THE MMEN NOUN PHRASE

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE POST-GRADUATE DEGREE, MASTERS IN GENERAL LINGUISTICS

By

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DEDICATION

This work is dedicated to:
- My dear parents: Bobe Joseph Bangha and Nawain Cecilia Ninying
- My beloved brothers: Mr Bangha Martin and Nsom Emmanuel
Because no amount of potentials can permit any individual to singly realise a work of this nature, I am therefore greatly indebted to the invaluable efforts of the following persons towards the realisation of this work.

I am very grateful to my supervisor Dr. Tamanji Pius who has worked relentlessly in providing the necessary useful criticisms, corrections and guidance. My gratitude goes equally to Dr. Ogwana John for his constant advice.

I am equally indebted to Mr. Chiatoh Blasius, Mr. Tasah James and Miss Ngangoum Emilienn for their great academic aid.

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<td>Agr.</td>
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<td>Alt.</td>
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<td>Conjunction</td>
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<td>Demonstrative</td>
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<td>Description</td>
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<td>Det.</td>
<td>Determiner</td>
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<tr>
<td>F. pron.</td>
<td>Focus pronoun</td>
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<td>F.S.L.</td>
<td>Far from speaker and listener</td>
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<td>Ind. Adj.</td>
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<td>Illustration</td>
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<td>Intro.</td>
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<td>Loc.</td>
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<td>Noun</td>
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<td>Noun class</td>
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<td>N.L.</td>
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<tr>
<td>NP.</td>
<td>Noun phrase</td>
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<tr>
<td>NP1/N1</td>
<td>Subject noun phrase</td>
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<tr>
<td>NP2/N2</td>
<td>Object noun phrase or complement</td>
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<td>Description</td>
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<tr>
<td>NP 3/N3</td>
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<tr>
<td>NS.</td>
<td>Near speaker</td>
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<td>N.pron.</td>
<td>Neuter pronoun</td>
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<td>Num.</td>
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<td>Prep.</td>
<td>Preposition</td>
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<td>Pl.</td>
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</tr>
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<td>Rel.</td>
<td>Relative pronoun</td>
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CHAPTER ONE: INTRODUCTION

In this introductory chapter, attention is focused on the objectives and significance of the study, the sociolinguistic situation of Mmen, linguistic classification, limitation of scope and the sound system of the language.

1.1 OBJECTIVES OF THE STUDY

This study is in line with the necessity today to give African languages in general and Cameroon languages in particular a written form. So far, the Mmen language, with its very small number of speakers has undergone description only in the domains of phonology and morphology to an extent. Because no attention has been given to the domain of syntax, this study then sets out to continue the description of Mmen by studying the noun phrase with the aim of identifying noun phrase types, the relational patterns or structure existing between head nouns and their modifiers in various noun phrase types.

1.2 SIGNIFICANCE OF THE STUDY

Considering the low level of linguistic research in Mmen, this study will obviously advance research in the language. Given also that this language has not benefited from the growing wave of language development other Cameroonian languages have enjoyed, given also that Mmen, like any linguistic community possesses a rich cultural repository via its language, it is our hope that this study will put Mmen in the lamp-light like other developed languages.

Besides contributing its modest share to universal grammar, it is hoped that this work will:
a) Provide a base for the designing of primers to be used in the teaching and learning of the Mmen language either at adult level or in schools as advocated for in Ntebe (2000).

b) Lay a foundation for other research works in Mmen

c) Add more to general linguistic research archives by contributing to the process of describing unwritten Cameroonian languages.

d) Permit the Mmen community to read and write in their own language (literature, Bible, diary, news, etc).

1.3 LIMITATION OF SCOPE

In this work, we set out to describe the Mmen noun phrase. This description shall focus on the simple and complex noun phrases. Within the category of simple noun phrases, imperative, affirmative, adjectival, possessive, demonstrative numeral and non-numeral phrases amongst others shall be treated.

As concerns complex noun phrase types, appositional, serial, possessor, kinship, compound, colloquial, alternative, relative, illustrative and relative clauses shall be treated. Pronominal forms shall equally be handled given that they do represent or replace nominal phrases. Analysis of these nominal constructions shall follow the Case Grammar descriptive bi-parametric model to identify the structural and semantic identities of the various phrases.

1.4 SOCIOLINGUISTIC CONTEXT

Mmen is a fast growing strategic economic locality situated within Wum central sub Division, Menchum Division, in the North West Province of Cameroon. This economic locality is blessed in that important areas in
the province border it. In the South, there is the Boyo Divisional headquarters, Fundong. In the East, there is Wum, a divisional as well as a sub divisional headquarters. There is equally the popular lake Nyos in the North. Finally in the West, Bum and Mbizenaku close-up the Men frontiers (see maps pp 4, 12) Common geographical features in the area include vast landscape characterised by hills, rivers, valleys and a poor road network.

As concerns population density and settlement, Agha (1987:3) states that Men had a population of sixty thousand inhabitants by 1987. Today, the population of Men is estimated to be more than a hundred thousand inhabitants. This population is sparsely distributed into family units living in compounds. These compounds are constructed following both traditional and modern styles of building. Mud bricks are generally used with either the grass roof or the ordinary aluminium sheets. The following map shows the position of Men in Cameroon.
1.4.1 LEXICAL CONTINUUM IN MMEN

The notion of continuum in languages is defined by Downes (1984:28) as being the mutual intelligibility existing between adjacent speech communities. When we consider the linguistic relationship that the Mmen language shares with its immediate neighbouring languages, some similarity is noticed in the lexical domain. This lexical harmony, mentioned in Agha (1987:4) and partially treated in Agha-ah 1993:3) is common in Mmen and Aghem on the one hand and Mmen and Kom on the other. Before providing illustrations on lexical similarities existing between Mmen and Aghem as well as Kom, it is important to remark that Mmen shares a common linguistic boundary with the following languages and dialects: the Kuk and Nyos dialects in the North, the Bum and Mbizenaku dialects in the East, the Kom language in the South and the Aghem language in the West.

1.4.2 LEXICAL SIMILARITIES BETWEEN MMEN AND KOM

The following lexemes possess the same phonetic structure as well as meaning in Mmen and in Kom.

<table>
<thead>
<tr>
<th></th>
<th>Mmen</th>
<th>Kom</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>fóŋgwáŋ</td>
<td>fóŋgwáŋ</td>
<td>&quot;salt&quot;</td>
</tr>
<tr>
<td>b</td>
<td>fóin</td>
<td>fóin</td>
<td>&quot;fon&quot; (chief)</td>
</tr>
<tr>
<td>c</td>
<td>ŋá'</td>
<td>ŋá'</td>
<td>&quot;trouble&quot;</td>
</tr>
<tr>
<td>d</td>
<td>ikwá'tò</td>
<td>ikwá'tò</td>
<td>&quot;thought&quot;</td>
</tr>
<tr>
<td>e</td>
<td>àkás</td>
<td>àkás</td>
<td>&quot;zinc&quot;</td>
</tr>
<tr>
<td>f</td>
<td>mòvól</td>
<td>mòvól</td>
<td>&quot;oil&quot;</td>
</tr>
<tr>
<td>g</td>
<td>èsòŋ</td>
<td>èsòŋ</td>
<td>&quot;tooth&quot;</td>
</tr>
</tbody>
</table>
### 1.4.3 LEXICAL SIMILARITIES BETWEEN M MEN AND AGHEM

Aghem, coded 810 according to Dieu M. et Renaud (1983) and being a neighbouring language to Mmen shares some common lexical forms with Mmen. The following nouns have the same pronunciation and meaning in both languages.

<table>
<thead>
<tr>
<th></th>
<th>Mmen</th>
<th>Aghem</th>
<th>Gloss</th>
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</thead>
<tbody>
<tr>
<td>a)</td>
<td>mò'</td>
<td>mò'</td>
<td>&quot;one&quot;</td>
</tr>
<tr>
<td>b)</td>
<td>nám</td>
<td>nám</td>
<td>&quot;animal&quot;</td>
</tr>
<tr>
<td>c)</td>
<td>ótšûm</td>
<td>ótšûm</td>
<td>&quot;drum&quot;</td>
</tr>
<tr>
<td>d)</td>
<td>ákám</td>
<td>ákám</td>
<td>&quot;crab&quot;</td>
</tr>
<tr>
<td>e)</td>
<td>ílwô</td>
<td>ílwô</td>
<td>&quot;bridge&quot;</td>
</tr>
<tr>
<td>f)</td>
<td>ndźôŋ</td>
<td>ndźôŋ</td>
<td>&quot;moon&quot;</td>
</tr>
<tr>
<td>g)</td>
<td>źkâm</td>
<td>źkâm</td>
<td>&quot;a thousand&quot;</td>
</tr>
<tr>
<td>h)</td>
<td>múl</td>
<td>múl</td>
<td>&quot;a swelling&quot;</td>
</tr>
<tr>
<td>i)</td>
<td>mú</td>
<td>mú</td>
<td>&quot;water&quot;</td>
</tr>
<tr>
<td>j)</td>
<td>źfóká'</td>
<td>źfóká'</td>
<td>&quot;tree&quot;</td>
</tr>
</tbody>
</table>
1.4.4 HISTORICAL BACKGROUND

The Mmen people are usually referred to as Mmen or Bafimen people. Administratively, they are recognised as Bafineng. The inhabitants of this region do welcome all the above appellations. Some of them prefer Mmen to Bafimen or Bafineng.

According to information gathered from the field and confirmed by Agha-ah (1993:2), before the era of colonisation, the people of Mmen were known as "Mmen". The coming of Germans to Mmen before the First World War with interpreters from Bali initiated the change from "Mmen" to "Bafemeng". "Ba" meaning "people" (people of Mmen). Thus, the Bali vocabulary played a vital role in the modification of the name of this region. Given the historical and cultural attachment these people share with the name "Mmen", some wish to regain this cherished appellation.

The origin of Mmen can be traced from the series of migrations that brought the Kom, Isu, Bafut, Nyos and Kuk people to their present settlements. According to Nkwi and Warnier (1984), Mmen falls within the chap group. The Mmen people broke away from this group and moved through bushes passing through Oku, Achain, settling temporarily at Ndewum to later leave to the present Mmen. Etymologically, this movement or migration is referred to in the Mmen language as "Mweng" meaning "to wade ones way through the Bush". This explains how the people moved to finally settle in Mmen.

1.5 LINGUISTIC CLASSIFICATION

The Mmen language, coded 821 according to Dieu M. et Renaud (1983) is one of the Grassfield Bantu languages. This language belongs to the Niger-Kordofanian Phylum and within the Niger-Congo sub phylum.
Within the Grassfield Bantu languages, Mmen belongs to the Western Grassfields and to the Ring group in particular, which covers certain areas of Bui, Mezam, Donga-Mantung, Menchum Division and Boyo Divisions. The Ring group, being further divided into West, Centre, East and South languages has the Mmen language featuring as one of the Centre Ring languages with the code 821.

Grimes (1984) in his classification of the Niger-Kordofanian languages, classifies the Mmen language in the Ring group as follows: fig. II.

The following classification from Dieu M. and Renaud (1983) is better because it gives precise details about the Ring group of languages.
Fig II(b) Classification of Mmen, one of the Centre-Ring Western Grassfield languages of the Bantu group, coded 821.

Source: Dieu M. and Renaud (1983)
Fig. III: Mлас within the Cameroon Linguistic families and groups. CAMEROUN
Fig IV Mmen within the Cameroon Linguistic zones.
Fig V Mmen, Coded 821 among the national languages of Menchum Division.
1.6 LITERATURE REVIEW

This section reviews works that have been produced on the Mmen language. Other related and relevant works will be introduced subsequently where necessary.

In Cameroon, much research has been done on National languages under the operational Research Project for the Teaching of Languages in Cameroon popularly known by its French acronym as PROPELCA. As far as Mmen is concerned, very little research has been done on this language.

In the domain of phonology, Mmen has benefited from the attention of Agha (1987) who, in "The Phonology of Mmen" has described the sound system of the language. According to her findings, twenty-eight consonants, eight vowels and five tones make up the phonetic system of the language (See section 1.8 for a list of these sounds).

In the domain of morphology, Agha-ah (1993) takes Mmen a step further in describing or studying nominal morphology in "The Noun Class System of Mmen". These works constitute so far, the scientific works produced on the language.

1.7 METHODOLOGY

This section describes how research data for this work was collected and analysed.

1.7.1 DATA COLLECTION

The data for this research was collected from both oral usages and documents in the English language before translating into Mmen. The data collection procedure consisted in obtaining the Mmen form of an utterance, providing its direct transnational equivalent in English, deriving its structural
description and providing its right semantic meaning. The noun phrases collected consisted of simple and complex noun phrases comprising head nouns and modifiers such as possessive adjectives, qualifying adjectives, demonstrative adjectives, numerals, pronouns, indefinite adjectives etc. The transcription system used in this study is that proposed in the General Alphabet of Cameroon Languages.

The data for this study was collected both in Mmen and in Yaounde (see references for informants). The Mmen data collection began in Yaounde and ended in Mmen for the following reasons:

- There was a necessity to cross-check the data collected in Yaounde.
- Mmen people were scarce in Yaounde. Some few were very proud to declare that they do not know their mother tongue.
- The few who were willing to play the role of informants were very busy with academics as well as daily survival.
- Equally, there was the necessity to obtain information on the sociolinguistic realities of the area of research.

The transcription and retranscription was done by the researcher. Many informants were used to obtain and verify the data. This was to assure data authenticity and to avoid possible linguistic idiosyncratic errors.

Besides our linguistic corpus, we used a questionnaire (see Appendix). This questionnaire permitted us to select our informants from the Mmen people whom we met. This questionnaire was out to verify the competence of given speakers with the Mmen language as well as with other neighbouring languages surrounding Mmen.
1.7.2 DATA ANALYSIS

After collecting the hundreds of nominal forms and phrases, they were grouped under two broad categories for easy analysis. These involved simple noun phrases and complex noun phrases. Having provided the direct transnational English equivalents of Mmen nominal phrases, a descriptive linguistic analysis was therefore provided; pointing out the various noun phrase components, types and structures. This approach was in respect to the method of bi parametric analysis provided by Case Grammar.

1.7.3 THEORETICAL FRAME WORK

This study employs the Case Grammar model as our main descriptive model. This descriptive model was introduced by Charles Fillmore and developed by Longacre and other linguists. Following this school of thought, a linguistic unit manifests not only surface structure relationship but also deep structure relationships. Hence, a satisfactory analysis of a sentence should be based on at least two parameters: a formal parameter taking into consideration the surface structure elements (as does traditional structuralist linguists) and a notional parameter which takes into consideration the deep structure relationships (as does generative linguists).

Citing Dubois et al (1973), Ogwana (1986) postulates that in Case Grammar, the initial sentence (e) develops into a sequence made up of the modality (mod) and a proposition (prop), where the first constituent (mod) consists of negation, mood, tense etc while the second constituent (prop) comprises the verb and a series of arguments (nouns, e).
As concerns specific cases, Ogwana (op. cit) recognizes eight cases, which do feature in Mmen. (As illustrated in the following highlighted examples in section 1.7.4 below)

- Agent (Ag.)
- Patient (pt)
- Measure or Evaluation (M)
- Beneficiary recepient (ben)
- Instrument (Inst)
- Locative recipient (Loc)
- Item (it)
- description (desc)

1.7.4 DEFINITION AND INVENTORY OF CASES IN MMEN

(3) a) **Agent (Ag).** This is the animate or the inanimate entity that acts or instigates a process.

   \[
   \text{NP1: ag} \quad \text{Vtr} \quad \text{NP2: pt}
   \]

   vå  nô  kôŋ  ndé

   'The child likes the house'

b) **Patient (pt)** It is the entity that undergoes the action expressed by the verb.

   \[
   \text{NP1: ag} \quad \text{Vtr} \quad \text{NP2: pt}
   \]

   vå  nô  kôŋ  ndé

   'The child likes the house'

c) **Measure or Evaluation (M).** This refers to the inanimate entity that expresses quantity, rate or evaluation expressed by the verb.

   \[
   \text{NP1: ag} \quad \text{Vtr} \quad \text{NP2: m}
   \]

   vå  ki  só  pèŋ  só  pè

   'The child has two years old'
d) **Beneficiary Recipient (ben).** It is the entity, often animate, towards which the action expressed by the verb is directed.


wúš yúí té fù fāyénó sò ndúmà véín

person female Asp give food to man her

'The lady gave food to her husband'

e) **Locative beneficiary (loc)** This refers to the entity, often inanimate, which is associated with the location of the action or situation expressed by the verb.

NP1:ag vtt NP2:pt Prep NP3:Loc

vâ ndèm sò' i wàs

child put bottle in fire

'The child has put the bottle in the fire'

f) **Item (it) and description (desc).** This concerns the case of the state verb 'be' 'γέ' with which these two entities are used. Item is the subject entity, Description, on the other hand, is the object entity.

NP1:it vbe NP2: desc

mì vám nò γέ yúí fòin

mother my Asp be wife fon

'My mother is a queen'

1.8 **THE SOUND SYSTEM OF MMEN**

This section reviews the various phonemic sounds in Mmen. In spite of the fact that phonology is not an integral part of this work, it is worthwhile reviewing this aspect to acquaint us with the sounds and tones to
be used in this study. According to Agha (1987) and Agha-ah (1993) Mmen has twenty-seven consonants, nine vowel sounds and five tones.

CONSONANTS

The following twenty-seven consonant phonemes and their corresponding graphemes constitute the Mmen consonant system.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Grapheme</th>
<th>Mmen example</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4)</td>
<td>p</td>
<td>pás</td>
<td>-calabash'</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>mbélé</td>
<td>-caterpillar'</td>
</tr>
<tr>
<td></td>
<td>m</td>
<td>nílú'</td>
<td>-wine'</td>
</tr>
<tr>
<td></td>
<td>bv</td>
<td>bvéf</td>
<td>-ask'</td>
</tr>
<tr>
<td></td>
<td>pf</td>
<td>ápfő</td>
<td>-convulsion'</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>fókò'ìè</td>
<td>-button'</td>
</tr>
<tr>
<td></td>
<td>v</td>
<td>váín</td>
<td>-child'</td>
</tr>
<tr>
<td></td>
<td>t</td>
<td>ntòìn</td>
<td>-pot'</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>ndé</td>
<td>-house</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>ndùm</td>
<td>-husband'</td>
</tr>
<tr>
<td></td>
<td>s</td>
<td>súín</td>
<td>-lover'</td>
</tr>
<tr>
<td></td>
<td>z</td>
<td>ázáf</td>
<td>-broom'</td>
</tr>
<tr>
<td></td>
<td>tf</td>
<td>ótfùm</td>
<td>-drum'</td>
</tr>
<tr>
<td></td>
<td>l</td>
<td>múl</td>
<td>'swelling'</td>
</tr>
<tr>
<td></td>
<td>sh</td>
<td>'sì</td>
<td>'those'</td>
</tr>
<tr>
<td></td>
<td>zh</td>
<td>zìì</td>
<td>'that'</td>
</tr>
<tr>
<td>Place of art</td>
<td>Bilabial</td>
<td>Labiodental</td>
<td>Alveolar</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>Stops vl</td>
<td>p</td>
<td></td>
<td>t</td>
</tr>
<tr>
<td></td>
<td>v</td>
<td></td>
<td>d</td>
</tr>
<tr>
<td>Vd</td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasal</td>
<td>m</td>
<td></td>
<td>n</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricative vl</td>
<td>f</td>
<td>v</td>
<td>s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>z</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affricate vd</td>
<td>pf</td>
<td>bv</td>
<td>ts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>dz</td>
</tr>
<tr>
<td>Lateral</td>
<td>l</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glide</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.8.1 Minen consonant chart

Adapted from Agha-ah (1993)
1.8.2 VOWELS

Mmen has nine vowels, which are subdivided into three front vowels, three central vowels and three back vowels. The following examples are illustrations of Mmen vowels.

(5) Vowel | Mmen example | Gloss
---|---|---
i | ítsí | 'hearth'
e | mmén | 'men'
ɛ | ndé | 'house'
i | másí | 'tears'
ə | áfákù | 'belt'
a | ākás | 'zinc'
u | túŋló | 'cat'
o | ñlwô | 'bridge'
ɔ | ñtôf | 'intelligence'

Table 1.8.2 Mmen vowel chart

<table>
<thead>
<tr>
<th>Place of art</th>
<th>Front</th>
<th>Central</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manner of art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>i</td>
<td>i</td>
<td>u</td>
</tr>
<tr>
<td>Mid-high</td>
<td>e</td>
<td>ə</td>
<td>o</td>
</tr>
<tr>
<td>Mid-low</td>
<td>e</td>
<td></td>
<td>ɔ</td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>
1.8.3 TONES

Like other African languages, Mmen is a tone language. Wiesemann et al (1994:51) provides the following definition and importance of tone in tonal languages:

Tone is the relative height of the voice while executing a sound. It is for this reason that the term "musical" is used for determining it. This musical height corresponds then to the variations that occur in the melodic curve while a phrase is being uttered. When the height of the voice has a distinctive function in the language at the lexical level and depending on the language, also at the grammatical level, it is a tonal language.

Considering this quotation, and given the following five tones (three level tones and two contour tones) that the Mmen language has, it can be concluded that Mmen is a tonal language. The following examples illustrate tones in Mmen.

(6) Tone | feature | Mmen example | Gloss
--- | --- | --- | ---
[\^] | High | ákám | 'crab'
[\^-] | Mid | ákùmtè | 'second'
[\-] | Low | ndòn | 'potato'
[\^\?] | rising | ʒì | 'that'
[\^\时间内] | falling | əmù | 'water'

1.9 OUTLINE OF THE STUDY

This work has been divided into five main chapters with each chapter being constituted by sections and subsections.
Chapter one provides a general introduction to the work. This chapter handles amongst others, the objectives and significance of the study, the sociolinguistic situation, linguistic classification, methodology of work and the sound system of the language.

In chapter two, attention is focused on Noun morphology. Within the study of noun morphology, focus is on noun formation processes as well as noun classes and gender classification.

In chapter three, we study simple noun phrase construction types with a special attention to unmodified and modified simple nominal phrases.

Chapter four is centred on complex noun phrase patterns such as serial, reduplicated, appositional, compound, colloquial, conjunctive, relative clauses etc.

In chapter five which is the conclusion, a summary of the key findings of the study is presented before some suggestions for further research.

1.9.1 SUMMARY

We have so far handled the significance, scope and objectives of this work. We have also presented the socio-linguistic situation of Mmen, our methodology of work as well as the phonemic system of Mmen. Contrary to the impression that this language is either a variety of the Kom or the Aghem language; Mmen is one of the Ring Grassfield :Bantu languages. Chapter two will be centred on noun morphology in Mmen.
CHAPTER TWO

NOUN MORPHOLOGY

This chapter studies the morphology of the noun in Mmen. According to Mutaka and Tamanji (1995:122), nouns are formed in African languages by combining affixes (noun class or derivational) with nominal stems or roots. From this perspective, interest in this chapter will centre on the noun class system, gender and other noun formation processes that may be used to expand the nominal lexicon in the language.

2.1 THE NOUN CLASS SYSTEM

Unlike the English language in which nouns are grouped on semantic basis such as proper nouns, common nouns, abstract nouns etc, African languages, Mmen inclusive, form their nouns by combining various affixes (class or derivational) with nominal roots. According to Alexandre (1967:52) cited in Agha-ah (1993:27) precision is given on what noun classes are in the following translation.

Noun classes are grammatical categories
Concord affixes marked in Bantu languages by particular prefixes. The choice of these concord affixes, that is, the particular affixes of concorded words, is governed by noun classes.

The above definition of noun classes brings out the major characteristics common in noun classes such as being constituted by nominal affixes and concord. Before proceeding to a review of noun classes and related noun classification problems in Mmen, it is important examining briefly the criteria for determining Bantu languages.
2.1.1 CRITERIA FOR DETERMINING BANTU LANGUAGES

ALCAM (1983) provides a suitable classification of African languages (Bantu languages as well), which permits us to distinguish Bantu languages from other languages. Besides this classification, Guthrie (1948:11) cited in Agha-ah (op. cit) postulates the following criteria for determining Bantu languages.

PRINCIPAL CRITERIA

1) A system of grammatical genders, usually at least five with the following characteristics:

   a) The sign of gender being a prefix, by means of which words may be assorted into a number of classes varying roughly from ten to twenty.

   b) There is a regular association of pairs of classes to indicate the singular and plural of the genders. In addition to these two-class genders, there are also one-class genders where the prefix is sometimes similar to one of the plural prefixes.

   c) When a word has an independent prefix as the sign of its class, any other word, which is subordinate to it, has to agree with it as to class by means of a dependent prefix.

   d) There is no correlation of the gender with sex reference or with any other clearly defined idea.

2) A vocabulary, part of which can be related by fixed rules, to a set of hypothetical common roots.
SUBSIDIARY CRITERIA

3) A set of invariable cores, or radicals, from which almost all words are formed by an agglutinative process with the radicals having the following features:
a) They are composed of consonant-vowel-consonant.
b) When a grammatical suffix is attached to the radical a 'base' is formed on which words identifiable as verbals are built.
c) When a non-grammatical or lexical suffix is attached to the radical, a 'stem' is formed on which words identifiable as nominals are built. When a nominal belongs to a two-class gender the sounds and tones of the stem are the same in both classes.
d) A radical may be extended by an element found between it and the suffix. Such elements termed 'extensions' are composed either of vowel-consonant or of a single vowel.
e) The only case of a radical occurring without a prefix of any kind occurs in verbals used as interjections.

4) A balanced vowel system in the radicals consisting of one open vowel with an equal number of back and front vowels. It is worth noting that amongst the above two criteria, the latter rather seems a little complicated to be applied.

2.1.2 CRITERIA FOR DETERMINING NOUN CLASSES

Like in some Bantu languages, Mmen nouns are grouped into various classes established on the basis of the mentioned criteria. Noun prefixes constitute one of these criteria for grouping nouns into classes as suggested by Welmers (1973:159) in the following quotation.
... there are many languages and groups of languages in which affixes with noun stems constitute a major
criterion for dividing nouns into a number of noun
classes, which differ from each other in a variety of
grammatical constructions.

According to Agha-ah (1993:28) nouns in Mmen belong to different
classes with seven gender distinctions. Noun classification is made on the
following basis.

(i) The form of the prefix
(ii) Gender
(iii) Nouns and their concord affixes
(iv) Semantic content

2.2 NOUN CLASSES

The Mmen noun consists of a prefix and a stem and nouns sharing
common prefixes are grouped together and referred to as a class. Below are
the thirteen different noun classes attested in Mmen.

2.2.1 NOUN CLASS 1

The majority of the nouns constituting this class are made up of
personal nouns. Animate nouns too equally feature in this class as well as
nouns of other semantic groupings. The main prefix of this class /a-/ has
three alternates depending on context of appearance as illustrated in the
following data.
(7)  a) 5-pyā    'father'
b) 5w-ǔō    'person'
c) 5v-ǔópámó    'builder'
d) 5v-ăín    'child'
e) 5v-ăkú    'orphan'

From these examples, it is observed that the basic prefix /e-/ has various realisations in the following contexts.

/e-/ before consonant

/ew-/ before rounded vowels

/ev-/ before unrounded vowels

This prefix /5-/ in Mmen corresponds to the proto-ring prefix /ú-/.

2.2.2 NOUN CLASS 2

In the above noun class, most of the nouns are personal nouns as well as animate nouns. This is the corresponding plural class of class I nouns. The basic class I noun prefix initial /5-/ is maintained but rendered in its plural prefix as /5γ̣5-/ as exemplified below:

(8) a) 5γ̣5-pyā    'fathers'
b) 5γ-ő    'people'
c) 5γ̣5-póma    'builders'
d) 5γ-ăin    'children'
e) 5γ-ăkú    'orphans'

From the above examples, it is noticed that the basic prefix for class 2 nouns is altered depending on its environment of occurrence. In an environment where /5γ̣5-/ is followed either by a rounded or an unrounded vowel, a
vowel deletion (schwa deletion) takes place at morpheme boundary as in examples (b) and (e). Secondly, where the prefix /ðyð-/ is followed by a diphthong /ðı/ of a stem, this diphthong changes to /ði/ as in (d) above.

The basic prefix of class 2 nouns /ðyð-/ corresponds to the proto-ring prefix /bá-/.  

2.2.3 NOUN CLASS 3

The nouns constituting class 3 are mostly names of objects as well as inanimate things. The basic prefix for this noun class is /ð-/. Examples of class 3 nouns are:

(9) a) ð-káf 'armpit'
    b) ð-ŋkám 'a thousand'
    c) ð-kʰɪŋ 'peace plant'
    d) ð-sá' 'case'
    e) ð-túm 'message'

The corresponding proto-ring prefix for class 3 is /tí-/

2.2.4 NOUN CLASS 4

Like class 3 nouns, class 4 nouns are mostly made up of names of objects and inanimates. The only difference is that class 4 nouns are the plural nouns of class 3. The prefix of these nouns is /ósó-/. The following nouns are some illustrative examples of class 4 nouns.

(10) a) ósó-káf 'armpits'
    b) ósó-ŋkám 'thousands'
    c) ósó-kʰɪŋ 'peace-plants'
    d) ósó-sá' 'cases'
2.2.5 NOUN CLASS 5

The nouns in class 5 designate miscellaneous objects as well as augments. The prefix for this class alternates between /á-/ and /í-/ depending on the environment of occurrence. The nouns in this class can be classified into three categories as in the following examples.

Class 5a. Nouns with plurals in class 6

(11) a) á-fû 'farm'
b) á-kû 'forest'
c) á-kûm 'juju'
d) í-fû 'medicine'
e) í-k’û 'bed'

Class 5b. Nouns with plurals in class 13

(12) a) í-záf 'illness'
b) í-píŋ 'dance'
c) í-tóf 'intelligence'
d) í-fú 'leaf'
e) í-í 'grave'

Class 5c. Nouns without plurals

(13) a) í-tsóf 'beauty'
b) í-tsóŋ 'theft'
c) í-žá 'madness'
d) í-sáŋnê 'happiness'
e) i-wúl 'rain'

e) 5sá-túm 'messages'

The class 4 basic prefix /5s/ corresponds to the proto-ring prefix /i/-.
From the above data, it is realized that the prefix /á-/ appears before stems beginning with /l/ and /k/ while /i-/ appears before stems beginning with /k/, /l/, /w/, /r/, /ɾ/, and /s/. The corresponding proto-ring prefix for this noun class is /i-/.  

2.2.6 NOUN CLASS 6

The basic prefix for this class of nouns is /m-/ . In this class, nouns can be classified under two groups.

**Class 6 (1) Nouns with singulars in class 5**

(14) a) mí-fû' 'farms'  
b) mí-kú 'forests'  
c) mí-kûm 'jujus'  
d) mí-fû 'medicines'  
e) mí-kû 'beds'

**Class 6 (2) Nouns with singulars in class 19**

(15) a) mí-lám 'nets'  
b) mí-ká 'trees'  
c) mí-tám 'fruits'  
d) mí-nâŋ 'birds'  
e) mí-yâm 'mats'

The above data shows /m-/ appearing before consonants that share the same articulatory features with /m-/. This makes one to feel that /m-/ a schwa being a weak vowel must have been deleted after /m-/, but it is probably due
to the fact that /m/ is a tone bearing consonant. The corresponding proto-ring prefix for this class is /mₕ-/.

NOUN CLASS 6 a

This class of nouns shares the same concord and nominal features with class 6 nouns. The only difference is that these are mass nouns. Its basic prefix is /m₁-/.

Nouns in this class include:

(16) a) ní-káin 'gun-powder'
b) ní-yín 'breast-milk'
c) ní-tsôl 'pus'
d) ní-dám 'blood'
e) ní-tʃi 'soil'

The corresponding proto-ring prefix for class 6a nouns is /mₕ-/.

It is noticed that the schwa must have been deleted in the Mmen class 6 (a) prefixes.

2.2.7 NOUN CLASS 7

The basic prefix for class 7 nouns is /á-/.

Some of the nouns making up class 7 nouns are:

(17) a) á-kwàlì 'prostitute'
b) á-wú 'hand'
c) á-kás 'zinc' (sg)
d) á-wàmnè 'cross'
e) á-ŋá 'faeces' (sg)

Although the prefix of this class is identical to that of class 5 nouns, the collocation of nouns in these two classes with adjectives, numerals and
possessives reveal different concord elements, Agha-ah (1993:48). The corresponding proto-ring prefix for this class is /ki-/.

2.2.8 NOUN CLASS 8

The prefix for nouns in this class has two alternates /i-/ and /å-/.

Some nouns in this class include:

(18) a) i-kwàlà 'prostitutes'
b) i-kwás 'zinc' (pl)
c) i-yâ 'faeces' (pl)
d) i-wàmnè 'crosses'
e) i-3â' 'mushrooms'

This is the plural class for class 7 nouns. It is not easy accounting for the alternation observed in this class between /i-/ and /å-/.

According to Agha-ah (op. cit) a vowel reduction process must have occurred with (e) and (f) while in the others it is yet to take place. The corresponding proto-ring prefix for the above class is /íi-/. 

2.2.9 NOUN CLASS 9

Class 9 nouns are made up of names and other inanimates. The prefix for this class is /N-/.

The following are some of the nouns making up this noun class.

(19) a) mí-bélé 'caterpillar'
b) mí-dóŋ 'horn'
From the data above, we notice the change of the homorganic nasal /N-/ to /m-/, /n-/, and /ŋ-/ depending on its environment of occurrence. This is due to the process of homorganic nasal assimilation. Equally, the tone of the prefix becomes high when it precedes a high tone. The prefix /N-/ corresponds to the proto-ring prefix /N-/.

2.2.10 NOUN CLASS 10

This is the plural class for class 9 nouns. The basic prefix for this class is /āsá-/.

The examples below will illustrate this.

(20) a)  āsá-ní-bélé 'caterpillars'
b)  āsá-ní-dón 'horns'
c)  āsá-ní-dón 'potatoes'
d)  āsá-ŋ-ðain 'beautiful girls'
e)  āsá-ŋ-gám 'weeks'

Although the above noun class prefix is identical with that of class 4, it is distinct in that the plural for class 9 is attached to a homorganic nasal where as the class 4 prefix is not attached to any plural prefix.
2.2.11 NOUN CLASS 13

The prefix for noun class 13 is /ató-/. Some of the nouns making up the above class include:

(22) a) átó-pÔŋ 'jaw'
b) átó-țâf 'illnesses'  
c) átó-țûf 'intelligence (pl.)'
d) átó-pîŋ 'dances'
e) átó-fû 'leaves'

The proto-ring prefix for class 13 nouns is /tó-/. This noun class is the plural class for class 5b nouns.

2.2.12 NOUN CLASS 19

The basic prefix for class 19 is /fîs-/. Nouns making up this class include:

(23) a) fîs-lâm 'net'
b) fîs-kâ 'tree'
c) fîs-tâm 'fruit'
d) fîs-nâŋ 'mat'
e) fîs-ŷâm 'mat'

Nouns in this class form their plurals in noun class 6 (2). The corresponding proto-ring prefix for this class is /fîs-/. The different prefixes for the various noun classes have been summarized in the following recapitulative table.
Table 2.2 Summary table of the Mmen noun class system

<table>
<thead>
<tr>
<th>Noun class</th>
<th>Proto-Ring prefix</th>
<th>Mmen prefix</th>
<th>Mmen example</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ú-</td>
<td>ñ-, ñw-, ñv-</td>
<td>ñ-pwá pé</td>
<td>'father'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>óv-áín</td>
<td>'child'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ów-úl</td>
<td>'person'</td>
</tr>
<tr>
<td>2</td>
<td>bá-</td>
<td>ñyá-</td>
<td>ñy-óín</td>
<td>'children'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ñy-óípómó</td>
<td>'builders'</td>
</tr>
<tr>
<td>3</td>
<td>ú-</td>
<td>ñ-</td>
<td>ñ-sá'</td>
<td>'case'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ñ-túm</td>
<td>'message'</td>
</tr>
<tr>
<td>4</td>
<td>í-</td>
<td>ñsá-</td>
<td>ñsá-sá'</td>
<td>'cases'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ñsá-túm</td>
<td>'message'</td>
</tr>
<tr>
<td>5a</td>
<td>í-</td>
<td>á-i-</td>
<td>á-fú</td>
<td>'bush'</td>
</tr>
<tr>
<td>5b</td>
<td></td>
<td></td>
<td>á-kú</td>
<td>'forest'</td>
</tr>
<tr>
<td>5c</td>
<td></td>
<td></td>
<td>í-pómaj</td>
<td>'jaw'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>í-záf</td>
<td>'illness'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>í-zá'</td>
<td>'madness'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>í-tsómaj</td>
<td>'theft'</td>
</tr>
<tr>
<td>6</td>
<td>á-</td>
<td>mí-</td>
<td>mí-fú</td>
<td>'bushes'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mí-kú</td>
<td>'forests'</td>
</tr>
<tr>
<td>7</td>
<td>kí-</td>
<td>á-</td>
<td>á-kás</td>
<td>'zinc'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>á-wú</td>
<td>'hand'</td>
</tr>
<tr>
<td>8</td>
<td>bí-</td>
<td>i-, ñ-</td>
<td>í-kwás</td>
<td>'zinc' (pl)</td>
</tr>
</tbody>
</table>

Notation: '(-)' indicates a prefix that is optionally added to the root word.
2.3 NOUN CLASSES AND GENDER

2.3.1 GENDER AND SEMANTIC CONTENT

In establishing gender in Mmen, the affixes as well as semantic content of various nouns are taken into consideration. Some class pairs show consistency in terms of semantic content while others do not.

1/2 consists of kinship nouns
3/4 consists of mostly mixed nouns
5/6 contains mostly mixed nouns
6a is made up of mass nouns
7/8 contains mostly mixed nouns
9/10 is made up of mostly mixed nouns
5/13 consists of augmentatives
19/6 contains diminutives
2.3.2 DOUBLE AND SINGLE CLASS GENDERS


Many nouns are members of two classes, one to mark the singular and the other to mark the plural. Some nouns, however, belong to one class. Many of these are mass nouns, collective nouns or abstract nouns. Pairings of two classes are here referred to as "double class genders" while the others are referred to as "single class gender".

In Mmen there are 7 double class genders and two single class genders. The following table shows double and single class genders in Mmen.

Table 2.3.2 Double and single class genders in Mmen

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>*5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>13</td>
</tr>
</tbody>
</table>

The classes marked with asterisks are single class genders.

2.4 NOUN FORMATION PROCESSES

Besides the process of combining affixes to stems to obtain nouns, Mmen equally enriches its nominal lexicon through a number of processes.
These include borrowing or loans, lexical adaptation of loans, derivation, compounding and partial reduplication.

2.4.1 BORROWING

The expansion of the nominal lexicon in Mmen makes good use of the linguistic process of borrowing. Some of the borrowed lexemes come from neighbouring languages like Kom and Aghem which in return borrow from Mmen. According to Downes (1984:28) this is known in other words as the process of lexical continuum (as earlier discussed in PP 5.6. of this work).

2.4.1.1 LOANS FROM ENGLISH

(24)

<table>
<thead>
<tr>
<th>Mmen</th>
<th>Gloss</th>
<th>English transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsîtsâ</td>
<td>'teacher'</td>
<td>/titʃə/</td>
</tr>
<tr>
<td>ts₂s</td>
<td>'church'</td>
<td>/tʃʌʃ/</td>
</tr>
<tr>
<td>piɛsɔ</td>
<td>'pears'</td>
<td>/peəs/</td>
</tr>
<tr>
<td>mɔtɔ</td>
<td>'motor'</td>
<td>/mɔtə/</td>
</tr>
<tr>
<td>tɛlɛviʃɔn</td>
<td>'television'</td>
<td>/tɛlɛviʃən/</td>
</tr>
<tr>
<td>mɛyɔ</td>
<td>'mayo'</td>
<td>/mɛə r/</td>
</tr>
</tbody>
</table>

2.4.1.2 LOAN FROM FRENCH

(25) ðifjɔŋ 'avion' (plane)
2.4.2 LOAN ADAPTATION

Some loan words generally undergo morphological and phonological adaptation in order to conform to the target language structure and meaning. This process of adaptation can be classified under three categories.

2.4.2.1 PROTHESION

Prothesis involves the introduction of new sounds at word-initial position as illustrated in the following examples.

(26) a) kàtìkis /kætəkis/ 'cathechist'
    b) kàtìkisə /kæθəlik/ 'catholics'
    c) kùt /kəut/ 'coat'

2.4.2.2 EPHENTHESIS

Epenthesis involves the insertion of vowels to break consonant clusters as illustrated in the following loan adaptations.

(27) a) tɔ ląwà sə /flaʊə/ 'flowers'
    b) tɔ lą wə /flaʊə/ 'flour'

2.4.2.3 ECHOIC WORDS

These are onomatopoetic words according to Tambi and Alobwede (1979:77). Such words are coined arbitrarily by imitating a given sound. A good example is

(28) fɔtìm lim 'motor bike'
2.4.3 DERIVATION

Some nouns are formed by adding affixes to nominal bases. From this process, nouns are derived from verbs by adding noun class affixes to given verb roots. The following are examples illustrating nouns derived from verbs.

(29) a)  ámbım 'message'          sám ámbım 'to send'
        b)  ámb sómámá 'builders'      sóm sómám 'to build'
        c)  ámb sóm sámá 'behaviour'  sám sóm 'to stay'

2.4.4 COMPOUNDING

Compounding involves the combination of two nominal forms forming a single new word. According to Mecussen (1967:95) cited in Ngangoum (2002:28) the essential features of a compound noun consist of two stems treated as one. The following are some examples of compound nouns in Mmen.

(30) a)  ámb sám vásí b) vám námá
       place fire        child man
       'fire-side'      'boy'
        c)  vám và yúí d) và já pé
       child female     owner compound
       'girl'           'father'

2.4.5 PARTIAL REDUPLICATION

Partial reduplication in noun phrases in Mmen takes place with the process of lexical clipping. According to Tambi and Alowbade (1979) clipping in lexicology involves the shortening of lexical forms of words
without any influence on its meaning. This partial reduplication takes place in kinship phrases where 'vain' child is doubled. Below are some examples illustrating partial reduplication.

(31) a) vâ vâîn ʁèحسنì
cchild cchild cour

'Our grand son / grand daughter'
b) vâ vâîn ndùmâ vé
cchild cchild cmale cyour

'Your grand son'

2.5 SUMMARY

The Mmen noun is formed by combining affixes to nominal stems. This is done respecting various noun classes which have specific prefixes (plural as well as singular). Other linguistic processes equally intervene besides affixation when it comes to obtaining the nominal lexicon. These include loans, adaptation, derivation, compounding and partial reduplication.
CHAPTER THREE
THE SIMPLE NOUN PHRASE CONSTRUCTION

This chapter is concerned with the description of the Mmen simple noun phrase in its possible structures. Essono (2000) defines the simple noun phrase as being a nominal phrase syntagme with a zero constituent. In this light, our attention will be centred on simple nominal phrases, the simple modified noun phrase structures and simple pronominal constructions.

3.1 THE NOUN PHRASE

The noun phrase is a nominal group made up of either a noun only, a noun and its modifiers or determiners or a noun substitute. This definition is highlighted in Tambi and Alobwede (1979:32).

A noun phrase consists of a single noun or a noun substitute or a cluster of words having a noun as the head word in the group. The other words which may be determiners, adjectives, adverbs or even nouns are normally called determiners.

In the same light, Dubois et al (1973:340) cited in Tongo (1993:65) see the noun phrase as. A syntagme constituted by a noun... eventually preceded by a determiner... article, demonstrative etc.

3.1.1 SINGLE NOUNS AS IMPERATIVE SUBJECT

Imperative utterances in Mmen, like in most languages, require a single noun when it concerns requesting the attention of an addressee.

These imperative single nominal phrases are common when it comes to a speaker calling a listener or a listener responding in affirmative to a very
dignified personality. Their NP structures are NP $\rightarrow$ N. The following examples will illustrate the above statement.

(32) SPEAKER - LISTENER IMPERATIVE CALLS

\[
\begin{align*}
a) \text{Speaker:} & \quad \text{Ngốŋ!} \\
          & \quad \text{Ngong} \\
          & \quad \text{N} \\
b) \text{Listener:} & \quad \text{Chia!} \\
\end{align*}
\]

(33) POLITE AFFIRMATIVES

\[
\begin{align*}
a) \text{Fon:} & \quad \text{Chia!} \\
          & \quad \text{N} \\
b) \text{Addressee:} & \quad \text{mbè!} \\
          & \quad \text{Your highness!} \\
          & \quad \text{N} \\
c) \text{Christian / respectful wife:} & \quad \text{bố!} \\
          & \quad \text{Lord!} \\
\end{align*}
\]

In (b), tradition and culture obliges any subject to address or answer to the fon 'mbè' and not by his name, or by a 'yes'.

In (c), as the Christian addresses his or her creator 'bố 'lord' the respectful wife equally owes the same respect to the husband.

3.1.2 SINGLE NOUNS AS SUBJECTS

Single nouns may take the subject position in sentences. The structure of such sentences will be $S \rightarrow N1 + V + (N2)$ as in the following examples.
(34) a)  
\[
\begin{array}{ccc}
N1 & V & N2 \\
pwà & té & pwà \\
dog & Asp & barked \\
\end{array}
\]
'The dog barked'

b)  
\[
\begin{array}{ccc}
N1 & V & N2 \\
wùòpómọ & ọkọọ & nị vóm \\
builder & like & mother my \\
\end{array}
\]
'The builder likes my mother'

c)  
\[
\begin{array}{ccc}
N1 (pron) & V & N2 \\
i & pé’lọ & ọfọkọ \\
He & sell & agr chair \\
\end{array}
\]
'He is selling a chair'

3.1.3 SINGLE NOUNS AS VERB OBJECTS

Like in other languages, Mmen single nouns do function as verb objects. Sentences with these nominal objects have the structure:

\[S \rightarrow N1 + V + N2\]

as illustrated in the following Examples.

(35) a)  
\[
\begin{array}{ccc}
N1 & V & N2 \\
nị & vóm & pé’lọ & màngọlọ sà \\
Mother & my & sell & mangoes \\
\end{array}
\]
'My mother is selling mangoes'

b)  
\[
\begin{array}{ccc}
N1 & V & N2 \\
váin & kí & iząm \\
child & has & exam \\
\end{array}
\]
'The child has examination'
3.1.4 SINGLE NOUNS AS OBJECTS OF PREPOSITIONS

In some sentences, single nouns follow prepositions in second object positions. Such sentences have the structure \( S \rightarrow N1 + V + N2 + (NP3) \). The following examples will illustrate such cases:

(36) a) \( N1 \) V N2 (Prep) N3

\( \text{pwa} \text{p} \text{e} \text{ } \text{v} \text{ } \text{fu} \text{ } \text{n} \text{u} \text{ } \text{s} \text{ } \text{wu} \text{ } \text{d} \text{p} \text{om} \text{a} \)

Father Asp give water to builder
'Father gave water to the builder'

b) \( N1 \) Poss V N2 (Prep) N3

\( \text{tsi} \text{a} \text{ } \text{v} \text{am} \text{ } \text{v} \text{a} \text{ } \text{fu} \text{ } \text{tos} \text{ } \text{s} \text{ } \text{n} \text{ } \text{n} \text{ } \text{v} \text{am} \)

father my Asp give torch to mother my
'My father gave a torch to my mother'

c) \( N1 \) V prep N2

\( \text{n} \text{i} \text{n} \text{ } \text{f} \text{o} \text{ } \text{te} \text{i} \text{n} \text{ } \text{f} \text{o} \text{ } \text{v} \text{a} \text{ } \text{ma} \text{s} \text{e} \text{ } \text{a} \text{ } \text{t} \text{u} \text{ } \text{f} \text{a} \text{k} \text{a} \)

Bird the Asp Perch on top tree
'The bird has perched on the tree'

3.2 MODIFIERS IN THE SIMPLE NP

The word adjective is defined as a word that names a quality or that defines or limits a noun. These adjectives play a modifying role when they
are combined with nouns to form nominal phrases. According to Peck (1995:92)

Modifier constituents follow or precede the noun head and are expounded by adjectives. Modifiers with their adjectives add meaning to the noun in the noun head. They narrow down the range of reference and add picture-detail and speaker evaluation.

These adjectives are classified into a number of categories in African languages.

3.2.1 TYPES OF ADJECTIVES

According to Mutaka and Tamanji (2000) adjectives in African languages can be classified under three broad categories. These categories include pure adjectives, verbal adjectives and nominal adjectives. As far as the Mmen language is concerned, it will be prudent handling only two broad categories of adjectives in the language: pure adjectives and derived adjectives.

3.2.1.1 PURE ADJECTIVES

According to Nkemnji (1995:135) cited in Ngangoun (2002:68), pure adjectives are "those lexical items that are specified in lexicon as belonging to the category of adjectives". Like in Mpumpunj and some African languages, pure adjectives are very limited in Mmen. Only the forms presented in example (37) below show the characteristics of pure adjectives. These adjectives express quality. They are post-posed to the nouns they modify.
(37) a) N       Adj
    ndé        tsůnj
    House      good
    'Good      house

b) N       Adj
    ndésó      tsůnsó
    'Good      houses'

c) N       Poss.       Adj.
    ndúmà      ʒám       fέ
    husband    my        new
    My         new       husband

d) N       Poss       Adj
    ósándúm    ʒámsoó     fésó
    Agr Husband my Agr. New Agr.
    'My new husband'

There is number and class agreement between pure adjectives and the nouns they modify.

3.2.1.2 DERIVED ADJECTIVES

Derived adjectives are adjectives formed from either verbal or nominal roots. In such adjectives, nominal or verbal roots are combined with concordial affixes which function as derivational affixes of the same noun class to modify their preceding nouns. Below are illustrations.
3.2.2 PREDICATIVE ADJECTIVES

Predicative adjectives are post-posed to the nouns they modify. They are mostly linked to the head noun by a copula verb. Such sentences take the structure $S \rightarrow N1 + Poss + Dem + V + Qual$.

The following examples illustrate adjectives used predicatively.

(39) a) $N1$ Poss Dem V. Qual.
    váiIn vám vëIn yé pánIá
    Child my this be red
    'This my child is light in complexion'

b) $N1 N2$ V QualAdj
    yúI pwà pé yé týá
Attributive adjectives contrast with predicative adjectives. They modify a following noun according to Radford (op. cit). In most cases, Mmen attributive nominal adjective phrases have the adjectives post-posed to the nouns they modify. These following examples are illustrations of attributive nominal adjective phrases.

(40) a) N Adj.
    ónúŋ ñfámá
    hair black
    'Black hair'

b) N Adj
    ónúŋ sə ñfámássá
    hair Agr. Black Agr.
    'Black hairs'

3.3 SIMPLE NOUN PHRASE MODIFIERS
In this section, focus is on nominals modified by possessive adjectives, qualifying adjectives, demonstrative adjectives, quantifiers and numerals.

3.3.1 POSSESSIVE ADJECTIVE NOUN PHRASE

Possession, belonging or assertion of ownership within the noun phrase is expressed when the head noun combines with a possessive adjective. The following examples illustrate possessive adjective noun phrases.

(41) a) N Poss
      áváin ávéin
      child Agr.his
      'His child'

b) N Poss
    ákó' áyésëni
    Ladder Agr.Our
    'Our ladder'

c) N Poss
    átōŋgwāŋ əsāmfpô
    salt Agr.Your
    'Your salt'

d) N Poss
    ásándâŋə só vëinsô
    Agr. Month Agr. his Agr.
    'His months'
In such constructions, possessive adjective roots do agree in noun class, number and person with the preceding head nouns they modify. In case the head noun is moved to the final position of the phrases, then either an approximate elliptical noun phrase will be obtained or a meaningless phrase will result as illustrated in the following examples.

(42) a) * ávéin váin

His child

His child

Poss adj N Poss adj conj N

ávéin 5 váin

his and child

"He and the child"

b) * áyésènì 5kó'

We ladder

"we and a ladder"

Poss adj N Poss adj N

áyésènì 5kó'

"we and a ladder"

c) * ásfánfó ósfängwánj

Your salt

Poss. adj N Poss. adj N

"we and a ladder"

The above phrases with asterisks are ungrammatical because the word order of the phrases has been changed. In these phrases, the conjunctive element is absent in (a, b), then agreement problem is posed given that it is always adjectives agreeing in class, number and person with preceding nouns and not the reverse. The following table reviews some basic Mmen possessive adjective roots, (noun classes 1, 3, 4, 5, 6) from the first person singular to the third person plural.
Table 3.2.1 Basic Minen Possessive adjective roots.

<table>
<thead>
<tr>
<th>NOUN CLASSES AND POSS. ROOTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poss. Adj</td>
</tr>
<tr>
<td>My</td>
</tr>
<tr>
<td>Your (sg)</td>
</tr>
<tr>
<td>His/her</td>
</tr>
<tr>
<td>Our</td>
</tr>
<tr>
<td>Your (pl)</td>
</tr>
<tr>
<td>Their</td>
</tr>
</tbody>
</table>

The blank spaces in the above table require concordial initial consonants such as y, v, f, 3 according to the noun class in use for combination.

3.3.2 QUALIFYING ADJECTIVE NOUN PHRASES

Peck (1995:92) citing Vendler (1968) treats the above adjectives as quality adjectives or quality modifiers. These adjectives give quality to the nouns they modify. In Minen, these adjectives are post-posed to the nouns they qualify. The result simple noun phrase has the structure NP —> N + Q.Adj. The following examples are illustrations of qualifying adjective NPs.

\[
N P = N + Q \text{Adj}
\]

(43) a) ʃfškə fə pýó fə
chair Agr.  Bad Agr

'A bad chair'

N I  Q.Adj
b)  ázós  ā múá
broom  Agr.Old

'An old broom'
N I  Q.Adj
c)   ámbándʒi  mà páŋô
urine  Agr  red

'Red urine'
N I  Q.Adj
d)  jnúŋsô  fámásó
hair  Agr  black Agr.

'Black hair'

Qualifying adjectives do agree in noun class and number with the preceding nouns they modify. When the head noun is moved from the initial phrase position to the final phrase position, an ungrammatical phrase will be produced as in the following examples.

Q.adj.       N.
(44)  a)  * āmúá  ázós
   Old  broom

Q.adj.       N.
b)  * mà  páŋô  ámbándʒi
   Red  urine
3.3.3 DEMONSTRATIVE ADJECTIVE NOUN PHRASES

Demonstrative adjectives are equally known as demonstrative pronouns according to Peck (1995:92). These adjectives or pronouns, point out things which are either near speaker (NS), Near listener (NL) or far from speaker and listener (FSL). Demonstrative NPs take the structure; NP—\text{N} + Dem. Adj. The following examples illustrate demonstrative adjective noun phrases.

\begin{tabular}{ll}
\hline
N & Dem. \\
\hline
(45) a) n.cl.1 & \\
śkfłyn & 3éin \\
Hill & this (NS) \\
\textquoteleft This hill\textquoteright & \\
N & Dem. \\
b) n.cl.3 & \\
śfɔtɛmá & fi \\
Calabash & that (NL) \\
\textquoteleft That calabash\textquoteright & \\
N & Dem. \\
c) n.cl.4 & \\
misí & mì \\
Tears & those (NL) \\
N & Dem. \\
d) n.cl.5 & \\
śwàs & vîi \\
Gun & that (FSL) \\
That & gun \\
\hline
\end{tabular}
There is noun class and number agreement between demonstrative adjective forms and the preceding nouns. In case the head noun is moved from the initial phrase position to the phrase final position, an ungrammatical phrase will be produced. The following are some ungrammatical examples having the phrase structure \( NP \rightarrow \text{Dem} + N \).

\[
\begin{array}{ll}
\text{Dem} & \text{N} \\
(46) \ a) & * \text{3čin} \quad \text{ọ́kšinya} \\
\text{This} & \text{hill} \\
\end{array}
\]

\[
\begin{array}{ll}
\text{Dem.} & \text{N} \\
\ b) & * \text{vīl} \quad \text{šwâs} \\
\text{That} & \text{gun} \\
\text{Dem.} & \text{N} \\
\ c) & * \text{mī} \quad \text{mūsi} \\
\text{Those} & \text{tears} \\
\end{array}
\]

The following table presents representative Menen demonstrative adjective roots from noun classes 1,3 to 6. Other noun classes manifest the same demonstrative base.
Table 3.3.3 Basic Mmen demonstrative adjective roots

<table>
<thead>
<tr>
<th>Noun class</th>
<th>NS</th>
<th>NL</th>
<th>FSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- éín</td>
<td>-ī</td>
<td>-īl</td>
</tr>
<tr>
<td>3</td>
<td>- énà</td>
<td>-ī</td>
<td>-īl</td>
</tr>
<tr>
<td>4</td>
<td>- énà</td>
<td>-ī</td>
<td>-īl</td>
</tr>
<tr>
<td>5</td>
<td>- énà</td>
<td>-ī</td>
<td>-īl</td>
</tr>
<tr>
<td>6</td>
<td>ótó-éí nó</td>
<td>ótó-éí tī</td>
<td>ótó-éí tī</td>
</tr>
<tr>
<td></td>
<td>ósó -éí só</td>
<td>ósó - éí só</td>
<td>ósó -éí só</td>
</tr>
</tbody>
</table>

The blank spaces require cordial initial consonants such as f, m, t, v, s depending on the class of preceding noun, which the adjective modifies.

3.3.4 NON-NUMERAL QUANTIFIER NOUN PHRASES

Non-numeral quantifiers are better known in English as indefinite adjectives. According to Radford (1997) a quantifier is a type of determiner that denotes quantity. Such a category of quantifiers gives a vague and an imprecise number of the nominal elements described. Indefinite adjectives are post-posed to the nouns they determine. The structure NP → N + ind. Adj is produced when they combine with noun forms. The following examples illustrate non-numeral quantifier noun phrases.

(47) a) kóm 'all'
    ówú kóm
    hands all
    'All hands'
Indefinite adjectives do not agree either in class or number with the preceding nouns they determine. Where the head noun is moved to the phrase final position, an ungrammatical phrase is produced as in the following examples.

(48) a) * tétè  ámbú
       'Few hands'

b) * sët bè sè

   'Several houses'
Nouns modified by numerals

3.3.5 NUMERALS

Numerals are words, figures or signs standing for numbers or a number. Like in other languages, Mmen numerals are further sub divided into cardinal and ordinal numerals.

3.3.5.1 CARDINAL NUMERALS

Cardinal numerals are the most important or chief among numbers in terms of frequency of usage. Mmen cardinal numbers have both simple and complex cardinals.

(48) Simple cardinals:

mə 'one'
pè 'two'
tál 'three'
kià 'four'
tāín 'five'
túfá 'six'
sèmbè 'seven'
fámá 'eight'
púlámọ 'nine'
ńyám 'ten'
svọ one hundred
nụkám one thousand
Complex cardinals: This group of numerals is formed following the addition method of combination. In such numerals, a conjunctive element links the pair of numerals as can be seen in the examples below.

(50) ʾîyám ʿām mò' 'eleven'

Ten with one
ʾîyám ʿām pè 'twelve'

Ten with two
ʾîyám pè ʿām mò 'twenty-one'

Ten two with one

Distinct cardinal numerals range from one 'mò' to ten 'ʾîyám'. Two exceptional unique numbers exist after ten 'ʾîyám'. These are one hundred and one thousand ḫkám. The rest are complex cardinals formed through the addition of one number with another. These examples illustrate the use of cardinal numbers with nouns.

<table>
<thead>
<tr>
<th>N</th>
<th>Num.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(51)a) váfu</td>
<td>mò'</td>
</tr>
<tr>
<td>child</td>
<td>one</td>
</tr>
<tr>
<td>'One</td>
<td>child'</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N</th>
<th>Num.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) ʾmòfn</td>
<td>ʾpè</td>
</tr>
<tr>
<td>children</td>
<td>Agr two</td>
</tr>
<tr>
<td>'Two</td>
<td>children</td>
</tr>
</tbody>
</table>
There is number and class agreement between cardinal numerals and the preceding nouns they determine. The linear structure for cardinal numeral noun phrases is NP -> N + Num. Where this structure is altered, that is, when the head noun is moved away from its initial NP position, an ungrammatical phrase is produced. The following examples are illustrations of altered numeral NPs.

(52) a) * mīpè ṣmátsì
    'Two chairs'

b) * ṣ̀sì pè ndé
    'Two house'
Ordinal numerals are used in relation to positional importance in classification. In Mmen, like in some Bantu languages, the first, the second and the last positions are given distinct or unique ordinal numbers. These numbers differ from cardinal numbers. The following examples are distinct ordinal numerals.

(53) àśi 'first'
    àkùmtò 'second'
    àŋgo'sè 'last'

The other ordinals are simply cardinal numerals linked by the ordinal numeral prefix 'à-'. The following are examples illustrating derived ordinals from cardinal numerals.

(54) ā tál 'the third'
    ā kìa 'the fourth'
    ā tāin 'the fifth'
    ā tufá 'the sixth'
    ā sèmbè 'the seventh'
    ā fámá 'the eighth'

Like cardinals, ordinal numerals are always post-posed to the nouns they modify. Noun phrases modified by ordinals take the structure NP ➔ N + ord. Num the following examples illustrate nouns modified by ordinal numerals.
(55) a) ó váín ási
   Child first
   'The first child'

   N   ord.Num

b) ndúm á tāín
    husband five
    'The fifth husband'

   N   ord.Num

c) ìfòtémá fási fó
    calabash Agr. First Agr.
    'The first calabash'

   N   Ord.Num.

d) ndúm ási
    husband first
    'The first husband'

   Exceptionally, 'second' and 'last' require a reverse in phrase structure.
   In such cases, the right structure is ord.Num. + NP1 as illustrated in the following examples.

(56) a) akùmtè a ndúm
   second Agr. Husband
   'The second husband'

   ord.Num.   N   N   Num

   ndúm akùmtè....
   husband second
   The husband of the second...
<table>
<thead>
<tr>
<th>Ord. Num</th>
<th>N1</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>ākūmtē ā yūī yūī ākūmtē.....</td>
</tr>
<tr>
<td>second</td>
<td>Agr. Wife</td>
</tr>
</tbody>
</table>
| 'The second wife' | wife of the second...
| ord. Num | N |
| c) āngō'sē ā vāīn vāīn āngō'sē |
| last     | Agr child | child of last |
| 'The last child' | 'The child of the last...'.
| ord. Num | N |
| d) āngō'sē ā yūī yūī āngō'sē |
| last     | Agr wife | wife last |
| 'The last wife' | 'wife of the last....'

For the ordinals 'second' ākūmtē and last āngō'sē, the phrase structure is reversed: ord .Num. + NPI where this structure is disrespected, an elliptical phrase results, giving quite a different meaning and often incomplete.

Ordinal numerals share class agreement with the nouns they modify.

### 3.4 PRONOMINAL PHRASES

According to Wiesemann et al (1984:70), pronouns are words used in reference or used to represent a participant already mentioned in speech.

Dubois et al (1973:395) confirms this definition by seeing pronouns as:

"... Words that are used as replacements for co-referential terms and as substitutes to terms already used in the sentence (anaphoric usage) or to represent a participant in"
an act of communication, a human being or an object
taking part in a speech act (deictic usage).

The above two definitions suggest that pronouns are words used in
place of nominal forms. As such, pronouns have no intrinsic descriptive
content, thus, they are functors. Concerning pronominal phrases, our
concern below, given the vastness of pronouns, is limited to personal
pronouns such as subject pronouns, object of verb and preposition pronouns,
focused pronouns, reflexive pronouns and possessive pronouns.

3.4.1 PERSONAL PRONOUNS

Like in the Mpumpun language, Ngangoun (op.cit) Mmen personal
pronouns function as subject personal pronouns, object of verb personal
pronouns, focus personal pronouns and reflexive pronouns.

3.4.1.1 SUBJECT PERSONAL PRONOUNS

Mmen subject personal pronouns have three singular and three plural
pronominal forms. The following table presents Mmen subject pronouns.

Table 3.4.1.1 Mmen subject personal pronouns

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>mə́ 'I'</td>
<td>yés 'we'</td>
</tr>
<tr>
<td>2</td>
<td>wù 'you'</td>
<td>ɔwù 'you'</td>
</tr>
<tr>
<td>3</td>
<td>ɔ 'He/she'</td>
<td>ɣéná 'They'</td>
</tr>
</tbody>
</table>

Below are examples illustrating Mmen subject personal pronouns in use
from the first person singular to the third person plural.
(57) a) 

Pron. l  v  N2  art.

má  gí  fyó  yi  tén
I  ate  things  eat  the
'I  have  eaten  the  food'

Pron. l  v  N2

b)  wù  pé  ndè
you  build  house

You  are  building  a  house

Pron. l  v  N2

c)  ó  fé  àflón
He  see  aeroplane

'He  is  looking  at  an  aeroplane'

Pron. l  v  N2

d)  ó  vâ  fé  'radio'

she  Agr  seen  radio

'She  has  seen  a  radio'

Pron. l  v  N2

e)  ýéṣ  ó  mú  wine/nílú'

we  Agr.  Drink  wine/beer

'We  are  drinking  wine'

pron. l  v  N2

f)  ówú  mú  sìká
They  smoke  cigarette

'They  are  smoking  cigarettes'

Pron. l  v  N2
g)  ýéná  fél  ánĩ̀s s̀a

'They work onion Agr.
'They grow onions'

3.4.1.2  OBJECT OF VERB PERSONAL PRONOUNS

Like subject pronouns, Mmen object pronouns of verb have three singular and three plural pronouns which appear generally in the object position in utterances. In other words, such pronouns follow verbs in sentences. The table below presents Mmen object of verb personal pronouns.

Table 3.4.1.2  Mmen object of verb personal pronouns

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>mò 'me'</td>
<td>yésànì 'us'</td>
</tr>
<tr>
<td>2</td>
<td>wù 'you'</td>
<td>ìwù 'you'</td>
</tr>
<tr>
<td>3</td>
<td>véìn 'him/her'</td>
<td>ýéná 'them'</td>
</tr>
</tbody>
</table>

Object personal pronouns, functioning as complements are generally separated from the subject noun or subject pronoun by a verb. Such utterances take the structure S → Pron 1 + V + Pron 2 + (N3) as illustrated by the following examples involving the first person singular to the third person plural.

Pron 1  V  Pron 2
(58)a) wù  ì fél mò

you Agr. See me
'You have seen me'
b) mà mà fè wù
I ASP/ASP see you
'I have seen you'

Pron 1 V Pron 2 N3

They ASP give him television
'The have given him a television'

Pron 1 V Pron2 N3

d) ñnó fú véín ké
He ASP. give her money

Pron 1 V Pron 2

e) yéná nō fè yésònì
They ASP see us
'The are seeing us'
N 1 V Pron 2

f) tsitṣà ñzá'lo ìwù
teacher ASP. teaching you
'The teacher is teaching you'

Pron 1 V Pron 2

g) wù nō fè yéná
He ASP see them
'He has seen them'
Though we notice some similarities between object pronouns and subject pronouns, the former have a complement function while the latter play the subject role.

3.4.1.3 OBJECT OF PREPOSITION PERSONAL PRONOUNS

Mien object personal pronouns functioning as complements of prepositions have the same forms as object of verb personal pronouns. The only difference is that these pronouns are immediately preceded by prepositions before verbs and subject nouns or subject pronouns. Such phrases take the structure S → NP 1 (Pron 1) + V + Prep + Pron 2.

Mien object of preposition pronouns are displayed on Table 3.4.1.2. The following examples illustrate object of preposition pronoun structures from the first person singular to the third person plural.

<table>
<thead>
<tr>
<th>Pron 1</th>
<th>V</th>
<th>Prep.</th>
<th>Pron 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(59)a) wù ă wàŋnè sā mè</td>
<td>you ASP speak to me 'You have spoken to me'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pron 1</td>
<td>V</td>
<td>Prep</td>
<td>Pron 2</td>
</tr>
<tr>
<td>b) yèś ă wàŋnè sā wù</td>
<td>we ASP. Speak to you 'We have spoken to you'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pron 1</td>
<td>V</td>
<td>Prep</td>
<td>Pron 2</td>
</tr>
<tr>
<td>c) wù ă wàŋnè sā véǐn</td>
<td>you ASP speak to him/her 'You have spoken to him/her'</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d) pwà-ré wàŋ nà sñ yέsènñ
father of compound speak to us
'father is speaking to us'

Pron 1 V Prep Pron 2
e) yés ø wàŋ nà sñ øwù
we ASP speak to you
'we have spoken to you'

NP 1 V Prep Pron 2
f) tʃiʃʃà ø wàŋnò sñ yènà
teacher ASP speak to them
'The teacher has spoken to them'.

The preceding analysis show that object of verb pronouns precede verbs while object of preposition pronouns precede prepositions.

Clefting permits a speaker to use pronouns as well as other nominal forms in a focused manner. This focused pronominal usage in utterances serves to lay emphasis. Both personal pronouns and nominal forms can be made emphatic by placing them at phrase or sentence initial positions. At phrase or sentence initial positions, nouns retain their forms. In a language like Mpumpuŋ, Ngangoum (2002:42) observes a change in pronominal forms where certain focused pronouns take distinct forms. In Mmen, the situation is different. In Mmen, focus pronouns are not different from object of verb personal pronouns. Such pronominal structures consist of a neuter pronoun followed by a state verb, then a focus pronoun followed by a relative pronoun etc. (a clefted structure). For a table of focused pronouns,
see Table 3.4.1.2. The following examples illustrate Menen focused pronominal sentences (from the first person singular to the third person plural).

N. Pron 1  Vbe  F. Pron  Rel  Pron 3  V

(60)a) à  ní  mà  ké  ýénáá  fè
It is me that they ASP saw
'They have seen me (it is me they have seen)'

N. Pron 1  vbe  F. Pron  rel  pron 3  V
b) à  ní  wù  ké  ýénáá  fè
It is you(sg) that they ASP saw
'They have seen you / It is you they have seen'

N. Pron 1  vbe  F. Pron  rel  Pron  V
c) à  ní  véfn  ké  ýésó  fè
It is him/her that we ASP saw
'It is you that we have seen / we have seen you'

N. Pron  vbe  f. pron  rel  pron 3  V
d) à  ní  véfn  ké  ýésó  fè
It is you (pl) that we Asp saw
'It is you that we have seen / we have seen you'

The rest of focused pronouns are all object pronouns used in the focus position. The linear structure produced by such utterances gives:

\[ S \rightarrow N. \text{pron 1 + vbe + F. Pron + rel + pron 3 + V} \]
as observed in the examples above.
3.4.1.5 REFLEXIVE PRONOUNS

Reflexive pronouns are used with contains verbs or in certain constructions to indicate that the action expressed by the verb 'falls back' on the subject or the performer(s). In reflexive constructions, the reflexive and the subject pronouns refer to the same person(s). In Mmen, reflexive pronouns have a basic root 'ŋẹŋ ' 'self ' which is added to the corresponding possessive adjective base of the grammatical person in question. The following table presents Mmen reflexive pronouns.

Table 3.4.1.5 Mmen reflexive pronouns

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ŋẹŋzám</td>
<td>ŋẹŋsàyésàndisó</td>
</tr>
<tr>
<td>2</td>
<td>ŋẹŋjè</td>
<td>ŋẹŋsàyjé sà</td>
</tr>
<tr>
<td>3</td>
<td>ŋẹŋdàvéfùn</td>
<td>ŋẹŋsò rénà sà</td>
</tr>
</tbody>
</table>

The following examples illustrate Mmen reflexive pronouns in use from the first person singular to the third person plural.

Pron 1 V Ref.Pron.

(61) a) ṣà ń sù ŋẹŋzám
I wash self my
'I am bathing myself'

b) wù máin nà ŋẹŋjè
you look Asp. Self your
'You are looking at yourself'
ño sà ẹ̀gẹ̀jí à vèín
'She/he washing self his/her
'He/she is bathing him/herself'

Pronl V Ref.pron.
d). yěs à yùí ẹ̀gẹ̀jí só rẹ̀sànì sà
'We Agr. enjoy self Agr. our Agr.
'We are enjoying ourselves'

Pronl V Ref.pron.
e). òwú lò’sà ẹ̀gẹ̀jí só ẹ̀sè sà
you deceive Self Agr. Your Agr.
'You are deceiving yourselves'

Pronl V Ref. Pron.
yèná tsàmt à ẹ̀gẹ̀jí só rẹ̀nà sà
'They help self Agr.them Agr.
'They are helping themselves'

There is number and class agreement between reflexive pronoun bases and possessive adjective bases. Reflexive pronoun constructions have the structure: S ——> Pronl + v + Ref.Pron. Reflexive pronouns always occupy the object position.

3.4.2 POSSESSIVE PRONOUNS.

Possessive pronouns are used to replace a noun phrase containing a possessive adjective and particularly, whenever ownership needs to be
expressed according to Arragon (1986:92). Unlike in Mpumpun, where Ngangoun (2002:45) signals the presence of possessive determiners that precede possessive pronoun forms, Mmen shows just distinct possessive pronoun forms. The table below shows Mmen possessive pronouns.

Table 3.4.2. Mmen Possessive Pronouns.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>γάμα</td>
<td>'mine'</td>
</tr>
<tr>
<td></td>
<td>Sésé</td>
<td>'ours'</td>
</tr>
<tr>
<td>2</td>
<td>γέγε</td>
<td>'yours'</td>
</tr>
<tr>
<td></td>
<td>Sósó</td>
<td>'yours'</td>
</tr>
<tr>
<td>3</td>
<td>γόγό</td>
<td>'his'</td>
</tr>
<tr>
<td></td>
<td>γένα</td>
<td>'theirs'</td>
</tr>
</tbody>
</table>

The following examples illustrate the above pronouns in use from the first person singular pronoun to the third person plural pronoun.

(61) a) yuí γένα nǒ γάμα

woman these be mine

'These woman are mine'

b) wóín yì nǒ γέγε

children those be yours

'Those children are yours'

c) nłōin sīi nǒ γόγό

pots those be his/her

'Those pots are his/her'
N1 | Dem. | Vbe | Poss.pron  
---|------|-----|------------

d) | ndé  | sèìn| nō | sésc
| houses | these | be | ours
| 'These | houses | are | ours'

N1 | Dem. | Vbe | Poss.pron  
---|------|-----|------------
e) | pvó  | sǐ  | nō | sósó
| goats | those | be | yours
| 'Those | goats | are | yours'

N1 | Dem. | V | Poss.pron  
---|------|---|------------
f) | Ṣká’ | mèìn | ò | mí | má | yéná
| word | this | be | Agr. agr | theirs
| 'This | wood | is | theirs

Possessive pronouns agree in person, number and class with the preceding head nouns, taking the following structure in sentences: S → NPI + Dem + V + Poss
3.5 SUMMARY

The simple noun phrase in Mmen may be constituted by a single noun, a pronoun alone, or a noun and a determiner or a modifier. As concerns single nouns, they can function as subjects, objects of verbs, and objects of prepositions. Within noun phrases, pronominal forms agree in class, person and number with the nouns they replace. The head nouns of simple noun phrases always occur at the phrase initial position while the determiners or modifiers follow. Finally, agreement features on determiners or modifiers are determined by the noun class and number of the preceding head noun. Indefinite adjectives in Mmen do not agree in class and number with preceding nouns.
CHAPTER FOUR
COMPLEX NOUN PHRASE CONSTRUCTIONS

Essono (2000) defines the complex noun phrase as being a syntagme with multiple constituents. In the same light, Yusuf (1992:9) defines complex noun phrases as being head nouns containing within their clusters, sentential modifiers or conjunctions. These definitions underscore the idea that in such phrases there is an obligatory head noun with modifiers constituted by other nouns, determiners, modifiers or adjuncts. In this light, this chapter will be concerned Mmen complex noun phrase categories like serial noun phrase types, conjunctive noun phrase types, illustrative noun phrases and relative clauses.

4.1 SERIAL NOUN PHRASE TYPES

This group of noun phrase types lacks a link constituent like a conjunction. This group is constituted by a head noun and at least a single nominal form as its modifier or as its determiners. Under this category, we shall be handling possessor noun phrases, reduplicated noun phrases, appositional noun phrases, attributive noun phrases, kinship noun phrases, compound noun phrases as well as colloquial noun phrases.

4.1.1 POSSESSOR NOUN PHRASES

Unlike in English in which possessive nominal forms take either the clitic ‘s’ or the relator ‘of’ Mmen head nouns are simply juxtaposed to their constituents indicating ownership or possession. Below are some examples of juxtaposed nominals making up possessor noun phrase clusters.
PARTIAL REDUPLICATED NOUN PHRASES

Mmen partial reduplicated noun phrases have an obligatory head noun, which is partially reduplicated followed by another noun(s) before a
modifier. Such noun phrases have the structure $NP \rightarrow N + N + (N) +$ (poss). The following examples illustrate reduplicated noun phrases.

$$N \quad N \quad \text{poss}$$

(63) a) vâ vāîn vê
child child your(sg)
‘Your grandson/daughter

b) N N N poss.
vâ vāîn ndùmà wèsènì
child child boy our
‘Our grandson’

c) N N N poss
vâ vāîn yûi âxênà
child child girl their
‘Their grand daughter’

In such partially reduplicated noun phrases, when ‘child’ is repeated in a syntactic construction, the first form is clipped or shortened while the following form takes its full form. It is worth mentioning that no other noun behaves as such.

4.1.3 APPOSITIONAL NOUN PHRASES

An appositional noun phrase consists of a head noun and an apposition constituent. In Mmen appositional noun phrases, the head noun comes first and is followed by the apposition taking the linear structure: $NP \rightarrow N + (prep) (Det.) + N + Pron. + N...$
The following examples are some illustrations of appositional noun phrases in Mmen.

(64) a) \[ N \quad \text{Prep} \quad N \quad \text{Poss} \quad N \]
\[ \text{údúm \quad só \quad ní \quad vám \quad méyór} \]
husband to mother my mayor
‘My uncle, the mayor’

b) \[ N \quad \text{Det} \quad N. \text{Pron.} \quad N \]
\[ \text{tíámásó} \quad ʒí \quad ʒuí} \]
Agr eight Agr the it killer
‘AIDS, the killer disease’

c) \[ N \quad N \quad N \quad N \quad N \]
\[ ʒyúi \quad pwà \quad pé \quad \text{mercy} \]
Agr wife father compound Mercy
‘The wife of father, Mercy / father’s wife, Mercy’

d) \[ N \quad N \quad \text{Q.Ad;} \]
\[ ʒífí \quad ʒkóín \quad ɣríá \]
Agr shoe hand long
‘A spade, a long-handled one’

There is noun class and number agreement within the appositional noun phrase structure.
4.1.4 ATTRIBUTIVE NOUN PHRASES

An attributive noun phrase consists of a noun head constituent and an attributive constituent. The attributive noun in Mmen follows the main noun, with the attributive noun modifying the head noun. The following examples are some illustrations of attributive noun phrases.

(N prep N N)

(65) a) ndé à tsá sèmén

house for block cement

'A brick house' / a cement-block house

(N N N)

b) ʂ párk mòtòr mà wùlóm

ogr park motor Agr air

'An airport'

(N N)

c) ʂ párk àflíónsè

ogr park plane Agr.

'An airport / a park for planes'

(N N)

d) ndé tsόŋ

house 'chong'

A house for 'chong' / a 'chong' house this term 'Chong' as used above is a popular authoritative Mmen dance group.
The structure for attributive noun phrases is \( NP \rightarrow N + N + (N) \). There is agreement in number and class between attributive adjectives and their preceding head nouns.

4.1.5 KINSHIP NOUN PHRASES

Kinship phrases are phrases that people use to refer to their relatives or to address their relatives. Some kinship nominals in Mmen take noun heads and other constituents having an accompanying noun when referring to certain relatives. The following are examples illustrating Kinship noun phrases in the language.

\[
\text{N} \quad \text{Prep} \quad \text{N} \quad \text{Poss}
\]

(66) a) ndúm. sô nì vè

husband to mother your

‘Your uncle’

b) N N Poss

Vâ Vâîn Vâm

Child child my

‘My grand son / daughter’

c) N N N

yùì pwà pé

wife father compound

‘Father’s wife / wife of the father of the compound’

d) N N N Poss

Vâîn pwà pé Vè

Child father compound your

‘Your cousin / the child of your father’
Kinship noun phrases have the linear structure NP-N+(prep)+N+(poss.)+

4.1.6 COMPOUND NOUN PHRASES

According to Peck (1999: 105) compound noun phrases are usually idiomatic combinations of nouns (or adjectives or verbs) whose meaning are often different from the sums of the meanings of the individual parts. Such noun phrases in Mmen consist of a head noun and at least another noun within its modifiers. The following examples illustrate cases of compound noun phrases in Mmen.

(67) a) N N Poss
\[\text{nië } \text{pé } \text{vóm}\]
mother compound my
' The mother of my compound / my wife'

b) N N Poss
\[\text{ápwà } \text{pé } \text{vé}\]
father compound your
' Your husband / the father of your compound'

c) N N N Q Adj. Poss
\[\text{á } \text{nì } \text{vó } \text{ndùmà } \text{vó } \text{và'á } \text{vóm}\]
child mother Agr. man Agr. big my
'My big brother / my elder brother'

d) N N Q Adj. Poss
\[\text{á } \text{nì } \text{vó } \text{yúí } \text{vó } \text{tétè } \text{vóm}\]
child mother Agr woman Agr. small my
'My younger sister / my junior sister'
The linear structure for compound noun phrases is NP → N + N + (N) + (Poss). These phrases equally share agreement features between the head noun and modifiers.

4.1.7 COLLOQUIAL NOUN PHRASES

Unlike in compound noun phrases where a combination of lexis gives a literary meaning different or more than the sums of the individual parts, colloquial noun phrases give a contextual meaning from the combination of the individual words. A colloquial noun phrase cluster has two different meanings – the literary meaning and the contextual or intended meaning. In Mmen, colloquial noun phrases are common in euphemistic utterances or phrases. The following examples are some illustrations of colloquial noun phrases in Mmen.

(68) a) N Prep N
misí m 5 ndé
ears of house
'Family secrets/ *tears of the house' or dirty linen. This noun phrase stems from the proverb 'don't wash your dirty linen in public'.

b) N Prep N N
iyòng á túà kùì
spear for head bed
'Bride price (part)'

"bride price" is known as *spear of the top of the bed". This is the category of bride price that goes to the bride's brother given by the groom.
c) N N prep N
   ṣe kún ṣe káñíŋ
   beans for whites
   'rice'

   d) N N Prep Q. Adj.
   ṣí ṣe sás sá páná
   Things anuses for shining
   'The bitter truth' *'Things of the shining anuses'.

   Such colloquial noun phrases also exhibit the complex noun phrase
structure: NP N(Prep)N1... The modifying features agree in number
and class with the preceding head nouns they modify.

4.2 CONJUNCTIVE NOUN PHRASE TYPES

   Conjunctive noun phrases consist of two or more conjunctive nominal
   heads all linked by a conjunct. The conjuncts link the nominal forms
together functioning as connectors. For easy analyses, three main types of
conjunctive noun phrases will be examined: Coordinate noun phrases,
alternative nominal phrases and replacive noun phrases.

4.2.1 CO-ORDINATE NOUN PHRASES

   Co-ordination is a grammatical relationship, which two terms share in
a complex structure through the use of coordinators. Such noun phrase types
consist of two or more nouns with one or more co-ordinate element such as
by 'and' ṣá, with' káso or 'in addition to' sé pá'sí in Mmen. Below are
some examples illustrating coordinate noun phrases.
(69) The 'and' conjunction.

a) N Conj. N
   nílòm ì yúsì
   ‘A pot and fire’

b) N Conj. N
   ì trọsí sè ì fàt sè
   agr. trouser Agr and shirt Agr
   ‘Trousers and shirts’

c) N N Conj. N N
   ì vánì ndùmà ì vánì yúì
   agr. child boy and child girl
   ‘A boy and a girl’

(70) The kásò ‘with’ conjunctive noun phrases have the linear structure:

NP → N + (N) + Conj. + N + (N)...

a) ndōŋ kásò ñŋôm
   potato with banana
   ‘A potato with a banana’

b) N Conj. N
   ñŋôm kásò yúsì
   banana with fire
   ‘Banana with fire’

c) N N Conj. N N N
   ndé föìn kásò ndé yúì föìn
   house fon with house wife fon
The fon’s house and the fon’s wife’s house’

The s5 pā’ si ‘in addition’ conjunctive noun phrase. This conjunction requires at least three noun forms linked by two conjunctions. The linear structure for such phrases is:

NP N+ Conj + N + Conj. + Prep + P

(71)a) N Conj. N Conj. Prep N

ndēŋ kāsā ŋōm sī pā’ sī nō ŋā

potato with banana, in addition to bag

‘A potato with a banana, in addition to a bag’

b) N Conj. N Conj. Prep N

rītōīn ń yūsī sī pā’ sī nō mū

pot and fire in addition to water

‘A pot and fire in addition to water’

c) N Conj. N Conj. Prep N

āsāktēl ń tsōs sī pā’ sī nō ŋā

school and church in addition to field

‘A school and a church in addition to the field’

4.2.2 ALTERNATIVE NOUN PHRASES

Alternative noun phrases according to Peck (op cit) are composed of two or more alternative noun heads separated by the conjunctions either...or, neither...nor etc. In Mmen such alternative phrases have the formula Alt.intro + Alt noun head+Alt link+Alt noun head. The following are some examples illustrating alternative phrases.
(72) The ‘pisë...ë’ or either...or’ alternative phrases

\[
\begin{array}{ll}
N & \text{Alt. link} & N \\
a) & \text{pisë} & \text{mbáin sō} & \text{kásá} \\
\quad & \text{either} & \text{nails Agr or zinc} & \\
\quad & \text{‘either nails or zinc’} \\
b) & \text{pisë} & \text{ńká’} & \text{fláwà sō} \\
\quad & \text{either} & \text{trees or flowers} & \\
\quad & \text{‘Either trees or flowers’} \\
\end{array}
\]

(73) The ‘neither...nor’ á váín kà’áni...pí’ alternative phrases

\[
\begin{array}{llllll}
\text{Alt. Intro} & N & \text{Prep} & N & \text{Alt. link} & N & \text{Prep} & N \\
\quad a) & \text{á váín kà’áni} & \text{ā kún} & \text{ā kľāŋ pí} & \text{ābáin} & \text{ā kľāŋ} & \\
\quad & \text{neither} & \text{beans for white nor} & \text{fufu for white} & \\
\quad & \text{‘Neither rice nor bread’} \\
b) & \text{á váín kà’áni} & \text{píɛ sō} & \text{mángòlè sō} & \text{pí} & \text{mbámbà sō} \\
\quad & \text{neither} & \text{pear Agr mango Agr nor} & \text{guavas Agr} & \\
\quad & \text{‘Neither pears, mangoes nor guavas’} \\
\end{array}
\]

4.2.3 REPLACIVE NOUN PHRASES

The replacive noun phrase substitutes one nominal entity for another. Such phrases are often used to deny a preceding assertion or to give
emphasis to the replacing entity. Mmen has ā vá tsi......āni » for
« not....but » and īlù ’ ā... ( in the place of) for ‘instead of’ and rather than’.
The following examples illustrate the above statements.
(74) The ‘āvā tsi.....āni  « not...but » replacive phrases.

a) neg. N N
   āvā tsi mō lū’ āni wāīn
   not Agr beer but wine
   ‘Not beer but wine’
b) neg N N
   ā vā’tsi ābāín āni nām
   not Agr fufu but meat / animal
   ‘Not fufu but meat’

(75) The ... īlù’ ā.... (in the place of) ‘instead of’ or ‘rather than ‘ noun
phrases’

N N
a) mōlū’ īlù’ ā wāīn
   bear in place of wine
   ‘Beer instead of wine / beer rather than wine’
b) N N
   nām īlù’ ā wāīn
   meat in place of wine
   ‘meat instead of wine / meat rather than wine’
ILLUSTRATIVE NOUN PHRASES

Illustrative noun phrases are phrases comprising a noun head followed by one or more illustration(s). Such phrases are used to give details explanations making sure that the listener gets the details on the point of emphasis. Such noun phrases take the linear structure $NP \rightarrow N + (N)$ Illus + Conj. + N + N + Conj. + N

The following examples are some illustrations of illustrative noun phrases.

(76)a) $N \quad N \quad ILLUSTRATION \quad Conj. \quad N \quad N \quad Conj. \quad N$

\[ \text{ndé nwa'la só tya só kő ENS, Polytech 5 ENAM} \]

house book Agr.big Agr. like ENS, Polytech and ENAM

‘Advance training schools like ENS, Polytech and ENAM’

b) $N \quad Illustration \quad Conj. \quad N \quad N \quad Conj. \quad N$

\[ \text{tönđá’ tía tó pâ ndêmá kő Cameroon Gabon 5 Chad} \]

countries that they not grow like cameroon, Gabon and Chad

‘Third world countries like Cameroon, Gabon and Chad’

c) $N \quad Illustration \quad Conj. \quad N \quad N \quad Conj. \quad N$

\[ \text{tönđá’ tía tó ndêmá ko Japan France 5 America} \]

countries that they grow like Japan, France and America

‘Developed nations like Japan, France and America’

There is number and class agreement between the head noun and its following illustrative modifiers.

4.4 RELATIVE CLAUSES
Relative clauses equally make up complex nominal constructions. In such phrases, the nominal expression is followed by a relative pronoun, which introduces other modifiers of the head noun. In Mmen, such clauses have the structure \( NP \rightarrow N + (N) + (\text{Poss}) + \text{rel.} + V + (N) \ldots \)

The following are some illustrative examples of Mmen relative clauses.

(77)a) \( N \quad \text{Poss} \quad \text{Rel} \quad V \quad N \)
\[ \text{váín vám vî jû wûn} \]
child my who wash skin
My child who is bathing

b) \( N \quad N \quad \text{Rel} \quad V \)
\[ \text{váín fûîn vê 3êmä} \]
child my who singing
‘The chief’s child who is singing’

c) \( N \quad \text{Rel} \quad V \)
\[ \text{iûkn vê mû fêfê} \]
bed which me seeing
‘The bed which I am seeing’

d) \( N \quad \text{Rel} \quad V \)
\[ \text{nûlê’ 3ê mû fêfê} \]
Village which me seeing
‘The Village which I am seeing’

e) \( N \quad \text{Rel} \quad V \)
\[ \text{yûîn vê mû fêfê} \]
children whom me seeing
‘The children whom I am seeing’
In the above examples, we notice that the relative clause consists of constituents like the head noun, the relative pronoun and a verb. The relative pronoun always agrees with the head noun.

4.5 SUMMARY

We have seen that complex noun phrases can be constituted by combining or collocating other nominal forms, as well as modifies, with the head noun. This collocation must respect the languages syntactic structure. Word combination in order to form meaningful phrases constituted by determiners, prepositions and modifiers etc. For conjunctive noun phrases, conjunctions normally link the nominal forms together. Agreement features involved in the determiners or modifiers are determined by the number and class of the preceding head nouns. For relative clauses, relative pronouns do agree with the preceding head nouns in number and class.
CHAPTER FIVE
CONCLUSION

This chapter summarises our key findings on this study and equally presents some suggestions for further research on this language.

5.1 SUMMARY OF KEY FINDINGS

Within the framework of making a step further in describing African languages, we set out in this study to describe the noun phrase in Mmen, one of the Grassfield Bantu languages spoken in the North West Province of Cameroon. In this study we tried to bring out the relational patterns which exist in noun phrase constituents as well as providing an account on the form of the Mmen noun phrase. Using the structuralist biparametric descriptive model provided by Case Grammar, the different nominal constituents and structures were identified coming out with the following findings.

The simplest Mmen noun phrase is constituted by a single noun in imperative phrase structures.

An unmodified Mmen head noun can appear either at the subject position, or the object position of simple sentences.

Modified Mmen noun phrases possess either modifiers or other nouns following or preceding the head noun. In most Mmen noun phrases, the head noun appears at the initial phrase position. A reverse in such a structure produce (in most cases) meaningless phrases. The only exception to this rule concerns numeral phrases involving à kùmtè the second and à ngò’sò the last ordinal numeral where the numeral adjective precedes the head noun.
As concerns nominal forms, noun bases combine with affixes forming meaningful nouns. Besides this, other processes of nominal lexicon formation exist like borrowing, derivation, compounding, reduplication and clipping. Globally, speakers of Mmen range from those shying away from the language through those who mix Mmen arbitrarily with English to the real conservatives who are quite close to the language.

5.2 SUGGESTIONS FOR FURTHER RESEARCH.

In this study, we have provided a description of the Mmen noun phrase types and structural pattern giving a linguistic account on the processes of obtaining the noun in Mmen. Through this study, we don't claim to have exhausted the syntactic aspect of Mmen. It will be a great achievement to linguistic research if further studies can be carried out in the following domains.

Concerning the domain of syntax, a generative approach could be used to study the Mmen sentence, using this study as a stepping stone and coming out with the internal structure of sentences in the language.

Equally, morphological studies could be carried out either at the level of the noun or the verb.

Finally, a lexico-semantic study could equally be done in the language.
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### KEY INFORMANTS

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<thead>
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<th>Name</th>
<th>Age</th>
<th>PROFESSION and base</th>
<th>Place of origin</th>
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<tr>
<td>Meh Joseph</td>
<td>28</td>
<td>Student, University of Yaounde</td>
<td>Mmen</td>
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<tr>
<td>Mathew Akain Muh</td>
<td>26</td>
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<td>Jumah Dickson</td>
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<td>Student, G.S.S Mmen</td>
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<td>Mrs Ngam Comfort</td>
<td>38</td>
<td>Business lady in Mmen</td>
<td>Wum</td>
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</table>
APPENDIX : INFORMANT'S QUESTIONNAIRE

Sociolinguistic Questionnaire on the Usage of language(s).

1) INSTRUCTIONS : Fill in, tick or cross where necessary.

Name: ............................................. Sex: ............... Approx: Age: .........

Profession: .................................... Place/Institution: ____________________________

Place of origin: ________________________________________________________________

2) First (national language): .................................... Others

(1) ................. (2) .................. (3) ............... (4) ............... 

(3) Do you speak:

Mmen □ Kom □ Eng □ Bum □ Aghem □

Others (name them): ........................................................................

(4) Do you Understand: Mmen □ Kom □ Eng □ Bum □ Aghem □

Others: ............................................

(5) Rank the above languages according to your frequency of usage of each.

(i) ............................................ (iv) ............................................

(ii) ............................................ (v) ............................................

(iii) ............................................ (vi) ............................................

(6) Give some words common or similar in Mmen and in any of these languages.