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THE NOUN CLASS SYSTEM OF BAKWERI

bY

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A Dissertation Submitted in Partial Fulfilment of the
Requirements for a Post Graduate
Diploma (Maîtrise) in Linguistics

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Yaounde, September 1987

D E D I C A T I O N

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        TO   MY   MOTHER ,

    WHO HAS ALL ALONG STRUGGLED

    TO SUSTAIN AND KEEP ME AS I

    CLIMBED UP THE ACADEMIC LADDER .
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ACKNOWLEDGEMENTS

LIST OF ABBREVIATIONS AND SYMBOLS

CM.	Class or concord marker
CL.	Class
AM.	Associative marker
DEM.	Demonstrative
C.	Concord
SUBJ.	Subject
PR.	Pronoun
PL.	Plural
SG.	Singular
'...'	English gloss
L.	Low
H.	High

TONE SYMBOLS

∕	High
∖	Low
∧	High-low falling tone
∨	Low-high rising tone

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CHAPTER THREE: CONCORD SYSTEM

CHAPTER FOUR: GENDERS AND THEIR SEMANTIC CONTENT

CHAPTER FIVE: CONCLUSION

CHAPTER ONE

INTRODUCTION

This dissertation aims at describing the noun class system of Bakweri, using the commonly adopted system for labelling noun classes in Bantu languages. But before getting into the crux of the matter, it is fitting to situate the language as a whole in its social context. It is in this light that the following sections will attempt to locate the Bakweri (language and people) geographically and historically. Further, the neighbouring people and their languages will be brought into perspective, and finally, the Bakweri language will be situated from a classificatory point of view (i.e where it stands in relation to the language families in the country).To end up this introductory chapter, a brief review of existing relevant literature will be examined.

1.1   GEOGRAPHICAL SITUATION OF BAKWERI

When one hears the term 'Bakweri', two things immediately come to mind : the ethnic group living around the Fako Mountain, and the language spoken by these people. They are broadly divided into lower and upper Bakweri, containing villages that speak dialects of Bakweri. The lower Bakweri include people like the Bombokos of the West Coast who occupy villages such as Batoke, Sanje, Bakingili, including Mondoni, situated to the east of Tiko. Also, we get the Ewotas and the Bimbias falling under this group. For the upper Bakweri, they are found mostly along the foot of the Cameroon Mountain from Mafanja in the west, to Ekona in the east. They form the bulk of the Bakweri people and speak 'Mokpe' . At this point, it should be noted that, as far as this dissertatic

is concerned, focus has been placed on Mokpe, sometimes referred to as

Bakweri, spoken by the Kpe tribe.

Most of the information in this section has

been got from J. A. Ngwa (1978). Fako Division where the Bakweri people

are found, is in the South West province of the Republic of Cameroon. To

the south and south west, the Division is bounded by a section of the

Atlantic Coast; it is bounded to the west by south eastern Nigeria, to the

north by   Meme   Division, and to the east by the Mungo river.

A handful of motorable roads can be found

in this area, though the situation of roads in some of the towns, and

others leading to the villages, cannot be said to be too good. Mutengene

is considered here as a road junction. One branch of these roads leaves

Mutengene going towards Limbe through Ombe, Moliwe, and Mile Four. From

Limbe, there is another road leading to the West Coast. Again from

Mutengene, there is a road that leads to Tiko and Douala, while another

road leaves Mutengene, this time to Mile 17. From here, there are two

branches, one leading to Buea, the other to Muyuka and Kumba passing

through Ekona. All these are tarred roads that do not pose any trans-

portation problem, especially during the rainy season. Where the problem

lies is in the plantation camps and the villages where roads are not

tarred.

The zone consists of diverse types of land-

scapes. One of the major geographical feature here is the Cameroon Mount-

ain, possessing a height of about 4100M above Buea, the South West provin-

cial headquarters. Far from being the highest mountain in Cameroon, this

mountain is also West Africa's highest mountain, and the only active

volcano in this part of Africa. It has recorded erruptions in 1802, 1838,

about 1862, 1909, 1922, 1954 and 1959 (Ardener, 1956 : 39). In recent

yaers, the mountain has given rise to a very popular international

sporting activity known as the mount Cameroon race . It has so far been
sponsored by the Guiness company in Cameroon .

Apart from the mountain which forms a relief of
its own, the area is characterised by low land . The coast land appears
to be plain, generating plains such as the Rio del Rey plain, the Tiko
plain on the eastern side of the mountain, and the Muyuka plain . The plain
land is interrupted with patches of agricultural plantations here and there.

Two distinct seasons are typical of this area :
these are the dry season, covering the months of November through June ,
and the rainy season which lasts from May to October, bringing about heavy
annual rainfalls and temperatues . In any case, the rainfall and temperature
vary, especially due to the presence of the Cameroon mountain . The temperat-
ures of towns like Buea which is near the mountain, and Tiko which is a bit
far off, are bound to vary .

This heavy rainfall gives rise to a luxuriant
forest vegetation . Woods such as Iroko, Mahogany, and the red iron wood
can be found here, including trees like oil palm, rubber, mango and plum trees
Actually, there exists only a little of this virgin forest, due to the defore-
station of the area for the establishment of plantations .

As far as the main economic features are concerned
these people carry out farming . The presence of the rich volcanic soil of
the mountain and the alluvial soils of the plains, permits the cultivation
of root crops such as cocoyams, as well as cash crops such as those on the
plantations like palm trees . Among the tribes that make up this zone, the
Kpe and the inland Mboko are the most considerable cultivators . Some men
also engage themselves in hunting which they carry out around the mountain.
Some occupy themselves with fishing, especially the Woveas who are very
skilled in it . The Kpe in

particular, rear livestock. These include goats and sheep; but the animal
that is most characteristic of the Kpe villages is the pig, which is fed on
cocoyams and peelings. Livestock was the indigenous standard of wealth .
Apart from all these, there is the collection of honey which is being done
in the mountain during the dry season . Lastly, the Bakweri people carry out
some trading, especially in the farm produce including smoked and fresh fish.

1.2   HISTORY OF BAKWERI

Just as it is typical of most African communities,
there are always stories,especially myths, forming the background of the
origin of tribes . Bakweri is no exception .

Actually, there are so many versions of stories
hovering around the origin of the Bakweri people . The Bakweri tribe occup-
ies the whole of the southern section of the South West province of the
Republic of Cameroon . Together with some other tribes of this same province,
it falls within the language family group known as Bantu; and in that light,
has many characteristics common to the Bantu world . According to P.M.Kale
(1939), this language, being a portion of Western Bantu, qualifies the
Bakweri people having a common origin with the Bantu race . Their base of
origin is believed to have been the area around the great lakes lying
between the Nile and Congo . Due to this desire for setting up independent
communities, this young race had to break up into series of emigrant groups
that spread throughout Southern Africa, East Africa and Cameroon .

Furthermore, there is this story that concerns
Eye Njie (Ardener 1956), and this is mostly propagated by the Kpe tribe .
They believe their ancestor to be Eye Njie who came from Womboko village to
hunt on the eastward side of the Cameroon mountain with a friend, Nakande .
Nakande used to hunt near present day Wonakanda, while Eye Njie remained at

Mosole near present day Buea . Here he built a hut where he dried his meat .

He called this his new place his 'ligbea' (i.e place where work is in hand)

After having done this several times, the two men decided to bring their

wives and settled in their new found land. They were eventually joined by

relatives and friends thereby making it permanent . Eye's own area was called

'Gbea' (from ligbea), known today as Buea . Nakande's area became known as

Wonakanda . There are many other stories,like that concerning a certain

Mokuri, being the ancestor of the Bakweri people . This man is said to have

migrated from Kwakwa to this part . Again, there is still another version

suggesting that most of the people of the South West, Littoral, Centre and

South provinces, have a common ancestry. Therefore, according to this version

the father of Bakweri, Douala, Bassa, Bakoko, Bassossi, Ewondo and Bomboko,

is Nambongo . He is suggested to have migrated from Uganda .

At this juncture, it becomes very difficult to

categorically single out a version as being authentic, since much is yet to

be proved from these numerous stories . Probably, anthropologists, ethnogr-

aphers and Linguists working in, say, areas around Uganda, Kenya, Central

Africa will be able to throw more light to the origin of these people . This

might be able to permit an acceptance or a rejection of some of these stories

1.3   BAKWERI AND HER NEIGHBOURS

Bakweri is a clan composed of tribes such as Isuwu

Wovea, Kole, Mboko and Kpe . Outside this circle,the Bakweris have their nei-

bours with whom they fall in the same linguistic zone; these neighbours are

found both on the coast and in the hinterland . Their immediate neighbours

include the Doualas and the Balongs, with whom they share some linguistic

similarities . Their hinterland neighbour is the Bakundu group. These lingui-

stic similarities are mostly exemplified with the Duala language, which has

greatly influenced most of the speeches of the Bakweri people . The trading

supremacy of the Doualas led to their language being widely understood

among their neighbours on the coast and in the hinterland . An aspect that

greatly encouraged the spread of this language was the fact that the Basel

Missionaries used it in the vernacular schools . These similarities

between the Duala and the Bakweri languages are exemplified in the following

words and numbers .

(1)

BAKWERI	DUALA	ENGLISH
mwànà	mùnà	Child
mwèsè	mùsè	Beak
líà	díà	Hand
ègbè	èbwéà	100
yòkó	èwò	One
lìnà	dìnà	Name
mòkálá	mùkálá	European

Despite the fact that some words of these two languages

have a great deal of common origin, some of the related words usually

appear in different contexts of reference (Ardener 1956) . This is evident

below .

(2)

BAKWERI	DUALA
mbóà ——————— 'Village'	mbóà ——————— 'Home'
mwíndì ——————— 'Dry Land'	mùndì ——————— 'Village'

It is likely that this resemblance in words be explained by the assumption that, all these ethnic groups originated from the same area . The following map illustrates the major language zones of Cameroon . The Bakweri language falls within the Coastal Bantu zone .

(See map on the next page)

1. MAJOR LANGUAGE ZONES OF CAMEROON

KEY

TCHADIC

ADAMAWA

BANTU

TCHADIC

ADAMAWA-
UBANGUIEM

WESTERN
GRASSFEILD

AND
BANTU
IN THE
BROAD
SENSE

TIKARI

EASTERN
GRASSFEILD

NON-BANTU
BENUE-CONGO

BAFIA

COASTAL
BANTU

MBAM

NORTH-EAST
EQUATORIAL BANTU

2. The KPE and other tribes of the Cameroon Mountain.
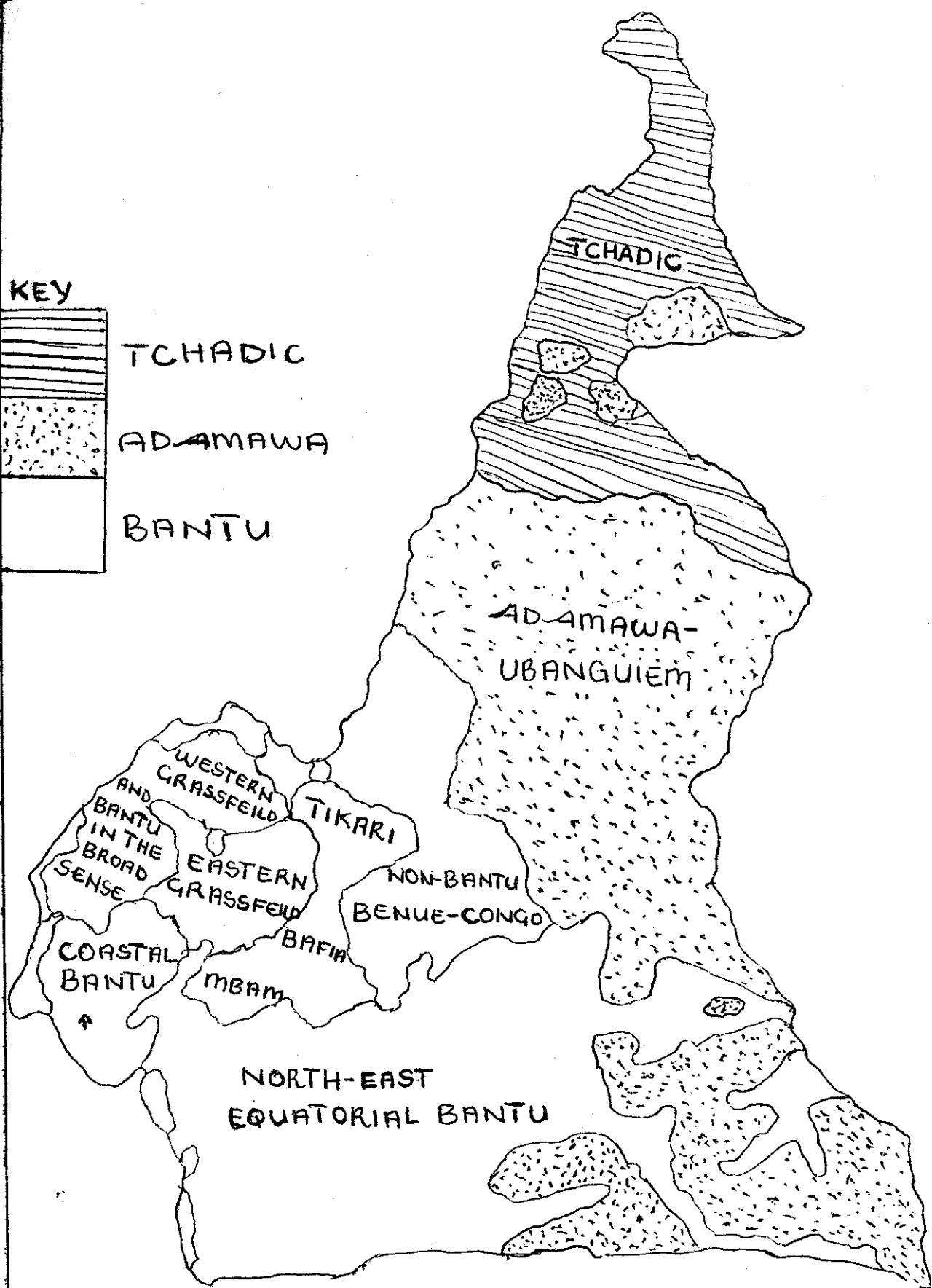
THE KPE
AND OTHER TRIBES
OF THE
CAMEROON MOUNTAIN
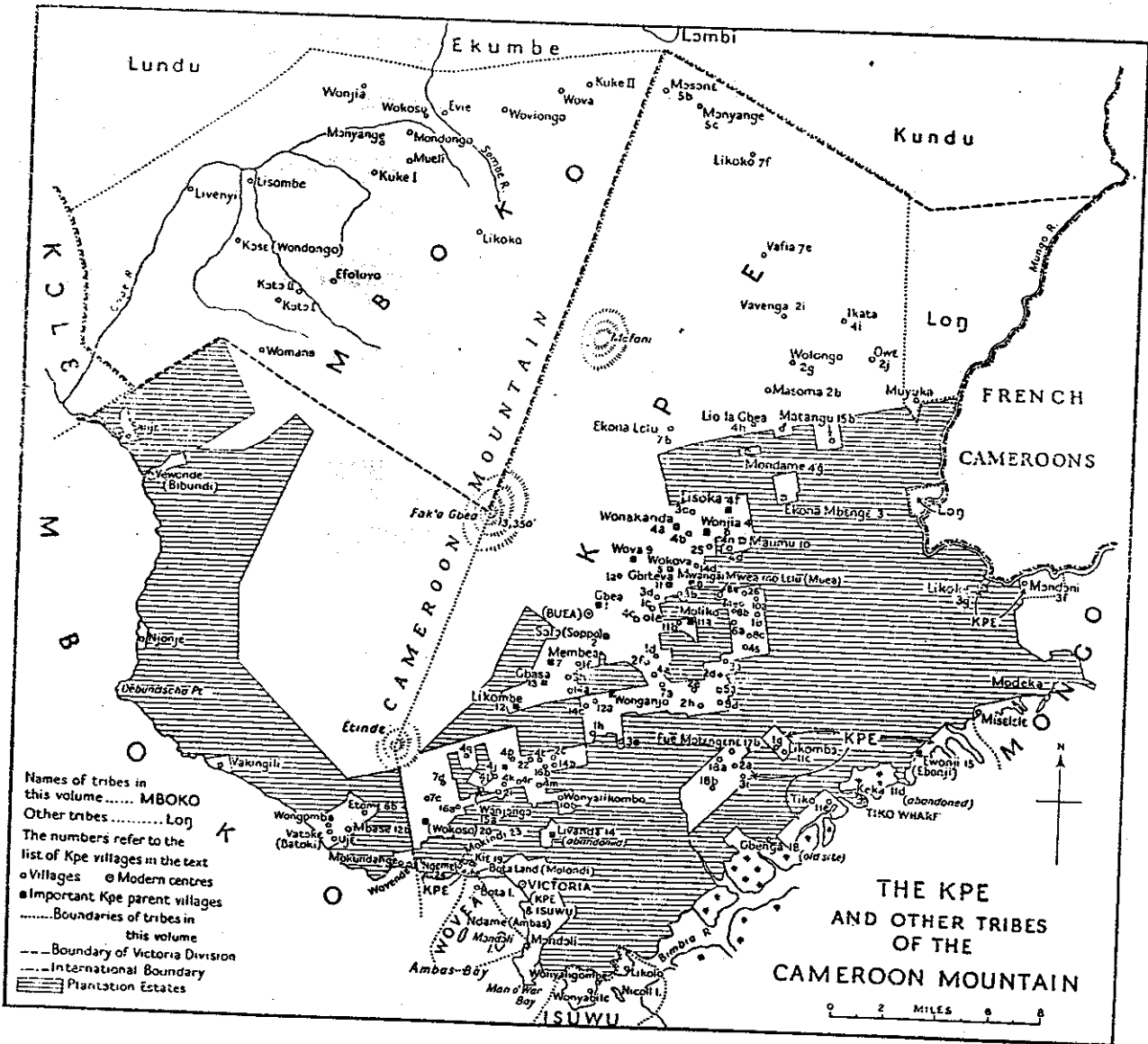
SOURCE : ARDENER (1956)

1.4   LANGUAGE CLASSIFICATION

African languages have been divided into language families on the basis of their similarities . This classification gives rise to four major language families which are the following :

Niger -Kordofanian

Nilo - Saharan

Afro - Asiatic   and

Khoisan .

The Bakweri language belongs to the Niger -Kordofanian family . Welmers (1973), Greenberg (1970), are those who have actually contributed to the classification of these languages . The Bakweri language falls among the languages of the North Western group . Guthrie (1967) refers to this group as zone A . The language belongs to the group, A 20 .

The accompanying map shows the major language divisions of Africa .

LANGUAGE DIVISIONS OF AFRICA

SOURCE : ALCAM (1983)
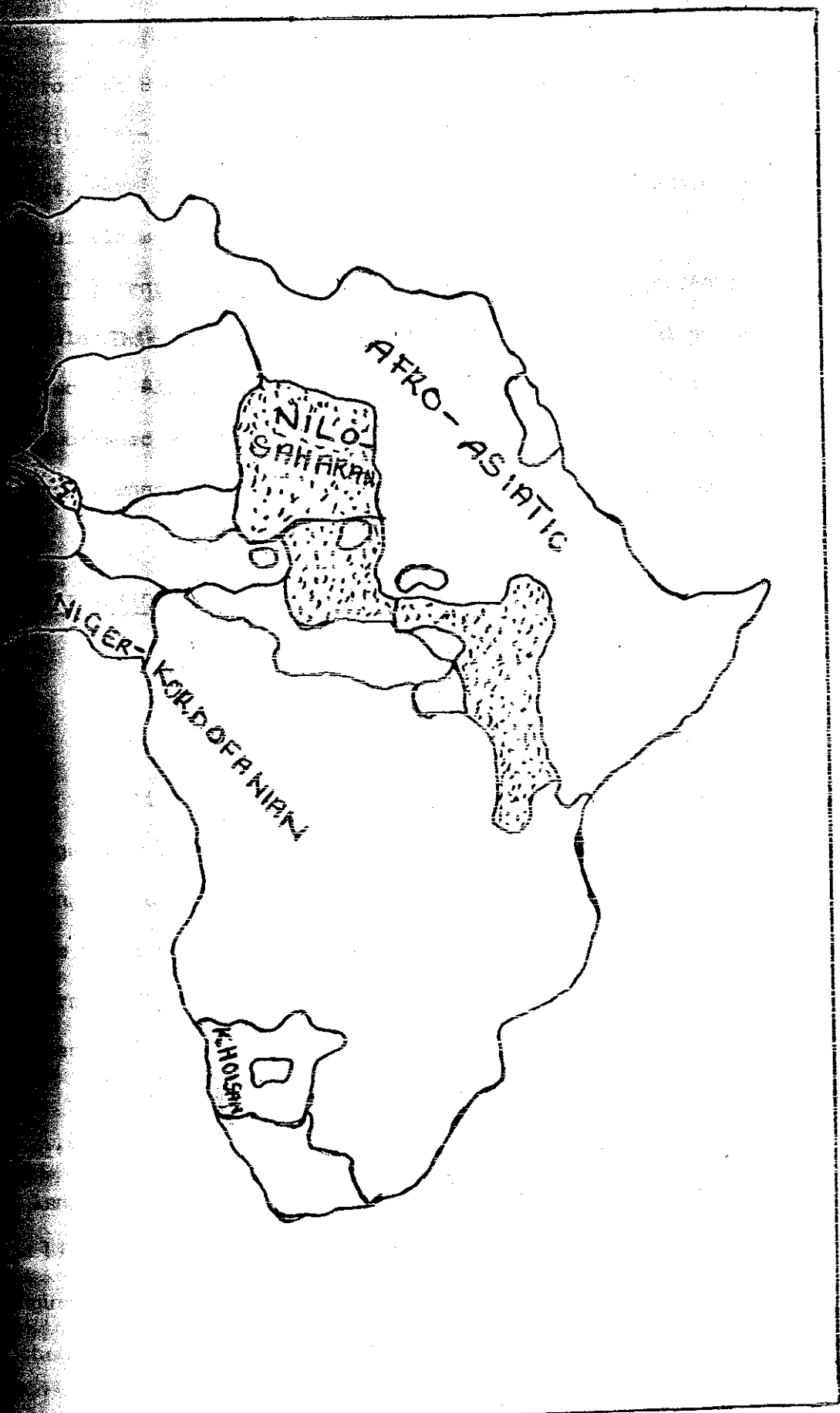
1.5   LITERATURE REVIEW

Whereas a language like Duala which falls within the same language group as Bakweri, has been given some substantial description by linguists like Ittmann (1978), Nseme Cledor (1985) and the Basel missionaries, very little has been done on the Bakweri language. The published linguistic work on Bakweri has been done by Ittmann. Ardener (1956) in his 'Coastal Bantus of the Cameroons' treats different sections of the Bakweri people. This book is more of a historical and cultural piece than a linguistic work . All the same, there are some natives from this area who possess unpublished stories and articles, as was the case with somebody like Ngundu Francis, whose structured lessons from S I L are near publication.

1.6   MOTIVATION

The motivation for this work comes from a number of simple reasons :

the very first of these reasons is that, much has not been done on the Bakweri language . This actually makes the language in need of more description. The language of a people is very important, especially when one has to consider the point that, a language is a very significant mode of expressing their culture . This therefore calls for the description and definition of all languages .

The second reason stems from the fact that, the Bakweri language with which this work is concerned, falls within the Bantu family group of languages . These are languages mostly associated with noun class systems . Linguists engage themselves in the description of various parts of human languages . Some parts become more fundamental to the rest of the description than others. The noun classes could be considered in this light

especially as they are very characteristic of Bantu languages. The following
quotation from Welmers (1973) emphasises the importance of understanding
noun classes in Bantu languages :

> It is the Bantu languages which are the
> most commonly associated with noun class
> systems . In this very large group, there
> is a substantial amount of homogeneity in
> the noun class system and their grammati-
> cal functions ... their grammatical funct-
> ion is maximal .

And of course, the Bakweri language, being a Bantu language, the
grammatical functions of its noun classes should be maximal . The description
of the noun classes of this language needs a careful attention, since there
are enormous complexities found in noun classes in general, as stated by
Hyman (1977) .

1.7 METHOD

In order to accomplish this task, the following method was
used :

First of all, a list of 2000 words was got from S.I.L. From this list,
850 nouns were sorted out . In the field, the equivalence of these nouns was
got in Bakweri through the assistance of four informants . The roots of the
nouns were separated from their prefixes . Nouns having identical prefixes
which had the same concords were grouped together as classes . As the
analysis progressed, a further testing of the distinctiveness of the various
classes was done, taking note of affinities with Bantu generalities as the
parent language group of Bakweri .

1.8 ORGANISATION OF THE WORK

Chapter One in effect, is an introduction of Bakweri
both as a place and a language . The geography, history, the classification

of the language and a review of the literature existing in Bakweri, including the significance of this study, are explained and discussed .

Chapter Two deals with the presentation of the various noun classes .

Chapter Three is mainly concerned with the concord system of Bakweri nouns.

Chapter Four then deals with the semantic content of the various noun class genders .

Finally, Chapter Five stands as the general conclusion including suggestions for further research .

CHAPTER   TWO

2.1   INTRODUCTION

The main task involved in this chapter is the analysis of the various noun classes in Bakweri . However, before getting into the study of the noun classes proper, a brief sketch of the phonology of the language appears necessary . This will provide the tool we need for the phonetic transcription of the data we need for this study . Fortunately enough, a preliminary (unpublished) sketch of the sound system of Bakweri done by Ngundu Francis (1984) exists . The essential and relevant aspects of this work will be presented below to gain time . The vowel system will be looked at, followed by the consonant system . After this will then follow the syllable structure of the language and the presentation of the tones . The phonetic transcription used in this work has been adopted from the General Alphabet Of Cameroon Languages . (Maurice T. and Etienne S. 1984)

2.1.1   PHONETIC VOWELS

The following are the phonetic vowels found in Bakweri :

- a   - o
- e   - u
- ε   - ɔ
- i

It is possible to have all these vowels lengthened(Long vowels). The following nouns illustrate these long vowels :

è:mbè _____'Corpse'	(1)	ì:já _____'Pus'
mɔ̀:lí _____'Hill'		mù:lù _____'Air'
mɔ̀:lí _____'Rope'		ὲ:mbὲ _____'(Edible) cocoyam leaf'

The accompanying chart illustrates these phonetic vowels .

PHONETIC VOWEL CHART

POSITION OF TONGUE AND LIPS / HEIGHT OF TONGUE	FRONT UNROUNDED	FRONT ROUNDED	CENTRAL	BACK UNROUNDED	BACK ROUNDED
HIGH (CLOSED)	i i:				u u:
HIGH (MID)	e e:				o o:
LOW (MID)	ɛ ɛ:				ɔ ɔ:
LOW (OPENED)			a a:		

TABLE 2.1

2.1.2   CONSONANTS

      The following are the phonetic consonants found in Bakweri :

- p	- m	- gb	- ß
- b	- n	- nd	- f
- c	- l	- ŋg	- v
- k	- y	- ny	- ŋgb
- j	- w	- mb	- z
- t	- kp	- nj	

      Some of these consonant sounds should not surprise any native speaker . What actually interests us here is the phonetic representation of the sounds of this language . Thus, instead of having representations such as - hf - , - hw - , and - hz - , the sounds /v/ (/ß/), /w/ and /z/ have been used respectively . The accompanying chart illustrates the manner and place of articulation of these consonants .

      (chart on the next page)

TABLE 2.2

PLACE OF ARTICULATION	STOPS VLSS	STOPS VD	AFFRICATES VLSS	AFFRICATES VD	FRICATIVES VLSS	FRICATIVES VD	PRE-NASALIZED STOPS AFFRIATE	NASALS	LATERALS	GLIDES
BILABIALS	p	b				β	mb	m		
LABIO-DENTALS					f	v				
ALVEOLARS	t	d			s	z	nd	n	l	
PRE-PALATALS			c	ɟ			nj			
PALATALS								ny		y
VELARS	k	g				ŋg				
LABIO-VELARS	kp	gb				ŋgb				w

2.1.3   SYLLABLE STRUCTURE OF NOUNS (NOMINAL STRUCTURE)

As far as the Bakweri nouns are concerned, the following are the possible syllable structures that can be obtained :

SYLLABLE PATTERN	EXAMPLE	GLOSS	NOUN PATTERN
(2) V	/ ètó /	'Rat'	V.CV
CV	/ kɔ́/	'Snail'	CV
CVV	/ mbóà /	'Village'	CVV
CVCV	/ màlì /	'Money'	CVCV

It should be noted here that the most predominant of these syllable patterns is the CVCV pattern . This language does not seem to permit the occurence of consonant clusters, at least in nouns . On the other hand, there are vowel sequences occuring together in the syllable as in (3) below :

(3)   mbóà ───────── 'Village'

njìá ───────── 'Road'

ŋgòá ───────── 'Pig'

One factor that favours the occurence of these vowels in a sequence is the process of affixation that brings together noun prefixes that end with a vowel, and noun roots that begin with a vowel . The following nouns in their plural forms illustrate this process :

(4)   mà-òβá ─────'Doors'   (CL.6)

mà-ènì ───────'Mirrors' (CL.6)

wà-éndèlí ──── 'Travellers' (CL.2)

As could be seen from the examples,the prefixes

of these nouns according to the classes indicated in brackets, end with
vowels . The noun roots begin with vowels . Thus, when the prefix is affixed
to the noun root, the result is a vowel sequence .

2.1.4   TONES

The Bakweri language is characterized by four level tones .
These level tones are :

H (High)

L (Low)

LH (Low-High rising tone)

HL (High-Low falling tone)

These tone levels are represented in the following examples :

(2)   kpélí _____ 'Death' (High)

           mòtò _____ 'Person' (Low)

           ŋgbâ_____ 'Dog' (falling tone)

           móŋgǒ _____ 'Caterpillar' (rising tone')

The following tonal forms are found in Bakweri :

(a) __monosyllabic :__

          kɔ́_____ 'Snail' (High)

          ndà _____ 'Cocoyam' (Low)

(b) __disyllabic :__

          wàtò _____ 'Person' (LL)
          ŋgólí _____ 'Belt' (HH)
          mbóà _____ 'Village' (HL)
          njìlá _____ 'Lion' (LH)

(c) __trisyllabic__

          èlùwà _____ 'Market' (LLL)
          mólánà _____ 'Woman' (HHL)
          èwàkí _____ 'Monkey' (LLH)

mòkókó _____ 'Sugarcane'(LHH)

lìtśvè _____ 'Chaff' (LHL)

ínjùmá _____ 'Wars' (HLH)

2.2 <u>NOUN CLASSES</u>

A noun class can be defined as a group of words that dist-
inguish themselves in a language by common prefix . There are situations where
a tone on the prefix makes all the difference .

Noun classes usually divide nouns into singular and plural
pairs . These pairs constitute what is generally known as genders . On the
other hand, there are certain classes, for example, those of liquids, that
often donot have plurals . Among the genders of nouns are,double class genders
and single class genders . The double class genders are those that normally
have singular and plural forms .

As is the situation, the singular and plural states of
nouns are distinguished morphologically by prefixes . This can be seen in the
following examples :

(5)   Sg. lì-yáì
                                 _____ 'Stone'
             Pl. mà-yáì

             Sg. mò-kókó
                                 _____ 'Sugarcane'
             Pl. mè-kókó

             Sg. è-tùlù
                                 _____ 'Lamp'
             Pl. wè-tùlù

In the above examples, the prefixes lì- , mà-, mò-, mè-, è-
and wè- , distinguish the plural and singular forms of 'Stone' , 'Sugarcane
and 'Lamp' .

One other pertinent point that should be made mention of,
concerning noun classes is that, nouns of a particular class are at times

semantically correlated . Nouns of the following semantic content tend to be-

long to the same class :

- abstracts

- **diminutives**

- infinitives

- derived nouns

-liquids

-human (persons)

- borrowed words

Besides this, one realizes that nouns of all kinds of

semantic origin could be found in the same class . The classes that can be-

singled out as showing some consistency are classes 1 and 2 (persons) and

class 6a (liquids) .

From the analysis, 14 noun classes have been identi-

fied in Bakweri . Some of these classes have identical noun prefixes . It is

partly through the concords discussed in chapter three that they have been

confirmed as classes ; that is, certain nouns occur with a specific set of

concording elements .Besides this method, the individual noun classes have b

regarded as being contrastive to others through the different noun prefixes

that the different classes of nouns possess,and also through the pairing of

a certain class with another as singular and plural . This last method canno

be applied when the singular/plural phenomenon is not necessary, as is the

case with mass and abstract nouns . The numbering system that has been used

here is in accordance with the Proto-Bantu system, as reconstructed by

Welmers (1973) .

Below is a recapitulative table of the noun classe

of Bakweri with the following columns :

Column 1 : This column carries the numbers of the various noun classes . The

classes are 1, 2, 3, 4, 5, 6, 6a, 7, 8, 9, 10, 13, 14, 19 . These are the 1

noun classes that have been identified in Bakweri .

Column 2 : This column carries the various noun prefixes of Bakweri, that
correspond to the different class numbers presented in column 1 .Below the
table could be found a detailed analysis of the prefixes with their various
contexts of appearance where this is applicable .

Column 3 : Column 3 presents the proto-Bantu noun prefixes for the various
classes that have been signaled in Bakweri . It should be noted here that,
despite the resemblance in the prefixes of some of the classes, between
Bakweri and proto-Bantu, there are also differences that have been brought
about either by a loss in certain consonants , or a change in vowel .

Column 4 : Column 4 carries examples of Bakweri nouns for each class .

Column 5 : Column 5 contains merely the gloss (in English) of these
examples .

(See table on the next page).

NOUN CLASSES AND PREFIXES

CL.	BAKWERI	PROTO-BANTU	EXAMPLE	GLOSS
1	mò- , mw- , mù-	mo-	mò-tò , mw-ànà mù-nyánà	Person , Child , Man .
2	wà-	va-	wà-nà	Children .
3	mò- , mw-	mo-	mò-kókó , mw-â	Sugarcane , Hoe .
4	mè-	me-	mè-kókó	Sugarcanes .
5	lì-	le-	lì-kómbà	Forest .
6	mà-	ma-	mà-kómbà	Forests .
6a	mà-	ma-	mà-lúwá	Water .
7	è-	ke-	è-kàkà	Mat .
8	wè-	vi-	wè-kàkà	Mats .
9	N- , Ø-	ne-	ndáwò , kɔ́	House , Snail .
10	í-	li-ne-	í-ndáwò	Houses .
13	yò-	to-	yò-nɔ̀ní	Birds .
14	wò- , gb-	vo-	wò-lòwá , gb-àβà	Toilet , Snake
19	ì- , j-	pi-	ì-nɔ̀ní , j-ónó	Bird , Finger .

TABLE 2.3

2.3   NOUN PREFIXES

In this section, the identified noun classes in Bakweri will be treated one after the other, and their noun prefixes will be given . The following are the various classes and their prefixes .

2.3.1   CLASS 1

The prefix for this class is mò- , and it has as allomorphs, mù- and mw- . The Proto-Bantu prefix is mo- . It should be noted here that all the corresponding Proto-Bantu prefixes for these classes were collected before stems with an initial consonant . These prefixes are therefore bound to change , or have different allomorphs , especially when they occur before stems having an initial vowel . The basis from which a prefix has here been considered a basic allomorph, and therefore being the prefix, while the others are allomorphs, is on its frequency of occurence in the class . Below are examples of the class 1 nouns .

(6)   mò-tò
           'Person'

           mó-lánà
           'Woman'

           mò-kútú
           'Servant'

           mò-mbàkì
           'Elder'

           mù-nyénà
           'Man'

           mò-límò
           'Ghost'

           mw-ànà
           'Child'

           mò-lèlì
           'Teacher'

We realize that the class 1 prefix for Bakweri, which is also identical to that of Proto-Bantu mo- , remains stable when the root word begins with a consonant . On the other hand, where the root word begins with a vowel there occurs some labialization and a change in the vowel / O /. Instead of having a word like - mǒ̀ǎ̀nà -, for 'Child' , we get but mwànà . It is also worthwhile noticing that the tone on the prefix is consistently low . **The only class with a high tone prefix is class** 10 .

2.3.2   CLASS 2

The prefix for this class is wà- , while the corresponding Proto-Bantu prefix is ba- . Here also, one other significant point about the Bakweri language must be brought out . If one has to consider another typical coastal Bantu language like Duala, with which Bakweri shares a lot of linguistic similarities, it is seen that, the prefix for this class remains identical to that of Proto-Bantu, which is ba- . In Bakweri, most of the / b / sounds have been changed to a sound that could be considered a combination of the bilabial fricative / β / and the semi vowel / w / . For the purpose of this work, and for convenience, the semi vowel / w / has been used to represent this sound . Examples of nouns from this class are the following :

(7)   wà-tò
           'Persons'

           wà-kálá
           'Europeans'

           wà-kútú
           'Servants'

           wà-múnyámì
           'Husbands'

           wà-límò
           'Ghosts'

           wà-lèlì
           'Teachers'

           wà-nà
           'Children'

2.3.3   CLASS 3

          The class 3 prefix for Bakweri is mò- , which also corr-
esponds to the Proto-Bantu class 3 prefix, mo- . One realizes immediately that
this prefix is identical to the class 1 prefix mò- ; as such, the distinction
must be made . Generally speaking,the Bantu noun class double gender made up
of classes 1 and 2 (1/2), contains mostly personal nouns (i.e nouns that con-
cern human beings) . This is evident in the examples given under classes 1
and 2 . What actually distinguishes this class 3 prefix from the class 1 pre-
fix is the semantic content of the two classes, and the fact that nouns from
these two classes take their plural forms from two separate classes .

          Below are examples of class 3 nouns .

          (8)   mò-kókó
                        'Sugarcane'

                        mò-kòmbá
                        'Gun'

                        mò:-lí
                        'Hill'

                        mʉ-â
                        'Hoe'

          The same process that occurs in the class 1 prefix mò- ,
where before a vowel root, / O / may become affected, also occurs here . For
example, there is - mʉâ for 'Hoe' and not -mòâ.

2.3.4   CLASS 4

          The prefix for this class is mè- , and the corresponding
Proto-Bantu prefix is also me- . The following are examples of the class 4
nouns :
          (9)   mè-kókó
                        'Sugarcanes'

mè-kòmbá
'Guns'

mè-â
'Hoes'

mè-ǒlí
'Hills'

2.3.5   CLASS 5

The prefix for class 5 is lì- ,but the corresponding Proto-Bantu prefix for this class is le- . This prefix appears to be vrey stable . Whether it occurs before consonant or vowel roots, it is not affected . Below are examples of nouns from this class .

(10)   lì-kómbà
'Forest'

lì-yáì
'Stone'

lì-βɔ̀ndí
'Hole'

lì-wɔ̀wɛ̀
'Spider'

lì-ɛ̀ní
'Mirror'

lì-wàwɛ̀
'Wing'

lì-nɔ̀ŋgɔ̀
'Bed'

lì-òβá
'Door'

lì-wɔ́
'Neck'

lì-wàtù
'Cloth'

lì-tɡ́tú
'Hump (of cow)'

2.3.6   CLASS **6**

The noun prefix for class 6 is mà- . This is identical to the Proto-Bantu prefix for this class. Below are examples of nouns from this class .

(11)   mà-yáì
              'Stones'

              mà-βɔ̀ndí
              'Holes'

              mà-wàwɛ̀
              'Wings'

              mà-wɔ̀wɛ̀
              'Spiders'

              mà-wàtù
              'Clothes'

              mà-wɛ̀ndí
              'Knives'

              mà-nɔ̀ŋgɔ̀
              'Beds'

              mà-ɛ̀ní
              'Mirrors'

2.3.7   CLASS **6a**

Already, it has been mentioned in the introduction that it is common to find nouns of the same origin belonging to the same class, though it is still possible to find nouns of several origins mixed up in the same class . Most linguists, if not all, working with the Bantu languages have singled out the double class gender 1/2 . Nouns belonging to this class have, to a great extent, always maintained some stability . The nouns of this class are usually of the human nature .

Another class that has acquired some particuliarity is class 6a . The prefix of   this class is also mà- ; a prefix that correspo-nds with that of Proto-Bantu . This class shows some stability in terms of both its semantic content and its prefix . As far as the Bantu languages are

concerned, it now appears to be a universal experience for nouns of class 6a to be liquids .

Below are examples of class 6a nouns in Bakweri .

(12)　　　mà-lúwá
　　　　　　　'Water'

　　　　　　　mà-ìjá
　　　　　　　'Blood'

　　　　　　　mà-nyɔ́ngɔ́
　　　　　　　'Breast milk'

　　　　　　　mà-ùjá
　　　　　　　'Palm oil'

　　　　　　　mà-nyàngà ŋgélé
　　　　　　　'Kerosene'

But not all liquids occur in this class, as could be seen in ti nouns :

(13)　　　ì:-já　　(Cl. 10)
　　　　　　　'Pus'

　　　　　　　è-tɔ́kɔ́　　(Cl.7)
　　　　　　　'Sweat'

Despite the fact that the prefix of class 6 and class 6a are tical, the difference between the two classes is that, while class 6 nouns the plurals of class 5 nouns, and are made up of nouns of diverse origins, class 6a nouns are mostly liquids .

2.3.8　　　CLASS 7

The prefix for nouns of this class is è- , while the co esponding Proto-Bantu prefix for this class is ke- . Some examples of noun from this class are the following :

(14)　　　è-lèlà
　　　　　　　'Duck'

　　　　　　　è-tàndá
　　　　　　　'Insect'

è-yé
'Stick'

è-wòwà
'Prison'

è-tùlù
'Lamp'

è-kàkà
'Mat'

è-wòkà
'Compound'

è-lùwà
'Market'

è-tókó
'Sweat'

è-wàkí
'Monkey'

è-lìngè
'Shadow'

There is an allomorph for the prefix of this cl:
which is y- . From the above examples , we see that the noun roots all begi:
with a consonant or a semi vowel . Where the noun root begins with a vowel,
the prefix in this case will be y- Examples of class 7 nouns with the y- pr
fix are the following :

(15)   y-óndó
'Axe'

y-àlĭ
'Leaf'

2.3.9   CLASS 8

The prefix for class 8 nouns is wè- . The Proto-E:
prefix for this class is vi- . Below are examples .

(16)   wè-wóló
'Works'

wè-lùwà
'Markets'

wè-wàkí
'Monkeys'

wè-lùkà
'Bottles'

wè-kpènì
'Safety pins'

wè-yàlì
'Leaves'

wè-tùlù
'Lamps'

wè-yé
'Sticks'

wè-wòkà
'Compounds'

wè-wòwà
'Prisons'

wè-kàkà
'Mats'

2.3.10 CLASS 9

The prefix for this class is the homorganic nasal N- , having as allomorph, the Ø- prefix . The corresponding Proto-Bantu prefix is n- . Below are examples of class 9 nouns :

(17) mwàyé
'Light'

mbàkì
'Cloud'

mbéndà
'Law'

ndóló
'Love'

njɔ̀kù
'Elephant'

njìá
'Road'

njìlà
'Lion'

mbólì
'Goat'

nyàkà
'Cow'

nyìnyá
'Louse'

ndókó
'Potato'

nyàmà
'Animal (meat)'

mbóà
'Village'

ŋgólì
'Belt'

ŋgbâ
'Dog'

njɔ̌:
'Tiger'

njùwè
'Deer'

Here are examples of class 9 nouns with the Ø prefix.

(18)   kɔ́tɔ́
'Fence'

túmbá
'Floor'

wàŋgà
'Bush'

vènjù
'Cockroach'

kɔ́
'Snail'

kàlàtì
'Book'

ɓéì
'Viper'

2.3.11   CLASS 10

The prefix for this class is í-. The Proto-Bantu prefixes
are li- ne- . Examples of nouns from this class are the following :

(19)   í-njìá
              'Roads'

              í-njùwè
              'Deers'

              í-njìlà
              'Lions'

              í-tàmbá
              'Hats'

              í-mbólì
              'Goats'

              í-nyàkà
              'Cows'

              í-ŋgbê
              'Dogs'

              í-mbéndà
              'Laws'

              í-njɔ̀kù
              'Elephants'

              í-nyàmà
              'Animals'

              í-kɔ́
              'Snails'

              í-túmbá
              'Floors'

2.3.12   CLASS 13

The prefix for this class is yò- . The Proto-Bantu
prefix for class 13 is to- . The following are examples of nouns from this c

(20)   yò- wòní
              'Cartridges'

              yò-lùkà
              'Bottles'

yò-wóŋgó
'Boxes'

yò-lùkà
'Rooms'

One striking point to note about the prefix of this class is that, it is
possible to use the wè- prefix and come up with the same meaning . The prefi
can be used as follows :

(21)   wè-nɔ̀ní
          'Birds'

          wè-lùkà
          'Bottles'

          wè-lùkù
          'Rooms'

          wè-wóŋgó
          'Boxes'

          wè-wɔ̀ní
          'Cartridges'

In this analysis, the prefix yò- has been used for class 13 so as
make the class distinct from class 8 which possesses the same prefix wè- .

2.3.13   <u>CLASS 14</u>

The noun prefix for this class is wo- and the allomorph is gb- . T
Proto-Bantu form is vo- . The following are examples of nouns of this class.

(22)   wò-lòwá
         'Toilet'

         wò-lùwé
         'Waist'

Infront of nouns having a vowel root, the wo- prefix changes to gb-
Below are examples of nouns with the gb- prefix .

(23)   gb-àɓà
         'Snake'

         gb-è
         'Tree'

2.314   CLASS 19

The prefix of nouns from class 19 is ì- , and it has as allomorph The Proto-Bantu prefix for this class is pi- . Examples of nouns from this class are:

those having ì- as prefix,

(24)   ì-wǒní
           'Cartridge'

           ì-lìɓóànì
           'Key'

           ì-nɔ̀ní
           'Bird'

           ì-lùkà
           'Bottle'

           ì-wóŋgó
           'Box'

those having j- as prefix,

(25)   j-óŋgó
           'Pot'

           j-óndó
           'Ring'

           j-ónó
           'Finger'

CHAPTER THREE

CONCORD SYSTEM

In the preceding chapter, the noun classes and the noun prefixes were discussed . This chapter will be a presentation and discussion of the concord system . Coming at the end of the chapter will be a summary of the prefixes of the various concords . The following concord systems will be presented :

Numerals : Lower numerals 1 , 2 , 3 , 4 .

Possessives : 'My', 'Your', 'His', 'Your'(pl), 'Our' , and 'Their' .

Demonstratives : 'This' (near), 'That' (far off) .

Adjectives : 'Big' ,'Small' , 'Red' , 'Black' .

Associative concord .

Subject pronouns

Object pronouns

3.1   NUMERALS

The different numerals are as follows ;

'1' -yɔ̀kɔ́

'2' -wéwà

'3' -wéyáɔ̀

'4' -wéní

As it is very obvious, the number '1' is a singular number . It therefore concords only with the singular classes of this language . The singular classes are classes 1 , 3 , 5 , 7 , 9 , 14 , and 19 . They are seven in all . Below are examples of nouns from these classes used with the numeral '1' .   (See examples on the next page)

CL. 1   mò-tò m-ɔ̀kɔ́

(1)   (person one)

'One person'

mu-ànà m-ɔ̀kɔ́

(child one)

'One child'

CL. 3   mò-kɔ́kɔ́ m-ɔ̀kɔ́

(sugarcane one)

'One sugarcane'

mò-kòmbá m-ɔ̀kɔ́

(gun one)

'One gun'

CL. 5   lì-yáî l-ɔ̀kɔ́

(stone one)

'One stone'

lì-ɛ̀ní l-ɔ̀kɔ́

(mirror one)

'One mirror'

CL. 7   è-lèlà y-ɔ̀kɔ́

(duck one)

'One duck'

è-tàndá y-ɔ̀kɔ́

(insect one)

'One insect'

CL. 9   njìá ɓ-ɔ́kɔ́

(road one)

'One road'

kɔ́tɔ́ ɓ-ɔ́kɔ́

(fence one)

'One fence'

CL. 14   wò-lòwá w-ɔ̀kɔ́

(toilet one)

'One toilet'

wò-zó w-ɔ̀kɔ́
(face one)
'One face'

CL. 19   ì-nɔ̀ní j-ɔ̀kɔ́
(bird one)
'One bird'

ì-lùkà j-ɔ̀kɔ́
(bottle one)
'One bottle'

The rest of the plural numbers concord with the plural classes which are classes 4 , 6 , 8 , 10 ,and 13 . As far as the numerals are concerned, class 6a which is made up of liquids has been left out since Bakweri like most other languages , does not consider liquids to be countable .

The following are nouns from these plural classes used with plural numbers . For illustration, the numbers '2' '3' and '4' have been used .

CL. 2   wà-tò.wà-wà
(persons two)
'Two persons'

(2)
    wà-nà wà-wà
(chidren two)
'Two children'

wá-láná wá-yàó
(women three)
'Three women'

wà-kòmè wá-yàó
(slaves three)
'Three slaves'

wà-nà wà-ní
(children four)
'Four children'

CL.

CU.

mà-yáì má-ní

(stones four)

'Four stones'

mà-ɓɔ̀ndí má-ní

(Holes four)

'Four holes'

CL. 8

wè-lèlà wé-wà

(ducks two)

'Two ducks'

wè-lùkà wé-wà

(bottles two)

'Two bottles'

wè-wàkí wé-yáò

(monkeys three)

'Three monkeys'

wè-lùkà wé-yáò

(bottles three)

'Three bottles'

wè-kàkà wé-ní

(mats four)

'Four mats'

wè-wàkí wé-ní

(monkeys four)

'Four monkeys'

CL. 10

njìá í-wà

(road two)

'Two roads'

kɔ́ í-wà

(snail. two)

'Two snails'

mbólì í-yáò

(goat three)

'Three goats'

kɔ́tɔ́í-yáò

(fence three)

'Three fences'

njìá í-nɛ̀í

(road four)

'Four roads'

CL. 13   yò-lìßóànì yó-wà

(keys two)

'Two keys'

yò-wóngó yó-wà

(boxes two)

'Two boxes'

yò-lùkù yó-yáò

(rooms three)

'Three rooms'

yò-wóngó yó-yáò

(boxes three)

'Three boxes'

yò-lìßóànì yó-ní

(keys four)

'Four keys'

yò-lùkù yó-ní

(rooms four)

'Four rooms'

3.1.1   NUMERAL CONCORD

From all these numeral constructions, the following numeral conc-

ords have been obtained for the different classes, with the exception of

class 6a :

SINGULAR CLASSES

CL.	CONCORD
1	mˋ-
3	mˋ-
5	lˋ-
7	yˋ-
9	ɓˊ-
14	wˋ-
19	jˋ-

PLURAL CLASSES

CL.	CONCORD
2	wà -
4	mé -
6	má -
8	wé -
10	í -
13	yá -

NUMERAL CONCORD .

CL.	EXAMPLE	GLOSS	(1) yɔ̀kɔ́	(2) wêwà	(3) wêyàô	(4) wêní
1	mò-tò	Person	m-ɔ̀kɔ́			
2	wà-tò	Persons	--	wà-wà	wà-yàô	wà-ní
3	mò-kòmbâ	Gun	m-ɔ̀kɔ́	--	--	--
4	mê-kòmbâ	Guns	--	mê-wà	mê-yàô	mê-ní
5	lì-yàî	Stone	ì-ɔ̀kɔ́	--	--	--
6	mà-yàî	Stones	--	mà-wà	mà-yàô	mà-ní
7	è-lèlà	Duck	y-ɔ̀kɔ́	--	--	--
8	wè-lèlà	Ducks	--	wè-wà	wè-yàô	wè-ní
9	njìlà	Lion	ɛ-ɔ̀kɔ́	--	--	--
10	njìlà	Lion	"	í-wà	í-yàô	í-ní
13	yò-lùkù	Rooms	--	yò-wà	yò-yàô	yò-ní
14	wò-lòwà	Toilet	w-ɔ̀kɔ́	--	--	--
19	ì-nɔ̀nî	Bird	j-ɔ̀kɔ́	--	--	--

TABLE 3.1

As could be seen from the table, the different numerals used are '1' , '2' , '3' , and '4' .At this level again , one notices that class 1 and class 3 have an identical concord . The difference between these two classes had been brought out in chapter two .

One other pertinent point to note here is that, the numerals of Bakweri are post nominal , as could be seen from the examples that have been used .

3.2   POSSESSIVES

The possessive stems that are used here are the following :

'My '

'Your'

'Our'

'His'

'Their'

'Your' (plural)

These possessives are used with nouns of the different classes found in Bakweri . This is exemplfied in the following constructions according to the various noun classes .

CL. 1   mó-láná w-ámì
                  (woman   CM. my)
                  'My woman'
      (3)   mò-kòmè w-ámì
                  (slave   CM. my)
                  'My slave'

                  mó-láná w-áŋgɔ́
                  (woman   CM. your)
                  'Your woman'

mò-kòmè w-áŋgɔ́
(slave   CM. your)
'Your slave'

mò-kòmè w-éní
(slave   CM. his)
'His slave'

mò-mbákí w-éní
(elder   CM. his)
'His slave'

mò-kòmè w-ázú
(slave   CM. our)
'Our slave'

mò-mbákí w-ázú
(elder   CM. our)
'Our elder'

mò-mbákí w-ányú
(elder   CM. your(pl.)
'Your elder'

mò-kòmè w-ányú
(slave   CM. your(pl.)
'Your slave'

mò-kòmè w-áwú
(slave CM. their)
'Their slave'

mò-mbákí w-áwú
(elder   CM. their)
'Their elder'

CL. 2   wà-nà w-ámì
(children CM. my)
'My children'

wá-lánà w-ámì
(women CM. my)
'My women'

wà-nà w-áŋgɔ́
(children CM. your)
'Your children'

wá-lánà w-áŋgɔ́
(women CM. your)
'Your women'

wà-nà w-éní
(children CM. his)
'His children'

wá-lánà w-éní
(women CM. his)
'His women'

wà-nà w-ázú
(children CM. our)
'Our children'

wá-lánà w-ázú
(women CM. our)
'Our women'

wà-nà w-ányú
(children CM. your(pl.))
'Your children'

wá-lánà w-ányú
(women CM. your(pl.))

wà-nà w-áwú
(children CM. their)
'Their children'

wá-lánà w-áwú
(women CM. their)
'Their women'

CL. 3   mò-kókó mw-ámì
(sugarcane CM. my)
'My sugarcane'

mò-zíó mw-ámì

(file CM. my)

'My file'

mò-kókó mw-áŋgɔ́

(sugarcane CM. your)

'Your sugarcane'

mò-kòmbá mw-áŋgɔ́

(gun   CM. your)

'Your gun'

mò-kòmbá mw-ázú

(gun   CM. our)

'Our gun'

mò-zíó mw-ázú

(file CM. our)

'Our file'

mò-kókó mw-éní

(sugarcane CM. his)

'His sugarcane'

mò-kòkmbá mw-éní

(gun   CM. his)

'His gun'

mò-kókó mw-áɲú

(sugarcane CM.your(pl.))

'Your sugarcane'

mò-kòmbá mw-áɲú

(gun   CM. your(pl.))

'Your gun'

mò-kókó mw-áwú

(sugarcane CM. their)

'Their sugarcane'

mò-kòmbá mw-áwú

(gun   CM. their)

'Their gun'

CL. 4

mè-kókó mé-ámì

(sugarcanes CM. My)

'My sugarcanes'

mè-kòmbá mé-ámì

(guns   CM. my)

'My guns'

mè-kókó mé-áŋgó

(sugarcanes CM. your)

'Your sugarcanes'

mè-kòmbá mé-áŋgó

(guns   CM. your)

'Your guns'

mè-kókó m-éní

(sugarcanes CM. his)

'His sugarcane'

mè-kòmbá m-éní

(guns   CM. his)

'His guns'

mè-kókó mw-ázú

(sugarcanes CM. our)

'Our sugarcanes'

mè-kòmbá mw-ázú

(guns   CM. our)

'Our guns'

mè-kókó mw-ányú

(sugarcanes CM. your(pl.))

'Your sugarcanes'

mè-kòmbá mw-ányú

(guns   CM. your(pl.))

'Your guns'

mè-kókó mé-áwú

(sugarcanes CM. their)

'Their sugarcanes'

mè-kòmbá mé-ówú
(guns   CM. their)
'Their guns'

CL. 5

.lì-kómbà l-ámì
(forest   CM. my)
'My forest'

lì-yáì l-ámì
(stone CM. my)
'My stone'

lì-kómbà l-áŋgɔ́
(forest   CM. your)
'Your forest'

lì-yáì l-áŋgɔ́
(stone CM. your)
'Your stone'

lì-kómbà l-éní
(forest   CM. his)
'His forest'

lì-yáì l-éní
(stone   CM. his)
'His stone'

lì-kómbà l-ázú
(forest   CM. our)
'Our forest'

lì-yáì l-ázú
(stone CM. our)
'Our stone'

lì-kómbà l-ányú
(forest   CM. your(pl.))
'Your forest'

lì-yáì l-ányú
(stone CM. your(pl.))
'Your stone'

lì-kómbà l-áwú

(forest   CM. thier)

'Their forest'

lì-yáì l-áwú

(stone CM. their)

'Their stone'

CL. 6

mà-kómbà m-ámì

(forests CM. my)

'My forests'

mà-yáì m-ámì

(stones CM. my)

'My stones'

mà-kómbà m-áŋgɔ́

(forests CM. your)

'Your forests'

mà-yáì m-áŋgɔ́

(stones CM. your)

'Your stones'

mà-kómbà m-éní

(forests CM. his)

'His foresrts'

mà-yáì m-éní

(stones CM. his)

'His stones'

mà-kómbà m-ázú

(forests CM. our)

'Our forests'

mà-yáì m-ázú

(stones CM. our)

'Our stones'

mà-kómbà m-ányú

(forests CM. your(pl))

'Your forests'

mà-yáì m-ányú

(stones CM. your(pl.)

'Your stones'

mà-kómbà m-áwú

(forests CM. their)

'Their forests'

mà-yáì m-áwú

(stones CM. their)

'Their stones'

CL. 6a

mà-lùwá m-ámì

(water CM. my)

'My water'

mà-ìjá m-ámì

(blood CM. my)

'My blood'

mà-lùwá m-áŋgó

(water CM. your)

'Your water'

mà-ìjá m-áŋgó

(blood CM. your)

'Your blood'

mà-lùwá m-ázú

(water CM. our)

'Our water'

mà-ìjá m-ázú

(blood CM. our)

'Our blood'

mà-lùwá m-éní

(water CM. his)

'His water'

mà-ìjá m-éní
(blood CM. his)
'his blood'

mà-lùwá m-ányú
(water   CM. your(pl.))
'Your water'

mà-ìjá m-ányú
(blood CM. your(pl.))
'Your blood'

mà-lùwá m-áwù
(water CM. their)
'Their water'

mà-ìjá m-áwù
(blood CM. their)
'Their blood'

CL. 7

è-lìŋgè y-ámì
(shadow CM. my)
'My shadow'

è-wàkí y-ámì
(monkey CM. my)
'My monkey'

è-lìŋgè y-áŋgɔ́
(shadow CM. your)
'Your shadow'

è-wàkí y-áŋgɔ́
(monkey CM. your)
'Your monkey'

è-lìŋgè y-éní
(shadow CM. his)
'His shadow'

è-wàkí y-éní
(monkey CM. his)
'His monkey'

è-lìŋgè y-ázú

(shadow CM. our)

'Our shadow'

è-wàkí y-ázú

(monkey CM. our)

è-lìŋgè y-ányú

(shadow CM. your(pl.))

'Your shadow'

è-wàkí y-ányú

(monkey CM. your(pl.))

'Your monkey'

è-lìŋgè y-áwú

(shadow CM. their)

'Their shadow'

è-wàkí y-áwú

(monkey CM. their)

'Their monkey'

CL. 8

wè-kàkà wé-ámì

(mats   CM. my)

'My mats'

wè-wàkí wé-ámì

(monkeys CM. my)

wè-wàkí wé-áŋgɔ́

(monkeys CM. your)

'Your monkeys'

wè-kàkà wé-áŋgɔ́

(mats   CM. your)

'Your mats'

wè-kàkà w-éní

(mats   CM. his)

'His mats'

wè-wàkí w-éní

(monkeys CM. his)

'His monkeys'

wè-kàkà wé-ázú

(mats   CM. our)

'Our mats'

wè-wàkí wé-ázú

(monkeys CM. our)

wè-kàkà wé-ányú

(mats   CM. your(pl.))

'Your mats'

wè-wàkí wé-ányú

(monkeys CM. your(pl.))

'Your monkeys'

wè-kàkà wé-áwú

(mats   CM. their)

'Their mats'

wè-wàkí wé-áwú

(monkeys CM. their)

'Their monkeys'

CL. 9

mbóà y-ámì

(village CM. my)

'My Village'

mbóà y-áŋgó

(village CM. your)

'Your village'

mbóà y-éní

(village CM. his)

'His village'

kɔ́ y-ányú

(snail CM. your(pl.))

'Your snail'

kɔ́ y-ázú

(Snail CM. our)

'Our snail'

mbóà y-ázú

(village CM. their)

'Their village'

CL. 10 í-mbóà j-ámì

(villages CM. my)

'My villages'

í-kɔ́ j-áŋgɔ́

(snails CM. your)

'Your snails'

í-mbóà j-éní

(villages CM. his)

'His villages'

í-kɔ́ j-ázú

(snails CM. our)

'Our snails'

í-kɔ́ j-ányú

(snails CM. your(pl.))

'Your snails'

í-kɔ́ j-áwú

(snails CM. their)

'Their snails'

CL. 13 yɔ̀-nɔ̀ní wé-ámì

(birds CM. my)

'My birds'

yò-nɔ̀ní wé-áŋgɔ́

(birds   CM. your)

'Your birds'

yò-nɔ̀ní y-éní

(birds   CM. his)

'His birds'

yò-nɔ̀ní wé-ázú

(birds   CM. our)

'Our birds'

yò-lùkù wé-ányú

(rooms   CM. your(pl.))

'Your rooms'

yò-lùkù y-áwú

(rooms   CM. their)

'Their rooms'

CL. 14   wò-lòwá w-ámì

(toilet CM. my)

'My toilet'

wò-lòwá w-áŋgɔ́

(toilet CM. your)

'Your toilet'

wò-lòwá w-éní

(toilet CM. his)

'His toilet'

wò-lùwé w-ázú

(waist CM. our)

'Our waist'

wò-lùwé w-ányú

(waist   CM. your(pl.))

'Your waist'

wò-lùwé w-áwú

(waist   CM. their)

'Their waist'

CL.19   ì-nɔ̀ní j-ámì
            (bird CM. my)
            'My birds'

            ì-nɔ̀ní j-áŋgɔ́
            (bird CM. your)
            'Your bird'

            ì-nɔ̀ní j-ázú
            (bird CM. our)
            'Our bird'

            ì-lùkù j-éní
            (room CM. his)
            'His room'

            ì-nɔ̀ní j-ányú
            (Bird CM. your(pl.))
            'Your bird'

            ì-lùkù j-áwú
            (room CM. their)
            ' Their room'

3.2.1 POSSESSIVE CONCORD

The possessive concord as could be got from the constructions of the various classes is as follows :

CL.	CONCORD
1	w ´-
2	w ´-
3	mw ´-
4	mé -, mw ´-
5	l ´-
6	m ´-

CL.	CONCORD
6a	m´-
7	y´-
8	wé - , w´-
9	y´-
10	j´-
13	wé -,y´-
14	w´-
19	j´-

From the above analysis, one realizes immediately that most of the classes have an identical possessive concord . Classes 1 , 2 and 14 have the same concord . The same is also true of classes 6 and 6a, 7 and 9, 8 and 13, and finnally, classes 10 and 19 .

Just like the numeral, the possessive in Bakweri is post-nominal . The possessive stems are represented in the language as follows :

ámì - 'My'

áŋgɔ́ - 'Your'

éní - 'His'

ázú - 'Our'

ányú - 'Your(pl.)'

áwú - 'Their'

The tone for the possessive concord is high. The accompanying table illustrates the possessive concord in Bakweri .

CL.	EXAMPLE	GLOSS	'MY'	'YOUR'	'HIS'	'OUR'	'YOUR(PL.)'	'THEIR'
1	mó-lánà	Woman	w-âmî	w-ángɔ́	w-ênî	w-ázú	w-ânyú	w-âwú
2	wà-nà	Children	w-âmî	w-ángɔ́	w-ênî	w-ázú	w-ânyú	w-âwú
3	mó-kókó	Sugarcane	mu-âmî	mu-ángɔ́	mu-ênî	mu-ázú	mu-ânyú	mu-âwú
4	mè-kókó	Sugarcanes	mê-âmî	mê-ángɔ́	m-ênî	mê-ázú	mê-ânyú	mê-âwú
5	ìì-kómbà	Forest	1-âmî	1-ángɔ́	1-ênî	1-ázú	1-ânyú	1-âwú
6	mà-yâî	Stones	m-âmî	m-ángɔ́	m-ênî	m-ázú	m-ânyú	m-âwú
6a	mà-ìjà	Blood	m-âmî	m-ángɔ́	m-ênî	m-ázú	m-ânyú	m-âwú
7	è-wâkî	Monkey	y-âmî	y-ángɔ́	y-ênî	y-ázú	y-ânyú	y-âwú
8	wè-wâkî	Monkeys	wê-âmî	wê-ángɔ́	wê-ênî	wê-ázú	wê-ânyú	wê-âwú
9	mbóà	Village	y-âmî	y-ángɔ́	y-ênî	y-ázú	y-ânyú	y-âwú
10	ì-mbóà	Villages	j-âmî	j-ángɔ́	j-ênî	j-ázú	j-ânyú	j-âwú
13	yò-nɔ̀nî	Birds	wê-âmî	wê-ángɔ́	y-ênî	y-ázú	wê-ânyú	y-âwú
14	wò-lòwà	Toilet	w-âmî	w-ángɔ́	w-ênî	w-ázú	w-ânyú	w-âwú
19	ì-nɔ̀nî	Bird	j-âmî	j-ángɔ́	j-ênî	j-ázú	j-ânyú	j-âwú

TABLE 3.2

3.3   DEMONSTRATIVES

The Bakweri language has two types of demonstratives : the closer
(near) dimension and the far off dimension . The far off dimension is away
from the two speakers. The demonstratives have been used in the following
sentences according to the different noun classes :

CL. 1   ónó mó-lánà
                          'This woman

   (4)   óŋgó mó-lánà
                          'That woman'

CL. 2   w-ánù wa-lanà
                          (CM. these women)
                          'These women'

                          w-àŋgà wà-nà
                          (CM. those children)
                          'Those children'

CL. 3   m-ónó mò-kòmbá
                          (CM. this gun)
                          'This gun'

                          m-óngó mò-kòmbá
                          (CM. that gun)
                          'That gun'

CL. 4   m-ènè mè-kòmbá
                          (CM. these guns)
                          'These guns'

                          m-èngè mè-kòmbá
                          (CM. those guns)
                          'Those guns'

CL. 5   l-ìnì lì-kómbà

           (CM. this forest)

           'This forest'

           l-ìné lì-kómbà

           (CM. that forest)

CL. 6   m-ánù mà-yáì

           (CM. these stones)

           'These stones'

           m-áné mà-yáì

           (CM. those stones'

CL.6a   m-ánù mà-ìjá

           (CM. this blood)

           'This blood'

           m-ángà mà-ìjá

           (CM. that blood)

           'That blood'

CL. 7   ènè è-lìŋgè

           'This shadow'

           èŋgè è-lìŋgè

           'That shadow'

CL. 8   w-ènè wè-kàkà

           (CM. these mats)

           'These mats'

           w-èŋgé wè-kàkà

           (CM. those mats)

           'Those mats'

CL. 9   ènè njìá

           'This road'

           èŋgè njìá

           'That road'

CL. 10   ìnì njĺá
          'These roads'

          ìngì njĺá
          'Those roads'

CL. 13   w-ènè wè-nɔ̀ní
          (CM. these birds)
          'These birds'

          w-èŋgé wè-nɔ̀ní
          (CM. those birds)
          'Those birds'

CL. 14   w-ónó wò-lòwá
          (CM. this toilet)
          'This toilet'
          w-óŋgó wò-lòwá
          (CM. that toilet)
          'That toilet'

CL. 19   ìnì í-nɔ̀ní
          (this bird)
          'This bird'

          ìngì ì-nɔ̀ní
          (that bird)
          'That bird'

3.3.1 DEMONSTRATIVE CONCORD

From these constructions, the demonstrative concord therefore is as follows :

CL.	CONCORD
2	ẃ-
3	ḿ-
4	m̀-

CL.	CONCORD
5	lʲ-
6	mʲ-
6a	mʲ-
8	wʲ=
13	wʲ-
14	wʲ-

The principal concord is w- which is the concord for classes 2, 8,13, and 14 . From these constructions, one realizes that the stems of these demonstratives change according to the various classes, though some of the classes have identical stems . The stems of classes 3, 4,7,8,9,13, and 14 are the same . What differentiates them is the concord . The stems change in classes 1,2,5,6,6a and 10 . Some of these changes are effected by the prefixes of classes in which these nouns fall .

As opposed to the numeral and the possessive, the demonstrative comes before the noun . As could be seen from the analysis, classes 1,7, 9 and 10 ,have no demonstrative concord .

DEMONSTRATIVE CONCORD

Cl.	EXAMPLE	GLOSS	'THIS'	'THAT'	'THESE'	'THOSE'
1	mô-láná	Woman	ônó	ôŋgó	w-ánú	w-áŋgá
2	wà-láláná	Women	" "	" "	" "	" "
3	mò-kômbá	Gun	m-ónó	m-óŋgó	m-énë	m-éŋgé
4	mè-kômbá	Guns	" "	" "	m-énè	m-éŋgé
5	lì-kômbà	Forest	l-ìnì	l-ìné	" "	" "
6	mà-yál	Stones	" "	" "	" "	" "
6a	mà-ìjá	Blood	m-ánù	m-áŋgá	m-ánù	m-ánè
7	è-lìngè	Shadow	ënë	ëŋgë	" "	" "
8	wè-kàkà	Mars	" "	" "	w-énè	w-éŋgé
9	njíà	Road	ënë	ëŋgé	w-énè	w-éŋgé
10	njíà	Road	" "	" "	" "	" "
13	wè-n nì	Birds	" "	" "	" "	" "
14	wô-lôwá	Toilet	w-ónó	w-óŋgó	w-énè	w-éŋgé
19	l-nòní	Bird	íní	íŋgí	íní	íŋgí

TABLE 3.3

3.4   ADJECTIVES

The adjectives that have been used hrer in the analysis are the following :

' Big'

'Small'

'Black'

'Red'

The stems for these adjectives in the language are :

'Big' _____ndèné

'Small' _____zàlì

'Black' _____índà

'Red' _____téyà

These adjectives have been used as follows :

CL. 1   mó-lánà mó-ndèné
            (woman   CM. big)

(5)   'Big woman'

            mó-lánà mǒ-zàlì
            (woman   CM. small)
            'Small woman'

            mó-lánà à-índà
            (woman   CM. black)
            'Black woman'

            mò-tò à-téyà
            (person CM. red)
            'Red person'

CL. 2   wá-lánà wá-ndèné
            (women   CM. big)
            'Big women'

wà-lánà wà-zàlì
(women   CM. small)
'Small women'

wà-nà w-índà
(children CM. black)
'Black children'

wá-lánà wà-téyà
(women   CM. red)
'Red women'

CL. 3   mò-kókó mó-ndènè
(sugarcane CM. big)
'Big sugarcane'

mò-kókó mò-zàlì
(sugarcane CM. small)
'Small sugarcane'

mò-kòmbá mò-téya
(gun   CM. red)
'Red gun'

mò-kókó mw-índà
(sugarcane CM. black)
'Black sugarcane'

CL. 4   mè-kòmbá mé-ndènè
(guns   CM. big)
'Big guns'

mè-kòmbá mè-zàlì
(guns   CM. small)
'Small guns'

mè-kòmbá mw-índà
(guns   CM. black)
'Black guns'

mè-kókó mè-téyà
(Sugarcanes CM. red)
'Red sugarcanes'

CL. 5   lì-óβá lì-ndènè

(door   CM. big)
'Big doors'

lì-óβá lì-zàlì
(door   CM. small)
'Small doors'

lì-ὲní lì-téyà

(mirror CM. red)

'Red mirror'

lì-óβá l-índà
(door CM. black)

'Black door'

CL. 6   mà-òβá má-ndènè

(doors   CM. big)

'Big doors'

mà-òβá mà-zàlì

(doors CM. small)

'Small doors'

mà-ὲní m-índà

(mirrors CM. black)

'Black mirrors'

mà-òβá mà-téyà

(doors   CM. red)

'Red doors'

CL. 6a   mà-ìjá mà-zàlì

(blood   CM. small)

'Small blood'

mà-ìjá mà-téyà

(blood CM. red)

'Red blood'

mà-ìjá m-índà

(blood CM. black)

'Black blood'

CL. 7   è-kàkà ndɛ̀nɛ̀

   (mat   big)

   'Big mat'

   è-kàkà zàlì

   (mat   small)

   'Small mat'

   è-kàkà è-téyà

   (mat   CM. red)

   'Red mat'

   è-kàkà y-índà

   (mat   CM. black)

   'Back mat'

CL. 8   wè-kàkà wé-ndɛ̀nɛ̀

   (mats   CM. mats)

   'Big mats'

   wè-kàkà wè-zàlì

   (mats   CM. small)

   'Small mats'

   wè-kàkà wè-téyà

   (mats   CM. red)

   'Red mats'

   wè-kàkà w-índà

   (mats   CM. black)

   'Black mats'

CL. 9   nj̱ìlà ndɛ̀nɛ̀

   (lion   big)

   'Big lion'

   nj̱ìlà zàlì

   (lion small)

   'Small lion'

   nj̱ìlà ì-téyà

   (lion CM. red)

   'Red lion'

njìlà y-índà
(lion CM. black)
'Black lion'

CL. 10   í-kóndènè
(snails big)
'Big snail'

í-kózàlì
(snails small)
'Smallsnails'

í-kó ì-téyà
(snails CM. red)
'Red snails'

í-kó j-índà
(snails CM. black)
'Black snails'

CL. 13   yò-nòní yò-ndènè
(birds CM. big)
'Big birds'

yò-nòní yò-zàlì
(birds CM.small)
'Small birds'

yò-nòní yò-téyà
(birds CM. red)
'Red birds'

yò-nòní y-índà
(birds CM. black)
'Black birds'

CL. 14   wò-lòwá wò-ndènè
(toilet CM. big)
'Big toilet'

wò-lòwá wò-zàlì

(toilet CM. small)

'Small toilet'

wò-lòwá wò-téyà

(toilet CM. red)

'Red toilet'

wò-lòwá w-índà

(toilet CM. black)

'Black toilet'

CL. 19

ì-nòní ndènè

(bird big)

'Big bird'

ì-nòní zàlì

(bird small)

'Small bird'

ì-nòní ì-téyà

(bird CM. red)

'Red bird'

ì-nòní j-índà

(bird CM. black)

'Black bird'

3.4.1   ADJECTIVE CONCORD

Below is the adjective concord for the different classes :

CL.	CONCORD
1	mò -, á -
2	wà -, w´-
3	mò -, mu´-
4	mé -, mu´-
5	lì -, l´-
6	mà -, m´-
6a	mà -, m´-

CL.	CONCORD
7	è -, yˊ -
8	wê -, wˊ-
9	ì -, yˊ-
10	ì -, jˊ-
13	yò -, yˊ-
14	wò -, wˊ-
19	ì -, jˊ-

The classes all have more than one concord. Most often, this occurs when a vowel is deleted in the context of a sequence of identical vowels. For example, instead of lì-òβá lì- índà, we have but lì-òβá í-índà (black door) . Some of the adjective stems are used directly with the noun without a concord - (njílà ndèmè)

The tone that is dominant for the adjective concord is the high tone . The adjective in this language is post nomial .

3.5 ASSOCIATIVE CONCORD

The associative concord is obtainable from the following constructions :

CL. 1
(è) mu-ànà u-ámá è-mó-lánà
       (child) AM.   woman)
(6)
    The woman's chlid'

CL. 2
wà-kòmè u-ámá è-mó-lánà
(slaves AM.   woman)
'The woman's slaves'

CL. 3

mò-kòmbá mw-ámá è-mó-lánà

(gun   AM.   woman)

The woman's gun'

CL. 4

mè-kòmbá mé-ama è-mó-lánà

(guns   AM.   woman)

'The woman's guns'

CL. 5

lì-òβá l-ámá è mó-lánà

(mirror AM.   woman)
'The woman's mirror'

CL. 6

mà-òβá m-ámá è mó-lánà

(mirrors AM.   woman)

'The woman's mirrors'

CL. 6a

mà-ljá   m-ámá è mó-lánà

(blood   AM.   woman)

'The woman's blood'

CL. 7

è-kàkà y-ámá è-mó-lánà

(mat   AM.   woman)

'The woman's mat'

CL. 8

wè-kàkà wé-ámá è-mó-lánà

(mats   AM.   woman)

'The woman's mats'

CL. 9

njìá y-ámá è-mó-lánà

(road AM.   woman)

'The woman's road'

CL. 10

í-njìá j-ámá è-mó-lánà

(roads AM.   woman)

'The woman's roads'

CL. 13

yò-nòní y-ámá è-mó-lánà

(birds   AM.   woman)

'The woman's birds'

CL. 14

wò-lòwá w-ámá è-mó-lánà

(toilet AM.   woman)

'The woman's toilet'

CL. 19   Ɨ-nɔ̀nɨ́ j-ámá è-mó-lánà

              (bird   AM.   woman)

              'The woman's bird'

The associative concord is as follows :

CL.	CONCORD
1	w´-
2	w´-
3	mw´-
4	mé´-
5	l´-
6	m´-
6a	m̄´-
7	y´-
8	wé -
9	y´-
10	j´-
13	y´-
14	w´-
19	j´-

3.6   SUBJECT PRONOUN

The subject pronoun could be got from the following examples:

CL .1   à - màkpa

                 'He fell'(person, servant)

         (7)

CL. 2   wá màkpá

                 'They fell' (teachers, servants)

CL.3   mó màkpá

'It fell' (sugarcane, gun)

CL. 4   wé màkpá

'They fell' (sugarcanes, guns)

CL. 5   lí màkpá

'It fell' (spider, mirror)

CL. 6   má màkpá

'They fell' (spiders, mirrors)

CL. 7   é màkpá

'It fell' (mat, monkeys)

CL. 8   wé màkpa

'They fell' (monkeys, sticks)

CL. 9   ǔ màkpa

'It fell' (cow, goat)

CL. 10   í màkpé

'They fell' (cows, goats)

CL. 13   wé màkpá

'They fell' (boxes, bottles)

CL. 14   wó màkpá

'It fell' (toilet)

CL. 19   í màkpá

'It fell' (box)

Below are the subject pronouns :

CL.	PRONOUN
1	à -
2	wá -
3	mo -
4	wé -
5	lí -
6	má -

CL.	PRONOUN
7	é -
8	wé -
9	é -
10	í -
13	wé -
14	wǒ -
19	í -

With the exception of class 1, the subject pronouns for all the classes have a high tone. In Bakweri, the subject pronoun comes before the noun. The constructions have been made in such a way that the 'It' or 'They' refers to the nouns in brackets.

3.7   OBJECT CONCORDS

The sentences below illustrate the object concord :

CL. 1   nà mà mw-ɛ̀nɛ́
             'I saw him' (servant, child)

CL. 2   nà mà w-ɛ̀nɛ́
  (8)   'I saw them' (servants, children)

CL. 3   nà m-ɛ̀nɛ́
             'I saw it' (hoe, gun)

CL. 4   nà mà w-ɛ̌ːnɛ́
             'I saw them' (hoes, guns)

CL. 5   nà mà m-ɛ̀nɛ́
             'I saw it' ((spider, mirror)

CL. 6   nà mà w-ɛ̌ːnɛ́
             'I saw them' (spiders, mirrors)

CL. 6a   nà mà w-ɛ̌ːnɛ́
             'I saw it' (water, blood)

CL. 7   nà m-ɛ̀nɛ́

'I saw it' (duck, mat)

CL. 8   nà m-ɛ̀nɛ́

'I saw them' (branches, monkeys)

CL. 9   nà m-ɛ̀nɛ́

'I saw it' (cow, snail)

CL. 10   nà mà w-ɛ̌nɛ́

'I saw them' (cows, snails)

CL. 13   na m-ɛ̌nɛ́

'I saw them' (bottles, boxes)

CL. 14   nà m-ɛ̌nɛ́

'I saw it' (toilet, face)

CL. 19   nà m-ɛ̀nɛ́

'I saw it' (key, bottle)

The concords are the following :

CL.	CONCORD
1	mu̖ˋ –
2	u̖ˋ –
3	mᵛ –
4	u̖ᵛ –
5	mˋ –
6	u̖ᵛ –
6a	u̖ᵛ –
7	mˋ –
8	mˋ –
9	mˋ –
10	u̖ᵛ –
13	mˋ –
14	mˋ –
19	mˋ –

The object concords are alternating between w- and m- for the different classes . The constructions are fairly the same with some differences in the introduction of mà- or a lengthening of the vowel .

SUMMARY TABLE FOR CONCORD SYSTEM

CL.	NUMERALS	POSSESSIVES	ADJECTIVES	DEM.	PM.	OBJECT C.	SUBJ. PR.
1	mʹ-	wʹ-	mʊ́- , á-	--	wʹ-	mwʹ-	à-
2	wâ-	wʹ-	wâ- , wʹ-	wʹ-	wʹ-	wâ-	wâ-
3	mʹ-	mwʹ-	mʊ́- , mwʹ-	mʹ-	mwʹ-	mʹ-	mó-
4	mé-	mé- , mwʹ-	mé- , mwʹ-	mʹ-	mé-	wʹ-	wâ-
5	lʹ-	lʹ-	lɪ́- , lɪ́	lʹ-	lʹ-	mʹ-	lɪ́-
6	mâ-	mʹ-	mâ- , mʹ-	mʹ-	mʹ-	wʹ-	mâ-
6a	--	mʹ-	â- , mʹ-	mʹ-	mʹ-	mʹ-	â-
7	yʹ-	yʹ-	â- , yʹ-	--	yʹ-	mʹ-	â-
8	wé-	wê- , wʹ-	wê- , wʹ-	wʹ-	wé-	wʹ-	wê-
9	ê-	yʹ-	ɪ- , yʹ-	--	yʹ-	mʹ-	ê-
10	fʹ-	jʹ-	ɪ- , jʹ-	--	jʹ-	wʹ-	fʹ-
13	yó-	wê- , yʹ-	yó- , yʹ-	wʹ-	yʹ-	mʹ-	wê-
14	wʹ-	wʹ-	wʊ́- , wʹ-	wʹ-	wʹ-	mʹ-	wʊ́-
19	jʹ-	jʹ-	ɪ- , jʹ-	--	jʹ-	mʹ-	fʹ-

3.8   ANALYSIS OF THE CONCORD SYSTEM

Except for the demonstrative, the numeral, possessive and adjective are post nominal. For example, we have,

wá-láná wá-ndènè

'Big women'

wà-nà w-áŋgɔ́

'His children'

Most of the forms agree with the nominal class of the noun that is used. This can be seen in these sentences :

mè-kókó mé-ámì

'My sugarcanes'

l-íné lì-kómbà

'That forest'

In this light also, the class membership of the noun sometimes determines the nature of the associative marker.

CL.4   mè-kókó mé-ámá è-mó-láná
          'The woman's sugarcanes'

CL. 6   mà-kómbà m-ámá è-mó-láná
          'The woman's forests'

For the possessive, whether the possessor is a male or a female, the form remains the same. It is also common to find stems changing with some classes.

As far as the tones are concerned, it has already been mentioned that the Bakweri language has four tone levels, which are the high, low, falling and rising tones. Insofar as the tonal comportment in contexts is concerned, it is realized that there are instances where the last tone of a noun spreads over to the concord marker.

mó-láná mò-zàlì

Small woman'

lì-òβá l-ámá è-mó-láná

'The woman's mirror'

      In the first example, the last tone of mo-làná spreads over to the concord(adj.) mo -ì while in the second example, the last tone of li-oβa which is high spreads over to the associative marker l - . Since these tones appear to change freely without any conditioning, it becomes difficult to postulate any nominal tonal rule for this language . There are even situations where sounds are lengthened, giving rise to contour tones -

nà m-ɛ̀nɛ́

'I saw it' (mirror - CL. 5)

nà m-ɛ̌nɛ́

'I saw it' (gun)

CHAPTER FOUR

GENDERS AND THEIR SEMANTIC CONTENT .

A gender has already been defined as the singular and plural form of nouns as brought out by their prefixes (or sufixes) . When this is the situation, we talk of double class genders . We must not however ignore the fact that there are some nouns that donot have the singular/plural distinct. Consider the case of mass nouns or liquids such as water or oil . These can not be counted and therefore cannot have plural forms . Such nouns fall amoi those that make up the single class genders, as opposed to the double class genders, where the singular/plural distinction is explicitly marked . Apart from these liquid nouns,we also have abstract and verbal nouns (nouns deriv from verbs) that cannot be counted .Though they may not be considered as making a class of their own, it is very unlikely that they be grouped with nouns that make up the double class genders .

Below is an elaborate discussion of these two differnt kinds of genders in Bakweri,beginning with the double class gender .

4.1   DOUBLE CLASS GENDERS

From the findings of this study, it has been discovered that Bakweri has seven double class genders . These have been displayed as follo in the accompanying table :

the column to the left of the table is that of singular classes . The column to the right of the table is that of plural classes .The lines conn ing the various classes indicate the various pairings that make up double class genders in Bakweri .
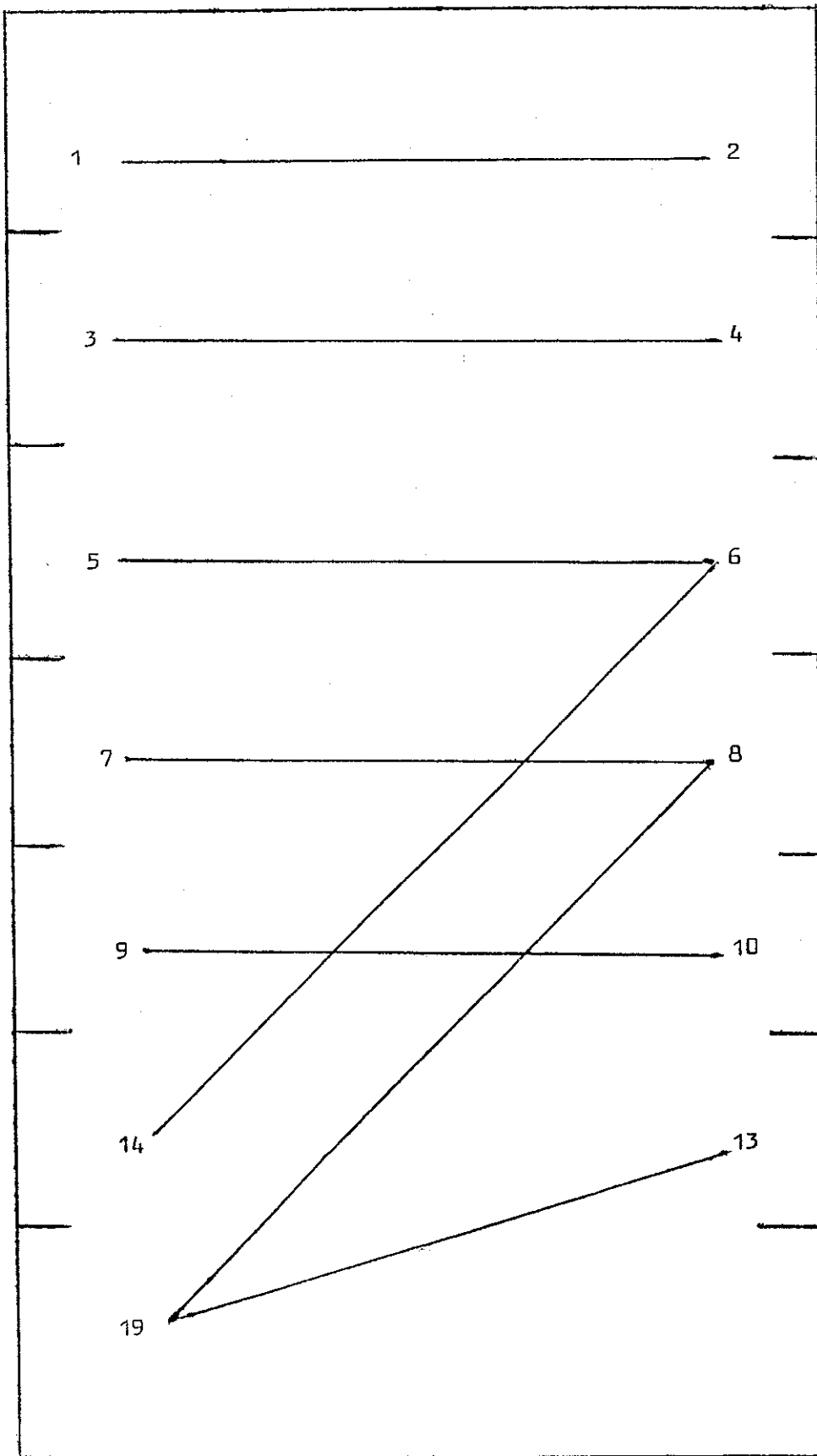
DOUBLE CLASS GENDERS

Table 4.1

As the table shows, there are seven double class genders in
Bakweri as follows :

Double class gender 1/2

Double class gender 3/4

Double class gender 5/6

Double class gender 7/8

Double class gender 9/10

Double class gender 14/6

Double class gender 19/13

4.1.1   <u>GENDER 1/2</u>

mò-/wà-

This gender is made up of nouns designating people . Below are
examples of nouns that make up this gender :

(1)   mò-tò
          wà-tò ————— 'Person(s)'

          mó-lánà
          wá-lánà ————— 'Woman(women)'

          mò-kùtú
          wà-kùtú ————— 'Servant(s)'

          mò-kòmè
          wà-kòmè ————— 'Slave(s)'

          mò-límò
          wà-límò ————— 'Ghost(s)'

          mò-mbákí
          wà-mbákí ————— 'Elder(s)'

          mò-lèlì
          wà-lèlì ————— 'Teacher(s)'

          mw-ànà
          wà-nà ————— 'Child(children)'

4.1.2 GENDER 3/4

mò-/mè-

This gender is marked by a cross-classification of certain objects
Various divisions are possible, but membership in this class could be charac
terized in the following way :

(a) Long thin objects.

(2) mò-tònì
      mè-tònì   _____ 'Pestle(s)'

      mò-lɔ́ŋgɔ́
      mè-lɔ́ŋgɔ́   _____ 'Cane rope(s)'

      mò-zìŋgà
      mè-zìŋgà   _____ 'Thraed(s)'

(b) Body Parts

      mò-vémbè
      mè-vémbé   _____ 'Nose(s)'

      mò-zìzá
      mè-zìzá   _____ 'Vein(s)'

(c) Natural Objects

      mò:-lí
      mè-ŏlí   _____ 'Hill(s)'

(d) Animals, Insects and related Objects

      mò-lɛ̀ŋgù
      mè-lɛ̀ŋgù   _____ 'Sheep'

      mò-ŋgŏ
      mè-òŋgŏ   _____ 'Caterpillar(s)'

      mw-èŋgù
      mè-ngù   _____ 'Bead(s)'

      mò-kòmbá
      mè-kòmbá   _____ 'Gun(s)'

mò-zèwà
                 'Horn(s)'
mè-zèwà

(e)   <u>Nouns derived from verbs</u>

mò-lélí
             'Food'
mè-lélí

mo-zàŋgo
             'Judgement'
mè-zàŋgo

mò-tàŋgó
             'Quarrel'
mè-tàŋgó

mò-zìù
             'Sickness'
mè-zìù

mo-zɔ̀kɔ̀
             'Song(s)'
mè-zɔ̀kɔ̀

(f)   <u>Miscellaneous</u>

mó-ndó
             'Handle(s)'
mè-óndó

mò-lònì
             ' Old age'
mè-lònì

mò-zíó
             'File(s)'
mè-zíó

mó-zìngé
             'Nail(s)'
mè-zìngé

4.1.3   <u>GENDER 5/6</u>

lì-/mà-

This gender is made up of nouns of different origins as follows

(3) (a) <u>Natural Objects</u>

lì-βɔ̀ndí
             'Hole(s)'
mà-βɔ̀ndí

lì-yáì _____ 'Stone(s)'

mà-yáì

(b)   Body Parts

lí-zóngà _____ 'Tooth(teeth)'

mà-zóngà

lì-wɔ́ _____ 'Neck(s)'

mà-wɔ́

lì-àmà _____ 'Jaw(s)'

mà:-mà

lì-wɔ́ŋgɔ̀ŋgɔ̀ _____ 'Knee(s)'

mà-ɔ́ŋgɔ̀ŋgɔ̀

lì-tó _____ 'Ear(s)'

mà-tó

lì-táŋgá _____ 'Foot(feet)'

mà-tàŋgà

lì-vɔ̀mbɔ̀ _____ 'Brain(s)'

mà-vɔ̀mbɔ̀

(c)   Household Objects

li-wàwà _____ 'Broom(s)'

mà-wàwà

lì-nɔ̀ŋgɔ̀ _____ 'Bed(s)

mà-nɔ̀ŋgɔ̀

lì-ɛ́ní _____ 'Mirror(s)'

mà-ɛ́ní

lì-ványá _____ 'Water guard(s)'

mà-vanya

(d)   Plant Life

lì-kàó _____ 'Mamicoco'

mà-kàó

lì-wɔ̀wè _____ 'pumpkin(s)'

mà-wɔ̀wè

lì-ŋgòlà   'Mango(es)
mà-ŋgòlà

(e)   <u>Nouns derived from verbs</u>

lì-nà   'Name(s)'
mà-nà

lì-víè   'Knowledge'
mà-víè

lì-wà   'Marriage(s)'
mà-wà

(f)   <u>Man-made Items</u>

lì-kàkà   'Bridge(s)'
mà-kàkà

lì-òβá   'Door(s)'
mà-òβá

(g)   <u>Miscellaneous</u>

lì-túmbá   'Tribe(s)'
mà-túmbá

lì-kíjó   'Corner(s)'
mà-kíjó

lì-tóvè   'Chaff(s)'
mà-tóvè

lì-tóŋgó   'Backyard(s)'
mà-tóŋgó

lì-wàwè   'Wing(s)'
mà-wàwè

lì-wàtù   'Cloth(s)
mà-wàtù

lì-wótí   'Dresss(es)'
mà-wótí

lì-ɛ̀zɛ̀
mà-ɛ̀zɛ̀ _____ 'Twin(s)'

lì-tútú
mà-tútú _____ 'Hump (of cow)'

4.1.4   <u>GENDER 7/8: è-/wè-</u>

Nouns found in this gender are grouped as follows:

(4)   (a) <u>Animals and Birds</u>

è-wàkí
wè-wàkí _____ 'Monkey(s)'

è-lèlà
wè-lèlà _____ 'Duck(s)'

è-zù
wè-zù _____ 'Owl(s)'

(b) <u>Plant-related Items</u>

è-kókó
wè-kókó _____ 'Branch(es)'

è-yé
wè-yé _____ 'Stick(s)'

(c) <u>House Items and related Objects</u>

è-lùkà _____ 'Bottle(s)'
wè-lùkà

è-zìàní
wè-zìàní _____ 'Grater(s)'

è-zɛ̀gbɛ̀nì
wè-zɛ̀gbɛ̀nì _____ 'Sieve(s)'

è-wókà _____ 'Compound(s)'
wè-wókà

è-kákà
wè-kákà _____ 'Mat(s)'

è-wòwà
wè-wòwà _____ 'Prison(s)

(d) Instruments

è-zàzóànì
wè-zàzóànì _____ 'Comb(s)'

è-lóàlóà _____ 'Watch(es)'
wè-lóàlóà

(e) Body-related Items

è-zé
wè-zé _____ 'Bone(s)'

è-tèndè
wè-tèndè _____ 'Scar(s)'

(f) Miscellaneous

è-tándá _____ 'Insect(s)'
wè-tándá

è-kìéké _____ 'Shell(s)'
wé-kìéké

è-zémbéà _____ 'Anthill'
wè-zémbéà

è-kí _____ 'Place(s)'
wè-kí

è-lùwà _____ 'Market(s)'
wè-lùwà

è-wàzálìtó _____ 'Earring(s)'
wè-wàzálìtó

è-zèléndé _____ 'Cricket(s)
wè-zèléndé

4.1.5   GENDER 9/10
           N-/í-

This gender appears to be the largest of all the genders, conta

ing a wide range of nouns. Most animals are found in this gender . The nou

have the following groupings :

(5)   (a)   Animals

njɔ̀kù _____ 'Elephant(s)'
í-njɔ̀kù

njìlà _____ 'Lion(s)'
í-njìlà

mbólì _____ 'Goat(s)'
í-mbólì

nyàkà _____ 'Cow(s)'
í-nyàkà

nyìnyá _____ 'Louse(lice)'
í-nyìnyá

mgbâ _____ 'Dog(s)'
í-mgbâ

njùwè _____ 'Deer(s)'
í-njùwè

kɔ́ _____ 'Snail(s)'
í-kɔ́

ŋgòá _____ 'Pig(s)'
í-ŋgòá

njíkà _____ 'Buffalo(s)'
í-njíkà

(b)   Human

nyùwé _____ 'Orphan(s)'
í-nyùwé

mbányí _____ 'Mate(s)'
í-mbányí

ngàŋgà _____ 'Healer(s)'
í-ŋgàŋgà

nyàŋgó _____ 'Mother(s)'
í-nyàŋgó

ŋgòndò _____ 'Girl(s)'
í-ŋgòndò

(c)   Body Parts

wàná _____ 'Mouth(s)'
í-wàná

njùŋgù _____ 'Navel(s)'
í-njùŋgù

ŋgándà _____ 'Fingernail(s)'
í-ŋgándà

mbòmbó _____ 'Forehead(s)'
í-mbòmbó

nyàβàβè _____ 'Armpit(s)'
í-nyàβàβè

ŋgèŋgè _____ 'Chest(s)'
í-ŋgèŋgè

mbóndó _____ 'Buttocks'
í-mbóndó

mbúzá _____ 'Back(s)'
í-mbúzá

(d)   Natural Objects

wàŋgà _____ 'Bush(es)'
í-wàŋgà

mònyé _____ 'Soil(s)'
í-mònyé

mbàkì _____ 'Cloud(s)'
í-mbàkì

(e)   Food Items

ndókó _____ 'Potato(es)'
í-ndókó

ŋgɔ̀ndɔ́
íŋgɔ̀ndɔ́ _____ 'Groundnut(s)'

ndà
í-ndà _____ 'Cocoyam(s)'

píà
í-píà _____ 'Pear(s)'

mbìà
í-mbìà _____ 'Palmnut(s)'

(f)   House-related Items

mbókò
í-mbókò _____ 'Chair(s)'

túmbá
í-túmbá _____ 'Floor(s)'

ŋgélɛ́
í-ŋgélɛ́ _____ 'Spoon(s)'

kɔ́tɔ́
í-kɔ́tɔ́ _____ 'Fence(s)'

kówǎ
í-kówǎ _____ 'Calabash(es)'

(g)   Insects

nyìnyì
í-nyìnyì _____ 'Fly(flies)'

vènjú
í-vènjú _____ 'Cockroach(es)'

(h)   Birds

pwáí
í-pwáí _____ 'Bush fowl(s)'

wò-zù
wò-zù _____ 'Parrot(s)'

(i)   <u>School-related Items</u>

kàlàtì _____ 'Book(s)'

í-kàlàtì

mbɔ̀zì

í-mbɔ̀zì _____ 'Language(s)'

(k)   <u>Miscellaneous</u>

mbɔ̀mí

í-mbɔ̀mí _____ 'White'

gbɛ̀ndɛ̀ _____ 'Month(s)'

í-gbɛndɛ

ɓóndá _____ 'Time(s)'

í-ɓóndá

wéyá _____ 'Wound(s)'

í-wéyá

ŋgéŋgí _____ 'Bell(s)'

i-ŋgéŋgí

mbéyà

í-mbéyà _____ 'Pipe(s)'

ŋgólì _____ 'Belt(s)'

í-ŋgólì

ŋgáŋgò _____ 'Umbrella(s)'

í-ŋgáŋgò

njùmá _____ 'War(s)'

í-njùmá

njénjé _____ 'Thorn(s)'

í-njénjé

ŋgɔ̀kɔ̀ɓí _____ 'Necklace(s)'

í-ŋgɔ̀kɔ̀ɓí _____

ɓáó _____ 'Matchete(s)'

í-ɓáó

What one notices with nouns of this gender is that, a considerable number of them are borrowed words . They are borrowed from English . The following are some examples :

(i)
kɔ́βì
í-kɔ́βì ———— 'Cup(s)'

wíndà
í-wíndà ———— 'Window(s)'

bínjì
í-bínjì ———— 'Bean(s)'

táwèlì
í-táwèlì ———— 'Towel(s)'

4.1.6   GENDER 19/13

ì-/yò-

As compared to the other genders, nouns of this gender are not many . Below are examples :

(6)
ì-wòní
yò-wòní ———— 'Cartridg(es)'

ì-nɔ̀ní
yò-nɔ̀ní ———— 'Bird(s)'

ì-wɔ́ŋgó
yò-wɔ́ŋgó ———— 'Box(es)'

ì-lùkà
yò-lùkà ———— 'Bottle(s)'

ì-lùkù
yò-lùkù ———— 'Room(s)'

4.1.7   GENDER 14/6

             wò-/mà-

The following are examples of nouns from this gender :

(7)   wò-lùwé   _____ 'Waist(s)'
             mà-lùwé

             wò-jòkɛ̀   _____ 'Rubber tree(s)'
             mà-jòkɛ̀

             wò-lòwá   _____ 'Toilet(s)'
             mà-lòwá

             gb-àβà   _____ 'Snake(s)'
             mà-βà

             gb-ìtó   _____ 'Story(stories)'
             mà-ìtó

             wò-zó   _____ 'Face(s)'
             mà-zó

        With this last gender comes the end of the analysis of the double

class genders and their semantic content . Following therefore, will be the

analysis of the various single class genders and their semantic content .The

single class genders are :

             Gender 3

             Gender 5

             Gender 6

             Gender 6ª

             Gender 7

             Gender 8

             Gender 9

             Gender 14

             Gender 19

4.1.8   <u>GENDER 3</u>

　　　　　mò-

Below are nouns from this class :

(8)   mò-zímbɔ́ _____ 'Weight'

　　　　　mò-tɔ̀ú _____ 'Noise'

4.1.9   <u>GENDER 5</u>

　　　　　lì-

The following are the groups of nouns found in this gender :

(9)   (a)   <u>Abstract nouns derived from verbs</u>

　　　　　　　　lì-vànjá _____ 'Jumping'

　　　　　　　　lì-zàzà _____ 'Bush clearing'

　　　　　　　　lì-và _____ 'Theft'

　　　　　　　　lì-lɔ́kɔ̀ _____ 'Cheating'

　　　　　　　　lì-méà _____ 'Burial'

　　　　　　　　lì-kpà _____ 'Failure'

　　　　　　　　lì-tàtà _____ 'Failure'

　　　　　(c)   <u>Colours</u>

　　　　　　　　lì-ndà _____ 'Black'

　　　　　　　　lì-téyà _____ 'Red'

　　　　　(d)   <u>Miscellaneous</u>

　　　　　　　　li-zéngé _____ 'Fins'

　　　　　　　　lì-kɔ́ _____ 'Dirt'

　　　　　　　　lì-zù _____ 'End'

　　　　　　　　lì-wú _____ 'Ashes'

4.1.10   GENDER 6

       mà-

Below are examples :

(10)   mà-nyíá _____ 'Stubborness'

           mà-tònà _____ 'Fault'

           mà-lì _____ 'Money'

           mà-ɔ̀mbɔ́ _____ 'Catarrh'

           mà-zómà_____ 'Thanks'

           mà-zá _____ 'Applause'

           mà-kókó _____ 'Elephant grass'

           mà-vàní _____ 'Junction'

4.1.11   GENDER 6a

            mà-

       This gender is made up of liquids . The following are examples

(11)   mà-lúwá _____ 'Water'

           mà-ìjá _____ 'Blood'

           mà-nyɔ́ŋgɔ́ _____ 'Breast milk'

           mà-ùjá _____ 'Palm oil'

           mà-nyàŋgà ŋgélé ____ 'Kerosene'

4.1.12   GENDER 7

            è-

Nouns of this gender are the following :

(12)   (a)   Illnesses

           è-vìvì _____ 'Rheumatism'

           è-kólókòtó _____ 'Measles'

è-kɔ́lìzè _____ 'Cough'

(b) Abstract nouns

è-lùwé _____ 'Respect'

è-yɔ̂ _____ 'Laughter'

è-jɔ́kɛ̀ _____ 'Truth'

ĕ-zùnjù _____ 'Odour'

(c) Miscellaneous

è-vàzú _____ 'Part'

è-tókó _____ 'Sweat'

4.1.13   GENDER 8
          wè-

Examples of nouns from this gender are the following :

(13)   wè-gwélí _____ 'Behaviour'

       wè-tàtù _____ 'Anger'

       wè-vòtélí _____ 'Beginning'

       wè-kpélì _____ 'Entrance'

4.1.14   GENDER 9
          N-

Nouns of this gender have the following groupings :

(14)   (a) Meteorological and natural phenomena

       yòkwè _____ 'Dry season'

       mbévénì _____ 'Wind'

       ŋgàlàlówà _____ 'Thunder'

ŋgúlélì _____ 'Rainbow'

mwàyé _____ 'Light'

mwèlí _____ 'Moon'

mwánjà _____ 'Sea'

nyáŋgá _____ 'Sand'

jìtítí _____ 'Darkness'

fàkó _____'_____ 'Montain'

ɓèwùlé _____ 'Grass'

(b)   Abstract nouns derived from verbs

zíngè _____ 'Dislike'

lòŋgè _____ 'Life'

nyɔkí _____ 'Swimming'

wúndè _____ 'Conversation'

mìjúèlí _____ 'Question'

ndòŋgámèní _____ 'Meeting'

làzà _____ 'Desire'

ndóló _____ 'Love'

ɓɔŋgɔ _____ 'Fear'

lóŋgóànà _____ 'Help'

(c)   Food stuff

Most of the nouns of this gender are borrowed from English.
Below are some examples :

wɔkɔlɔ _____ 'Okra'

àgúzí _____ 'Egusi'

kɔɓí _____ 'Coffee'

kóndì _____ 'Rice'

(d)   Money-related Items

wɔ̀lɛ̀ _____ 'Loss'

mɔ̀zɛ̀ngí _____ 'Profit'

(e)   Miscellaneous

lówà _____ 'God'

mwɛ̀lɛ̀ _____ 'Tomorrow'

mímbà _____ 'Wine'

tã:kó _____ 'Tobacco'

nyóŋgó _____ 'Witchcraft'

wɔ́ŋgɔ́ _____ 'Brain'

4.1.15   Gender 14

wɔ̀-

Below are examples of nouns of this gender :

(15)   wɔ̀-lí _____ 'Wealth'

wɔ̀-lô _____ 'Fat'

wɔ̀-ŋgì _____ 'Growth'

wɔ̀-wé _____ 'Danger'

gbámú _____ 'Kindness'

4.1.16   GENDER 19

ì-

Examples of gender 19 nouns are the following :

(16)   ì-kpá _____ 'Salt'

ì-jɔ̀ _____ 'Sleep'

C H A P T E R   F I V E

CONCLUSION

All through, this piece of work has attempted to describe the noun class system of Bakweri . During the analysis, the prefixes were brou out in line with the proto-Bantu from which most of the prefixes of the Bantu languages emerged .

The Bakweri language therefore has fourteen noun classes. The proto-Bantu system has twenty three noun classes .Anyway, one did not exp to find all these noun classes in Bakweri .

Looking at the noun affixes, Bakweri is totally devoid of suff This therefore means that the language has only noun prefixes in contrast other languages that have both prefixes and suffixes . Some classes have identical prefixes . Such classes are differentiated either by their sema tic content or the tone of the prefixes . For example, from the analysis, it is seen that classes 1 and 3, 6 and 6a, and 10 and 19 have identical prefixes . What distinguishes them from each other is that, the singular classes take their plural forms in different classes .Their semantic con ents differ as is the case with class 6 and class 6a nouns . Class 6a is made up of liquids, while class 6 is composed of nouns of different sema origins. The prefixes of classes 10 and 19 are differentiated by tones . Class 10 has a high tone prefix , while the prefix of class 19 is low .

Considering the concord system, there is some uniformity, d the presence of few alternations . Except for the demonstrative, aspect like the possessive, the associative, the numeral and the adjective, ar post nominal.

Bakweri like other Bantu languages, has what is known as t 'alliterative concord' .This is a situation whereby the prefix of the noun is repeated in the elements that follow it . The following are sc

examples:

wà-nà wá-ndènè
(children CL. big)
'Big children'

mà-óɓá mà-téyá
(mirrors CL. red)
'Red doors'

lì-yáì lì-téyá
(stones CL. red)
'Red stones'

wè-kàkà wé-ámì
(mats   CL. my)
'My mats'

The semantic content of the various genders was not left out in the description . The only genders that exhibited some cosistency in their content are, the double class gender 1/2 and the single class gender 6a . Gender 1/2 is made up of persons, while gender 6a is typically a liquid class .

The other classes are made up of nouns of different sorts or origins, though nouns of certain origins dominate the content of certain classes or genders . For example, most animals are found in the double class gender 9/10 .

One striking point about the classes of this language is that, class 19 takes it plural form in both class 13 and class 8 . This is a situation that could not be given an instant explanation . This was the only case that was found out .

This language is characterized by four level tones . These are the high, low, rising, and falling tones • The tones with the highest frequency of occurence are the high and low tones . These tones can be mono syllabic , disyllabic , or even trisyllabic . The tones also have a molodic combination . Since these tones have the tendency of fluctuating freely, at this stage, it becomes difficult to postulate concrete tonal rules .

During the findings of this work, certain problems were discovered, that could not be given any solution because of time constraints. The are here suggested for further research below .

5.1   SUGGESTIONS FOR FURTHER RESEARCH

During the analysis, a rule could not be written out for the tones due to their fluctuating tendency . Also , there was the case of one class having two plural classes . These are areas that could be worked upon as to give better explanations .

Besides these findings from the analysis , it was seen that much has not been done on this language . Considering the importance of language to communities , it becomes necessary to describe them . There are many are of this language that have not been worked upon . These areas include the phonology , the morphological description and the syntax . An authography should be provided so that readers can profit from it .

This area is very important , especially if one has to consider the fact that it was one of the first areas to come in contact with foreign These are areas that brought about the existence of pidgin English . Thus, the influence of pidgin English on the language of this people can even be looked at . Actually, pidgin had to spread to the rest of the land from thi zone . Theoritical descriptions such as the phonological and morphological

descriptions will of course make it easier for applied work such as the de
lopment of literary materials to be carried out .

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