of languages. This classification is confirmed by Essien (1990) who asserts that Ibibio belongs to the Benue- Congo sub-family which in turn belongs to the Niger- Congo phylum of African Languages.
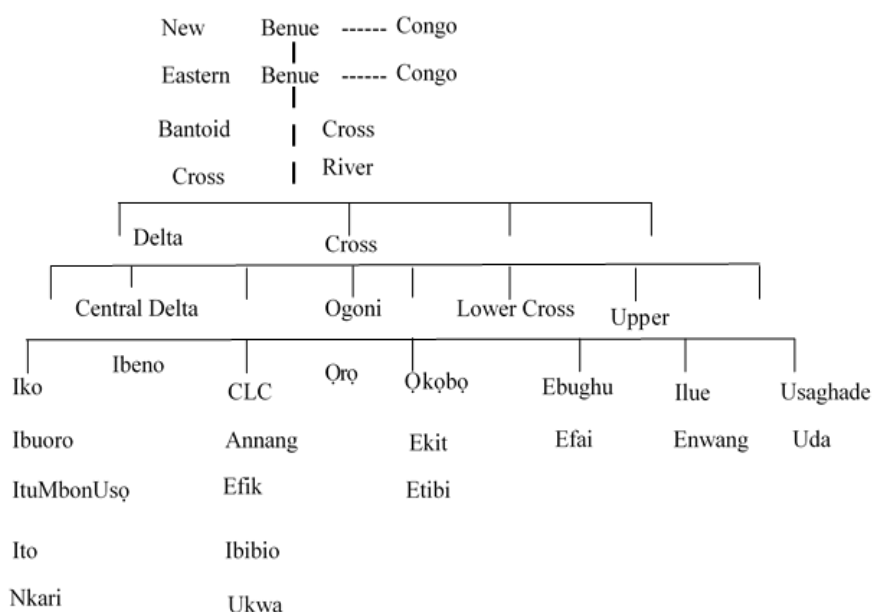

Fig. 1: This classification of the lower-cross languages is adapted from Connel (1994)

Aim/Objectives

This paper involves a "syntacmantic" analysis of connectives in Ibibio. It is intended to identify connectives and analyze them using an eclectic model. Specifically, the process of hyphenating and cohering shall be highlighted. Besides, the semantic implication and functionality of relative positions of connectives in a sentence shall be expounded. The interplay of connectives between syntax and semantic structures shall be analyzed.

Theoretical Framework

The theoretical background is based on the theory of cohesion propounded by Halliday and Hasan (1976). This theory is preferred because it has the propensity to explain and analyze the relationship that exists between language elements and a sentence or text. This choice aligns with Kafes (2012:85) who affirms that cohesion is a matter of semantic relations which establish cohesive devices and enable a passage of speaking or writing to function in a text. Fakuade (1998:25) is of the view that, cohesion occurs where the interpretation of some elements in a discourse is dependent on that of another. Halliday and Hasan (1976) divided cohesion into grammatical and lexical components. Different types of grammatical cohesion or cohesive relations include substitution, ellipsis reference, and conjunction. This is as a result of the fact that they have to do with syntactic terms. On the other hand, lexical cohesion is the use of the same, similar or related words in successive sentences.

According to Halliday and Hasan (1997), there are three existing functions of language. They are ideational, interpersonal, and textual functions. The ideational function is acquired or is gotten through the expression of our experiences of both our own consciousness and functional logicality. Interpersonal function has to do with the participation of the speakers in the speech situation. That may mean the way we use language to interact among ourselves. Interpersonal functions of language can be seen in terms of how it assists in maintaining and establishing social relations, as well as influencing people's behaviour and getting things done. Textual functions are used to create text. Textual functions help the speaker/writer communicate with his or her audience/reader and proffer consistency to what is said in line with the quality of coherence and cohesion. It is therefore impossible for a text to be created without texture. The above functions

contribute positively to the expression of three independent semantic choices discussed in this paper.

Literature Review

In linguistics, a lot of literature exists on connectives (adhesives) depending on the thematic approach adopted by the researcher. In their contribution, Halliday and Harsan (1976) assert that connective items, including coordinators, are used to establish cohesive and coherent relationships among words, sentences, and paragraphs in a passage of speaking or writing.

Even though Sweetser (1990:76) de-emphasized the importance of major functions of connectives, Mauri and Auwara (2012), on the other hand, assert that the place of pragmatics in ascertaining the ultimate functions of connectives cannot be over-emphasized. This view is accentuated by Allan (2017:276), who posits that connectives project only a single unit of semantic value, thereby excluding every ambiguity from which related meanings can be pragmatically derived in a specific construction. Notably is the typological work on coordination strategies proposed by Mauri (2008:41), who regards connective as linguistics items with the same semantic functions and coded by utterances that describe the presence of some illocutionary forces. Besides, Crystal (1997:82) remarkably conjectures that "connective" is a word adopted to reference words or morphemes whose major function is to link units such as nouns, noun phrases, clauses, and sentences, at any level. Kafes (2012:85) in his paper construed the concept of cohesion as purely a semantic relation that portrays cohesive devices and justifies a passage of speaking or writing to function as a unit. Furthermore, Fontaine (2013) in his expo'se lends credence to this notion of cohesion as a semantic feature that makes ideas at sentential level to be coherent.

Methodology

The design of any study depends largely on the sources of data collection and subsequent analysis. In order to carry out a syntax-semantic analysis of connectives in Ibibio, the data used for this paper are from the speech form areas which is referred to as central Ibibio spoken around Uyo, Ibesikpo Asutan, Nsit Atai, Ibiono Ibom Local Government Areas of Akwa Ibom State.

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The data used in this paper were collected, primarily from library and inputs on works in Ibibio language by prolific scholars. In addition, data were also gathered during open meetings of village councils presided over by village head (mme eteidung), proceedings from customary court presided over by appointed eminent elders from speech form in focus and market square discussions.

Besides, the data so collected were classified into different patterns that have been observed. The functionality and relative positions of connectives were examined.

Data Presentation & Analysis

The different devices that constitute connectives in Ibibio language shall be presented and analyzed based on their structures, functional roles and relative positions by highlighting the precise meaning of any construction. Although there are many devices which can help to compose the words, phrases, clauses, sentences, and paragraphs into a text and message our concentration shall be on additive, casual, adversative and temporal devices.

Additive

By "additive" in this paper, we mean a special connective that depends entirely on the structure of a sentence. It functions principally to adhere the existing information to a successive independent element in that sentence. Additives are of categories such as simple, complex, dissimilar, exemplificatory etc.

Simple additives: A simple additive is a type of connective in Ibibio that can bring two words, phrases, clauses, or sentences of equal status together. It can be a noun and a noun, or a verb and a verb, or noun phrases, verb phrases, or sentences of equal statues. Mme "and" is the key example in Ibibio which performs connective functions by linking noun and a noun, noun phrase and a noun phrase, noun clause and noun clause, infinitival phrase and infinitival phrase. Examples are shown below:

1(a) Unen   + <u>mme</u>   ebod
      Hen   and   goat
      (noun)   Noun (hen and goat)

1(b) Adi   yet   <u>mme</u>   adi   nwan
      Infinitive wash   and   infinitive dry
      Adi (to)   yet (wash) and   adi (to) + dry
      Adiyet   mme   adinwan'
      To wash   and   dry   (To was and to dry)

In the above examples, the function of mme 'and' shows the relationship of two words or two phrases. The analysis can be succinctly expressed in the following sentences:

1(c) Unen 'mme' ebod edo unam   edʌnnọ ke ufọk.
      Hen and   goat are animals live   in house.
      Hen and goat are the domestic animals.

The additive "mme" here shows the relationship between the hen and the goat; that both of them are domestic animals and not bush animals. The function of mme and in 1(b) above shows the relationship between "adiyet," "mme," and "adiwan." Semantically, adiyet, "to wash" and adinwan, "to dry," are related in the sense that we cannot dry before washing. Adiyet and adiwan are of equal importance. It is observed that "mme" can only be in the middle position since it links two elements together.

Other examples of simple additives are shown below: nko 'also' ye ntoro 'too', mme ako 'nor', mme idooho 'and no', ndoomo 'not either', me idoho ntoro 'else', ye nko, 'too'. Some of the examples show linkage positively, while some show linkage negatively. These can be shown in the sentences below:

2(a) Ami   Mmesima   edesi,   <u>nko</u>   mmesidia   okoti   usʌn   usen.
      I   pst cont like rice   also   cont eat   beans   some   Days
      I like rice, also I have been eating beans some days.

2(b) <u>Nko,</u>   imikeme   adino   enomfri   ndion   nnyin   ikaa   nduuokodudo.
      Also,   we can   give   gif fruit before   we   go   rest power.
      We can also present our harvest before we go on vacation.

2(c) Amekeme   adidia   edesi   mme   okoti   <u>nko</u>.
      You can   eat   rice   and   beans   also
      You can equally eat rice and beans also.

2(d) <u>Idooho</u>   uduak,   <u>akedooho</u>   ifiok   anam   nkpo   ado   yak ofon.
      Neither   uduak   nor   ifiok   does   thing   that   to be good
      Neither uduak nor ifiok does that thing well.

2(e) <u>Ndoomo</u>   keed   ke   atu ammo   enama   nkpo   ado   ibaha.
      Either   One   in   among them does   thing   that   Around
      Not either nor one among them does that thing.

2(f)

Ana	Nte	a	dia	se	ntem	me idoho ntoro,	afo atem	ake mfo se	abima idia.
Must	To	1stps sg	eat	what 1stps	I cook	or else,	you cook	your what	like to eat

You either eat what I cook or else you cook what you'll like to eat.

2(g)

Afo	ammekeme	isasana	nkaa	me	adiwawat	nka
You	Can	walk	go	or	drive	go

You can walk and go or you can drive.

In the above sentences the underlined words are the simple additives.

In 2(a), nko 'also' can connect two sentences at the sentence level, as seen above. The use of simple additives (connectives) joins the two simple sentences. In this context, its function is seen in the structure of the sentence as it changes the structure from simple sentences to compound sentences. Its function here is to allow additional information to be added to the first sentence. In essence, "nko" can take the initial position, medial position, or final position. Sentences 2(a–e) are the negative additives. The underlined words or phrases are the negative additives in Ibibio. In the negative sentence in 2(d) the additive position can be at the initial and the final. While 2(e–g) are alternative simple additives that can assume the middle position in order to coordinate two elements, in 2(d) the connective idooho, is at the initial position. Here it does not link sentences to change the structure, but to link the information to the first sentence made or to show the connection in the paragraph. In 2(e) 'ibaha', in the final position adds another information to the first sentence that eating beans is also necessary or possible.

Complex additive: This is the sub-class of additives that shows linkage between complex sentences and paragraphs in both spoken and written materials or texts. Examples are: ke akaana ado – "moreover"; ke adis∧k nka iso – "furthermore"; adidiadian do – "additionally"; ke aboyoke ado – "besides that", adidian do – "add to that".

Application of complex type of Ibibio additives can be seen in the sentences below:

3(a)

Andikpeeb	amadad	ini	akpeeb	nnyin	se	edu	Ukpeebnkpo	awǫǫṅǫ.
Teacher	pst take	time	teach	us	what	character	teaching thing	means.
Anye	akebo	ke		edu		ukpeebnkpo	ado	mme
He/she	said	that		characteristic		teaching	is	some
nsio-nsio	us∧n	ado		ekamake		ekpeeb	ndito	ufǫknwed
different	way	that		hold to		teach	children	house school
usa	ifiok	ke, akan ado		anye		amas∧k-atan	abo	ke
new	knowledge	moreover,		he/she		pst say	say	that
mbeniso	ed∧k	ke		adinam		ukpeebnkpǫ,	ke	anie
check face	enter	at		work		teach thing	that	has
mme	nkpo	ado		anaaha		eben	esin	ke
some	things	that		must		carry	put	in
akikere,	ado	adinwam		yak		ukpeebnḱpo	atim	anwańa
thinking,	is	to help		let		teaching thing	clear	understand

mme	obo-ukpeeb					
those	collect-teaching.					

Ke	adis∧k	nkaa iso,	mme	nkpo	ami	adoońńo
In	continuation	go face	those	thing	this	are
akpan	nwonded	ifiok	enyemme	ndito	enie	ye
important	standout	knowledge	want	children	have	level
ndito,	ke	akana	ado	nnyĭn	imikeme	adinam
children	in	more	that	we	can	do
nduuńńo,	ke	idem	nnyin	ke	adidian	do,
research	in	body	we	in	addition	that,
nnyĭn	ĭyaaĭka	ubeed	ukppeb			
we	will go	room				

Ke	adidian	do	ukpeebnkpọ	isoppo	nwed pramari	adise
In	addition	to	teaching	class	primary	to see
nana	mme	andikpeeb	ekpeeb.			
how	those	teacher	teach.			

The teacher took enough time and taught us the meaning of the teaching method. He/She said that teaching methods are different ways used in teaching students new knowledge. Moreover, he/she said that before teaching can be effective, certain techniques need to be considered for a clear understanding.

Furthermore, these are special and important pieces of knowledge that students should acquire. Besides that, we can carry out research by ourselves.

In addition to that, we will go to the primary school to observe how the teacher is teaching. A close examination of the above shows that 3(a) is a larger unit. Here, a specific semantic relation is established between the sentences through the use of connectives. The connectives contribute to helping the thoughts in the passage to be well organized. There is cohesion of discourse among the sentences; no sentence is independent; instead, there is dependency among the sentences. As can be observed, connectives such as ke akanado, ke adis∧k nka iso, ke abioyoke ado, ke adidian do, help in building the complex units and also guide the speakers of Ibibio towards the interpretation and processing of utterances, with respect to each other and with respect to context. As we can easily observe, all the connectives in 3(a) take the initial position in each of the sentences.

At the sentential level, ye' nko can connect two sentences as shown below:

Ami	mma	edesi ye nko (and also)	mma okoti
I	1st person singular like rice also 1st person		like beans

I like rice and I like beans also. The use of ye nko is a simple additive (connective) tha joins the two simple sentences together. In this context, its function is seen in the structure of the sentence as it changes the structure from simple sentences to compound sentence.

Casual Connective: This is usually used to show the cause and the subsequent effect of events expressed in a sentence. The implication of this is that the first clause is responsible for the occurrence or existence of the adjoining clauses. This class of connective is known to conjoin results, reasons, or purposes to form a meaningful chain of ideas in a discourse. In Ibibio, causal connectives include words and phrases such as "ado" (but), "ke ntoro" (because), "ke ntak ado" (because of that), and "ke utud" (at the end).

The importance of causal connectives can be deduced from the following sentences:

4(a) Nkebed us∧n̄ ke ntak   nkeyem uduokodudu.
      1st pst close door because 1st Pst want to rest power.
      I close the door because I wanted to rest.

4(b) Ado ntəkayin ikiyakka yak ndaida,
      But children 3rd pst did not allow me to sleep,

4(c) ke ntak ami,   Mmakpọn   ufọk nkaa ufokabasi.
      for this reason, 1st pst leave home and went to the church.

I closed the door because I wanted to rest, but the children would not allow me to sleep. For this reason, I left the house and went to the church.

In the above sentences, the connective devices are the underlined phrases. The speaker's closing the door represents the cause, the consequence of leaving the home for church as a result of the fact that the children did not allow him to rest.

Semantically, the purpose of the speaker's closing the door was not achieved as a result of the disturbances caused by the children, who made him leave for the church.

In the above sentences, the connective ke ntak (because) connects the first sentence which shows the cause to the second sentence which highlights the consequence.

Temporal Connective

This is a set of morphemes that conjoin phrases or sentences to illustrate when certain events occur or will take place. Sometimes, this class of connectives enables us to understand precisely the sequence of occurrences or period of time that the said event has taken place or will take place. The following are the examples of temporal connectives in Ibibio; amabooyo, after, mbemiso, 'before', afịd ini (always/all time), ke ini keed 'at once', ke etʌk ini 'in a short time', ke idaha-idaha, (eventually) ke usʌp-usʌp 'suddenly, Akpa, first', ke akpatre at last. To illustrate the functional roles of these connectives, we give the few sentences below:

5(a)   Ke ndinam ado <u>amakeboyo</u>, anye amaatua Nkpọfiọk.
        At event that had pass   he 1st person cry regreat.
        After the event, he regreated his action.

5(b)   <u>Idaha-idaha ado</u>, ufan ammọ abo yak anye akpe eka ammọ ubọk.
        Suddenly   that   friend his let him pay mother his
        His friend suddently advised him to apologies to his mother.

6(a)   <u>Ke etʌk ini</u>, anye amakpe eka ammọ ubọk.
        In small time he 1st pst pay mother his hand.
        In a short time, he apologized to his mother.

6(b)   <u>Ke akpatre</u>, emem amaba ke ufot ammọ
        1st last, peace 1st Pst be in middle them
        At last, there was between among them.

Looking closely at these sentences, the temporal connectives are the underlined phrases. Amakeboyo takes the middle position, trying to link the consequence to the first event: that is regreat. Idaha-idaha ado in 5(b) indicates he should apologise to his mother. Ke etʌk ini, in 5(a) which takes the first position, shows the action of apology. Ke akpatre, talks about the end of the existence of peace.

In the above examples, temporal connectives can be at the initial or middle position, but they cannot assume the final position because of the fact that they have to link sentences.

Adversative Connective

This constitute a class of connectives that compares or contrasts different ideas.

This simply means a contrasting relationship between what is on the ground and the expected outcome. Examples of adversative connectives in Ibibio include among others, "Ke ukem usʌn ado." 'In the same way', kposʌk ado nte adooho ntro. But even so (kposʌk adooho)' Even though, ku ubọk afen 'on the other hand' ke edem uko 'on other side; ke esioho ado', in spite of', 'Adieke' if 'ado ikpana' 'nevertheless'.

The application of the underlined adversative connectives can be illustrated in the following sentences:

7(a)   Ọkpọsʌk adooho, edim akedem ekamba-ekamba mmasʌk nkaa ufọknwed
        ekam even though rain pst fall   heavy heavy
        Even though it was raining heavily, I went to school

7(b)   Mmasʌk nkaa ufọknwed Ọkpọsʌk adooho, edim kedep ekammba –ekammba.
         1 pst still go   school   even   though rain 1st pst fall heavily   heavy

7(c)   Ke asioho ado, akesuk ananam ọfọn
        In spite of that, he was still performing well.

7(d)   Akpesʌk ado nte idem mmikison, anye, ke esioho ado akesʌk ananam Ọfọn.
        Even though, he was not feeling well, in spite of that he was still performing well.

7(e)   Adike afo mudiaha 'Ami sʌk mbidadia
        If you don't eat, I will still eat.

The analysis of the above sentences demonstrates that the connective Ọkpọsʌk adooho, in spite of this, can appear at the beginning or the middle without any semantic ambiguity in their meanings. Besides, two different contrasting connectives can appear in one sentence. The analysis also shows a contrast between the prevalent circumstances and the expected outcome.

Conclusion

This paper examined syntacmantic structures of connectives in Ibibio. In conformity with standard rules of universal grammar, it is observed that connectives in Ibibio are principally linguistic items that interlink words or clauses, sentences, as well as paragraphs. In this paper, connectives were examined and analyzed into different constituents, and an eclectic model was applied to bring out their internal structures. The analysis of connectives enables us to realize the interplay between syntax and semantics. Besides, connectives in Ibibio portray the logical connection between sentences and their importance in comprehending the basic meanings of Ibibio.

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The existing structures show that we can have more than one connective in a particular sentence. The result reveals that irrespective of the position, whether it appears at the initial or middle of the sentence, it does not lead to any semantic voidness.

However, the analysis reveals that in Ibibio, the connective is rarely found at the end of a sentence. Two different contrasting connectives can appear in one sentence. The analysis equally shows that there is a significant interrelationship between syntax and semantics, thereby justifying the title of this paper. On the whole, Ibibio is a creative and growing language.

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