

A COMPARATIVE STUDY OF VERBS OF EXPERIENCE IBIBIO IN AND FRENCH: EDUCATIONAL IMPLICATIONS

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ABSTRACT

This paper deals with two languages: the Ibibio and French. The Ibibio is spoken as the language of the Ibibio ethnic group inhabiting the state of Akwa Ibom, located in south eastern Nigeria. Nigeria is bordered on all sides by French-speaking countries, except in the south where it is bordered by the Atlantic Ocean. The student Ibibio being aware that French was declared the second official language of Nigeria since 1996 realizes the need for proficiency in French, especially by the younger generation.

It is by means of language that one can think, speak and describe actions, events, experiences and attributes. And one speaks in all languages by sentences. In the center of each sentence the verb moves around which all other components. That is why we propose to sketch a contrastive analysis of an aspect of French and Ibibio verb systems: namely verbs of experience, to expose the similarities and differences between the two languages and thus to identify problems facing the learner of French Ibibio. The theoretical model of Fillmore (1968, 1971) suits us better for this study. We will make some recommendations to teachers of French and conclude that the French language proficiency as a springboard for unity greatly desired, not only between Nigeria and the sub region of West Africa but the world has become a Village by the force of progress in the areas of technology, information and communication.

Keywords: Ibibio, French, verbs study

INTRODUCTION

Just as the study of astrology gives pride of place in the sun around which the planets, the study of sentence structure grants, too, a central priority position and the verb around which are organized all the other constituents of the sentence. Thus Fillmore (1968: 21), also as Chafe (1970: 60) conceives the verb as the central or core, around which are noun phrases (NP) in a statement. Fillmore and calls this relationship between SN and the verb in a sentence, "the report of cases." Expositions above agree with the position of Tesnière (1976: 238) considers that the verb as "a crooked atom capable of exerting its pull on a number of actants ... (and) include hooks for maintain his addiction. "That's why the study of the verb in any language is equivalent to a study of the language throughout the world. Language, an instrument which means "human essence" (Chomsky, 1972) is the rallying point on which to base the relationship between human beings. Since these are the various language communities, it follows therefore that their languages that create a different linguistic diversity among them. Learning a language other than his hug means an opening to the outside. To achieve this goal, contrastive linguistics has as its goal:

- I. To compare two languages put in contrast to highlight the similarities and differences in the levels of sound, structure and meaning, often between the first language (L1) and foreign language (L2).
- II. Predict the problems that can interfere and the points of similarity that can facilitate the learning of another language by a speaker of a language. But it must be emphasized that this comparison is only possible if one has available a similar description of the two languages concerned. And this description must be based on a common procedure for linguistic analysis, otherwise the readings similarities and differences from such a confrontation will be "piecemeal", "impressionistic" or "subjective".(Derbyser, 1971: 7). Thus Head bloom (1979: 19), quoted by Udofot (1991: 15) notes that contrastive analysis (CA) first described a subset of each language to compare. And then she made a comparison of differences and similarities of these subsets. It is from this comparison that could predict what the learner would find it difficult (or easy) to learn. It is for this reason that the theoretical model of case grammar (CG) of Fillmore (1968) is best for us to describe and compare verbs experience Ibibio and French. This is because the GC describes verbs based on syntactic and semantic values. After stating the theoretical model, the first part of this study will deal with the values of KM Fillmore, followed by some information about the Ibibio ethnic group, their people and their language. The third section will focus briefly on the grammatical category of verb in Ibibio and French. The operation of some verbs of experience of the two languages in question will be the fourth part of this study. The contrastive analysis of these verbs and their educational implications precede the conclusion.

THE THEORETICAL MODEL

Based on the foregoing principles, and the fact that the verb determines the basic structure of the sentence, this paper intends to undertake a comparison of how syntactic and semantic verbs experience Ibibio and French. And we think this is the grammar of cases.¹ Fillmore (1968, 1971) better suited as a theoretical framework for this comparison since the primary role of syntax and semantics in his explanation of how grammatical elements of language in question. Before discussing the case of verbs and their noun phrases (NP) underlying and give some examples of what it can result in a contrastive analysis for educational purposes, we will first outline the essential theoretical model the case grammar of Fillmore.

Values of the Grammar of Cases of Fillmore

Fillmore says:

- i) The phrase in its basic structure includes a verb and one or two noun phrases (NP), each associated with the verb in a particular ratio of cases².
- ii) A case report is found only once in a simple sentence.
- iii) Verbs are forced to make choices noun phrases (NP) with which they can operate to produce syntactically and semantically acceptable.
- iv) The set of SN governed by a given verb to produce an intelligible sentence is the basis of what Fillmore calls "casual matrix" (TM) ³.
- v) Also as Chafe (1970: 60) Anderson (1971) ⁴ and Tesnière (1976: 238), Fillmore designs the verb as the 'core' around which all other components of the sentence.
- vi) The concept of case is a universal phenomenon that contains all languages.

vii) Based on the foregoing, Fillmore identifies six cases, namely agentive cases, instrumental, dative, causative, and Lens Rental. In 1971

1. Fillmore, C. (1968) "The Case for Case. In Emmon Bach and R. Harms T. (Eds.) *Universals of Linguistic Theory*. New York: Holt, Rinehart and Winston. PP.1 - 88
2. 2Fillmore, Ch, Op. P.21
3. Fillmore Ch, OP. cit. P.26
4. Anderson, J.M. (1971) *the Grammar of Case*. Cambridge: Cambridge University Press. he reviews the criteria that determine the cases. According adaptations based on an analytical approach to syntactic and semantic roles of each case to determine which network cases such as: agentive, Excitable (experiencer) Objective, Instrumental, Débutatif, ('Source' in English) Destinatif (which includes the case, Recipient) Locative and Temporal, Way.

The Case of Fillmore

Said agentive case (A) is assigned to an animated instigator of the verbal action in the example (1) the baby touches the doll. If the baby is agentive, Case said Experiencer (E) "Excite" 5 is the case granted a SN who lives a psychological experiment in which the verb expresses an event psychic or mental condition of SN excited. (2) The baby loves her doll. Baby is here in case said 'Experiencer' because it is the baby who is experiencing this state of mind for her doll, that is to say, the Excited that, if nothing else, we keep the terminology, 'Experiencer'. In example (3), Marie also loves his mother. Mary is the case says 'Experiencer', because it is Mary who lives and experience that has sympathy for his mother. Case says Objective (O) - The SN if said target is the one undergoing the action taken by the SN agentive and experiencing a change. In Example 4, 'The hunter kills a lion', the lion is called objective case, the SN is affected by the act of killing carried out by the SN, which then becomes the hunter SN agentive action. Instrumental said case (I) - According to Fillmore (1971: 42) and Omamor (1978: 275) 6 the instrumental case is that of allowing a SN agentive perform an action on another case in SN said objective. In Example 5.5 "Excited" I owe this term to the doctor P.T.N. Okafor had me proposed to express the concept in French, 'Experiencer'.⁶Omamor, A. Ph. (1978) "Case Grammar and Viability." In *SLCS, Vol.I*. (Ed.) W. Abraham / John Benjamins B.V.P. 275 'the hunter kills a lion with a gun. If the gun is said to be the SN instrumental that allows the hunter to kill the lion. Case said, Débutatif '(DBT) - Portrayed as the beginning of the location, condition or time. In the examples:

(6) Peter trip from Lagos to the United States.

(7) The exchange politician of being a poor to a rich man.

(8) The examination begins at 9 am and ends at noon. Here, Lagos, 9 hours and poor in all cases will débutatif. Case said Destinatif (DTF) expresses the result, the goal ('Goal' in English) or the destination of the trial in a sentence. In Examples 6, 7 and 8, United States, and south are rich man if destinatif respectively. Case called Locative (L) and Time (T) - These two cases differ prepositional phrases (SP) that express the circumstantial place (CDC) and time (CCT). Verbs such as pass (time), may appear to remain with the SN said that work on a case-Rental. In the example:

(9) I spent my vacation in Paris. Paris is the case said 'rental' and Temporal spring in the case as an example

(10) The accused remained in prison for two years. Two years is the case said, 'Temporal'. Way said the event (V). This case identifies the way in which the action takes place expressed by the verb. In example (11) He travels to Paris to London, crossing the Atlantic Ocean. The Atlantic Ocean works if says, 'Way'.

Contribution of Uwalaka

The application is Uwalaka (1981) model Fillmorien seems to be a practical approach and appropriate to the study of verbs. It has the merit to prove, in light of his demonstrations in Igbo, the verb describes not only action but also a state, process, experience, quality etc., which allowed him to assign cases appropriate to SN that agree with verbs. We too can make use of the criteria that was used Uwalaka (1981) to interpret the verbs of experience in Ibibio and French. And since in this study, we will analyze the verbs in Ibibio, we consider necessary to present briefly the Ibibio: their geographic location, population and language in the following section.

THE IBIBIO

Ethnicity

The Republic of Nigeria consists of federal capital territory Abuja and thirty-six states. The Ibibio ethnic group lives in fourteen of thirty-one municipal councils in Nigeria known as the "Local Government Area (LGA) of one of these states: the state of AkwaIbom, located next to the South-eastern Nigeria. Other ethnic groups in the state of AkwaIbom are Anaañs, Orons, Ekits, Antonis, and ItuIbinosMbonusos.

Population

From a demographic perspective, according to figures from the 1991 national census, the Ibibio count 1,405,21 B7. Essien (2001: 317) specifies the number of Ibibio as 4,500,0008.

The Language Ibibio

The Ibibio ethnic group uses the Ibibio as a lingua franca. According to Essien (1990: 6) variant Ibibio language spoken around the city of Uyo, the state capital, is considered standard. This study will be based on this standard. For researchers who are not native speakers of Ibibio, a brief understanding of how verbs Ibibio will help them understand the Ibibio phrases that we intend to use in our study.

7Uyanga, J.T. (1994) "Population". In Peters, S.W., Iwok, É.R. and Uya O.E. (Eds.) AkwaIbom State: The Land of Promise. Lagos: Gabumo. Pp.137 -145.

8Essien, O.E. (2001) "The Minority Question Revisited." In Garry, J. and Rubino, C. (Eds.) About the World's Languages: An Encyclopedia of the World's Major Languages: Past and Present.

THE WORD Ibibio

The verb occurs in a central position of a statement in which the subject precedes and, in turn, is followed by an object complement. Thus the Ibibio is considered a language that has a syntactic structure:

Subject - Verb - Object (SVO), as in:

12) Eno AYET Afon

Eno lava dress

Where - = SVO Subject Verb Object

"Eno washing a dress" = "Eno doing his laundry."

Morphologically, the Ibibio language is agglutinative, that is to say that the verb may include a radical and one or more affixes which mark categories such as the correspondence, number, tense, aspect, mode and negation. In an example such as:

13) keengndu 'I'm not going t' (e) forget '

Pron. Pers. lexfuture. Lex. Suffix of negation

C.O.D Vbl

The verb lexeme, eng 'forget' takes four affixes glued together. Affixes can be separated in this way:

n - 'I', the first pers. sing. - Brand consistencyd (i) - morpheme prefix - marks the future (time)
u - 'you' pronoun pers. 2nd pers. sing. - Marks the subisateur of the action expressed by eng 'forget'.

So U 'te' = direct object of the verb, eng 'forget' - verb lexeme indicating the indicative mood.
ke '... not' - suffix marking the negation. Since the Ibibio language is a flexure, its morphemes like the ones we find in Example 13, are distinct from each other. They can build independently of distinct words.

Each verb in Ibibio is likely to take an object complement (COD) as in Example 12, "Eno AYET Afon" or additional internal object (Coint) as in Examples 14 and 15.

(14) Enoakwólkwó. 'Eno sings a song'

(15) Enoatáñutan. 'Eno speaks the word = 'Eno chats'

Where SN Ikwo internal 'song' utan and 'word' relations inseparable morphologically and semantically with verbs and akwoatáñ respectively. After this discussion of the Ibibio verb, the following section will deal with our main interest, namely: the verbs of experience in Ibibio and French.

VERBS OF EXPERIENCE

Fillmore (1971: 40, 42) 9 called verb that describes the experience of mental or psychological condition of a human SN felt living or a special experience. Chafe (1970: 145) 10 is consistent with Fillmore by showing that a verb of experience is not limited to the description of state of mind but also to the description of a process as we see in Example 16:

16) Peter loves Mireille. Where Peter feels affection for another entity, Mireille. For Tesnière (1976: 242-243) 11 governs like two actants, Pierre and Mireille because they are involved in the process. In this case, the word love has these traits in - categorization: inherent features, [+ transitive-attributive, have +, - active, + durative, - perfective] and contextual features [+ about anime, anime + object.] Example 16 can be represented by this graph: Vb love actants Mireille Pierre.

9 Fillmore, C. (1971) "Some Problems of Case Grammar. In Richard, OJ and O'Brien, SJ (Eds.) Monography Series on Languages and Linguistics. No.4. Pp.40, 42.

10Chafe, W.L. (1970) op. cit. P.145

11Tesnière, L. (1976) op. cit. P.242 – 243. About 12 Uwalaka (1981:253) verbs expressing perception of experience, knowledge, feeling and reaction of the person undergoing. A verb of this type describes the inner feelings of the SN with the features [+ animate, + human] experienced by it. The SN, in this case is given a casual role fillmore called 'Experiencer' (Fillmore, 1971: 42).

Categories of Verbs of Experience

To test the involvement of semantic verbs of experience, we move the proform question mark (P1) follows in Ibibio and French. Ibibio - SN Akopdie k (e) same? Which means in French - SN what experience did he feel? What experience or SN has he had? the answer to that P1 will lead us to establish casual matrices (TM) verbs in. And by the way Uwalaka (1981: 254) 13 are the following types: (I) collecting verbs, (ii) knowledge, (iii) of sensation and (iv) reaction. We cannot address them all here, we love best seen in this work, functioning and implications of semantic and syntactic verbs of perception and knowledge in French and Ibibio.

Verbs of Perception in Ibibio

Verbs of perception in Ibibio have to do with the five human senses. Consider these verbs:

àdikìd 'see', adikôp - 'hear', adikôp-utebe - 'feel, perceive' (taste or smell) àdit8m 'taste', àdituùk 'touch'. Are the sentences:

12Uwalaka, M.A.A.N. (1981) the Syntax and Semantics of Igbo Verbs: A Case Grammar Analysis. Doctoral Thesis: University of Ibadan, Nigeria. P.253.

13Uwalaka, M.A.A.N. (1981) op. cit. P.254 (17) Aniekanagydino SN Vb Thief Aniekan thief sees = 'Aniekan sees the thief' (18) AniekanAkopmkpo = 'Aniekan means (a) cry'. (19) AniekanAkoputebe-iwa = 'Aniekanperceives the odor of cassava'. (20) Aniekan at8m ukôt = 'Aniekantasted (the) wine'. (21) AniekanatuókMmèdi = 'button Aniekan Mary.

Case of Verbs of Perception in Ibibio

By examining examples from 17 to 21 shows that the perception verbs admit SN taking the role perquisites 'of Experiencer' because, 'Aniekan', the subject in all instances, the entity is animated and human experiences sensations resulted verbs of perception. All SN who play the grammatical role of direct object in 17 to 21: 'ino' thief ', mkpo' cry ', utebe smell', ukôt 'wine' and Mmèdi 'Mary' respectively, are the objects SN undergoing the experiences identified by verbs. This implies that the SN will be the case said, 'objective' (O). Since they are found with verbs of experience in the sentences, the matrix case of each verb is [..... E + O], where [.....] Symbolizes 'casual Matrix' (TM)E symbolizes the SN case said, "Experiencer '+ Symbolizes 'comes with' O symbolizes the SN case says Objective '

Verbs of Perception in French

Let's review the main French verbs that describe perception: See, hear, smell, feel (smell of something), taste, touch. Some of these verbs show their semantic values in the following sentences:

(22) Quassimodo saw the outcasts scatter at the fall of the beam.(Victor Hugo)

(23) Mary hears a noise

(24) The dog sniffs my shoes

Case of Verbs of Perception in French

Quassimodo in the former. Marie and 22 in the former. SN 23 are having as contextual features [+ animate, + human], while dog (24) shows the features [+ animate, - human]. Since the verbs live (22) and means (23) fillmoriennaise prove the rule, we could conclude that Quassimodo and Marie are the 'experiencers' of one or other of the perceptions expressed in (22) and (23) respectively. The dog also, as it manifests the feature [+ animate] although it is not human, is the 'Experiencer'. From the foregoing, Quassimodo, Marie, and dog will be all three if fillmoriennaise 'Experiencer', 'E', and SN mobsters (22) Noise (23) and shoes (24), which are the SN 'affected by perception verbs lives, hears and smells respectively in the three statements, the case will be called objective 'O'. Each of the verbs will thus take a casual type matrix [... E + O].

Comment

In both languages, the Ibibio and French, the array of sub-categorization of these verbs in the examples 17, 22, 23, the SN 'Experiencer' manifest facts [+ animate] [+ human], whereas in the Example 24, the NP is [+ animate] [- human], which proves the rule fillmoriennaise case 'Experiencer' (E). As for the SN ino 'thief', mkpo 'cry' (18), noise (23), utebe smell '(19), ukôt' wine '(20) Mmèdi (21) in Ibibio and gangsters (22), shoes (24) in French, SN affected by perception verbs: saw, hears, feels, smells etc.. are called objective case 'O'. Verbs in both languages in question are the casual type matrix: [... E + O]. So, in an optical fillmoriennaise, one could say that a point of convergence manifests itself in the operating record of perception verbs in Ibibio and French.

Verbs of Knowledge Ibibio

A word of knowledge in Ibibio is one that describes: (I) The ability of a SN [+ animate] [+ human] to identify someone and be informed about its nature, that is to say, its appearance, its qualities and defects. (Ii) The intellectual or mental process of a SN which seeks to determine the competence of something. Examples of verbs of knowledge in Ibibio, àdidiòño - 'knowledge', 'knowing' àditoiyò - 'to remember', 'remember' àdinwàña - 'understand' àdinîm - 'believe' àdifrê - forget 'Sentences are Ibibio, using two of these verbs: (25) OkonadiòñoEnoSN1 SN2 VbOkon knows Eno 'Okon knows Eno' (26) animMmèdi mb8k Teens = 'Mary believes this new' SN1 SN2 Vb Pron. Dem. Mary believes this new 'Mary believes this new.'

Case of Verbs of Knowledge Ibibio

In examples (25) and (26), verbs of knowledge adiòño knows' and anim 'believes', respectively sujetivisent NS who live the experience of knowing and believing. Since the subject NP, Okon (25) is one who feels the mental processes that describe verbs, we will assign the casual role of 'Experiencer' (E). It is the same for Mmèdi in (26).EnoOkon that identifies the SN2 in the example (25) and mb8k, the news that she believes in (26) is grammatically the direct objects of verbs, and adiòñoanim, will both be called objective case (O). The matrix case of verbs of knowledge will be well established [... E + O].

Verbs of Knowledge in French

As in Ibibio, verbs French skills also reflect a mental process of a SN said 'Experiencer'. Below are presented some French verbs expressing knowledge: Learn, think, draw, informed, enjoy, enjoy, think, inquire. (27) Peter is learning French.(28) Peter is looking ahead. (29) Pierre believes in his sincerity. By studying these examples 27 to 29, we note that this is not an agent who performs an action on an object as in:

(30) Peter hits Paul. It's more a question of an agent who is a subject that displays a lively and particular mental disposition towards the French, his future and his sincerity. Stone in the examples 27 to 29 is not an agent because he does not set itself up as instigator of the action but as the 'patient' who lives the mental processes expressed by the verbs learn, think and believe. In light of the foregoing, it is concluded that the verbs in the examples 27 to 29 and other verbs of knowledge fall into the category of verbs of experience. With these antecedents, we can address the case of these verbs.

Case of Knowledge in French Verbs

Verbs learn, think and believe possess the contextual features of subcategorization: [+ animate subject, object - animate] Peter, SN lively mind will feel this provision if said 'Experiencer' and all SN 'assigned' to whom the case will be Pierre reacts said objective 'O'. Accordingly, each verb marking the knowledge of experience in the examples 22 to 29 take such a casual matrix: [... E + O], as the matrix casual perception verbs.

Comment

The perception verbs resemble verbs of knowledge in that they maintain relations with syntactic and semantic cases 'Experiencer' and Goal at the deep structures of sentences in which they appear. In contrast, perception verbs differ from verbs of knowledge in the sense that those reporting the workings of the five senses of SN animated, while they depict only the mental state of SN animated. However, if one took into account the distribution of cases with SN fillmoriens select verbs that knowledge in sentences syntactically and semantically acceptable, one might note that there is a point of convergence between the Ibibio and French. This is discovered in Ibibio where verbs such knowledge, adiòño (25), anim (26) require the MC [... E + O] and French where the verbs, learn (27) dream (28) and believes (29) also allow for casual matrix: [... E + O]. All in all, these considerations lead us to conclude that verbs of knowledge in Ibibio and French admit that the SN event that work with so-called 'Experiencer' and 'objective' positions nominative and objective.

CONTRASTIVE ANALYSIS

We found that the verbs of experience in Ibibio and French have the same casual matrices. This fact is reflected in the verbs of perception such as: Akid - 'sees' (17) Akop - 'Hears' (18) and lives in Ibibio (22), means (23), sniffs (24) in French whose matrix is casual: [... E + O].

In considering also operating environments where structural knowledge of verbs in both languages in question, we discover the similarity matrices contingencies. The SN acting as subject of the verb is 'Experiencer' possessing the inherent traits: [+ animate subject, + Human]. Verbs adiòño 'he knows' in example 25 and anim 'believes' in 26 in Ibibio and learns (27), dream (28), believes (29) in French have all the contextual features of sub categorization: [+ animate subject, object - animate]. Each of them takes the casual matrix [... E + O]. Since verbs have systems similar cases, we believe that this will facilitate the acquisition of the syntactic structure of French. In this case, a positive transfer could be the Ibibio in French. This will facilitate the learning of French through ibibiophone.

However, there are cases of negative transfer when we are dealing with verbs of knowledge. In one case the Ibibio verb, àdinwaña 'understanding' that expresses the knowledge, the teacher must explain to the French francisants Ibibio verb that means not only the concept of 'realize' or 'design' which involvement semantics falls into the case said 'Experiencer' in both languages. It

should draw their attention to the fact that 'understanding' in French also expresses the concept of inclusion, of composition, which translates as 'àdisinè' or as in the former àdidoño .30: 30) Aban donkey friend (or) adoñoommon Name1 Name2 pronoun Vb Topic.

Cases of Fillmore

A pot that contains water, 'This jar contains water' In this case, the verb is understood in French replaced by 'contain' in Ibibio, which changes the case of 'Experiencer'. Second, a careful eye on the functioning of the verbs in the examples in Ibibio 26 and 29 reveals that in French the verb, anim 'believes' is not followed by a preposition in 26, while the same verb in French is followed of the preposition to. Here there is a point of dissimilarity between the two systems, which require the attention of Professor of French. Third, take for example a situation where an Ibibio speaker recognizes the intellectual capacity of another, saying: 31) has 'Okôn" -" Diononwèd SN affix lex. SN2 Pres. Vbl. Okon known book, where" the IQ of Okon is high quality." In Ibibio, Example 31 is perfectly acceptable. It is possible for a learner Ibibio distort the transfer to the French: Okon knows" the book" for" smart" Okon is. In Nigeria, among speakers of street language, one often hears in "pidgin", Okon know" or" book 'Okonsabi book" for" Okon is intelligent. In this case, the teacher should guide the learner to avoid negative transfer of the Ibibio or 'pidgin' in French. It also must explain that the Ibibio and the French do not have the same structure in the expression of concepts. Transfer as described above would, however, rare. But the teacher must be alert and it helps students not to fall into the trap of false friends.

CONCLUSION

The first part of our comparative study presented the values of case grammar, followed by a brief background of ethnicity and language Ibibio. The third part discussed the grammatical category of verb, which resulted in a contrastive analysis of verbs of experience of the Ibibio and French. The last section has exposed not only areas of similarities and differences between the two systems, but it has also exposed the instructional implications for helping French teachers. Although each of remarks made above is acceptable, we recommend further investigations made on the advice provided as our tentative does not claim to treat everything.

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