Application of Contrastive Analysis For The Effective Acquisition of Subordinate Clauses in English and Odia

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Abstract: Acquisition of a second language in addition to one's mother tongue has assumed a serious proportion in the recent years. Our existence in and exposure into the world of globalization brings in a myriad of possibilities of learning an important second language more specifically English. In such a situation, the L_1 learner needs some viable support to acquire the L_2. This has become possible with the help of a linguistic tool called Contrastive Analysis (CA). This CA has been rendering a useful service in the field of acquiring a second language since 1950s. Robert Lado is the main proponent, who by identifying the areas of difficulty for language learners, has proposed that the CA can successfully help the native learners in the acquisition of a second language. It is generally agreed that mother tongue and the second language in spite of their differences at the surface level share a common core of experiences which are usually expressed through divergent structures. When a learner is exposed to the unfamiliar situations of the second language for the first time, he finds himself in a difficult situation and ultimately seeks the help of the rules of his own language for the understanding of the second language. However, in the course of doing so, he might make mistakes as long as he is unaware of the full nature of the differences between his mother tongue and the second language. 'Interference' or 'the negative transfer of language habits' of the mother tongue finally provides the knowledge of the similarities and the differences between the two languages and facilitates the teaching and learning of the second language. The second language acquisition becomes easier when the learner is exposed to a comparison of L1 and L2 in terms of their structures. In this work, efforts have been made to bring out the similarities and differences between the subordinate clauses of English and Odia with the help of Contrastive Analysis for easy acquisition of English as a Second Language.

Keywords: Contrastive Analysis, Subordinate Clauses, Main Clauses, Nominal Clauses, Adjectival/Relative Clauses, Adverbial Clauses

I. INTRODUCTION

Subordinate Clauses (SC) are regarded as the building-blocks of a language. They are essential to the formation of complex sentences. They are sentences having subjects and predicates, dependent on their Main Clauses (MC) and treated as nouns, adjectives, adverbs etc. It is because a complex sentence requires at least one main clause and one or more subordinate clauses.

Oxford Dictionaries define that 'a subordinate clause is typically introduced by a conjunction, serves as a noun, adjective, adverb, that forms part of and is dependent on a main clause'. As such clauses are so variedly used, their importance is highly realized as grammatical items. They exist almost in all languages including Oriya as a constitutionally recognized Indian language.

The present work seeks to concentrate on exploring the similarities and differences between the subordinate clauses in English and Odia with the help of a linguistic tool known as Contrastive Analysis. This Contrastive Analysis well developed by Lado (1957) in his 'Linguistics Across Cultures', is the systematic study of a pair of languages with a view to identifying their structural similarities and differences. Some research has been made in the field of contrastive studies

in order to explore the syntactic similarities and differences between the source language and the target language for the acquisition of the latter.

It is evident from the literature review that contrastive studies have proved very fruitful in the acquisition of second languages. It needs mention that Pattnaik (1976) worked on Comprehension, Das (1985) on Sentence Connection, Nayak (1987) on Non-finite Clauses, Patel (1987) on Reporting, Pattnaik (1987) on Empty Categories, Ray (1987) on Binding Principles, Mishra (1988) on Modifiers, Thakur (1998) on Cohesion, Samantray (2000) on tenses, Patel (2003) on Word Order. These studies have attempted at bringing out the similarities and differences of different linguistic aspects between the L_1 i.e. Odia and the L_2 i.e. English. However, the models chosen are different by different scholars. While Pattnaik and Ray have based their studies on the Chomskyan model ; Dash, Patel and Thakur have followed the Hallidayan frame-work for their research. As the findings of Mishra, Dash, Patel, Samantray and Thakur can be readily utilized for teaching English to the Odia speakers learning English as their second language, we decide to make our research on the syntactic patterns of both the languages in way of description, juxtaposition and comparison for the effective teaching-learning process.

II.   OBJECTIVES OF THE STUDY

Contrastive analysis of the major subordinate clauses in English and Odia with a view to exploring their similarities and differences is the prime concern of this research. Despite the differences at their surface level, languages share a common core of experiences, which usually have their expressions through divergent structures.

The aim of this study is to

 I.   Bring out the similarities and differences between the Subordinate Clauses (SC) in English and Odia.

 II.   make the acquisition of the SC of English easier for the Odia speakers

 III.   help the teacher in pedagogical and class-room performance

 IV.   help the second language teacher in writing grammar books

 V.   help in translation and syllabus designing

III.   RESEARCH RATIONALE

It is generally agreed that both English and Odia have many things in common. Although these languages are continentally different, both of them belong to the Indo-European family of languages. As they are genetically related, they bear many syntactic features in common. Despite their similarities, there are a lot of differences in the structural properties of these languages. And in order to explore the similarities and differences between the syntactic properties of the English and Odia subordinate clauses, the help of the CA is sought for.

IV.   CONTRASTIVE ANALYSIS

Contrastive Analysis is a linguistic tool with the help of which the similarities and the differences between the source language (L1 i.e. Mother Tongue) and the target language   (L2) can be explored and this analytical comparison and contrast between the two languages can facilitate the process of learning the second language. It is a branch of applied linguistics which includes all fields of linguistics such as phonology, semantics, syntax, morphology and pragmatics. Through Contrastive Analysis, we usually attempt to determine:

1)   What language patterns are identical in both languages

2)   What patterns in the target language have no near equivalents in the background language

3)   What patterns in the background language have enough similarity to patterns in the target language to constitute major points of interference. Fisiak, (1978) defines contrastive analysis as "a sub-discipline of linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them".

According to Wardhaugh:"The claim that the best language-teaching materials are based on a contrast of the two competing linguistic systems has long been a popular one in language teaching". This theory was first suggested by Whorf (1941) as contrastive linguistics, a comparative study which gave emphasis on linguistic differences. Contrastive analysis first appeared before the World War II. But the publication of Robert Lados' book 'Linguistics Across Cultures' in 1957 set the corner stone of the modern applied contrastive analysis. In this book,L ado (1957) claims that "those elements which are similar to (the learner's) native language will be simple for him, and those elements that are different will be difficult". While this was not a novel suggestion, Lado was the first to provide a comprehensive theoretical treatment and to suggest a systematic set of technical procedures for the contrastive study of languages. He introduced Contrastive Analysis as an instrument of identifying areas of difficulty for language learners that could then be handled with suitable and appropriate exercises.

L1 and L2, however, merit comparison so that both teaching and learning of L2 will be more effective and meaningful. Linguists involving themselves in pedagogical pursuits are of the view that comparative linguistics is still in its infancy and consistent research is likely to bear fruit. In such a situation, contrastive analysis of a myriad of dimensions of multilingual studies can solve these difficulties. Considering the relevance of contrastive research for pedagogical purposes, we have set out to propose a contrastive analysis of major subordinate clause patterns in English and Odia.

"The contrastive analysis emphasizes the influence of the mother tongue in learning a second language at phonological, morphological and syntactic levels. Examination of the differences between the first and second languages help to predict the possible errors that can be made by L2 learners" (Krishnaswamy, Verma, Nagarajan 1992) This type of study will provide an objective and scientific base for second language learning.

While learning a second language if the mother tongue of the learner and the target language both have significantly similar linguistic features on all the levels of their structures there will not be much difficulty in learing the new language in a limited time. Such a transfer is termed as 'Positive transfer' which propounds that:

I.   It occurs when the first language is similar to the second language.

II.   The learner has no difficulty in learning language because what he has learned in the first language is positively transferred into the second one.

III.   The first language helps in learning the second language. There is sometimes interference of the mother tongue in the learning process. This is termed as 'Negative transfer' which advocates that:

a) It is problematic, because of interference of the source language on the target language (It occurs when the first language is different from the second language).
b) Learning differences in language takes a lot of time and energy.
c) The L_1 prevents the L_2 learning.

To know the similar structures in both the languages the first step is that both languages should be analyzed independently. To sort out the different features of the two languages, comparison of the both is necessary. From this analysis, it becomes evident that at different levels of structures of these two languages there are some features quite similar and some quite dissimilar. The syntactic patterns of the basic subordinate clauses are presented in the following sections in way of description, juxtaposition, and comparison with the help of Contrastive Analysis.

Odia as a language

Odia belongs to the Indo-Aryan family of languages. It is spoken by a large chunk of the Indian population particularly by the people of Odisha in the eastern part of the country. It is a language nationally recognized by the Indian constitution. This language has been recently conferred with classical status. Many Odia speaking people have exposure to the English speaking world everyday.

Need for CA in India

India is a multilingual country with different linguistic communities of Indo-Aryan or Dravidian origin and all the languages are surprisingly similar so far as their vocabulary and syntactic features are concerned. Some languages also share common features at their phonological level. However, all these languages are independent languages, having

independent structures of their own. The children start learning their mother tongue of their respective states along with English as the second language from the very beginning of their school education. As English is being taught as a compulsory second language to the school and college students of Odisha, contrastive studies between English and Odia can successfully facilitate the learning process of the second language. In this context, contrastive studies between English and different Indian languages can facilitate the learning process of the second language successfully.

Abbreviations:

C   -   Complement

DO   - Direct Object

ELT - English Language Teaching

IO   - Indirect Object

NC   - Nominal / Noun Clause

Obj. - Object

Prep. - Preposition

RP   - Relative Pronoun

RP   **-** Received Pronunciation

Symbols used for Odia:

The following table presents the symbols for the pronunciation of the Odia words with juxtaposition of the approximate Received Pronunciation (RP) appearing in English words. The parts of the words in which the particular sounds appear are italicized.

Symbols for Odia	As in Odia words	Approximate RP	As in English words
a	m*a*na (mind)	/ʌ/	s*o*n
ä	k*ä*na (ear)	/a:/	c*a*r
ŧ	*t*ana (body)	variant of /t/	----
ñ	p*a:ñ*i (water)	variant of /n/	----
đ	na*đ*i (river)	/ð/	*th*is
c	*c*ini (sugar)	/tʃ/	*ch*air
j	*j*iva (tongue)	/z/	*z*oo

The Nominal Clauses

In English, Nominal Clause (NC) can be used as a noun. It can be a subject, an object, a complement, an apposition, an object of a preposition. It is also called *Noun Clause.*

In Odia, a noun is usually used as a subject, an object, a complement, and an apposition,

The following pattern shows the Contrastive Analysis model of the NC in English and Odia.

English	**Odia**
● Subject:	
That + S + V + Adj	S + je + Adj

kothäti   je   bada ehä satya ate

 the building   that big true   is

(That the building is big is true.)

- Object:

  That + S + V + O   je + S + D.O + V

  se kahile je se   citrati   änkile
  he said   that he the picture drew

  (He said that he drew the picture.)

- Complement:

  That + S + V + NP   je + S + NP + V

  tära abhiłäša (achi) je se gote citrakara heba
  His ambition is that he an   artist   will be

  (His ambition is that he will be an artist.) □

- Apposition:

  That + S + Adv + V   je + S + V

  tora bhäbanä, je   se   đine   äsiba, tähä äji satya helä
  your thought   that he one day will come   today. true came

  (Your thought, that he will come one day, came true today.)

Findings

The significant contrasts between the two structures of the two languages form the basis of their findings. We can have the following findings in the contrastive studies of the above analytical work.

- All the patterns of clauses or sentences in Oriya are usually in S + O + V form but the patterns in English are in S + V + O.

- Je in the Odia SC does not precede the subject in the je-clause, it rather follows the subject. The verb in the Odia je-clause appears finally whereas the verb in the English *that-clause* appears before the adjective.

- The pattern of the Nominal *je-clause* in Odia used as Direct Object is *je* + S + D.O + V whereas the pattern of the 'that-clause' in English is That + S + V + D.O.

- In Oriya, the inflectional past tense verb forms are person-cum-number specific in reported specific. For every number and person of the subject, there is a specific verb form in the past. But in English, all the subjects, whatever be their number and person, usually take one verb form in the past.

- In Odia, the NP used as Obj. in the je-clause precedes the verb but, in English, the Obj. follows the verb.

- The object precedes the verb and the verb comes last in a nominal complement clause.in Oriya. But in its English counterpart, the verb follows the subject. The SC acts as the complement to the adjective.

- The SC forms the *wh*-interrogative clause which is used as the subject of the sentence. Although in English the SC starts with *what*, in Oriya *je* does not take its initial position.

- In English, the prepositions go before their Objects but in Odia, the prepositions follow the Objects.

- In Odia, there is no inversion of verb in the formation of a *yes-no* interrogative sentence. It usually starts with a statement form and ends in a monosyllabic term *ki* which makes the sentence interrogative.

The Adjectival Clauses

In English, an Adjectival clause is a dependent clause that acts as an adjective. It is also called Relative Clause because it is introduced by relative pronouns such as who, which, that, whom, whose, where, when etc. The choice of relative pronoun depends on whether the antecedent is human or non-human. The relative pronouns who, its derivatives (except whose) and that are usually restricted tohuman antecedents, while which, and that are mostly restricted to non-human antecedents. Similarly, an Adjectival clause in Odia is a Subordinate Clause that acts as an adjective. The choice of relative pronoun in Oriya depends on whether the antecedent is human or non-human. The relative pronouns jie/jieki (who/that), jähäku (whom), are usually restricted to human antecedents, while jähä (which/that) are mostly restricted to non-human antecedents. However, jähära (whose) can go with both human or non-human antecedents.

The following pattern shows the Contrastive Analysis model of the Adjectival Clauses in English and Odia.

	English	**Odia**
•	Ant. + who/that + V + O	Ant. + jie/jieki + O + V
	Ant. + which/that + V + O	Ant. + jähä/jähäki + S +V
	(Count. ant.)	(Count. ant.)

1. sie heuchanti sei loka   jie/jieki   gudi tiäri karanti
   he is the man who/that kites makes.
       (He is the man who/that makes kites.)

2. eiti heuchi sei bahi jähä/jähäki mu hajäithili
    this is the book which/that I had lost
   (This is the book which/that I had lost.)

- Uncount. ant. + which/that + S + V   Uncount ant. + jähä/jähäki + S + V

   ehä heuchi sei cini jähä/jähäki mu   kiñithili
   this is the sugar that/which I had bought
     (This is the sugar that/which I had bought.)

Note: It is evident in the above sentences under discussion that the part of the relative clauses lies in the specifying power of the relative pronoun. It may be capable of showing concord with its antecedent i.e. the preceding part of the noun phrase of which the relative clause is a post-modifier.

- Ant. + whose + N + Pred.Adj.   Ant. + jähära + N + Pred.Adj.

In Oriya, the possessive form *jähära* is often used with a human as well as a non-human singular antecedent. Hence, *jähära* indicates that the antecedent has a possessive role in the relative clause.

   sehi lokati *jähära äkhiđuiti nila* se jañe   bhala kabi
   the man   whose   eyes are blue   a   good poet is

   (The man *whose eyes are blue* is a good poet.)

- Ant. + whose + V + O   Ant. + jähära + V + O
  (Non-person)   (Non-person)

   sehi säpa jähära kätigudika chota tähä bahuta bišäkta ate
    the snake whose scales are smaller very poisonous is

   (The snake whose scales are smaller is very poisonous.)

- Ant. + whose + N+ V + O   Ant. + jahi~ra+ N + V + O

(jeu~tira/jeu~tära also possible)
eitä heuchi sehi bahi jahi~ra prusthägudika   chirä
this is the book whose pages   are torn

(This is the book whose pages are torn)

Findings

Various grammatical rules for the formation of adjectival clauses in Oriya exist for determining which of the relative pronouns can be used in a given context. The basic grammatical rules that govern the formation of such clauses in Oriya are as follows:

- The choice of relative pronoun in Oriya depends on whether the antecedent is human or non-human. The relative pronouns jie/jieki (who/that), jähäku (whom),are usually restricted to human antecedents, while jähä (which/ that) are mostly restricted to non-human antecedents.However, jähära (whose) can go with both human or non-human antecedents.

- In Oriya, if the non human antecedent is a countable noun, it usually takes a countable relativiser such as jeu~tä/jeu~ti/jeu~tiki Here, . But, in English, which/that can go with both countable and uncountable antecedents.

- In Oriya, the possessive form jahi~ra/ jeu~tira/ jeu~tära is often used with a non-human antecedent only. But in English, whose is the only form for all possessive pronouns.

Adverbial Clauses

Adverb Clause is a dependent clause that acts as an adverb. In English, such clauses are usually introduced by subordinating conjunctions such as after, if, before, as, although, till, unless, until, since, when, where, while, because etc.

In Oriya, an Adverb Clause is a dependent clause that acts as an adverb. Such clauses are usually introduced by subordinating conjunctions such as:

jemiti, jebhałi, jeu~thi, jeu~thiki, pare, purbaru, jeñu, ŧhare, parjyanta, jeŧebełe jeteđinajäe, barŧŧamän, jeteshïghra, jeŧebełe, saŧe, jemiŧi, jađi, jađio, jađibä etc.

Enhlish	**Odia**
Adverbial + S + V	S +adverbial + V

- Manner:
        mu jäñe se ehä jebhałi kare
         I   know he it   how   does

        (I know how he does it.)

- Place:
         se jeu~thi rahe mu jäñe
        he where lives   I know

        (I know where he lives.)
- Time:

    shikshak jeŧebełe shrenire pashile, äme samasŧe thiähelu.
   the teacher when the class entered we all   stood up
     (When the teacher entered the class, we all stood up.)

- Condition:

ŧume jađi tänku sähäjya kara, se ŧumaku sähäjya karibe
 you   if   him   help   he you will help

   (if you help him, he will help you.)

- Condition (negative):

ŧume jađi tänku sähäjya nakara, se ŧumaku sähäjya karibenähi
 You unless   him help he you will not help

   (Unless you help him, he will not help you.)

- Concession:

  jađio   se   rägi   se antare nirmała
  although he is irascible he at heart is clean

  (Although he is irascible, he is clean at heart.)

- Reason:

 se swästhyabän   käraña se niyamita byäyäm karanŧi.
 he   is healthy   because he regularly exercises does

(He is healthy because he does exercise regularly.)

- Purpose:

  balti   đharibäku se đrutabegare đaudilä
 the ball   to catch   he   faster   ran.

  (He ran faster to catch the ball)

- Result:

 se alpa khänŧi jähäphałareki se patałä achanŧi
 She eats a little so that   she slim   is

   (She eats a little so that she is slim.)

Findings

By making the analytical studies of the structural properties of the Adverbial Clauses in English and Oriya,
we have arrived at the following findings:

- In formal English, the Adverbial Clauses of Manner usually don't precede the MC. But in some Odia sentences, reversal of clauses is possible.

- In Odia, an Adverbial Clause of Place has an implied subject which is reflected by the subject of the MC. Such subject is not mandatory to mention.

But, in an English sentence, the subject is essential.

Oriya: se jeu~thi käma päilä galä

MC = se galä   and   SC = jeu~thi käma päilä (without subject)

English: He went wherever he found work

MC = He went

SC = wherever he found work (S = he without which the clause is meaningless.)

● Odia language has three kinds of tense. There are three distinct verb form such as present, past and future to be called tenses. But English has two kinds of tense because it has two distinct verb forms such as present and past.

In Odia, the negative form of *jađi* can appear in more than one place of the SC.

For example:

1. jađi ŧume naäsa, mu jibi nähi~

2. ŧume jađi naäsa, mu jibi nähi~

But unless, he English equivalent of negative jađi, appears only initially in the subordinate clause of condition

For example:

   Unless you come, I won't go.

   We cannot say:

   You unless come, I won't go.

The Application of Contrastive Analysis

In this work, efforts have been made to explore the similarities and differences between English and Odia for the acquisition of a second language most specifically English. The learner having ample knowledge of his mother tongue can make a comparison between his mother tongue (L1) and the second language as the target one (L2). In teaching and learning English as second language, contrastive analysis is really helpful for both the teachers and the students, because we will know the similarities and differences between source language (L1) and target language (L2). Therefore, it is easy for us to learn and adjust to the target language so that we do not incorporate the system of our source language to the target language, because each language has distinct system. In addition, the language teacher can apply this technique and approach in teaching language. Hence, the contrastive grammar is highly useful for a motivated teacher and a learner for a more effective process of teaching and learning.

Contrastive Analysis can help teachers in

  i.   using the linguistic properties of English and Oriya in the classroom

 ii.   designing teaching and learning materials

iii.   engaging learner in activities to be a good user of target language

 iv.   evaluating text books

  v.   paying attention to the structure of the texts beyond sentence level

 vi.   making conversation in its regular pattern in different situations

vii.   attaching attention to complex areas like stress and intonation

viii.   explaining different underlying rules which differ from culture to culture

Contrastive Analysis can help learners in

i.   Constructing the Subordinate Clauses correctly.

ii. distinguishing learners' difficulties and following two situations mentioned below in which the English SC should be used

iii. familiarizing learners with the situations in which the SC should be used

iv. Instructing on the correct lexical and syntactic features of the English SC i.e. in addition to the focus of the lexical and syntactical structures of the English SC as suggested by most grammar textbooks.

There is a need to make explicit to Oriya ESL learners the semantic features of the English SC. For more advanced learners, contrastive analyses of the semantic, lexical and syntactical differences between Oriya and English SC are beneficial. Explicit instruction can be more effective for the acquisition of the SC by the Oriya learners. In her experiment on comparing the effects of explicit and implicit instruction of English grammatical structures, Zhou (1989) found that form-based classroom instruction facilitates the acquisition of the syntactic properties of English. In this method, teachers are to request students to work out and articulate grammatical properties and rules, and provide explanations of the properties and rules with metalanguage. Thus, it is necessary for teachers to inform their learners explicitly of the grammatical structures related to SC constructions. However, there is a need to ensure that L2 learners have a good understanding of these areas before SC constructions can be introduced to them. Reference can be made to syntactic and semantic functions of subordinate clauses (Quirk, Greenbaum, Leech, & Svartik

V.   CONCLUSION

After making a close observation of the use of the first language, the contrastive analysis and some of the most adopted approaches and methods of English language teaching (ELT), we can easily conclude that the first language of the learner is an indispensable resource in ELT and we cannot use it effectively without the help of contrastive analysis. It is also a fact that the first language of the learner should be treated as an ally in the process of second language teaching and that it should be consciously used instead of being ignored and avoided. From a pedagogic point of view, it can be well said that it can facilitate learning if used wisely and deliberately. We may conclude with a remark that pessimism concerning the pedagogical application of contrastive studies is certainly unwarranted. In this study, the argument is: if students are trained to contrast L1 and L2 grammars, and differences as well as similarities are made explicit, there are chances that explicit knowledge will enable learners to notice the 'gap' between their inner grammars and the second language and ultimately, through constant hypothesis testing, achieve higher levels of grammatical as well as communicative competence.