

Image schema of the verb ‘gba’ in Igbo semantics

Christian E.C. Ogwudile

Abstract

The attentions of many linguists have been attracted to the study of conceptual interaction. In English, analyses have been done on different aspects of this field. Just few studies have been done on cognitive semantics in the Igbo language. This study therefore looks at the semantics of the verb ‘gba’ as further contribution to the few studies already done in the area. Using a descriptive method, the meanings of the verb are analysed in the light of the image schemata. This study, contrary to the view of some scholars that the Igbo verb root is a semantic dummy, examines how image schema, a principle of cognitive semantics may be used to analyse the Igbo verb. The study uses metaphor and image schemata in analyzing some Igbo inherent complement verb (ICV) constructions, compound verb structure, verbal complex structures and sentences that contain the verb ‘gba’. The image schemata of path, containment and force form the basis of analysis for the conceptualization of the ‘gba’ based constructions. The study reveals that with appropriate complements, the verb ‘gba’ which is commonly glossed as ‘set forth’ can yield other semantic imports such as kick, dance, spray, run, ejaculate, water etc as seen in the

analysis. Our analysis also discloses that the image schemata of 'gba' are experientially based conceptual constructs which can be metaphorically extended from physical and concrete to psychological and abstract domains and such schemata are seen as the building blocks of metaphor. The study equally reveals that the verb root is not an empty dummy as some scholars contend.

Introduction

In linguistics, cognitive semantics is generating a lot of interest. There are indepth studies on the subject in some languages especially European languages. In Igbo, there are few studies to attest its application to the Igbo language.

For many years, the question concerning the number of meanings in an Igbo verb has been a source of disagreement among scholars in the areas of Igbo syntax and semantics. Scholars like Nwachukwu (1983; 1984) and Ubahakwe (1983) see Igbo verb as inherently transitive but Emenanjo (2005:479) regards transitivity as a “surface structure feature which does not help to classify Igbo verbs according to the complements they select “. Nwachukwu (1989:83) following the syntactic approach see the Igbo verb as ‘empty’ but Emenanjo (2005) posits that complementation is itself the category that allows the correct generalization to be framed. Emenanjo asserts that the Igbo verb is made up of two mutually obligatory and complementary elements; which are the verbs and the complement of the bound cognate noun (CBN).

Some scholars in the light of the new approach to language analysis which is cognitive linguistics, have made

attempts to undertake a cognitive semantic study of some Igbo verbs. Uchechukwu (2004) and (2011) adopts a cognitive approach using the image schema analysis of the Igbo verb roots 'gba' and 'tu'. He holds that through an image schema, one could establish a cognitive motivation of semantics in the form of its root schema. Mbah and Edeoga (2012) investigates the image schema of the verb 'se', using metaphor as a way of extending meaning. Ogbonna (2012) studies the cognitive semantic analysis of the verb 'kwà'. She uses the image schemata of Path and Force in analyzing the conceptualization of the verb. Also, Okeke (2013) studies the cognitive domains of the sense relations in selected Igbo verbs. In his study, he limits to the polysemous analysis of the verb roots 'hụ' and 'nụ' as they manifest in Igbo novels – *Ihe gbasaa* and *Jụọ Obinna*.

The overview above shows that the disagreement among scholars in relation to the Igbo verbs and their meaning properties has evoked a new direction to the study of Igbo verbs. This makes a cognitive approach to be a better option this time. Nevertheless, the scholars cited above use cognitive approach to study Igbo verbs, it is very clear that their prototypical ways of meaning extensions differ alongside the Igbo verbs they studied.

The present study investigates the meaning properties of the Igbo verb 'gba' in various linguistic constructions using path, contaminant and force image schema. The verb under study and some of the prototypical ways of extending meaning which apply to this study are quite deferent from those of the earlier studies with the exception of Uchechukwu (2004).

Though the present study has some similarity with Uchechukwu (2004) in using cognitive approach and image schema; the difference lies on the analysis. Also the present study covers a larger area in using both wide range of dialects while Uchechukwu (2004) concentrates on standard variety. In the study the tone of every verb is marked with the exception of high tone.

Theoretical Studies

According to Mbah and Edeoga (2012:41), the central concern of some scholars such as Fauconnier (1985, 2002), Fillmore (1975, 1976), Lakoff (1987, 1992), Langacker (1975, 1991) and Talmy (2000a, 2000b) as well as Geeraerts and Cuyckens (2007) has come to be known as “cognitive linguistics”. It is concerned with the linguistic representation of conceptual structure. According to Talmy (2011:1), “this field can be characterized by contrasting its conceptual approach with two other approaches, the formal and the psychological”.

Cognitive semantics is part of the cognitive linguistic movement. Semantics is the study of meaning. Cognitive semantics holds that language is part of a more general human cognitive ability and can therefore only describe the world as it is organized within peoples’ conceptual spaces. It is implicit that there is a difference between this conceptual world and the real world. The main tenets of cognitive semantics are that (i) grammar is a way of expressing the speaker’s concept of the world (ii) knowledge of language is acquired and contextual (iii) the ability to use language draws upon general cognitive resources and not a special language module.

The cognitive semantic approach rejects the traditional separation of linguistics into phonology, syntax, pragmatics etc. Instead, it divides semantics (meaning) into meaning construction and knowledge representation. So, cognitive semantics studies much of the area, traditionally devoted to pragmatics as well as semantics. According to Saeed (2007:344), “Cognitive semantists take the view that meaning is based on conventionalized conceptual structure”. Thus semantic structure, along with other cognitive domains, reflects the mental categories which people have formed from their experience of growing up and acting in the world. According to Johnson (1987), Lackoff and Johnson (1980), Clausner and Croft (n.d.) conceptual systems grow out of bodily experience, and are grounded imperceptions, body movement and experience of a physical and social character. Concepts do not occur as isolated, atomic units in the mind, but can only be comprehended in a context of presupposed, background knowledge structures.

Empirical Studies

Uchechukwu (2004, 2011), examines the semantics of the Igbo verb roots ‘gba’ (kick) and ‘tụ’ (throw) with the cognitive linguistic tool of image schema. He wants to find out whether Nwachukwu’s (1987) general conclusion that the verb root is empty within the syntactic approach upholds. Based on the findings of the study, he argues that the Igbo verb root is not empty on the basis of image schema motivation of its semantics neither does it become practically meaningless as a result of an increase in the number of verbal complexes formed with it.

The study by Mbah and Edeoga (2012) uses metaphor and image schema to investigate the semantics of the Igbo verb ‘se’ (draw) using the cognitive semantic approach. The study looks at some ‘se’ based sentences using the inherent complement verb (ICV) construction. The study concludes that meaning is conceptualization while metaphor and image schemata help to extend meaning of sentences.

Ogbonna (2012) studies the cognitive semantic analysis of the verb ‘kwà’ (push) using the image schemata of path and force. The paper concludes that the image schema of kwà are experientially based conceptual constructs which can be metaphorically extended across a range of domains.

Ifeagwazi, (2013) examines the cognitive semantic analysis of the verb ‘bà’ (enter) using cognitive linguistic analytical approach. The study reveals that with appropriate complements, the verb ‘ba’ which is commonly glossed as ‘enter’ can yield other semantic imports. It also observes that the image schemata and the metonymic constructs help to extend meaning from the external and concrete to the internal and abstract domains.

Conceptualization of inherent complement verb constructions

According to Langacker (1987) in Mbah and Edeoga (2012:42), “grammatical structure is based on conventional imagery” which arises from the mental processes connected with the given object of interaction and the communicative intention. It is this mental process that is termed perspective, conceptualization or construal. Such construal operations can also involve what Langacker as cited in Mbah and Edeoga

calls “alternate construals”, which the author explains as our being capable of making adjustments, thereby transforming one conceptualisation into another that is roughly equivalent in terms of context but differs in how this context is construed (Langacker 1987:138 in Mbah and Edeoja 2012:42)

Some ‘gba’ based sentences in Igbo

The sense described by the sentences below can be extended using metaphor. For instance:

Verbal structure	Sentence	Meaning types
gba mmiri	Ebo na-agba mmiri Ebo Aux prefix setforth water Lit: Ebo sprays water Ebo drips or is dripping water	Concrete Metaphorical
gba ose	O nà-àgba ya osè He/she Aux prefix set forth him/her pepper Lit: He/she is injecting him pepper He/she made him/her suffer	Concrete Metaphorical
gba n’ezi	Àdà nà-àgba n’ezi Ada Aux prefix set forth prep outside Ada is running or runs outside Ada is a prostitute	Concrete Metaphorical

gba àmà	O nà-àgba àmà He/she Aux pref set forth secret Lit: H/she divulges secret H/she is unreliable	Concrete Metaphorical
gba abụ	Otuto gbapuru abụ Boil set forth open rV past pus Lit the boil discharged pus The secret was exposed	Concrete Metaphorical
gba ùshi	Agu gbara ùshi a hùrù anya Agu set forth rV past sperm one see rV past eye Agu discharged sperm that was seen Agu produced his replica/caborn copy	Concrete Metaphorical
gba ọgwù	Gbara ọgwù gị ñọ Set forth medicine you drink Drink your medicine Mind your self	Concrete Metaphorical
gba tọchị	Ọ gbara ya tọchị He/she set forth him torch He/she flashed torch light at him He/she offered him a bribe	Concrete Metaphorical

gba òkòso	<p>Àda mà àgba òkòso n'àkwà Ada know prefx set forth okoso (cone) prep bed Ada knows how to play cone game on bed Ada is a sex manic</p>	<p>Concrete Metaphorical</p>
gba afa	<p>Ùgò nà-àgba afā Ugo Aux Prefs set forth divination Ugo performs divination Ugo is making a guess</p>	<p>Concrete Metaphorical</p>
gba àjà	<p>Ọnà gbara ajà Ona set forth rV past sacrifice Ona offered sacrifice Ona fought tooth and nail</p>	<p>Concrete Metaphorical</p>
gba akpukpo	<p>Ezè gbara Igwē akpukpo Eze set forth rV past Igwe skin Eze skimmed Igwe Eze punished Igwe severely</p>	<p>Concrete Metaphorical</p>
gba ọtọ	<p>Uzò gbara ya òtọ Ụzọ set forth rV past him naked Ụzọ stripped him naked Ụzọ exposed him</p>	<p>Concrete Metaphorical</p>
gba nchara	<p>Egō ahù gbara nchara Money that set forth rV past</p>	

gb ụka	rust That money was rust The money is a counterfeit or fake Òmùme Egō gbara ụkā Behavior Ego set forth rV past sour Ego’s behavior is bad Ego’s behavior is rancid	Concrete Metaphorical
		Concrete Metaphorical

Here, we look at compound verb formed with ‘gba’ as the first compound either in the form of (gba + verb) or (gba + suffix) or even (gba + verb + suffix).

Compound verbs

ju ‘full’	(gba + verb): gbaju “set forth full” (physical movement)	Concrete
	(gba + verb): gbaju “tired of playing	Metaphorical
fè ” run by/beyond”	(gba+verb): gbá fè set forth across / beyond (physical movement)	Concrete
	(gba+verb) gba fè run more than required/beyond expectation	Metaphorical
chi “block/close”	(gba+verb) gbachi ihe “set forth close/block something (physical movement)	Concrete
	(gba + verb + suffix) gbachitere	Metaphorical

	mmadu “quarrel on some body’s behalf	
gbu “kill”	(gba + verb) gbagbu “set forth and kill”-shoot to death (physical movement) (gba + verb) stress some one”	Concrete Metaphorical
dà “fall”	(gba + verb) gbadà set forth fall (physical movement) (gba + verb) reduce somebody to nothingness	Concrete Metaphorical
sà “apart”	(gba + verb) gbasà “set forth apart: scatter/spread” (physical movement) (gba+verb) “gbasa tear apart/dismiss”	Concrete Metaphorical
gò “bend”	(gba+verb) gbagò “set forth bend” (physical movement) (gba + verb) gbagò “crooked, not straight, twist”	Concrete Metaphorical
ji “break”	(gba+verb) gbaji “set forth break” (physical move) (gba+verb) gbaji “discolour”	
li “high)	(gba + verb + suffix) gbaliri “set forth high” (physical movement) (gba + verb + suffix) gbaliri “cover by water/over flow”	Concrete Metaphorical
lù “pollute”	(gba + verb) gbalù “set forth	Concrete

	pollute” (physical movement) (gba+verb) gbalù “defile”	Metaphorical
sá “splash”	(gba+verb) gbásá “set forth splash water (physical movement) (gba+verb) gbásá concern	Concrete Metaphorical
nwụ “die”	(gba +verb) gbanwụ “set forth die” (physical movement) (gba+verb) gbanwụ “benumb”	Concrete Metaphorical

According to Saced (2007:352) “metaphor, as one type of cognitive structuring, is seen to derive lexical change in a motivated way, and provides a key to understanding the creation of polysemy and the phenomenon of semantic shift”.

Image schema

Image Schema has been shown to lie at the basis of numerous metaphorical constructions. Image schemata according to Saed (2007:353) “are an important form of conceptual structure in the cognitive semantic literature.” Cognitive linguistics therefore sees image schema as preconceptual topological abstraction which serve to organize much of our experience and understanding of the world (Johnson, 1987; Lackoff, 1987, 1989; Turner, 1987, Gibbs and Colston, 1985). The basic idea of image schema is that because of our physical experience of being and acting in the world – of perceiving the environment, moving our bodies, exerting and experiencing force, etc we form basic conceptual structures which we then use to organize thought across a range of more abstract domains. These image schemata Johnson (1987) opines are proposed as

a more primitive level of cognitive structure underlying metaphor and which provide a link between bodily experience and higher cognitive domains such as language. Uchechukwu (2011:45) in Mbah and Edeoga (2012:43) explains it as “condensed but abstract and dynamic re-description of perceptual interactions or experiences of human beings”. They function as organizing structures for partially ordering and forming human experience, but are also modified by concrete human experiences”. Hamper (2005:3) as cited in Mbah and Edeoga, (2012:43) posits, “there is no mutual compatible definition of image schema in cognitive linguistics.” The multiplicity of definitions has been seen by Johnson (2005:27) as a variation in the effort to “put flesh” on the “image schema skeleton”.

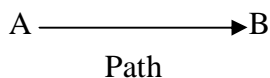
The Image schema of the verb root – ‘gba’

In this study, the image schema of the verb root shall be discussed under three image schemata thus: PATH, FORCE and CONTAINMENT

Path Schema

Johnson (1987); Lackoff and Johnson (1999) in Saeed (2007:335) claim that this schema reflects our everyday experience of moving around the world and experiencing the movements of other entities. Our journeys typically have a beginning and an end, a sequence of places on the way and direction. Other movements may include projected paths, like the plight of a stone thrown through the air. Based on such experiences, the path schema contains a STARTING POINT - SOURCE (marked A), an END POINT – GOAL (marked B),

and sequence of contiguous locations connecting them (marked by the arrow) thus: Figure 1



The path schema is associated with the following implications:

- a. Since A and B are connected by a series of contiguous locations, getting from A to B implies passing through the intermediate points
- b. Paths tend to be associated with directional movement along them, say from A to B.
- c. There is an association with time. Since a person traversing a path takes time to do so, points on the path are readily associated with temporal sequences. Therefore, the further along the path an entity is, the more time has elapsed.

The following examples are some instances of PATH schema

1. gba egbe –Obi gbara ele egbè
Obi set forth rV past entelope gun
Literal: Obi shoot entelope gun
Obi shot an entelope

In I, the point where Obi took off is the SOURCE. The distance travelled by the bullet to shoot the entelope is the PATH.

2. Ụzò nò n’osisi gbara ngànàbà
Ụzò be prep tree set forth rV past branches
Lliteral: Ụzò is on tree branches
Ụzò is on the tree branches

Again in example 2, Uzo is the SOURCE, the distance he travelled to reach the tree is the PATH while the tree branches is the GOAL.

3. Ada gbagara n'ahija

Ada set forth go rV past prep market

(Literal: Ada run go market)

Ada ran into the market

Here, Ada is the SOURCE, the distance she covered is the PATH and the market is the GOAL.

4. Ebon na Obi na-agba onwe ha nk [t [

Ebo na Obi Aux prefix set forth self them silence

(Literal: Ebo and Obi keep themselves silent

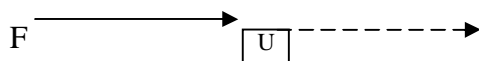
Ebo and Obi do not talk to each other

In example 4, Ebo and Obi are the SOURCE, how long they have not talked to each other is the PATH and the silence is the GOAL.

Force Schema

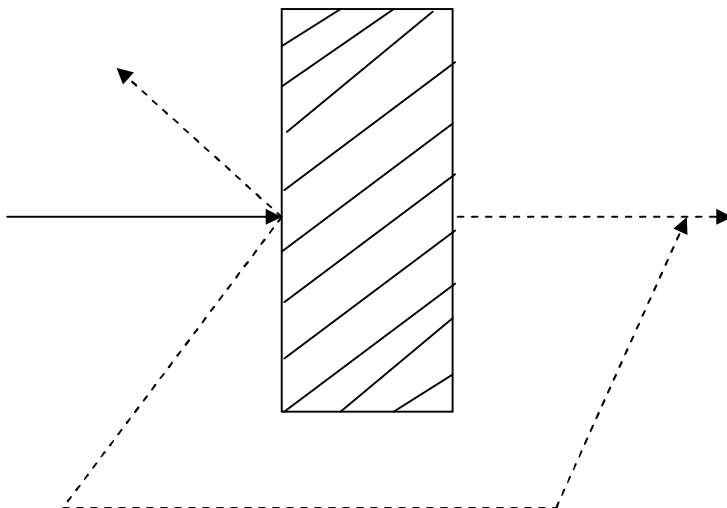
The force schema includes the basic force schema of compulsion, blockage and removal of restraint

Figure (2) compulsion



In figure (2) we see a force schema of F acts on an entity U . the essential element in this diagram is movement along a trajectory, the dotted line represents the fact that the force may be blocked or may continue

Figure (3) Blocage



In figure (3), we see the specific schema of blockage where a force meets an obstruction and acts in various ways; being diverted, or continuing on by moving the obstacle or passing through it.

Figure (4)

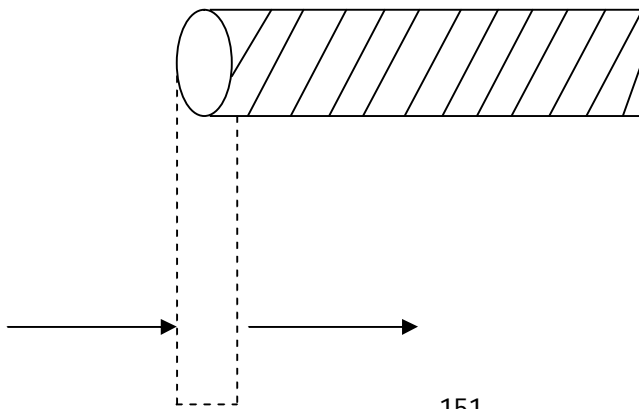


Figure (4) shows the related schema of removal of restraint, where the removal (by another cause) of blockage allows an exertion of force to continue along a trajectory. These force schemata like other schemata are held to arise from our everyday experiences as we grew as children, from moving around our environment and interacting with animate and inanimate entities. As with other image schemata, they are held to be pre-linguistic and to shape the form of linguistic categories (Saced 2007: 357). The example of force schema of compulsion is given below.

5. Amxma gbara n'igwe

Lightening set forth rV past prep sky

(Literal:Lightening is on the sky

It is lightening

In example 5, lightening is the vector F that acts on the entity sky by forcefully causing light to shine in the sky

6. Ibe na-agba mmiri

Ibe Aux prep set forth water

(Literal: Ibe is spraying water

Ibe sprays water

Ibe is the vector F, while water is the entity U. Ibe uses force to spray water

7. Nkem na-agba egwusi

Nkem Aux prefix set forth melon

Literal: Nkem is removing the back of melon

Nkem removes the epicarp of melon

Here, Nkem is the vector F which acts on melon, the entity U.

Containment schema

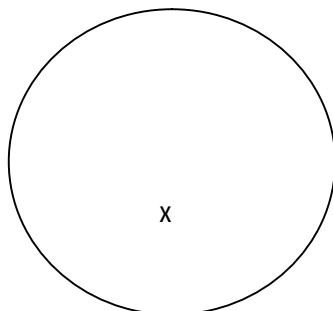
Johnson (1987) in Mbah and Edeoga gives the example of containment schema, which derives from our experience of the human body itself as a container from experience of being physically locating us within bounded locations like room, beds and also of putting objects into container. Such a schema has certain experientially based characteristics. It has a kind of natural logic, including for example the rules below:

- a. Containers are a kind of disjunction: elements are either inside or outside the container.
- b. Containment is typically transitive: “if the container is placed in another container, the entity is within both as Johnson says: if I am in bed, and my bed is in my room, then I am in my room”. The schema is also associated with a group of implications, which can be seen as natural inferences about containment.

Johnson calls these ‘entailments’ and gives examples like the following (adopted from Johnson 1987:22)

- i. Experience of containment typically involves protection from outside forces.
- ii. Containment limits forces, such as movement, within the container
- iii. The contained entity experiences relative fixity of location
- iv. The containment affects an observer’s view of the contained entity, either improving such view or blocking it (containers may hide or display).

Figure 5 containment



The schema can be extended by a process of metaphorical extension into abstract domain. Lackoff and Johnson (1980) identify; CONTAINER as one of a group of ontological metaphors, where our experience of non-physical phenomenon is described in terms of simple physical objects like substances and containers.

The sentences below are used to demonstrate the correspondence of the verb root – ‘gba’ with the containment schema viz.

8. Otuto ya gbara abụ

Boil him set forth rV past pus

(Literal: Boil him has pus)

His boil contains pus

Here, the boil is the container while the pus inside, is the content

9. Aja gbara ushi a hxxrxx anya

Aja set forth rV past sperm one see rV past eye

(literal:Aja discharged sperm one see eye

Aja produced his replica/ carbon copy

In example 9, Ajà is the container while sperm is the contained entity. The sperm experiences relative fixity of location as it will not be seen by observers so long as it is in Aja.

10. Akwụ na-agba mmanụ

Palm nut Aux prefix set forth oil

(Literal: Palm nut is producing oil

Palm nut exudes oil

Also, in this example, palm nut is the container while oil is the content etc.

Summary of the findings

Language structure is studied by the cognitive semantic approach as reflections of general conceptual organization, categorization principles, processing mechanisms and experiential and environmental influences. Its assumption is that there is no access to reality independent of human categorization and as such, the structure of reality as reflected in language is a product of the human mind. The conceptualization of the verb ‘gba’ was therefore analyzed using the inherent complement verb constructions. The meanings fell into three image schemata, they are: path, force and containment schemata. These image schemata align with the presumption in cognitive semantics that the common human experience of maturing and interacting in the society motivates basic conceptual structures that make understand of language possible, that language is not analyzed as an abstract structure but as a human quality, that meaning is based on conventionalized conceptual structures, that metaphor and image schema can be used to extend the meanings of concepts

or sentences. Conclusively, it is found out that the Igbo verb is not empty as speculated by some Igbo linguists. The verb ‘gba’ therefore, provides additional evidence to the effect that meaning is conceptualization and metaphor and image schemata extend the meaning of structures/sentences

References

- Emenanjo, E.N (2005). Igbo Verbs: Transitivity or complementation. In O. M. Ndimele (Eds.), *Trends in the study of languages and linguistics in Nigeria. A Festschrift for Philip Akujiobi Nwachukwu* (pp. 479-497). Port Harcourt: Grand Orbit Communication and Emhai Press.
- Fauconnier, G.G. (1985). *Mental spaces: Aspects of meaning construction in natural language*. Cambridge: MIT Press.
- Fanconnier, G.G. (2002). Fillmore, C.J. (1975). *An alternative to Checklist theories of meaning*. Brekeley Linguistics society. Vol. 1. 155-15.
- Greeraerts, D. and Cuyckens, H. (2007). “Introducing cognitive linguistics”. In D. Geeracerts and H. Cuyckens (Eds.), *Metaphor and Metonymy in comparison and contrast*. New York: Mouton de Gruyter.
- Gibbs, R. & Colston, H.L. (1995). *The cognitive psychology reality of image schemata and their transformations*. News York: Montor de Gruyter.

- Hamper, B. (2005). Image schema in cognitive linguistics: Introduction. In Hampe (Ed.), *From perception to meaning: Image schema in cognitive linguistics* (pp. 1-12). Berlin. Mouton de Gruyter.
- Ifeagwazi, C. (2013). Cognitive semantic analysis of Igbo verb bà. A seminar paper presented in the Department of Linguistics and other Nigerian languages, University of Nigeria, Nsukka.
- Johnson, M. (1987). *The body in the mind. The bodily bases of meaning, reason and imagination*. Chicago: Chicago University Press.
- Lackoff, G. & Johnson, M. (1999), *Philosophy in the Flesh: The embodied mind and its challenge to Western thought*. New York: Basic Books.
- Lackoff, G. (1987). *Women fired and dangerous things*. Chicago: University of Chicago Press.
- Lackoff, G. (1993). Contemporary theory of metaphor. In Ortony, A. (Ed.), *metaphor and thought* (pp. 202-251). Cambridge: Cambridge University Press.
- Langacker, R.W. (1987). *Foundations of cognitive grammar I*. Stanford: Stanford University Press.
- Langacker, R.W. (1991). *Foundations of cognitive grammar II*. Stanford: Stanford University Press.

- Mbah, B. M. & Edeoga, P.N. (2012). Image schema of the verb 'sè' in Igbo semantics. *Research on Humanities and Social sciences*; 2 (7) 41-47.
- Nwachukwu, P.A. (1983). Transitivity. In P.A. Nwachukwu (Ed.), *Readings on the Igbo verb* (pp. 99-120). Onitsha: African Fep Publishers.
- Nwachukwu, P.A. (1984). Towards a classification of Igbo verbs. In P.A. Nwachukwu (Ed.), *Readings on the Igbo verbs*. (pp. 18-44). Onitsha: African Fep Publishers.
- Nwachukwu, P.A. (1987). The argument structure of Igbo verbs. (*Lexicon projection working papers 18*). Cambridge: Mass Massachusetts Centre for cognitive Science, MIT.
- Okeke, C.O. (2015). Cognitive domains of the sense relation in selected Igbo verbs. A PhD. dissertation presented in partial fulfillment for the award of Doctor of Philosophy in Igbo, University of Nigeria, Nsukka.
- Ogbonna, J.E. (2012). A cognitive semantic analysis of the verb 'kwa': A PhD seminar pper presented in the Department of Linguistics Igbo, and other Nigerian languages, University of Nigeria, Nsukka.
- Talmy, L. (2000a). *Towards a cognitive semantics. Vol. 1. Concept structuring systems*. Cambridge, Mass: MIT Press.

- Talmy, L. (2000b). *Towards a cognitive semantics. Vol. 2. Typology and process in concept structuring* Cambridge, Mass MIT press.
- Talmy, L. (2011). *Cognitive Semantics an overview*. Retrieved November 21, 2017 from <http://www.linguistics.buffalo.edu/people/faculty>.
- Turner, M. (1987). *Death in the mother of beauty: Mind, metaphor, criticism*. Chicago: University of Chicago Press.
- Saeed, J.I. (2007). *Semantics*. (2nded.) Oxford: Black well Publishers.
- Ubahalewe, E. (1983). Motion verbs: A semantic and syntactic analysis. In P.A. Nwachukwu (Ed.), *Readings on the Igbo verb* (pp. 147-170). Onitsha: African Fep Publishers.
- Uchechukwu, C. (2004). The cognitive basis of Igbo verb clusters: The ontology of the – gba cluster. In S. Valery & V. Polyakor (Eds.), *Text processing and cognitive technologies* (pp. 256-269). Moscow: Misa.
- Uchechukwu, C. (2011). *Igbo verb and cognitive linguistics: Igbo language studies series 3*

Christian E.C. Ogwidile is a lecturer in the Department of Igbo, African and Asian Studies, Nnamdi Azikiwe University, Awka.