Negation in English and Igbo Languages

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Abstract	Original Research Article

This paper investigates negation in English and Igbo languages by contrasting the grammatical and syntactic structure, particularly in how both languages express negation. The study adopts a qualitative approach drawn from descriptive and contrastive linguistic techniques. The theoretical framework adopted is the contrastive analysis theory which provides a basis for predicting areas of difficulty in second language acquisition by comparing L1 and L2 structures. The data for the analysis were drawn from the users of the languages, existing literature and grammatical corpora. The findings of this study reveal that both languages use negative imperatives, negative concord and negative pronouns. It also reveals that the English language separates its negative markers from the verbs, while the Igbo language integrates its negative markers into the verb. Also, the English language considers expressions with double negatives as awkward and informal, whereas the Igbo language sees it as a way of laying emphasis which helps learners comprehend with ease. The findings further reveal that the English language places negative markers after the auxiliary verbs and before the main verbs, while the Igbo language uses morphological marking on the verb. The study therefore recommends that negative markers be discussed in textbooks, considering the formation, placement and usage. The study further recommends that teachers should carefully explicate the disparities in English and Igbo negations to avoid translation errors.

Keywords: negation, negative markers, second language, negative pronouns, negators.

Introduction

Language involves the various means of communication; it is a structural human system of communication made up of sounds, symbols and rules used to express thoughts, emotions and social relationship. According to Nwala (2014), "language is the totality of all forms of passing of information from one animal (human inclusive) to another in a given setting. "This definition is closely related to the ideas of Richarcds and Schmidt (2010. qtd. in Nwala and Obisika, 2014) who explained language as "the system of human communication which consist of structured arrangement of sounds (or their written representation) into larger units, example, and morphemes-words-sentences-utterances. Language can also be defined as an interactive tool peculiar to a common group of individuals who share the same geographical area.

According to Emenanjo (2006, p.1 qtd. In Onugha), language is any system employed in

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giving, transmitting, receiving, sharing, exchanging or hiding information. It can be made of sounds, signals, symbols, pictures and even silence. This definition explicates that through language, communication takes place. Language is a social tool made up of arbitrary vocal symbols that humans use. It is also a tool for communication which humans use among themselves, and can also be explained as a device and the most effective way to convey thoughts, intentions and goals to humans. During communication, language attracts the attention of the listeners and the readers, it is the major element in one's personal, national and ethnic identity. Language follows a systematic structure made up of phonology, morphology, syntax, semantics and pragmatics.In summary, language is a means of communication that is used to transfer information, ideas, and feelings from one person to another based on words and sentences. In simple term, language is a way people communicate using agreed-upon words and rules, using features like vocabulary, grammar, meaning and shared use.

Review of Related Literature.

Negation

Negation is a grammatical process adopted while turning a positive or an affirmative sentence into a negative with the use of negative particles called negative markers or negators. The negative particles include negative pronouns, negative adverbs, negative indefinite articles, etc. According to Ogbulogo (2005), negation is a denial. He opines that a denial or negation operation does not produce combinations rather, it elaborates a single proposition to produce a new one. He goes further to explain that when a proposition that is true is denied, there will be a false proposition. This definition explicitly states that something is not the case. It is refusal to accept a statement as true. It is all about saying the opposite of what has been asserted. It involves the manipulation of a given affirmative statement to produce a desired negative statement.

According to Freud, (1997) "negation is a way of taking cognizance of what is repressed; indeed it is already a lifting of the repression, though not, of course, an acceptance of what is repressed. This definition expresses the tendency to inhibit consciously or unconsciously the experience and expression of negative emotions. Syntactic nature of logical negation belies the profoundly complex and subtle expression of negation in natural language as expressed in linguistically distinct categories and parts of speech (adverbs, verbs, copulas, qualifiers and affixes. In his words, Horn (1989), opines that it is a theory that takes a single argument that refers to a set of possibilities and returns the complement of that set. By this definition, Horn means that negation relates one expression to another expression with a meaning that in some way is opposed to the meaning of the first expression.

In his opinion, Quirk (1984) explains "negation as changes in the way words are used when they are in negative contexts" He goes further to say that the negation of a simple sentence is accomplished by inserting 'not' or ,'n't' between the operator and the predication. Quirk's definition of negation entails separation between the verb and the predicate. This separation is achieved with the use of a negator. A denial or negation does not produce combinations in propositions. Rather, it elaborates a single proposition to produce a new one, Ogbulogo, (2000:,p.111). Ogbulogo and Quirk share opinion in the area of production of a new expression. According to Nordquist (2019, p.81), negation is a grammatical shift or construction that contradicts (negates) all parts of the meaning of a sentence (standard negation). This is synonymous with Lawrence (1989), who opines that negation is a 'sine qua non" of every human language, allowing for the unique human capacities of denial, contradiction, misinterpretation, lying and irony. Greenbaum (1987), in his view, sees negation as the process of denying or nullifying a statement or action, typically through the use of negative words like "not" or "never ".This definition opposes Jersperson (1974) who expresses that :" negation is a universal feature of human language, that is, in every language, there is the linguistic means to express the denial of a position"- E.g. He flogs her –he doesn't flog her". It was suggested and

has been confirmed by a number of typological studies.

According to Alerechi (1995, p.19), who notes that negation is a natural phenomenon in human languages and defines it as a grammatical term for the process that results in hanging an affirmative (positive) sentence or clause into a negative one. This is quite opposing to the idea of Lyons (1995), who presents negation as a denial of an assertive proposition or a predication that a proposition is untrue. In other words, a negative proposition is an equivalent to the denial of the corresponding positive proposition. According to Pullum (2012, p.52)," negation is a linguistic process that reverses the truth value of a statement, typically by adding a negative marker or modifying a verb. Pullum's definition brings forth the concept of reversal, which is particular about the truth value. Negation often refers to the idea of a negational for a self by default. This concept in conjunction with Erving Goffman's study, which suggests that individuals' public presentation of themselves are often characterized by indirect and strategic framing, rather than a direct affirmation of their true self. According to Frege (1916, p.38), negation is a way of expressing the denial of a judgement, rather than a distinct act of judgement itself. His opinion opposes Geach (1965,p.48),who expresses that negation relates to truth and meaning. He further explains that negation is not merely a tool for denying proposition but can also be used to express a variety of complex linguistic and philosophical ideas.

Syntactic Negation

Syntactic negation refers to the type of negation expressed through grammatical structures in the sentence usually by adding a negative marker to the verb, phrase, or clause. It is also known as sentential negation because it affects the truth value of the entire sentence, not just part of it. The negative meaning is usually formed by adding a particle -auxiliary marker at a specific position required by the grammar of the language. According to Bloomfield (1933), syntactic negation, like other constructions, is analyzed through a system of immediate constituents and from classes. He focused on how negative particles "not" and others function within the structures of sentences, influencing how the sentences are understood. According to Geach (1979), ''syntactic negation is how negation is handled within the syntactic structure of a sentence, it focuses on the grammatical placement and functions of negative elements and how it modifies the meaning of a sentence. This definition involves the examination of how negation is used in natural language and how it can be represented in logical terms. De Clerq (2013) focuses on developing a unified syntactic framework for both sentence negation and constituent negation.

According to Quirk (1996), syntactic negation refers to negation that is expressed through grammatical structure, rather than through word meaning alone. Following Greenbaum's definition, syntactic negation is formed by grammatical means, especially by the use of the negative particle "not" within the clause, usually following an auxiliary verb. Examples: She does <u>not</u> understand, they <u>haven't</u> arrived, He is <u>not</u> ready. This contrasts with the lexical negation which uses negative words like: never, nobody, nothing, or prefixes like: "un" and "in". Examples: It has <u>never</u> happened in history, they claimed that <u>nothing</u> went wrong. The teachers are <u>unhappy</u>. He provided an <u>insufficient</u> evidence to support his claim.

Morphology

The word 'morphology' is of Greek origin; it was coined by Johann Wolfgang Von Goeth in the early 19th century. It is a sub-discipline of linguistics and it is a make-up of 'morph'-meaning shape or form, and 'ology'-meaning the study of something. Morphology is the study of how parts of words called morphemes create different meanings by combining with one another or by standing alone". From this definition, it is clear that morphemes can make meanings alone and also while joined with other words. Besides, the meaning it creates is usually different from the already existing meaning, that is, it changes the meaning of an existing word, sometimes from singular to plural and from past to present tenses. Noam Chomsky explained

that; "morphology is not treated as a stand-alone component but as part of the lexicon in generative grammar". According to Katamba (1993), "words are not random units, rather, they are built according to systematic rules that govern how morphemes are combined|". In his own opinion, Nida (1949) explains that "morphology is the branch of linguistics that deals with the classification and arrangement of morphemes in words. He emphasizes meaning and grammatical function. Morphology studies how morphemes, the smallest unit of meaning or grammatical function combine to create words, and how these words change form to express grammatical relationships such as tense, number, case and comparison. It also examines word-formation processes like inflection, derivation and compounding, and explains how words are built.

Morphological Negation

Morphological negation is a type of negation that is formed by adding a prefix or a suffix to a word to give it a negative meaning. It operates at the word level, especially adjectives, nouns, and verbs. In morphological negation, the negator is built into a word. It does not negate the whole sentence. It can occur through prefixes, suffixes, circumfixes, or reduplication.

According to Agbedo (1998), morphological negation refers to the act of expressing a negative meaning by adding a specific negative morpheme, (a meaningful unit) directly to a word, eventually changing the word's meaning. Most negative morphemes are considered a bound morpheme which means that they cannot stand alone and therefore must be attached to another word form to function. Bernard H. (1998) asserted that "negation can be overtly expressed through morphological or syntactic negators, or by a combination of these". There is a rarer strategy involving the combination of morphological negation and tone, and a very rare case where only the tone functions as a negator. Morphological negation are realized as affixes. These are either post-verbal suffix-al or pre-verbal prefix-al. Bloomfield (1933) focused on the study of bound forms of morphemes and how they combine to form words. He viewed morphology as the study of how these units interact to create linguistic structure, including the process of negation. This idea is synonymous with Quirk (1969), who referred morphological negation as the use of prefixes, suffixes, or other bound morphemes to negate a word or phrase. According to Klima (1964), negation is marked by adding a morpheme to a word. It falls under the category of constituent negation, according to his (Klima's) framework. It doesn't alter the overall sentence or its meaning, but only the meaning of the specific word to which the negative morpheme is attached. For Quirk 1978, low-scope negative markers (LSN) like de, dis, un, in, im, less are bound.

Theoretical Framework

The theoretical foundation of this study is the theory of contrastive analysis, which was developed by Charles Fries in 1945 and formalized by Robert Lado in 1957, which he also introduced in his Linguistic across Cultures. The theory explains that by systematically comparing two languages, one can identify areas where learners will likely encounter difficulty. This theory is mostly employed in Second Language Acquisition, L2. It compares a learner's first language, L1, with the target language, L2, to predict potential learning difficulties. Assuming similarities facilitate learning, while differences lead to errors. The underlying principle is that if the L1 and L2 are similar, learners will find it easier to acquire the L2 structures. Contrastive analysis, CA, was based on theory transfer. Difficulty in Second Language, L2, learning results from transfer of features of the first language to the second language, transfer of autonomous interferers, was considered the main explanation for learner's errors. However, in 1960, contrastive analysis was criticized as research began to reveal that second-language (L2) learners use input structures that are very similar across learners from a variety of backgrounds, even if their respective first languages are different from the target languages. Most early contrastive works focused on comparison at the level of the decontextualized structural system in phonology, morphology, syntax, and lexicon rather than comparison of actual textual and discourse data

in pragmatics, stylistics, and structural linguistics. The discussion about contrastive analysis cannot be complete without mentioning error analysis, which is an actively carried out review of errors found in writing and speaking. Richard (1996) stated that, error analysis is the study of errors made by the second and foreign language learners.

This study also adopted a structural-theoretical framework known as structuralism. It is a linguistic approach that views language as a system of interrelated elements, which originated in the 20th century and became primary with the works of Ferdinand de Saussure. This framework sees this study as it involves form, function, and position. It allows systematic description of English and Hebrew languages. Negation is a structural phenomenon because it is marked by a specific morpheme and interacts with syntax. It also supports the identification of patterns, rules, and contrasts. It classifies syntactic and morphological structures and supports recursive language use comparison. It explains how each language includes comparison. Both contrastive analysis theory and structural theory are tools used in structural theory. They are used to describe each language independently, while contrastive analysis is used to compare descriptions. In this study, the structural theory was used to describe negation in Hebrew. This also used to describe negation in English while contrastive analysis is used to compare both systems. The structural theory asks the question:" How does a language work?" While the contrastive analysis answers the question: "How is a language different from another one? And what problems may arise while trying to study a new language?" The contrastive analysis is originally associated with behavioral theories of language learning.

Empirical Review

Agwu (2022) studied critically the pluralization of nouns in Ikwerre or (Omuanwa) and its implication for the second language learners. The study adopted the contrastive analysis (CA) theory concerned with the belief that the elements of features that are similar to learner's mother tongue will be easily grabbed while the ones in contrast will pose some difficulties. The aim, therefore, is to predict and discover the challenges that learners of the second or target language may encounter in the acquisition process. The research discovered that Ikwerre (an ethnic group in Rivers State) language's pluralization process is quite different from that which occurs in the English language. For instance, the Ikwerre plural markers or nouns are prefixes, such as the use of independent words, qualifiers, verbs, and cardinal numbers, while those for the English language are suffixes. Some cited examples are "ele" and "nde" as plurals of "nye" as in: "nyezhine"(teacher): "eleznihne/ndeznihne" (teachers). It is also noted that the Ikkuri plurals are free morphemes, whereas there are bound morphemes in the English language. Also, some Ikwerre plural nouns do not show a distinct variance in the experience of the singular form, but understand the context by implicit morphemes occurring in both languages. The study suggests that there are apparent differences between the plural formations of both languages. There is a likelihood of some difficulties to be encountered by the equivalent learners of English. It therefore encourages such learners to make frantic efforts in acquiring adequate knowledge of the pluralization of English nouns as they are. This study contrasts English and Igbo negations on the English negation. According to the study, it is primarily syntactic and realized through free morphemes such as 'not'. However, Agwu's findings align typologically with negation Igbo, where grammatical meaning is morphologically encoded in the verb. Together, these phenomena illustrate the preference for morphological marking of grammatical categories in many Niger-Congo languages, as opposed to the syntactic strategies' dominant in English.

According to Olaere (2012), in her Contrastive Analysis of English and Yoruba languages, contrastive theory is very significant in language teaching and learning. The study also explained other existing alternative theories such as: The Transfer Theory, The Cross-Association Theory and The Ignorance Hypothesis Theory to establish the typical errors of interference between L1 and L2, as well as their respective areas of strength and weaknesses which made the

contrastive analysis still preferable. The study further highlighted the differences between the Yoruba and the English languages. The study further highlighted the differences between Yoruba and English languages. This study is in consonance with Olaere's findings as both studies considered the contrastive studies of native languages Igbo and Yoruba and compared them with the English language. The present study compared negation in English and Igbo languages considering the formation, placement, usage. The English negative markers are placed after the auxiliary verb: They are not interested. (The negative marker "not" is seen after the auxiliary verb). On the other hand, in the Igbo language, the negator is attached to the auxiliary verb: "Ha enweghi ike ibia" 'ghi'' which is the negator is attached to "enyemaka ngwaa which is "enwe". This is similar to the way Olaere highlighted the placement of pronouns in Yoruba and English languages.

Platt et al (1984), in their study on "Syntactic problems among Igbo speakers of English' argued that many syntactic features found in Nigerian English, particularly among Igbo speakers are not random errors, but rule-governed transfer from the structure of the Igbo language. Igbo expresses negation morphologically, through verb –bound morphemes, whereas the English relies on auxiliary verbs (do, does. did) and syntactic placement of "not". This structural difference explains recurrent forms like:" He not came" among Igbo learners. Emenanjo's (1978) and Nwala's (1985) analyses of Igbo negation provide a morphological framework that clarifies these L1 andL2 transfer effects highlighting that the syntactic deviations in English are systematic and rule-governed rather than random errors. Understanding these patterns is crucial for contrastive analysis, second-language acquisition, and the study of Nigerian English as a legitimate variety. According to Agwu and Amadi (2024), in their study on "Contrastive Analysis of Demonstratives in English and Ikwerre Languages" explained that demontratives which are essential linguistic element embodying deixis and indicating precise spatial and contextual relationships, serve as fundamental building blocks in communicative

processes. Their work examines the complex syntactic and morphological dynamics of demonstratives in English Ikwerre languages and the differences and similarities in the use of demonstratives in both languages which may pose problems to the Ikwerre learner of English as a second language. The findings of this study reveal that similar to English, Ikwerre demonstratives function as determiners, adjectives and indicators of possession. Structure and the inclusion of a pronominal element in Ikwerre demonstratives further distinguish their syntactic characteristics. Morphologically Ikwerre introduces a unique structure of plural nouns, utilizing both pre-head and post-head demonstratives to enhance specificity. This stands in contrast to English use of a single demonstrative for plural reference. The present study in Amadi and Agwu's work, there is an analysis, a contrastive on which spells out the similarities and differences in two languages. While the present study considers English and Igbo Languages. Agwu and Amadi's work centres on English and another native dialect which is Ikwerre. The study postulated by Agwu and Amadi examined the complex syntactic and morphological dynamics of demonstratives and this study also considers the syntactic and morphological uniqueness of negation. This study shows that morphologically, Igbo language does not have a special negator, but morphologically Ikwerre introduces a unique structure of plural nouns.

Ekah (2018) in her research on "Contrastive Analysis of Demonstratives in English and Ibibio" which provides a contrastive analysis of demonstrative pronouns in English and Ibibio. The study argues, based on the syntactic operations of demonstratives in the two languages that demonstratives in Ibibio consists of a three-way opposition. It states that demonstratives in English inflect for person and number while those of Ibibio has two classes of demonstratives, with each class being syntactically different from the other. The research further reveals that two languages can function as determiners, subject of the sentence, article as well as verb in Ibibio; properties which are not found in English. This study is anchored on Chomsky's generative grammar paradigm to

explain the structures of demonstratives in the two languages and argues the structures resemble and differ from each other in some respects and gives possible linguistic implications for Ibibio speakers of English. Ekah's study is similar to this study in that both works are comparing and contrasting the English Language and a native language. The argument of this study, just like Eka's work is based on the syntactic of operations of negations in two languages. In her work, while Ibibio has two classes of demonstratives, demonstratives in English inflect for person and number; in this study, negation is the key word expressed, while the Igbo language has on popular negator 'ghi', the English negator has many others. Chomosky's work on generative grammar is the basis on which Elkah did her work, the present study is not in any way anchored on chomsky's work even though he (Chomsky) contributed immensely on negation.

Agwu (2024), in her study on "A contrastive study of the past tense inflectional morphemes of English and Yoruba languages", specifically examines how these morphemes such as the "ed" suffix in English functions to indicate past tense, and how they compare and contrast with similar markers in the Yoruba language. This work as a comparative study delves into the similarities and difference between how past tense is expressed in English and Yoruba languages using inflectional morphemes. This study exposed the fact that inflectional morphemes are linguistic units that change or modify the form of a word to indicate grammatical categories like tense, number, or gender. In English, the "ed" marker is a common example of an inflectional morpheme used to form the past tense of regular verb. Agwu's research could offer valuable insights into the linguistic structures of both English and Yoruba, highlighting their unique approaches to expressing past tense and understanding the role of inflectional morphemes in grammatical processes, (Agwu: 2024, p.293-310). This study agrees with Agwu's on the contrastive method adopted for both studies. It compares the English and Yoruba morphemes, considering their markers which functions to indicate past tense. The studies on the other hand have their discrepancies as Agwu's expose how the past tense marker, which is also an affix is attached to a root word to change the form of a word to indicate grammatical categories. The ongoing study on the other hand, attracts negative affixes to a root word to form a negation which changes the meaning of an expression from positive to negative. While 'ed' is a common inflectional morpheme in English as revealed by Agwu, is a common example of an inflectional morpheme used to form the past tense of regular verbs. In this study, affixes and suffixes stand as negators that form morphological negations in both English and Igbo languages.

Agwu (2024), in her contrastive study of the progressive marker in English and Ikwerre languages, explains that the Ikwerre and English languages fifer in come linguistic features due to their different linguistic backgrounds. One of such linguistic features is the inflectional markers/affixes which are to mark different grammatical categories, these differences often create problems to the Ikwerre learners of English as a second language. This research work also examines the progressive marker in English and Ikwerre languages so as to identify areas of differences in both languages that may pose problems to the Ikwerre learners of English as well as areas of similarities that make the learning and proficiency in the use of the progressive marker in the target language easier. This study reveals that in both languages, the progressive inflectional markers are suffixes; it goes further to reveal that while English language marks the present progressive verb forms with the present forms of the auxiliary verb (be), main verb and the 'ing' marker, the Ikwerre language marks the present progressive form with 'ga' suffix. The research also observes that while English forms its past progressive forms with the past form of the auxiliary ver (be), the main verb and the 'ing' marker, the Ikwerre language forms its past progressive with the presence of the suffix 'ga' followed by the factativer suffix. (Agwu: 2024, pp.24 -31).

This study considers negation highly; it focuses on the contrastive analysis of negation in Igbo and English languages. It delves in the syntactic behaviour of negation in English and Igbo,

thereby looking into their areas of differences and similarities. Agwu's study, looks critically on the progressive marker in English and Ikwerre, pointing out how the two languages differ in some linguistic features due to their different linguistic backgrounds. It goes ahead to mention that one of such linguistic features is the inflectional marker or affixes which mark different grammatical categories. This study also mentions affixes as it considers how negation works morphologically, especially in English language; Agwu's contrastive analysis spells out that in English and Ikwerre language, the progressive inflectional markers are suffixes. This study differs from Agwu's in the way verbs are mentioned in the different studies. While this study mentions the placement of negation near verb, in both languages, Agwu's work reveals that while English verb.

Eze (2023) carried out a research on how "Opi"and Nsukka dialect negates standard Igbo. He explained that in Nsukka, the negative is realized with "-gl – "dg suffixed to the verb, functioning where Standard Igbo used "ghị", eg. mag – maghị (doesn't know). Eyinwa and Ofoha (2023) carried out their own study on how Okigwe negation across clause types and the morphosyntactic rules that condition it (including subject-sensitive prefix harmony). They realized affix simple declaratives which are verb + hu/– hu corresponds to Standard Igbo "ghị" and that the imperatives: verb+la/-le for negative commands. The perfective clauses are verb+be, which in standard Igbo is "beghi", and for prefix harmony, if the subject is a full NP, a harmonizing verb prefix, e-la- appears with the negated verb. While Eze uses descriptive, synchronic; draws on Accommodation Theory; native-speaker knowledge; presents paired Opi vs standard data tables to highlight dialectal allomorph. Eyinwa and Ofoha use the descriptive morpho syntactic account, organizes findings by sentence type (declarative, imperative, slash perfective, and states distributional rules including e-la-harmony).Both confirm Igbo dialects negates by suffixing the negative morpheme to the verb, and both map their dialectal markers to standard Igbo "-ghi" or "beghi" in perspective. Their ideas differ in some areas, which are forms of the

negative suffix. The 'Opi' dialect uses -g/-dg(often no final vowel), a tighter phonological shape. The Okigwe hu/-hu goes with vowel height./ ATR harmony, plus specialized -be in perfectives. In the breadth of grammatical coverage, Eze focuses on variation, (Opi vs standard) with many lexical examples while Enyinwa and Ofoha offer a system of rules by clause type (declarative, imperative, perfective) and a subject-conditional prefix rule. For auxiliary marking and Scope, Eze's dataset centers on main verb suffixation and segmental alternation versus standard Igbo while Enyinwa and Ofoha discuss scope over aspect (perfective-be) and syntactic context (prefix Harmony with NP Subjects). Eze looks at a dialect-variation portrait- Whaghi, beghi (Standard negative suffixes), and at negative morphemes look like in Opi versus standard Igbo, while Eyinwa and Ofoha considered a rule-based grammar sketch-when and why Particular negative allomorphs appear (-hu/-hu,-la,-le,-be,+e-/a- harmony .

In their studies on "The study of Igbo and Chinese Negative markers, Onwuegbuchunam M.O, and Onwugbuchunam R.O. (2021) found out that Igbo negative markers include ghi, beghi (Standard negative suffixes, and a-le……-la/-le (negative imperatives and other contexts. They also noted that Chinese negative markers have a larger inventory such as bu, fei, wu, fou, wei, mei with "bu" and "mei" (you) being the most commonly used in Standard Modern Chinese. Their findings imply that each deploys distinct morpho- syntactic negative systems, shaped by their own grammatical and phonological patterns. This contrasts assists Igbo speakers learning Chinese and vice versa in navigating negation in both. While Onwuegbuchunam's study is valuable its focused comparison, placing it within broader typological research help highlights the surface-level- morpho syntactic differences between two typologically distant languages: Igbo (suffix-hearing).It is particularly helpful pedagogically for speakers navigating between those systems .This study has made it clear that negation is a universal linguistic category realized through language- specific strategies.While Onnwuegbuchunam gives us a synchronics, contrastive grammatical analysis: Igbo vs Chinese negators differ in

morphosyntactic type. Jersperson gives us a diachronic typological model: negators shift position and form historically in predictable cycles. Both Igbo (suffixal negation) and Chinese (particle negation) represents different stable stages of what Jerspersen saw as general possibilities for negation systems.

Uwaezuoke and Anachunam (2020) in their "Contrastive Study of Reduplication in the Igbo and Hausa Languages" focused on reduplication, while providing insights into morphological processes in Hausa, which can influence syntactic structures, including negation. This study expresses the reproduction of sentences in both languages and the stages involved in affixation in Hausa language. This process, according to them can also affect some syntactic structures like negation. Adam et al. carried out a completely divergent study on Detection of Offensive and Threatening Online Content in A Low Resource Language. This research addresses the challenge of detecting offensive language in Hausa, highlighting how negation and idiomatic expressions can complicate automated content moderation. The two studies are on parallel lines because their outcomes are of different ideas. Adam et al tackles the issues surrounding the identification of fowl languages in Hausa. This study unveils that negation and idiomatic expressions make the detection of offensive languages complex.

Data Presentation and Analysis.

Table 1. The Negative Markers in English Language.

S/N	Categories	Markers in negative	English Language (Examples and functions)
1.	Negative particles	Not	They are **not** smart (grammatical clause negation)
2.	Negative Particles	No	She has **no** home training (determiner before noun)
3.	Negative Particles	Never	She has **never** been here
4.	Negative pronouns	Nothing	They did **nothing** (negative pronoun)
5.	Negative Pronouns	Nowhere	I went **no where** (Adverb of place)
6.	Negative Pronouns	Nobody	**Nobody** called us (negative pronoun)
7.	Negative Pronoun	No one	**No one** came here. (negative Pronoun)
8.	Negative conjunction	Neither / nor	I neither like nor dislike cereals
9.	Negative Conjunction	Nor	There was not a cruel man, nor a mean one
10.	Negative Affix	Un-	Unjust

11.	Negative Affix	In-	Negation of root words. Inability
12.	Negative Affix	Im-	Impatience
13.	Negative Affix	Il-	Illogical
14.	Negative Affix	Ir-	Irrevocable
15.	Negative Affix	Dis	Disunity
16.	Negative Affix	Non-	Nonstop
17.	Negative Contraction	Isn't	She isn't coming to my house
18.	Negative Contraction	Aren't	They aren't ready yet
19.	Negative Contraction	Wasn't	He wasn't happy
20.	Negative Contraction	Weren't	We weren't there
21.	Negative Contraction	Can't	I can't fathom it
22.	Negative Contraction	Couldn't	She couldn't sleep
23.	Negative Contraction	Don't	They don't mind
24.	Negative Contraction	Doesn't	He doesn't like her
25.	Negative Contraction	Won't	They won't listen to you
26	Negative Contraction	Wouldn't	He wouldn't eat with us
27.	Negative Contraction	Shouldn't	I haven't bought her gift
28.	Negative Contraction	Haven't	He hasn't gone home
29.	Negative Contraction	Hadn't	She hadn't heard the news before now
30.	Negative phrases	Not any	She does not have any pen
31.	Negative Phrase	Not at all	We are not at all happy about it
32.	Negative Phrase	No longer	I am no longer interested
33.	Negative Phrase	Not yet	The students are not yet ready
34.	Negative Adverb	Barely	She barely passed the test
35.	Negative Adverb	Scarcely	They scarcely arrived in time
36.	Negative Adverb	Hardly	He hardly knows me

37.	Negative Adverb	Seldom	She seldom eats good food.(they indicate that something is not the case)
38.	Tag Question	Aren't	You are coming, aren't you?
39.	Tag Question	Won't	They will come, won't they?
40.	Tag Question	Isn't	She is busy, isn't she?

This table reveals that several negators exist in English and Igbo languages, they are;

Negative Particles: no, not, never, etc. "I will not eat", "They will never hear you"," I am no longer interested".

Negative Pronouns: nothing, nowhere, nobody,Examples: "I drank nothing"," They are going nowhere"," Nobody is at home".

Negative Conjunctions-neither—nor, either—or. Examples:" There was neither a boy nor a girl in that gathering"." Either the woman or the girl is in the kitchen."

Negative Affixes: un ,in, im,ir,dis,etc. negate root words.

Negative Contractions: isn't, aren't, wasn't, can't, don't, etc.Example: He wasn't serious, etc.

Negative Phrases: not any, not at all, no longer, not yet. Examples: The children are no longer praying.

Table 11: The Negative Markers in Igbo Language .

S/N 1.	Akara Mmebi (negative marker)	Ojiji na Oru (Usage)	Omumatu (Example)
2.	Mba (No)	Iju ajuju ee/mba n'uzo Imeghachi Okwu (Negation of yes/no question)	Mba! Achoghi m ya (No, I don't need it)
3.	Adighi (Non-existence)	Imeghachi okwu ugbua (Present tense negation)	Biko adighi m ike ilu ogu (Please, I lack energy to fight)
4.	Anaghi (Don't)	Imeghachi omume kwa ubochi (Present habitual negation)	Anaghi m eri achicha (I don't eat bread)
5.	Enweghi (Lack)	Mmeghachi Inwe na idi adi (Negation of Possession and existence)	Enweghi m akpukpo ukwu (I lack shoes)
6.	Obughi (It isn't)	Mmeghachi Onodu njirimara (Negation of identification or state)	Obughi eziokwu (It is not true)
7.		Nmeghachi onodu adighi adi (Negation of identification of absence)	Odighi onye no n'ulo

8.	Onweghi	Mmeghachi Onodu adighi-adi (Negation of identification of absence)	Onweghi onye gwara m (Nobody told me)

This table reveals the following Igbo negators and how they are placed in sentences.

Mba-mba, achighim ya ochi.

Adighi- adighi m ike iti mkpu.

Anaghi- anaghi m abia.

Enweghi- enweghim ihe nlegide anya.

Obughi- obughim tiri ya ihe.

Odighi- odighi onye yiri chineke bi n'eligwe.

They (negative markers) are integrated into auxiliary verbs to produce meaningful and acceptable negative sentences.

Table 111.   Similarities in Negation in English and Igbo Languages.

S/n Sentence Type	English Negation	Igbo Negation
1. Simple negative	I do not eat	Adighi m eri nri
2. Negative with helping verb	She does not go to school	O naghi aga uloakwukwo
3. Negative past tense	He did not come	O biaghi
4. Negative with "can"	I cannot do it	Enweghi m ike ime ya
5. Negative imperative (commands)	Do not accept!	Ekwela!
6. Negative with "never"	He has never stolen	Ozubeghi ohi obu la
7. Negative pronouns	Nobody ate	Odighi onye riri nri
8. Double Negative/ Negative Concord	I don't want anything	Achoghi m ihe o bula

Considering table iii, one can deduce that both English and Igbo languages use negative particles "not/ghi" to negate their various sentences. (I am not happy-obi adighi m nma). The negations of both sentences appear near the verb (Auxiliary verbs. (she does not go to school- O naghi aga uloakwukwo "-ghi" is attached to the verb "na", while "not" appears between and auxiliary verb "does" and main verb "go". Both languages use modal + negation. In English, "cannot" is used, while in Igbo 'enweghi ike" represent it.

In addition, short direct negation of action applies in both languages. For an instance, in English, one can have: "do not accept", while in Igbo, it is: "Ekwela". There

is also the use of negation with emphatic adverbs –in English, this expression can represent it; he has never stolen", the Igbo version is "O ozubeghi ohi obula". Both languages observe the use of negative indefinite pronoun which in Igbo is: "Odibeghi onye biara". The English and Igbo

languages use negation + "any" structure. This is exemplified in English as: "I don't want anything" in Igbo it is represented thus: "Achoghi m ihe obula" the "any-structure" can also be referred to as "double negative" where two negatives appear in a sentence.

Table IV. Differences in Negation English and Igbo Language.

S/N	Aspect of negative Marker	English language	Igbo language
1	Negative marker	Not, no, never, don't etc	prefix:a/e or suffix ghi, beghi
2.	Position in sentence	Before/after the main verb(do not eat)	Embedded Within Verb "Etighi"
3.	Verb changes	Verb remains unchanged	Verb is inflected within negative suffix
4	Use of auxiliary	Required "did not"	Not required
5	Negating nouns/pronouns	No, one, nothing, nobody	Odighi onye onweghi ihe
6.	Negating adjectives	He is not happy / He is unhappy	Obi adighi ya nma
7.	Question negation	Don't you like it ?	I choghi ya?
8.	Use of double negatives/ negative concord	Considered informal and incorrect	Common and grammatically correct in many contexts.

A careful study of table iv reveals that the English language separates its negators from the verb, while the Igbo language integrates its negator to the verb. "They are <u>not</u> interested in the programme" – "Ha enwe<u>ghi</u> mmasi n'ebe mme-mme ahu di". The English language also keeps the verb base intact, while the Igbo language modifies the verb by changing its form and meaning. The English language often relies on the "do-support" for negation, while in the Igbo language negation is integrated into the verb. The examples are: "They do not like him" – Ha ahughi ya na-anya".

In addition, the table iv shows that the Igbo language sometimes uses double negation for emphasis, while the English language does not encourage it, but can sometimes use it for emphasis also. The examples are:

"I <u>don't</u> want <u>anything</u>"

"Achoghi m ihe obula"

In the English negation, the sentence has two negatives "don't" and "anything" which produces "nothing" which is a way of laying emphasis that there is nothing the individual needs. In some other cases, double

negation sounds awkward in the same English Language. Example: I don't want nothing", when a double negation appears this way, the English language does not encourage its usage. On the other hand, the Igbo language views the use of double negation as an emphasis which helps the listener or reader to see the importance attached to a thing. In the example: "Achoghi m ihe obula", the reader or listener should not bother the individual with the provision of anything – the word "achoghi m" is a negative expression meaning "I don't want" "ihe obula" stands for anything which is another negative expression (negative pronoun) stressing or buttressing the point the speaker had made earlier that he/she needs nothing.

This table further shows that in English Language, the negator "not" is typically placed after auxiliary verbs, in some cases, after the copula "be". Examples:

I am not interested.

"Am" is a form of the copula" be

"Not" the negator is placd after it

They will not come.

"Will" – auxiliary verb

"Not" is placed after it

Discussion and Implication of Findings.

From the contrast between negationof English and Igbo languages, it is observed that the English language uses auxiliary verbs: do, will, can, etc.before the negator and the main verb, while the Igbo language makes use of the prefixe: 'a/e or the suffix 'ghi'/beghi' or 'ghizi' as the case may be. Examples; 'Ha anaghi abia'. The underlined 'a' is a prefix showing negation.In this sentence, it shows that the person will not come. The 'ghi' that is attached to the verb is a negator, while" a" is a verb. The Igbo language integrates negators into the auxiliary verb, while the English language separates it. Examples: "Anyi anaghi agu akwukwo"-"We don't read". In Igbo

language, the verb is inflected with negative suffixes, while in English language, the verb remains unchanged. The inflected way of using negators in Igbo modifies the Igbo verb. English and Igbo languages differ structurally in the placement of negative markers. The English language is preverbal auxiliary dependent, while the Igbo language is post-verbal and appear as clause-final particle. For example, in the expression:" They did not sleep" the negative marker "not" appears before the verb "sleep". For the Igbo language, let us consider: "Ha a biaghi"

Ha-----subject

a---------prefix

bia-----verb

ghi------negative marker.

From the above analysis, the negative marker appears after the verb, making it post verbal and the clause ends with "ghi', so, it is clause-final. The difference can cause direct translation errors for bilingual speakers of the English and Igbo languages. Consequently, an English learner whose L2 is Igbo may misplace negative particles.

In English language, double negation, which can also be called negative concord is generally considered grammatically incorrect, especially in the Standard English. However, some dialects of English use it (African America English and some British dialects) Example: I don't have no money – it is non – standard and means: "I do not have money". But in Igbo language, double negation can be grammatical and used for emphasis or particular meanings. Example:" E nweghi m ego obula". The use of double negatives in the Igbo emphasizes that the speaker does not really have money and therefore shouldn't be bothered. The implication of this is that Igbo learners who's L2 is English may overuse concord or omit auxiliaries.

5. Conclusion

The English language forms negation by inserting negative particles:" not, n't, don't, can't", etc. between the subject and the verb. On the other hand, the Igbo language uses negative

particles like: "ghi" which is usually attached to the auxiliary verb (enyemaka ngwaa). The use is influenced by verb class, tense and aspect.

The English language relies heavily on auxiliary verbs during negation, especially when there is an auxiliary verb in the affirmative sentence. The Igbo language does not on auxiliary, instead, it modifies the verb directly and alters its tone and indicate negation.

The English language discourages the use of double negation as it sees it as awkward and informal, whereas, the Igbo language considers it as a way of laying emphasis.

The study recommends that the negators in English and Igbo be discussed in a language text as a topic, considering the formation, placement and usage for effective and efficient usage among learners and the general public.

The study also recommends that curriculum planners, authors and teachers the disparities and differences in a well-articulated text to enable learners learn effectively to avoid translation errors.

The study, additionally, recommends that Lecturers, teachers and curriculum planners at all levels should carefully explicate the placement of English and Igbo negators to enable an effective use of both languages.

Recommendations

Having carried a critical study on the formation of negative sentences in English and Igbo languages and a contrastive analysis on both sentences this paper therefore recommends that negators be discussed as a topic in textbooks, considering the formation, placement and usage.

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