

**A CONTRASTIVE ANALYSIS OF THE SENTENCE STRUCTURE OF ENGLISH  
AND EDO LANGUAGE**

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**DECEMBER 2022**

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**A PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A BACHELOR  
OF ARTS (B.A) DEGREE IN LINGUISTICS STUDIES,  
UNIVERSITY OF BENIN.**

**DECEMBER 2022**

## **CERTIFICATION**

The research project has been duly supervised and approved as having fulfilled one of the requirements for the award of Bachelor of Arts (B.A Hons) degree in Linguistics studies of University of Benin, Benin city.

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**Miss Perpetual Usenbo**  
**Project supervisor**

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**PROF M. S Agbo**  
**Head of Department**

## **DEDICATION**

This project is dedicated to God Almighty, the beginning and the end. Also, to my dearest parents Mr. &Mrs. Aidegbor. May God bless you both and give you long life(Amen).

## ACKNOWLEDGEMENTS

My profound gratitude goes to God Almighty, the king of kings, the one who gives me breathe and also gave me the grace and strength to accomplish this project. I give you all the praise, honour and adoration because you deserve the praise. I give you thanks for the privilege to study in the most peaceful and prestigious university in Nigeria. I came, saw and conquered. It is an honour to be a student of the Great Linguistics and Edo language department.

I am grateful to my supervisor Miss Usenbo for creating time despite her tight schedule, you still create time and supervise this work to this stage. I am grateful for your sisterly guidance. May God bless, strengthen, keep you and grant you all your heart desires.

I cannot forget to thank my parents Mr & Mrs Aidegbor for their prayers and support both morally and financially. I would not have achieved this feat without your support which started right from the day I was born. May God keep you to eat the fruits of your labour.

I must also express my deepest appreciation to my spiritual father Prophet Osas Uwagboe for his prayers and guidance. May God bless you and continue to strengthen you in grace and anointing Amen.

My sincere gratitude goes to all the lecturers in the Department of Linguistics Studies, Most especially Mr James and Dr Mrs Ikhinmwin for their advice they gave right from my first year till date, I am forever grateful. May God Almighty be with you all and guide you through your life endeavours. Also, my appreciation goes to my wonderful friends Uniben gave to me, Glory, Joy and Ivie. May God bless you all and I wish you all the best in your endeavours. I will not forget to mention my lovely and hardworking colleague Mr Edidiong Umoh, thank you for your support and advice, God bless you sir.

My most sincere gratitude goes to my beloved best friend and loved-one Mr Madukwe Ikechukwu Samuel who has contributed in no small way in my life and my education also in this project. May God bless you and give you grace to achieve whatever your heart so desire in Jesus name Amen.

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## ABSTRACT

*This study aimed at helping the Edo second language (L2) speaker overcome the problems of transfer from his (first language or mother tongue) L1 and to become more competent in the use of English structures. The study concludes that language teachers need to draw students' attention to the differences and spend more time teaching students the correct usage so that students can become more proficient in using the two languages. This study considers that this piece of work would be important for language teaching and as such create better Edo speakers of English language. Working with the framework of the research, it accounts for the contrastive analysis of English and Edo languages. It is concerned with the comparison of both languages to determine the similarities or differences between them. This research work is divided into five sections. The first chapter is background to the study, the second chapter is the review of related literature. The third chapter is concern with Data presentation and the methodology used in carrying out the research findings, population of the study, sampling techniques, source of data collection, tools of data collection, method of data analysis, All procedures followed in data collection are described. The fourth chapter deals with the data analysis. Some of these have been shown clearly in table form while the rest appear in sentences in the form of analysis. The fifth chapter being the last chapter of the research report is composed of the summary, conclusion and recommendation of the research report.*

## **CHAPTER ONE**

### **BACKGROUND TO THE STUDY**

#### **1.0 INTRODUCTION**

This chapter introduces the project. It presents the aim and objectives, statement of the problem, purpose and significance of the study.

#### **1.1 THE LANGUAGES UNDER STUDY**

The languages for comparison in this project are English and Edo languages. Our emphasis will be on interference otherwise known as transfer in the language to be compared with English which is Edo language. Edo language is spoken by Edo people whose territory is also known as the Benin Kingdom. Edo language is usually regarded as one of the Edoid family Yusuf (1992). The English language is an Indo-European language in the west Germanic language group. Modern English is widely considered to be the lingua Franca of the world.

**ENGLISH:-** Is the language of Britain, Ireland, American, Australia, and some other countries.

**EDO:-** Edo is an Edoid language (Elugbe 1989) that belongs to Eastern Kwa which is part of the putative Western Benue-Congo group of the New Benue-Congo (NBC) (Williamson and Blench 2000). Igboanusi and Peter (2005) have listed Edo among Nigeria's important minority languages. Cox Edo /<sup>ˈ</sup>ɛdo/ (with diacritics, Èdó), colloquially called **Bini**(Benin), is a language spoken in Edo state, Nigeria. It is the native language of the Edo people and was the primary language of the Benin Empire and its predecessor, Igodomigodo.

## **1.2 PURPOSE OF THE STUDY**

The purpose of this study is to examine the contrastive analysis between English and Edo languages. The aim is to look at how the noun and verb of each of the languages operates. To achieve this (aim), the study set three objectives.

1. One of the objectives of this study is to identify the links or similarities in English and Edo language sentence structures.
2. It would also make a syntactic analysis of the two languages.
3. It follows therefore that this piece of work would be important for language teaching and as such create better Edo speakers of English language.

### **1.3 STATEMENT OF THE PROBLEM**

The problem to be addressed by this study is to make a contrastive analysis of the sentence structure of English and Edo language by looking at the aspect of both of them. Many people think the sentence structure of the English and Edo languages are the same but in this work, it is made known that the sentence structure of the English and Edo languages are not the same. The study also attempt to analyze how the two languages ate structured. For example, in English for the noun phrase, the Determiner comes before the noun while in Edo, the noun comes before the Determiner.

### **1.4 SIGNIFICANCE OF THE STUDY**

This research will benefit the students of language, especially those who are concerned with grammar and the field of structural analysis of language. This is because it will provide them with an example of how different findings of the field can be exploited to examine a form of language in use. Also the research will serve as a source of further study of this nature. This research will look among other things at the form and sentence structure of both English and Edo languages, by analyzing the structure of phrases, clauses, and sentences of languages.

## **1.5 METHODOLOGY**

The method used for this research is data collection. Data was collected from secondary sources. They include published texts and recordings (recordings made by native speakers of Edo). The published texts that were collected are Imasuen, E.O (2010), Omoregbe (2011), Agheyisi, (1986). The recordings of utterances of native speakers of both languages, the recordings that was used for this research was done by Dr. (Mrs). G. Ikhinmwin, the former HOD of the Department of Linguistics, University of Benin.

## **1.6 SUMMARY**

In this chapter we have seen the Languages under study, purpose of the study, statement of the problem and the significance of the research. However, in the next chapter the research will dwell on the review of the related literature.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 INTRODUCTION**

This chapter is concerned with review of literature related to the broad area of the study i.e. English and Edo languages as well as, How the sentences of both languages are constructed and analyzed. After the initial work by Charles .F. Lado (1957) in his book, *Linguistics across Cultures*, identifies contrastive analysis as a significant concept in second language acquisition process. Here he tries to give a full description of language, which includes not only the linguistic feature but also accommodates a wide selection of the social-cultural features in which the language functions. After the works of Weinreich (1958) and Lado (1957) many scholars have had tried to seek explanations to the problems of L2 learners through Contrastive Analysis. Weinreich attempts an explanation of the different settings of language contact and the effect of each of this on the language, the mechanisms and structural causes of interference. He opines that Contrastive Analysis helps to predict, identify and describe likely areas where learners are likely to encounter difficulty and areas where learning processes will be enhanced particularly where

language share similar features such that the features of L1 and the learning of L2. Scholars have contrasted various languages but English is often the reference point, perhaps because of the wide spread usage of English. In some of these scholarly endeavours problem areas for L2 learners have been identified and solutions have also been proffered to some of these problems. V.U. Lounge and Ogo .A. Ofuani in their book 'English and communication' also explained the English sentences and the different types of English.

In Nigeria, English is also the reference point often perhaps because English is the official language and it serves many purposes in the nation. Some contrastive studies on English and some Nigerian languages include the works of scholars like Banjo (1969), Lamidi (1996), Ojo (1996), Yusuf (1998), Igboanusi (2000), Asowata (2001), Ibitoye (2004). In these works Contrastive Analysis of some Nigerian languages were examined. For instance, Banjo (1969) and Lamidi (1996) looked into the syntactic lexical structures of English and Yoruba while Yusuf reviews and analyses the syntax of English in comparison with the syntax of some indigenous languages in Nigeria. For instance, the theoretical framework (SVO Structures) adopted in English grammar is vividly compared with that of Yoruba grammar and areas of similarities and differences in the two grammatical structures are made known. Igboanusi (2000) discussed the semantic,

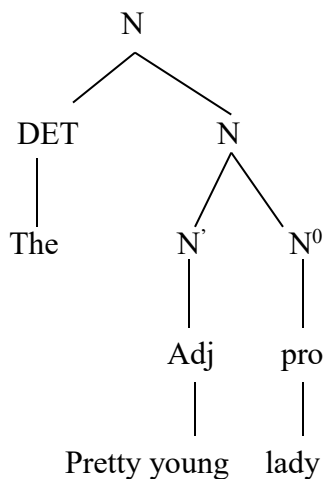
phonological and syntactic contrastive analysis in English and Igbo. He submits that the systems are more elaborate than the Igbo's systems. Again, his findings reveal that while English is a language capable of passive sentence construction, Igbo is not. This of course means these differences must be taken into consideration in the teaching of the languages. Asowata's (2001) work was on basic clauses in Igala- English and Oza- English. Lamidi (2004) studies agreement relations in English and Yoruba with a view to bring to the fore the salient features of agreement relatives – identifying the problems associated with the mastery of English agreement features and providing the reasons for and possible solutions to the problems. Ayeleru (2000) acknowledges that interference also occur at the semantic level but he deals with speech and writing because they are the most problematic. Ikhimwin (2012 )attempts a contrastive analysis of some semantic fields in English and Edo while Filani (2013) looks at three semantic fields of English and Ugboko. According to Ibitoye (2004) contrastive analysis exists on the assumption of the influence of L1 on L2 in language learning processes. Hence, this motivates the idea of studying the various systems of two languages in order to identify areas of possible conflict and areas where learning will be facilitated. Thus, the researcher in this paper seeks to consider some structures in English and Edo language respectively since very few works exist in this area. The paper will explore areas of similarities and differences

in the languages and to proffer suggestions that could help an Edo bilingual in the use of good English structures if challenged.

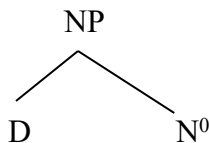
## **2.1 CONCEPTUAL REVIEW OF LITERATURE**

Sentences in English language are formed by the careful arrangement of the words according to the syntactic or grammatical rules of the language to get intended meaning. Such sentences are said to be grammatically correct or meaningful.

The syntactic rules that are responsible for the construction of different kinds of sentences in any language can be referred to as 'phrase structure rules' that give necessary explicit explanation of the sentence structure. Huddleston (1976:47) points out that; 'the phrase structure grammar', consists exclusively of phrase structure rules and assign to each sentence a syntactic structure in form of a single phrase marker (PM) (except in the case of syntactically ambiguous sentences). The 'phrase structure grammar' recognizes only lexical categories like nouns. It also recognize phrasal categories. It does not recognize intermediate category(categories that are larger than the phrasal categories and smaller than the lexical categories).



When we have a lexical category projecting directly to a phrasal category, we have an intermediate projection E.g:



The head node gives the essential character to the phrase. Other components simply provides the limits of the reference they are called

A"—Adjectival

An empty category is covert

A trace is an empty category that cannot be morphologically or phonologically realized.

There are two types of categories which is ;

- (a) An empty that cannot be morphologically or phonologically realized.
- (b) Morphologically and phonologically realized category is called a concrete category.

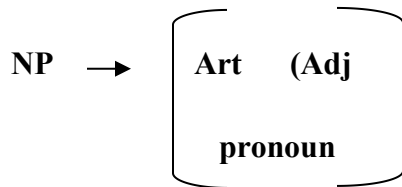
While the Transformational Grammar (TG) consists of a set of transformational rules and assign to each sentence a series of phrase markers varying in the level of abstraction involved. A ( phrase marker) or tree diagram as it is sometimes called consists of two dimensional arrangement of labeled NODES connected by lines or branches. The top most node, labeled S, (sentence,) is called root. For many two nodes A and B lines on the shortest path joining B to the root node or if A is itself the root, the nodes which do not dominate any others are the TERMINAL NODES immediately dominated by S(subject). Transformational grammar had its first exponent in Noam Chomsky an American linguist. In his book syntactic structure (1957), and later in aspects of the theory of syntax (1965), Chomsky tried to answer several questions left unanswered by the structuralists. Chomsky took a deductive approach in building a theoretical account of grammar. The sentence is the take-off point in generative grammar, it is explicit and wholistic (it looks at the totalistic of a language).

The constituents of sentence and their rules of combination are the phrase structure rules.

A sentence may be written as a Noun Phrase (NP) and a Verb Phrase (VP) that is symbolized as:

$S \rightarrow NP + VP$

The subject of a sentence is usually realized by a noun phrase(NP) while the predicate is generally grouped under the title, verb phrase(VP). The predicate forms the remaining part of the sentence after the NP that is functioning as the subject has been identified. Subsequently, the Noun phrase(NP) may be an Article (art) followed by an optional Adjective(adj) and a Noun(n) or a pronoun.



The next is the verb phrase (VP) which consists of either just a verb or verbs optionally accompanied by a Noun Phrase (NP) or an optional prepositional phrase(PP)

$VP \rightarrow V (NP) (PP)$

The verb phrase consists of either;

(a) a lexical verb as in:

(i) students attend lectures regularly in this institution

(b) a lexical verb+one or more auxiliaries such as modal auxiliaries as in:

(ii) students should attend lectures regularly in this institution.

(c) primary auxiliaries (DO, HAVE, BE) as in:

(iii) students do call on lecturers for consultation

(iv) Students have started their lectures

(v) Lectures were started on December 5th

Finally, Prepositional Phrase (PP) has a Phrase structure rule which implies that it may be a Preposition (P) followed by a Noun Phrase(NP).

$PP \rightarrow P \rightarrow +N$

These constituents can further be put in the form of a tree diagram putting each lexical item under the structural node it belongs. This is done by the use of lexical insertion rules.

Various tree diagrams can be drawn in relation with these for example, the sentence below:

Ahmed laughed at the messenger

$S \rightarrow NP + VP$

NP → art(adj) n

NP → n

VP → V (NP) (PP)

VP → V (PP)

PP → P NP

NP → art(adj) N

NP → art n

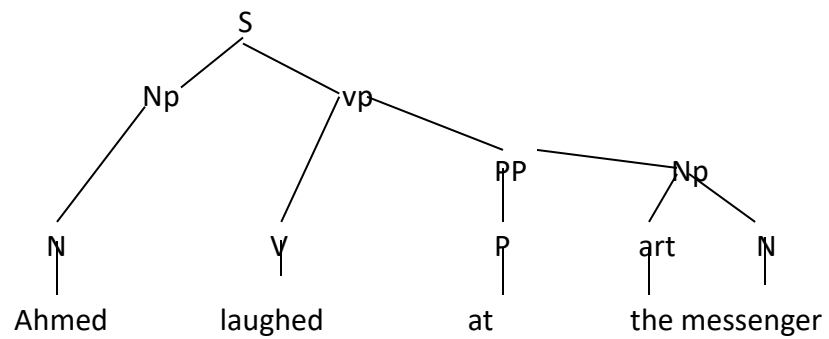
N → Ahmed, messenger

V → Laughed

P → at

Art → the

n → messenger



### **2.1.1 TYPES OF SENTENCES**

There are three types of sentences, the simple sentence, the compound sentence and the complex sentence.

#### **(A) THE SIMPLE SENTENCE:**

A simple sentence is a grammatical unit which can be analyzed into clause elements. In other words, a simple sentence is one in which none of the functional elements is realized by a clause. A clause can function either dependently or independently. When a clause functions independently, it is also a sentence. Consider the following:

(1a) Omeime kicked the door

(1b) that Omeime kicked the door

(1c) why Omeime kicked the door

(1d) because Omeime kicked the door

It is obvious that sentence (1a) can be used independently but (1b,1d) cannot. Secondly, each of the sentences contains only one of each of the clause elements viz:

(1a) Omeime kicked the door

S. Vt. Od

(1b) -that Omeime kicked the door

(conjunction). S. V. Od

(1c) why. Omeime. Kicked. the door

(conjunction) S. V. Od

(1d) because. Omeime. Kicked. the door

(conjunction) S. V. Od

It follows from the two reasons given above that sentence (1a) is a simple sentence while (1b 1d) are known as dependent clauses because each of them can be used as a functional element in other super-ordinate sentences.

A simple sentence is a sentence that contains only one of each of the functional elements depending on what sentence pattern it belongs to.

Examples:

(2). Olu. Is. a doctor

S. V intensive. Cs. -SVC

(3) Sunday put. the book on the table

S. Vt Od A place. -SVOA

(4) The children were. reading

S. Vi -SV

(5) Sam kicked the door

S. Vt Od. -SVO

(6) We elected Olu captain

S. Vt. Od. Co. -SVOC

(7) Peter bought his wife a present

S. Vt. Oi Od -SVOO

Observe the following additional examples of simple sentences:

(8) The two boys have been playing all day

(9) The principal of my school is giving a lecture this afternoon

(10) Sam was very pleased that he passed his exam

(11) We arrived at the decision that he should repeat the exam.

Although (10) and (11) contain clusters, they should be regarded as simple sentences because the finite “that clauses” in both sentences do not function as constituent elements in each sentence . Rather the “that clause” in (10) is an extension of the adjectival phrase “very pleased” while in (11), the clause is an extension of the noun phrase, “the decision”.

#### **(B) THE COMPOUND SENTENCE:**

A compound sentence is a sentence that contains two or more independent clauses or, sentences which have been coordinated by means of any of the coordinating conjunctions: and, or, but;

Examples:

(17) The price of petrol has gone up and this will affect the cost of transporting many food items.

(18) John has bought a new car but his wife prefers a different make of car.

(19) Can you attend the meeting tomorrow or you would rather we postponed it?

Three structural types of the compound sentence have been suggested:

(a) any combination of simple sentences (Example 17-19)

(b) any combination of simple and complex sentences (Examples 20-23)

(c) combinations of complex sentences (Examples 24-26).

In other words, a compound sentence must contain atleast two independent clauses.

(20) John is my friend but he sometimes does things that make me wonder.

(21) The students claim that the exam is very tough and the teacher agrees with them.

(22) We have invited twenty people to the party or do you think that the number is too large?

(23) I want you to explain why you think that students should not participate in the strike action and I will tell you what I think of your explanation

(24) We gave whoever came to the party, a bottle of beer, but we still had many bottles of beer left.

(25) I remember that I danced with many girls but I don't know if Chris was there.

(26) He must have believed what he told about the club and that is why he became a member.

NOTE: The difference between a dependent and an independent clause is that an independent clause is one that is capable of constituting a simple sentence and a dependent clause is a clause that makes up a grammatical sentence only if it is subordinate to another clause.

### (C) **THE COMPLEX SENTENCE:**

A complex sentence (unlike a simple sentence) is a sentence in which one or more of its functional elements are realized by a clause. Such a sentence which contains one or more clauses is known as a sub-ordinate sentence. If a sentence begins with a dependent clause, note the comma after this clause. If, on the other hand, the sentence begins with an independent clause, there is not a comma separating the two clauses.

### **Parts of Complex Sentences**

All complex sentences have one **independent clause** and one or more **dependent clauses**. They often also include dependent “marker” words or coordinating conjunctions.

**(a) Independent clause:**

An **independent clause** is a clause that can exist as a sentence on its own. It has a subject and a predicate and makes sense as a complete sentence. As mentioned, the independent clause shares the main information of a complex sentence.

- The dog ate popcorn
- The dog ran quickly
- He ate popcorn
- He went to the country fair

So, you can see that all of the clauses above are working sentences. All complex sentences have **ONLY** one independent clause.

**(b) Dependent(subordinate) clause:**

A **dependent clause** has a subject and a predicate; BUT, it can't be a sentence. It provides extra details about the independent clause, and it doesn't make sense on its own, like these:

- After he went to the fair
- Though he ate popcorn
- While he was at the country fair
- When the dog smelled popcorn

Though all of the examples above contain subjects and predicates, none of them make sense. Each leaves an unanswered question. By itself, a dependent clause is just a fragment (an incomplete sentence). So, it needs to be combined with an independent clause to be a sentence.

Complex sentences have at least one dependent clause, but they can have two or more.

**(c) Dependent “Marker” words/subordinating conjunctions:**

A **dependent marker word** (also called a **subordinating conjunction**) goes at the beginning of an independent clause. It turns an independent clause into a dependent clause by adding details like time or context. Common dependent marker words include *after, although, as, because, before, even if, even though, if, since, though, unless,*

*until, whatever, when, whenever, whether,* and *while*. Let's start with an independent clause:

He was at the country fair= Independent clause

When we was at the country fair= dependent clause

Some complex sentences marker words underlined;

- When he was at the country fair, the dog ate the popcorn
- Though he likes cotton candy, the dog loves popcorn
- The dog gets a stomach ache if he eats popcorn
- The dog went to the country fair when he smelled the popcorn

## **2.1.2 THE PARTS OF A SENTENCE**

An element of a sentence is a syntactic unit functioning in the various positions or function slots in a sentence. In other words, elements are the fundamental parts of the structure of a sentence. An element could be made up of one word or a word-group known as a phrase.

A sentence can be divided basically into two parts: SUBJECT and PREDICATE. These are the traditional parts of a sentence. The subject of a sentence is the person or

thing about whom or which something is said. The predicate is the statement or predication made about that person or thing. The subject of a sentence is sometimes equated with the topics of the sentence while the predicate is equated with the comment of the sentence . Examples:

- (a) The brown dogs are very dangerous in these premises
- (b) You can write with that pen
- (c) Students are preparing for their examination
- (d) Working conditions have improved now.
- (e) The national football team defeated their opponent.

The sentences can be split as follows:

<b>SUBJECT (Person/Thing being Discussed)</b>	<b>PREDICATE(Statement Made About the Person/Thing)</b>
The brown dogs	Are very dangerous in these premises
You	Can write with that pen
Student	Are preparing for their examination

Working conditions	Have improved
The national football team	Defeated their opponent

As seen above, the subject of a sentence is usually realized by a noun phrase (NP) while the predicate is generally grouped under the title, verb phrase (VP). The predicate forms as the remaining part of the sentence after the NP that is functioning as the subject has been identified. The predicate in turn is made up of the Finite verb phrase and it's complement-the complement being a word or phrase used after a verb to complete predication. The complement of the Finite verb phrase can be any of the following: Subject Complement(Cs); Object Complement (Co); Direct, object (Od), Indirect object (Oi) and Adverbial (A) . These, in addition to the Subject(S) constitute the elements of a sentence. These elements may now be summarized as follows :

- (i) Subject(S)
- (ii) Finite verb phrase (VP)
- (iii) Subject complements(CS)
- (iv) Direct Object(Od)
- (v) Indirect Object (Oi)

(vi) Object Complement (Co)

(vii) Adverbial (A)

Elements iii-vii occur in post-verbal slots and so they are generally defined as the completers of the verb, hence they are called complements.

The first two elements (S) and (V) must always be present in any sentence. These two are the constants of any formal sentence. The others (iii-vii) are variable factors in that using them in the construction of a sentence depends on what sentence pattern we wish to construct.

## **2.2 PREVIOUS STUDIES**

. Previous studies are works that are related to this research work, some of them are also on comparative studies. Some of the previous studies on this work are as follows ;

Adebola, O. Sarah Micheal, who wrote on 'A contrastive analysis of some structures of English and Edo languages'. The work examines the Noun Phrases (NP's), Verb Phrases (VP's) and some simple sentences within Edo constructions in comparison to their structures in English language through a syntactic contractive analysis of the two languages. The work concluded that there is a need for language teachers to draw the

attention of the students to the areas of differences and spend more time to teach the students the correct usage so that the students can become more skilful in the use of the two languages.

The second work I will be reviewing is that of Anwar, Mohamed Sani, who wrote on 'The grammatical theory of contrastive analysis: A new approach'. This work asserts that contrastive analysis should be regarded as a technique of research and not limited to error prediction and material preparation.

The third work is a project work by Aje, Babafumbi Adenike, University of Oye, Ekiti, who wrote on 'Mother tongue interference in the acquisition of English as a Second language '. This work examines the effects of mother tongue on students in their efforts to acquire English as their second language. For the purpose of the study, the following hypotheses were postulated;

There will be no significant difference in the vocabulary and grammatical patterns of the L1 (Yoruba) and. L2 (English language) in the acquisition and subsequent performance of students in L2, English language.

There will be no significant difference in the phonological and the orthographical patterns, of L1 and L2 and the way they affect student's mastery of L2.

The fourth work is a project work by Ada I, Elejoalidu, Ahmadu Bello University, who wrote on 'A contrastive syntactic study of the sentence structures of English and Igala'. The work entailed looking at various constructions in Igala against similar constructions in English.

Lastly, is a project work on 'The contrastive analysis of the tense system in standard English and Nigerian Pidgin'. This research work deals with the Contrastive Analysis of the Tense System in standard English and Nigerian Pidgin. The statement of problem is by trying to correct the misconceptions about pidgin in Nigeria which prevented its acceptability by Nigerians for the purpose of education and communication in schools.

### **2.3 CONCERN OF THE PRESENT STUDY**

This research work differs from the previous studies in the sense that it describes how English and Edo languages are different or similar in their sentence structures. Previous studies may not give the exact explanation on their works, this work analyzes, describes and gives a full understanding of what contrastive analysis is all about. This work also explains the different types of sentences of both languages, the tenses and the way in which the sentences are structured in both languages. This work also explains the part of a sentence.

## **2.4 SUMMARY**

. In this chapter we have seen and discuss the literature review, the conceptual review of literature, the types of sentences in the English language, the parts of a sentence. Equally the chapter discusses the previous studies and the concern of the present study.

## **CHAPTER THREE**

### **THEORETICAL FRAMEWORK**

In this study, attention is focused specifically on the contrastive analysis of the sentence structures of English and Edo languages. Adeyanju, T.K. (1978) Contrastive analysis is concerned with the similarities and differences which result from the comparison between the two different languages. This is done by looking at the structures of the sentences of the studied languages. It is also an area of comparative linguistics which is concerned with the comparison of two or more languages to determine the differences or similarities between them, either for theoretical purposes or purposes

external to the analysis itself. It implies a belief in language universals, if there were no features in common, there would be no basis for comparison.

Language and communication are inseparable since language is the mechanism employed for communicative functions. This function has been effectively carried out in Nigeria through the use of English Language because it serves as the official language of the nation. However, the adoption of English language since independence because of the multilingual nature of the nation has given rise to bilingualism and multilingualism. A major challenge from this is that when two languages come in contact the system of the two languages is widely divergent. This of course is as a result of the transfer of the features from one language to another. This usually brings about certain issues and errors known as interference and so on. Therefore, challenges usually arise for most learners of English as the second language. In an attempt to resolve these issues, the emergence of contrastive linguistics could be said to have brought a sort of proactive development of language learning, language teaching and translation among others. Contrastive analysis can be said to be the systematic comparison of the mother tongue and the foreign language or target language with the aim of describing their similarities and differences in order to identify the areas of difficulty that might bring about interference. Therefore, contrastive analysis is believed to be interested in how the

learning of L1 (where "L" stands for language" and "1" for first language or mother tongue) could affect the learning of L2 (where „  
 "L" stands for language" and "2" for second language). Contrastive analysis (CA) is an inter-linguistic enterprise. It considers both form and function of languages in context and some psychological processes the learner undergoes. A basic assumption of Contrastive Analysis is that languages can be compared. Though it compares and contrasts languages, it focuses more on the differences than similarities.

As the topic requires i.e a contrastive analysis of the sentence structure of English and Edo Language. Phrase structure rules are going to be used in the analysis of the sentence structures of the two languages. When that is done, the similarities and differences will manifest and form the final result based on which conclusions can be drawn.

**ENGLISH SENTENCE**

**EDO SENTENCE**

i. Ahmed laughed at the messenger.

ewilliams lovbię

(Williams is sleeping)

ii. She is a nurse.

Iyan ęofua

- |                                  |                          |
|----------------------------------|--------------------------|
|                                  | (They are white)         |
| iii. He is handsome.             | 'Iran rre ughugha.       |
|                                  | ( They are in that room) |
| iv. She hit the ball on my head. | 'Q rraa ibolu ne a fi    |
| .                                | (He caught the ball that |
|                                  | was thrown'              |
| v. I will go home today.         | 'Q hewə fuḇfuḇ'          |
| .                                | '(He is panting)'        |

## **SUMMARY**

In the previous chapter we have seen the literature review related to this study. In this chapter we have discuss the theoretical framework of the research. However, in the next chapter we shall focus on data presentation and analysis.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.0 INTRODUCTION**

In the previous chapter we have discussed the theoretical framework, the contrastive analysis of both languages. How they differ and the similarities they have between each other. However in this chapter, we shall discuss on data presentation and analysis.

#### **4.1 CONTRASTIVE ANALYSIS**

The English and Edo are language differ in various aspects. Socio- economics, cultural features and geographical location. One major linguistic instrument that language

learners often use to assess and improve the performance of learners is the Contrastive Analysis Lamidi (2004). For contrastive analysis to do this, the two languages to be contrasted must have a common ground on which the contrast will be based. This is known as 'tertium com-patriotism. Without any common ground, we cannot examine any area of difference Sajavara (2000).

According to James (1980) review on the role that contrastive analysis plays in understanding and solving problems in second or foreign language learning and teaching, contrastive analysis is concerned with the study of bilingual competence, with the performance of any individual in a second language or foreign language.

The basic assumption of contrastive analysis is that the second language learner (L2) will tend to transfer the features of his mother tongue (MT) to that of the target language (TL) utterances. The belief of 'transfer' here means carrying over the habits of the MT into the L2. The main assumptions of contrastive analysis according to König & Gast (2009: 1), are summarized as follows:

- First language acquisition and foreign language learning differ fundamentally, especially in those cases where the foreign language is learnt later than a mother tongue and on the basis of the full mastery of that mother tongue.

- Every language has its own specific structure. Similarities between the two languages will cause no difficulties ('positive transfer'), but differences will, due to 'negative transfer' (or 'interference'). The student's learning task can therefore roughly be defined as the sum of the differences between the two languages.

- A systematic comparison between mother tongue and foreign language to be learnt will reveal both similarities and contrasts.

- On the basis of such a comparison it will be possible to predict or even rank learning difficulties and to develop strategies (teaching materials, teaching techniques, etc.) for making foreign language teaching more efficient.

Thus, contrastive analysis is an instrument for comparing languages and improving the methods and results of language teaching. Contrastive analysis hypothesis therefore, believes that the utilization of similarities and differences between two systems: S1 and S2 (S1 being the first system acquired and S2, the second) could make learning effective. Also, Larsen- Freeman and Long (1991) in Lamidi (2004) explains the core of this hypothesis that: where two languages were similar, positive transfer could occur; where they were different, negative transfer or interference would result.

Right from the beginning when we treated the structures of sentences of the two languages, we noticed similarities and little differences in the types of sentences they

have. Edo has three types of sentences which are the simple, compound and complex sentences. The English language on the other hand also have three types of sentences also the simple, compound and complex sentences. The English and Edo Language has the verb phrases, they have same tenses which are the present, past and future tense but the English includes the progressive tense and the auxiliary tense. In Edo, the present tense is marked by a low tone, the past tense is marked by high tone on the verb. The future tense marker in Edo is non-affixal.. The (+ future) is use to mark the future tense unlike the present and past tense which uses tones. The Edo tenses corresponds with the English tenses. The English language has modality, the Edo and English. Language also has the phrase structure.

The syntactic form of the sentences in both languages are similar in many ways. In English, the sentences are simple, compound and complex and in Edo, the sentences are also simple, compound and complex. Both languages has the lexical verb, while the English language has the auxiliary verb forms consisting of modal auxiliari tenses.

auxiliary verbs:

Primary: be, have

Modal: will, shall, can, may, must.

For a simple sentence, there is one major verb. It expresses just one proposition. A simple sentence contains a subject and a verb, and it may also have an object and modifiers. However, it contains only one independent clause.

#### Examples of simple sentence;

1. Ebaba dẹ imoto. 'Father bought a car'
2. Osawe rrie Edo. 'Osawe is going to Edo'
3. Osato gbẹn ebe. 'Osato is writing a book'
4. Iyemwẹ le evbare. 'My mother is cooking food'
5. Iyan lovbiẹ. 'They are sleeping'
6. Erhamwẹ vbiẹ vbe uwe owa. 'My father is sleeping inside the house'
7. Okpia ni rre uwe imoto. 'The man is in the car'.

A compound sentence is a sentence that joins two independent clauses, usually using co-ordinating conjunctions such as and, or, but. For compound sentence what are used are co-ordinating conjunction (and).

#### Examples of compound sentence:

1. Ebaba dẹ imoto **ra** te ọ dẹ ikeke. 'Father bought a car, I thought he will buy a bicycle?'
2. Osato bọ owa vbe ọ rre Eko. 'Osato built a house and he is going to lagos'.
3. Osaro dẹ imoto sokpan ọ ma mose. 'Osaro bought a car but it is not beautiful'
4. Imade kevbe. Osato rrie evbare. 'Imade and Osato is eating food'
5. Osakpolor kevbe Osamu rrie eki. 'Osakpolor and Osamu is going to the market'

A complex sentence is a sentence that contains an independent clause and at least one dependent clause (sometimes called a sub-ordinate clause). Compound and complex sentences are the same, but it is the structure that differentiates them. For compound sentence, what are used are co-ordinating conjunction (and). For complex sentences, what are used are sub-ordinate clauses (if, because).

Examples of complex sentence:

1. Osato bo owa vbe o rre Eko. 'Osato built a house when he was in Lagos'.
2. Osazuwa ẹ rre uwe-owa rhunmwuda ọ rrie eki.

'Osazuwa is not in the house because he went to the market.

3. I rre, sokpan i ma mię ọmwan rhọkpa vbe owa.

'I came but I did. not find anybody at home'

In Edo, it is the lexical category that tells us what the subject NP and other participants in the sentences do. In both languages, the verb can function as the subject of a sentence.

The future aspect denotes a time of action in the future. The English language has four examples of the types of future tense which are the simple future tense, future progressive tense, future perfect tense and the future perfect progressive tense. In Edo language, relevant time adverbial are employed in Edo to locate the time point in the future. The following point in Edo are employed in Edo mark future tense I.e rrerre (soon), akhue (tomorrow), ban (immediately now), gha ze kpee (later) etc.

However, it is interesting to note that there are Edo verbs that correspond to English auxiliary verb but no verb in Edo corresponds to the modal auxiliaries in English.

### **GENERAL PRESENT TENSE**

i. He is cooking in the kitchen

(Ọ lẹ evbare vbe ukoni)

ii. My tooth is shaking.

(Akọn mwẹn kpegbe)

iii. She is caressing him with her hand

(o gha ya obo rraa ere egbe)

### **GENERAL PAST TENSE**

i . He came yesterday

( o rre node)

ii. She bought a shoe last year

(O deibata nukpo)

iii. He killed a goat

. (O gbe ewe)

iv. She gave insult to him

. (O ya oya ne)

v. He broke the law

. (O rra uhi)

### **GENERAL FUTURE TENSE**

1. I will build a house in Lagos

( i **gha** bọowa vbe Eko).

ii. Glory will sweep

(eglory **gha** kpolo)

iii. I gha rrie owa vbe akhue

. (I will go home tomorrow)

The tenses above are by now understood in relation with the time and aspect of their utterance. The time overlaps from the present time of action to either the past or to the future and within a certain chosen aspect like the future. I have also got its own time. So time determines the utterance.

#### **4.2 THE PHRASE STRUCTURE**

A phrase is a group of words forming an equivalent of not having a subject and predicate of its own" - Yusuf (1992:2).Therefore the phrase structure rule would mean the aspect that is concerned with grouping of words together to function as a unit by following specific rule or order that is allowed by the language. Such rules vary from language to language. According to Yusuf (1998) phrase structure rule can be said to be "re-write, expansion rules, very much like the expansion of an icon in the computer,

which displays the content of a phrase or sentence. It is like opening a box to disclose its contents". Take a noun phrase for instance which may have a determiner, a compulsory noun phrase and some optional satellites like the prepositional phrase and possibly a clause, you have a formula that can be represented thus:

$NP \rightarrow (D) N (PP) (S)$

This simply means that the symbol NP (for Noun Phrase) is re-written (the arrow is the re-write symbol) as an optional determiner (D), a compulsory noun, an optional prepositional phrase (PP) and an optional (special) sentence (called S-bar). The brackets called parenthesis indicate that the enclosed elements are optional; and may not be present. Phrase structure rules therefore disclose the contents of a phrase (NP, VP, PP, AP) or a sentence.

Examples:

- |                             |                          |
|-----------------------------|--------------------------|
| (i) The beautiful tall girl | Noun phrase(NP)          |
| (ii) worked in the garden.  | Verb phrase(VP)          |
| (iii) in the market.        | Prepositional phrase(PP) |
| (iv) very beautiful.        | Adverbial phrase(AP)     |

A phrase structure rule for each of these would be written thus:

(i) NP (D) → (AP) (AP) N

(ii) VP → V (PP)

(iii) PP → P. NP

(iv) AP → (Adv.) A

#### **4.2.1 THE PHRASE STRUCTURE OF EDO LANGUAGE**

As mentioned earlier, the order of arrangement of words varies from one language to another. The various orders could be SVO, OSV, VOS, OVS, and SOV. Edo language for instance is the SVO structure. The phrase structure in Edo is as follows:

S → NP.INFL VP

NP → N (ADJ) (DET) (PP) (CONJ) (CP) PRO

Note that all the constituents in parenthesis may or may not be included. It is only N that is obligatory.

When the NP → N where only a lexical category is dominated by the NP

(1) e.g Okhuo. ‘woman’

An NP can also take a pronoun when it cannot be modified as Yusuf (1979: 8) defines a noun phrase as “the category that codes the participant in the event or state described by the verb. The NP is headed by the Noun (N) or a Pronoun (when it will not be modified) . It is by the virtue of this headedness that the phrase is called the noun phrase.” Lets examine some other NPs in Edo.

(2) NP → pro

NP → N, (ADJ) (DET)

Okpia nekhui nii

‘the dark man’

In Edo the determiner nii which means ‘the’ comes last

(3) NP → NP CONJ NP

Okpia kevbe okhuo

‘man and woman’

The Edo speaker is likely to omit the determiner and say ‘man and woman’ instead of saying ‘the man and the woman’.

(4) Ovbialeke nɔmose nekhui nii

. Girl that beautiful black that/the

‘the beautiful dark complexioned girl’

In Edo the determiner comes last instead of before the head word. Therefore an Edo speaker of L2 may say ‘girl beautiful dark complexioned’ bringing the head word first and may even omit the determiner completely.

(5) ome okpia nebolozo

Omokpia nebolozo

Child man handsome

‘the handsome young man’

There is no lexical item for ‘young’ in Edo so ‘child’ is added to the word ‘man’. Thus, there is a sort of compounding to get the equivalent of the word young. Two nouns have to be put together to get the adjective ‘young’ in English. “Child” is placed before man. The determiner is also eliminated so it is possible for Edo L2 speaker to say “young handsome man because the definite article is not represented.

(6) ome okhuo ne o re esuku

omokhuo no re esuku

Child woman that is in school

‘the young girl in school’

‘child and woman’ is also substituted for the word ‘young’ just as in the example above.

(7) Egedege nii

Storey building the

‘the storey building’

As earlier noted , the determiner is placed las in Edo.

(8) Ebe noma nii

Book good that

‘that interesting book’

There is no lexical item as ‘interesting’ in Edo language. Thus, it is possible for Edo L2 speaker to say ‘that good book’ instead of ‘that interesting book’ since there is no lexical item as ‘interesting’. Because the determiner comes last he is also likely to omit it.

Phrase structure rules (Ps Rules) are formal ways for expressing categorical and hierarchical dependency of constituents. These rules specify how constituents are arranged and how they can be constructed in a tree diagram. For example,  $S \rightarrow NP\ INFL\ VP$ . This rule tells us that a sentence (S) is to be written as a sequence of a noun phrase (NP) and a verb phrase (VP). INFL is a category of words which encode tense, aspect, mood and agreement. In Edo language, these information are conveyed with affixes like the past tense suffix, as well as auxiliary verbs. Using the rule above, we will be able to generate sentences like these.

(a) Aimiuwu gha rri uzo.                      “Aimiuwu will eat bush meat”

(b) Omozusi gua saa ebo.                      “Omozusi can weave bags”

#### **4.2.2 THE VERB PHRASE IN EDO**

Traditionally, the verb is called the predicate because it has the sentence predicator, namely the verb. It is this lexical category that tells us what the subject NP and other participants in the sentences do. As the head of the verb phrase it is obligatorily present

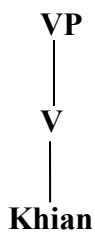
with or without satellites. Phrase structure rule for verb phrase in Edo language can be represented thus:

$VP \rightarrow V (AV) (NP) (PP) (CP)$

(i) verb phrase can be represented by a head word only

$VP \rightarrow V$

e. g khian ‘walk’



It could verb + adverb

$VP \rightarrow V (ADV)$

Khian zai zai

Walk quick quick

‘walk quickly’

For the Edo speaker there is a reduplication of the base adverb.

Sentences:

i. Bello brought Money today

(ebello

Shall be analyzed as :

$S \rightarrow NP + VP$

$NP \rightarrow (Adj) n \text{ pron}$

$NP \rightarrow n$

$VP \rightarrow V (VC) (NP) (PP)$

$VP \rightarrow V$

$NP \rightarrow (Adj)$

### **English Sentence**

#### **Edo Sentence**

1. Musa moved to the City

. The above sentence could be analyzed as;

$S \rightarrow NP+VP$

$NP \rightarrow \text{art(Adj) } n$

$NP \rightarrow n$

$VP \rightarrow V (NP) (PP)$

$VP \rightarrow V (PP)$

$PP \rightarrow P \quad NP$

$NP \rightarrow n$

$VP \rightarrow V (NP) (PP)$

$VP \rightarrow V (PP)$

$PP \rightarrow P. NP$

$NP \rightarrow \text{art (Adj) } n$

$NP \rightarrow \text{art. } n$

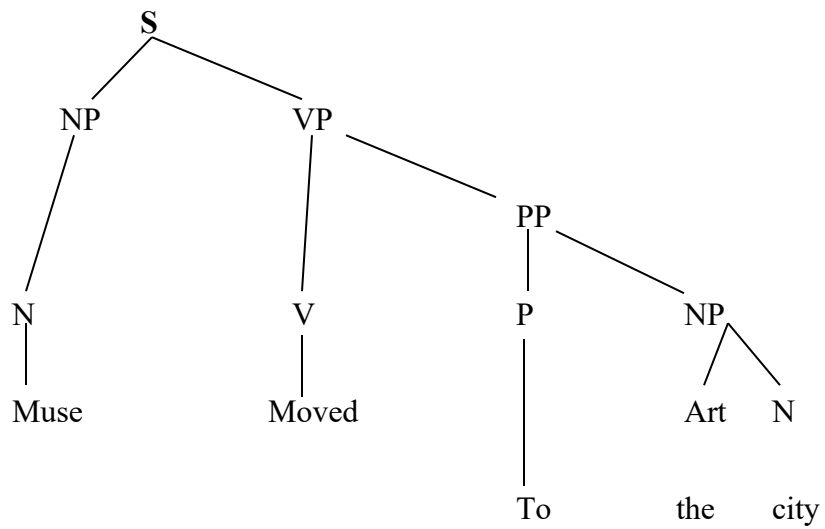
$n \rightarrow \text{Musa, City}$

$V \rightarrow \text{Moved}$

$P \rightarrow \text{to}$

$\text{art} \rightarrow \text{the}$

However, this could be presented with a tree diagram as;



ii. Obaseki is the Governor of Edo State

.  $S \rightarrow NP + NP$

.  $NP \rightarrow \text{art (Adj) n}$

.  $NP \rightarrow n$

.  $VP \rightarrow V (NP) (PP)$

$VP \rightarrow V$

$NP \rightarrow \text{art (Adj) n}$

$NP \rightarrow \text{art n}$

$PP \rightarrow P. NP$

NP → P

NP → n

n → Obaseki

V → is

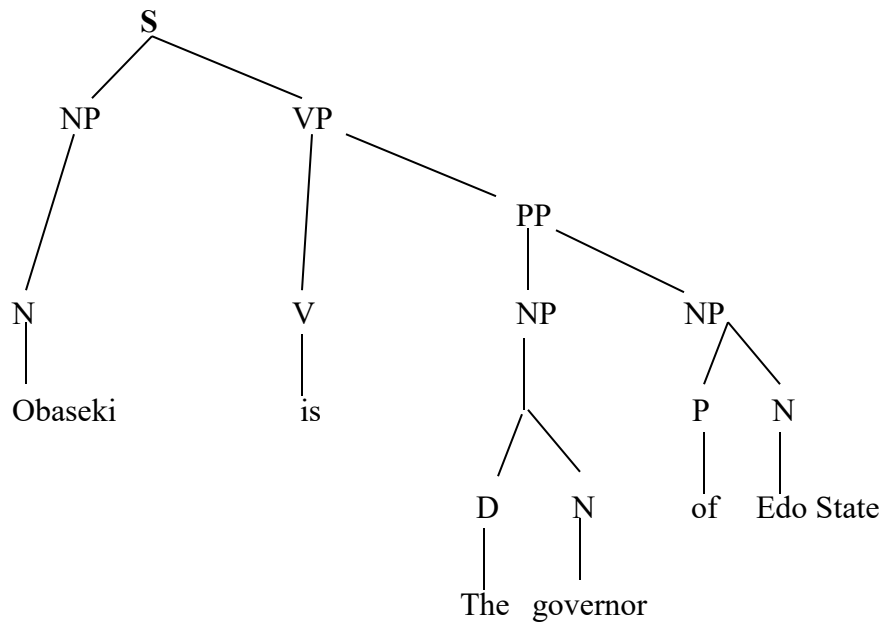
art → the

n → Governor

P → of

n → Edo state

This could be further presented in the tree diagram as;



### **4.3 SUMMARY**

In this chapter, we have present and analyzed different English and Edo sentences. In Edo language the simple, compound and complex sentences were presented and analyzed likewise the English. The observations of the data was analyzed and presented. However the next chapter will dwell on conclusion and summary of the research.

## **CHAPTER FIVE**

### **SUMMARY AND CONCLUSION**

#### **5.0 INTRODUCTION**

This chapter summarizes the previous chapters. It also draws conclusion from the findings which at the same time constitutes the discovery of the research. The conclusion will include the analysis and data presented in the research.

#### **5.1 SUMMARY**

This research embarked on the contrastive analysis of the sentence structure of English and Edo languages therefore, the research was divided into five chapters.

Chapter one dwells mainly on background to the study, the purpose of the study, the method of data collection, the significance of the study. However, chapter two focuses on related literature of the study. Chapter three focuses on theoretical framework, here the contrastive analysis was shown that is, how both languages differ from each other using rules and tree diagrams. Chapter four focuses on data presentation. Here the raw data were presented and analyzed. Chapter five finally, this chapter draws the end of the research with summary and conclusion.

## **5.2 SUMMARY OF FINDINGS**

The findings of this research is that the contrastive analysis of English and Edo languages shows that there are differences in their sentence structures. The way sentence is structured in English is different from the way it is structured in Edo. English and Edo languages have similar types of sentences. However, it is interesting to note that there are Edo verbs that corresponds to the modal auxiliaries in English.

## **5.3 CONCLUSION**

From the foregoing discussion on the various chapters of the study. This research has reach to the conclusion that there exist some similarities and differences between

both languages. This work has described the analysis of the contrastiveness between English and Edo languages. On the basis of such a comparison, it will be possible to predict or even rank learning difficulties and to develop strategies (teaching materials, teaching techniques etc) for making foreign language teaching more efficient. Thus, contrastive analysis is an instrument for comparing languages and improving the methods and results of language teaching.

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