

CLAUSES AND CASES IN ENGLISH AND SOUTHEAST ASIAN LANGUAGES
(BURMESE, CAMBODIAN, CANTONESE, LAO, THAI, AND VIETNAMESE)
IN CONTRAST

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0. Introduction
1. Clause Units in the Languages
2. Clause Units in Contrast
3. Deep versus Surface Structures
4. Philosophy of Approach

0. INTRODUCTION

For over a generation, the conviction that the best language-teaching materials are based upon a contrastive analysis of the language to be learned and the language of the learner has been predominant in foreign language teaching. Allied with the conviction was the hypothesis on language learning which assumed that the new linguistic system, and by extension the whole new cultural behaviour, should be established as a set of new habits by drill, drill, and drill which would ensure over-learning. Such a pedagogical philosophy was systematised mainly by Charles C. Fries (1945) and Robert Lado (1957).

However, all this firm belief in contrastive analysis seems to be in the past, at least for some people. The generative-transformational theory, which was born in 1957 with Noam Chomsky's *Syntactic Structures*, claims that language behaviour is rule-governed creative behaviour, and consequently, language learning should be in the form of a process of internalising the creative rules in the new language, and not just that

of mere habit forming. The theory is concerned not only with the actual utterances, the surface structures of a language, but even more so with meaning, the deep structure of universal language, and with the various transformational rules that map the deep structure denominations that are common to all languages to the surface structure realisations that are specific to particular languages. It explores not only the performance, but also the competence of language speakers (Chomsky 1965:3).

Before such a theoretical conflict, a language teacher may be tempted to make the most use of existing linguistic techniques to improve teaching materials as much as he can. While he may not be absolutely positive about the total efficiency of applied linguistics, he is likely to believe that surface structure is as important as deep structure in foreign language learning, for he constantly observes interference (Weinreich 1953:3) in situations of languages in contact.

With pragmatism in mind, I am trying to make use of various linguistic techniques in this contrastive analysis of English and Southeast Asian languages in this paper. Firstly, a surface structure presentation of clause units in each language will be given in tagmemic formulas (Pike 1954, 1955, 1960, Longacre 1964, Liem 1966, 1967, 1969, and 1970a, and Cook 1969) and two-dimensional matrix systems (Ray 1967). Secondly, a contrastive analysis will point out the surface structure differences between English on the one hand, and the Southeast Asian languages on the other. Thirdly, an attempt will be made to decide the deep structures of the surface structure differences found in 2. Finally, I shall conclude that contrastive analysis will continue to play a major role in language teaching and in area linguistics.

1. CLAUSE UNITS IN THE LANGUAGES

The tagmemic model utilised here was developed by Pike, and improved by his followers and himself (Young, Becker, and Pike 1970, and Cook 1971). It views language as hierarchically ordered. The clause hierarchy is in between the sentence and the phrase hierarchies. This paper presents an analysis of clauses because, as Longacre puts it: "In essence, the clause posits a situation in miniature (whether asserting, questioning, commanding, or equating" (1964:35). The clause tagmeme includes one or more phrase-level tagmemes, each of which has a functional slot and a filler class, and may be nuclear (i.e. essential to the clause) or satellite, obligatory or optional. This analysis will present only the minimal formulas of clauses, and will only present the functional slots in the clauses and not the filler classes of these

slots.*

SUMMARY TABLE I
THE 87 CLAUSE UNITS IN ENGLISH

I	II	III	IV	No.	1	2	3	4	5	6	7	8	9	10	
Inde- pendent	Without an Interrogative tagmeme	Declarative		1	+	+	+	+	+	+	+	+	+	+	
		Imperative		2	+	+	+	+	+	+	+	+	+	+	
		Yes-No Interrogative		3	+	+	+	+	+	+	+	+	+	+	
	With an Interrogative tagmeme	From Declar- ative kernel	Interrogative Subject	4	+	+	+	+	+	+	+	+			
		From Inter- rogative kernel	Interrogative Non-Subject	5		+	+	+		+	+	+	+	+	+
			Extra-Inter- rogative	6	+	+	+	+	+	+	+	+	+	+	+
Dependent	Without an Extra Dependent tagmeme	Dependent Subject		7	+	+	+	+	+	+	+	+			
		Dependent Non-Subject		8		+	+	+		+		+			
	With an Extra Dependent tagmeme	Dependent Relative		9	+	+	+	+	+	+	+	+	+	+	+
		Extra Dependent		10	+	+	+	+	+	+	+	+	+	+	+
The ten Clause Classes <															

1.1. ENGLISH

There are 87 Clause Units in English, which are cast in a two-dimensional field: the Clause Class Dimension, and the Clause Type

*It is noted that the transcriptions of data in this paper are as close to phonemic transcriptions for Burmese, Cambodian, and Thai-Lao as practically acceptable to researchers in the languages, or follow the most commonly accepted transcriptions which may not be phonemic as it is for Cantonese. English and Vietnamese examples are recorded in current spelling systems of the languages. Phrase-level analyses are given only when pertinent, they occur mostly in Burmese. The author is deeply indebted to Arthur Crisfield, Thomas W. Gething, Philip N. Jenner, Julia C. Kwan, and D. Haigh Roop for their valuable data and enlightening insights into Lao, Thai, Cambodian, Cantonese, and Burmese respectively, and is without saying responsible for all the descriptive inadequacies found in this paper.

Dimension. The Clause Type Dimension is subdivided, under four levels of consideration, into ten Clause Types. The Clause Class Dimension is subdivided, under four levels of consideration, into ten Clause Classes. The total field contains one hundred possible Clause Units, but only 87 of them are grammatical and acceptable in English.

1.1.1. Clause Types in English

The minimal formulas of the ten Independent Declarative Clause Units in English are as follows:

- E.a1. Intransitive [+S +Pr]
 He went.
- E.a2. Transitive [+S +Pr +O]
 He bought a book.
- E.a3. Double
 Transitive [+S +Pr +IO +O]
 He gave her a book.
- E.a4. Attributive [+S +Pr +O +AtCompl]
 Transitive *They elected him chairman.*
- E.a5. Passive [+S +PassPr ±A]
 It was bought by him.
- E.a6. Double Passive [+S +PassPr +(I)O ±A]
 She was given a book (by him).
 It was given to her (by him).
- E.a7. Attributive [+S +PasPr +AtCompl ±A]
 Passive *He was elected chairman (by them).*
- E.a8. Equational [+S +EqPr +EqCompl]
 He is a student.
 He is intelligent.
- E.a9. 'there' [+there +StPr +StS]
 Stative *There were two people.*
- E.a10. 'it' Stative [+it +StPr +StCompl]
 It was the boys.

1.1.2. Clause Classes in English

The minimal nuclear formulas of the remaining nine derived Clause Classes in English are as follows: