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**IMPEDIMENTS ENCOUNTERED IN TEACHING MORPHOSYNTACTIC  
FEATURES OF ENGLISH**

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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. Learning may be impeded when there are differences between the first language and the second language (Nickel, 1971).

The present study aims to throw some light on the impediments encountered by the students of the University of Jaffna in learning morphosyntactic features of English. It provides a kind of interlingual comparison on the basis of contrastive analysis database. Such an approach may facilitate the learning process especially if the structures are difficult with respect to the learner's first language (L1).

The study involved qualitative methods of data collection. Questionnaires were administered among the subjects randomly, the data collected from the subjects' responses were analyzed, and the findings were derived. The findings show that there are a number of problems in morphosyntactic features like person, number, gender, case, definiteness, respect, tense and other grammatical issues like word order, prepositions, articles, choice of words and subject omission 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.