

IMPACT OF L1 IN TEACHING MORPHOSYNTACTIC FEATURES OF ENGLISH A CROSS LINGUISTIC APPROACH.

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Abstract

Contrastive analysis is the method of analysis of the structure of any two languages under study with a view to estimate the different aspects of their systems, irrespective of their genetic affinity or level of development. Contrastive analysis of the two languages becomes useful when it is adequately describing the grammatical structure of two languages. It is assumed that learning a second language is facilitated whenever there are similarities between that language and the first language. The present study aims to explore the impediments encountered by the first year students of the Faculty of Commerce and Management Studies University of Jaffna in learning morphosyntactic features of English. Such approach may facilitate the learning process especially if the structures are difficult with respect to the learner's first language (L1). The formal investigation was carried out by distributing the self-administered questionnaires among the subjects. The subjects' responses and answer scripts were analyzed, and the findings were derived. The findings show that there are number of problems which are found to impede the learning of English due to the greater dissimilar features found between English and Tamil. The results will be beneficial for material development, ESL teaching and learning process in future.

Keywords: - *Contrastive Analysis, grammatical structure, interlingual comparison, morphosyntactic features, learning process.*

1. INTRODUCTION

All language learners can develop different sorts of linguistic knowledge. They can develop a Chomsky-competence and /or universal intuitions about their first language or about a foreign language that they are learning. There is a second sort of linguistic knowledge people can have. They can develop meta-cognitions of their

personal versions of their mother tongue (MT) and the second or foreign language quite separately. Still, there is another sort of knowledge to take into account and that is the knowledge of relationships holding between one's languages; it can be the same thing as cross-linguistic awareness in the process of learning another language. All these three kinds of linguistic knowledge

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