

ADJECTIVES CLASSIFICATION BASED ON PERSIAN AND ENGLISH CONTRASTIVE ANALYSIS

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1. Introduction

When students decide to learn a foreign language, they will encounter any kind of difficulties. This problem occurs because students learning a foreign language have learned their first language well, which has deep-rooted in them and become part of their habits, and sometimes they transfer what they have learned from their first language to the second language, which led to errors. Firstly, they do not have enough knowledge of English, and secondly, to make sure they are conveying the correct information. Some words in English co-occur, and some words do not co-occur. Therefore, the teacher's role is to make students aware that all types of combinations or collocations are not acceptable in English.

Therefore, the linguists suggest that teachers make contrastive analyses between Persian and English to recognize the matters that cause problems for students. The problems which are predicted by contrastive analysis are not always problematic for learners, and some of the student's errors are not predicted by the contrastive analysis. The present study aims to contrastively study the problematic differences between some Farsi adjectives and their English equivalents.

Contrastive Analysis

Contrastive analysis is a branch of linguistics, which brings together two linguistic systems and puts them side by side, in order similarities and differences between them. Contrastive analysis was widely used in the 1960s and 1970s to explain why some target language feature was more difficult to acquire in contrast to others. It has its root in behavioristic and structuralism approaches. According to the contrastive analysis hypothesis, transferring first language habits to the second language is the main barrier to second language acquisition. Contrastive analysis followers believe those features of the second language, which correspond to learners' mother tongue, would be learned easily and without much problem, and that features, which are different from the learner's first language, would be more problematic for learners.

Based on Rustipa (2011) article "the goal of contrastive analysis can be stated as follows: to make foreign language teaching more effective, to make differences between the first language and the target language based on the assumption that(1)foreign language teaching is based on the mother tongue,(2)similarities facilitate learning(positive transfer),(3)via contrastive analysis, problems can be predicted and considered in the curriculum" (p.17).

There are two types of contrastive analysis, theoretical contrastive analysis, and applied contrastive analysis. The theoretical contrastive analysis deals with similarities and differences in the structure of two or more languages and its main purpose is to provide insight into contrastive problems. It is often called the scientific study of language. Therefore, determining a common base at different levels of analysis is one of the important features of theoretical contrastive analysis.

Applied contrastive analysis is the result of the proper use of theoretical contrastive analysis for a specific purpose such as language pedagogy and translation. While theoretical contrastive analysis is concerned with similarities and differences, applied contrastive analysis is concerned with differences.

Fatemi and Ziaei(2012) believe that “The strong version of CA claims to predict the difficulties of learning L2; it only describes the errors which are caused by L1 interference and believes the more different the items of two languages are, the more difficult they are for learners. The moderate version which was brought up by Oller and Ziahosseiny (1970) considers both interlingual and intralingual errors and believes minimal differences are more problematic (Ziahosseiny, 1999; Keshavarz, To213)

To contrast syntax, lexicon, phonology, pragmatics, and discourse of two language systems we should follow: description, juxtaposition, comparison, and prediction. First, we should describe the aspect of language to be compared with each other, comparison of these two elements is not feasible unless we describe them, but these elements must be compared within the same theoretical frame. The second step is juxtaposition. It means that the elements should be put side by side and the decision should be made based on what should be compared with what. In doing juxtaposition, we should make sure that the two elements being compared while differing from each other, are similar in some aspects. In the comparison stage, the selected elements are compared with each other. The last step is prediction, in this stage, the person concludes similarities and differences between two languages being compared with each other.

Contrastive analysis is more effective in explaining some of the learner's errors and mistakes. In process of learning second language learners, errors may be interlingual errors, which are rooted in student first language, or intralingual errors which are based on a generalization of what has been learned in the target language, or developmental errors which are the result of learning a language, and ambiguous errors which can be considered interlingual or intralingual. Contrastive analysis cannot explain all of the learner's errors, so error analysis is used to explain transfers errors and those errors related to the target language.

English and Persian Adjectives

English adjectives

The words which are used to modify the meaning of other words in the sentence, without changing their meaning are called adjectives. Adjectives to some extent are similar to adverbs and nouns. Many of the adjectives function as subject or object complements. In some languages, there is no distinct class of words that are called adjectives. There are many kinds of adjectives such as descriptive and proper adjectives.

Adjectives are used to describe words; they are used to provide more information about things, ideas, and people: nouns or pronouns. In English, whether the noun which is described is a male or female, singular or plural, subject or object, the adjective doesn't change. Adjectives can be divided into simple and compound adjectives. Simple adjectives are also divided into base and derived adjectives and compound adjectives are divided into phrases and clauses. Simple adjectives which come before a noun are called attributives. They are used to modify nouns. Attributive adjectives consist of numeric, quantitative, qualitative, possessives, interrogative and demonstrative adjectives.

An article such as a, the, and an, can be used as adjectives, they are called article adjectives. The possessive pronouns such as my, your and his can be used as possessive adjectives. They can have different functions sometimes they are used to describe color, size, shape, age, origin, describing the material something is made of, express someone's opinion about something, describing temperature and time.

Those adjectives, which are used as complements of verbs, are called predicative adjectives. They can be used as subject complements after linking verbs, they can be used as object complement when they are used after verbs like, keep, find, etc. Being used in infinitive or nonfinite clauses, they can function as subject complements. They can have object complement function in the clause.

As stated in Zarei, Kazemi, and Hassan Nejad(2014) "Adjectives that are formed by adding suffixes to stems are called derived adjectives. It should be mentioned that most derived adjectives come before nouns, but past participles follow the nouns they modify (The glass broken yesterday is here). Some suffixes can be added to nouns to make adjectives e.g. less, -ful, -ly, -y, -ous, -like, -ish, etc. (helpful,

childish). Some suffixes can be added to verbs e.g. -ing, -ed, -ive, -ible, -ant, -ent, etc. (interesting, interested, workable).”(p.5)

Compound adjectives may be used in the form of infinitives or participles. Infinitive adjectives are used to describe a noun or a sentence. Moreover, participial phrases can be used as an adjective and modify a noun or a pronoun.

Persian Adjectives

In Persian adjectives take just one form and they agree neither in gender nor in number with the noun which they are used to describe. Adjectives are used after the noun and related to it with the genitive particle (e) and ((ye) :

Gol e Ziba ----- beautiful flower

Sometimes the indefinite article (i) is used at the end of the noun phrase:

دختر خوبی ----- a good girl

But when we want to write a sentence in Persian the indefinite article is used after the noun taking the place of genitive preposition:

دانش آموزی ایرانی = دانش آموز ایرانی ----- an Iranian student

One adjectival phrase can be determined by another adjective:

گل قرمز زیبا ----- beautiful red flower

Adjectives can be used in a different order:

پسر جوان بلند ----- young tall boy

پسر بلند جوان ----- tall young boy

In making Compound adjectives, demonstratives are used with another word and make compound demonstratives:

چنین پسری ----- such a boy

چنین پسرهایی ----- such boys

Possession can be made by using bound personal pronouns after a noun phrase:

کیف من ----- my bag

کیف قهوه ای من ----- my brown bag

Superlative adjectives are made by adding the superlative suffix (in) to the stem of the adjectives:

این بزرگترین مدرسه ی شهر ماست ----- This is the biggest school of our city.

The comparative adjective is made by adding (tar) suffix to its stem:

خانه ی کوچکتر ----- smaller house

While comparing two persons or things this structure is used:

A + comparative adjective + az (from) + B

خواهرم بلندتر از من است. ----- My sister is taller than me.

While comparing two persons or things this structure can also be used:

خواهرم از من بلندتر است.----- My sister is taller than me.

Some of the Iranian student's common errors about adjectives and related rules are listed below:

1. They use the before both but it is wrong and we shouldn't use the before both.

Incorrect: He held the book in both hands.

Correct: He held the book in both hands

2. In making comparative sentences a singular noun should be used after **other**.

Incorrect: Iron is heavier than any other metal.

Correct: Iron is heavier than any other metal.

3. The following sentence is the result of transferring Persian grammar structure to English.

Persian sentence: او در کلاس اول است.

Incorrect: She is in class first.

Correct: She is in class one.

4. The kings and queens numbers must be written in Roman characters.

Incorrect: Elizabeth 2 Correct: Elizabeth II

5. Ordinal numbers should always be written in words.

Incorrect: sixteenth May 2015

Correct: 16th May 2015

6. You should write the data according to the following rule:

Incorrect: 7th of October or seventh of October

Correct: October 7th or 7th October

7. In expressing the time Cardinal numbers up to twelve should be written in numbers.

Incorrect: she got up at ten am.

Correct: she got up at 10 A.M.

8. In comparative sentences an adjective or adverb is used before **then**.

thenorrect: Isfahan is hot than Shahrekord.

Correct: Isfahan is hotter than Shahrekord.

Conclusion

Contrastive analysis is a branch of linguistics that brings together two linguistic systems and puts them side by side, to show similarities and differences between them. The contrastive analysis hypothesis is criticized because all of the problem, which is predicted by contrastive analysis does not always cause a problem for the learners and some of the learner's error is not predicted contra ve analysis. Contrastive analysis helps teachers to engage learners in activities that help them to use target language appropriately.

Contrastive analysis of Persian and English adjectives shows that the derived adjectives which exist in Persian grammar structure cause more problems for problemsrs. Another problem refers to present participle which doesn't exist in Persian, while they exist in English and this is one of the great sourcesonfusion for learners. Teachers should pay attention to these differences between Persian and English languages and provide sufficient drills and exercises for learners to help them to use the target language correctly and appropriately.

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XÜLASƏ

Fars və İngilis dilində Kontrastiv təhlilə əsaslanan sifətlərin təsnifatı

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Tələbə xarici dili öyrənərkən onun sintaktik, fonetik və morfoloji strukturları ilə bağlı bir çox problemlərlə qarşılaşır. Belə hallarda tələbələrə kömək etmək və onların problemlərini azaltmaq üçün təzadlı təhlil tətbiq oluna bilər. Kontrastiv təhlil iki dil sistemini birləşdirən , aralarındakı oxşarlıqları və fərqləri göstərmək üçün onları yan-yan qoyan dilçiliyin bir sahəsidir, fərziyyə oxşarlıqların öyrənməyi asanlaşdırdığı, fərqlərin isə problemləli olmasıdır. İngilis və fars sifətləri bəzi oxşar və fərqli xüsusiyyətlərə malikdir. İngilis və fars sifətlərinin təzadlı təhlili göstərir ki, fars dilində xüsusilə şəkilçi halında törəmə sifətlər daha çoxdur və bu sifətlər öyrənənlər üçün daha çox problem yaradır. Tələbələr adətən ikinci dil biliklərindəki boşluğu doldurmaq üçün birinci dildən öyrəndiklərini istifadə edirlər. Müəllimlər, adətən, müəyyən birləşmələrin uyğunsuzluğuna diqqət yetirmədən öyrənənlərə hər iki dildə birə-bir ekvivalentin olması barədə yanlış təəssürat yaradır. Məsələn, fars sifəti, /sabok/, “yüngül, ləyaqətsiz, çevik əl və rahatlıq” kimi tərcümə edilir. Yuxarıda qeyd olunanlara gəlincə, bu məqalə təzadlı təhlil zamanı müəllim və tələbələr üçün əvəzsiz mənbə olacaqdır.

Açar sözlər: Kontrastiv təhlil, ingilis və fars dilinin sifətləri, sintaktik, fonetik və morfoloji struktur

РЕЗЮМЕ**Классификация прилагательных на основе контрастного анализа в персидском и английском языках****Наджме Рахраван****Исфаханский университет, Исфахан, Иран****Ария Санаи****Член Клуба молодых исследователей Нохбеган****Эсмаил Санаи****Исфаханский университет, Исфахан, Иран**

При изучении иностранного языка учащийся сталкивается со многими проблемами, связанными с его синтаксической, фонетической и морфологической структурой. В таких случаях можно использовать контрастный анализ, чтобы помочь учащимся и уменьшить их проблемы.

Сопоставительный анализ — это раздел лингвистики, который объединяет две языковые системы и ставит их рядом друг с другом, чтобы показать их сходства и различия, предполагая, что сходства облегчают обучение, а различия создают проблемы. Английские и персидские прилагательные имеют некоторые сходства и различия. Сравнительный анализ английских и персидских прилагательных показывает, что в персидском языке больше прилагательных, особенно в случае суффиксов, и эти прилагательные создают больше проблем для учащихся. Студенты обычно используют то, что они узнали при изучении первого языка, чтобы заполнить пробел в своих знаниях второго языка. Преподаватели часто создают у учащихся неправильное впечатление, что в обоих языках есть только один эквивалент, независимо от несоответствия некоторых сочетаний. Например, персидское прилагательное /сабок/ переводится как «легкий, недостойный, ловкая рука и комфорт». Ввиду вышеизложенного, эта статья будет бесценным ресурсом для преподавателей и студентов в контексте контрастного анализа.

Ключевые слова: Сопоставительный анализ, английские и персидские прилагательные, синтаксическая, фонетическая и морфологическая структура

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