

Auxiliaries in Turkish and English: Contrastive Analysis

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Abstract

This paper explores the differences and similarities between Turkish and English in the area of auxiliaries. The discussion leads to different major conclusions. The position of Aux. in relation to VP is different in both languages. English is an SVO language, but Turkish is an SOV language. The Turkish modals and auxiliaries are used as suffixes and they cannot be separated from the verbs, but English modals are used as separate words which precede the verbs as follows (malı; should).

Onunla Konuşmalısın / ɔ:nunlə kɔ:nʊʃmæləsən /

You should talk to him

Ben suyu içiyorum (-yor stands for - ing) / ben sʊjʊ itʃijɔ:rʊm/

I am drinking water.

Turkish negative morpheme – ma is attached to the root (verb). It has five allomorphs – ma, – me, –mu, – mü, – maz, but English negative suffix is attached to auxiliaries (Do, Be, Have).

Çalış ma yısın / tʃæləʃmæjəsən /

(you do not work)

Such conclusions are helpful in language teaching materials, syllabuses and test construction.

I) Introduction:

Linguistic aspect of contrastive analysis (CA.) is based on structural linguistics. In the 1950s and 1960s, behaviorism and structural linguistics were of great popularity and CA. occupied an essential place in the field of applied linguistics. The task of CA. was formulated by Fries (1945) and developed by Lado (1957). It was regarded as the comparison of the structures of two languages or more and finding out the points of differences which are the main source of difficulty for language learner, and they form the basis for the preparation of language texts. CA. was very widely accepted in language teaching. It was considered as the only remedy for language teaching problems.

As a result of favorability of this approach a series of contrastive studies began to appear, and they were usually pedagogical and aimed at predicting and showing learners' errors.

Brown claimed that "the principal barrier to the second language system is the interference of the first language system with the second language system, and that a scientific, structural analysis of the two languages in question would yield a taxonomy of a linguistic contrast between them in which in turn would enable the linguist to predict the difficulties a learner would encounter." (1980: 148).

Stockwell, Bowen and Martin (1965) assured that the main source for predicting the difficulties is the interference between native language and target language.

To conclude, the ultimate aim of CA. is to compare phonological systems, morphological systems, syntax and lexical meanings of two or more languages. It was a result of the need to teach a L2 in the most efficient way. Larsen-Freeman and Long stated that "the most effective materials (for foreign language teaching) are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner." (1991: 52)

James (1980) stated that CA. involves two steps:

- 1- Description, that is, a formal description is made.
- 2- Comparison which is concerned with the identification of areas of differences and similarities, including "prediction" signaling which areas may cause errors and difficulties.

Auxiliary is a term used in the grammatical classification and description of verbs to refer to the set of verbs which are subordinate to the main lexical verbs. They help to make distinctions in Mood, Aspect, Voice, etc. In English the main auxiliaries are Do, Be and Have, e.g., he is coming, does he know, he has taken. The modal auxiliaries include can/ could, may/ might, shall/ should, will/ would, must, ought to and used to.

Auxiliaries in Turkish are expressed through affixation, but they are separate words in English.

Example:

Köpek suyu içiyor / kəʊpek sʊjʊ ɪtʃɪjɔːr /

(The dog is drinking water).

– yor suffix stands for present continuous – ing.

A brief contrastive analysis of auxiliaries in Turkish and English will be presented in this paper.

II) Comparing the Alphabet:

The Ottoman Turkish language is known today as Turkish. Modern Turkish is spoken by about 70 million people in The Republic of Turkey and about 200,000 people in Northern Cyprus. Turkish is in Ural- Altaic family of languages. It is written left-to-right. The Turkish alphabet is sorted as follows: a, b, c, ç, d, e, f, g, ğ, h, ı, i, j, k, l, m, n, o, ö, p, r, s, ş, t, u, ü, v, y, z. The Turkish alphabet contains 29 letters. Punctuation is the same as those characters used in English language. The Turkish alphabet contains 29 uppercase and 29 lowercase letters.

The English alphabet is sorted as follows; a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z. The English alphabet contains 26 letters. It also contains 26 uppercase and 26 lowercase letters. Although these two languages use the Latin alphabet, they have different letters. The letters (ç, ğ, ı, ö, ş, ü) in Turkish do not correspond to any letter in English, but on the other hand, the letters (q, w, x) are not normally used in Turkish.

This section discusses the sound inventories of Turkish and English. For phonetic transcriptions, the convention of the IPA adapted from Roach, 1991 is used.

English and Turkish have 20 consonants in common. Almost every consonant that exists in Turkish also exists in English. English has a total number of 24 consonants whereas Turkish has a total of 21. Tables 1 and 2 display the phonetic nature of consonants in both languages.

Table 1: English consonant phonemes (Adapted from Roach, 1991).

		Place of articulation							
		Bilabial	Labiodental	Dental	Alveolar	Palato-alveolar (Post-alveolar)	Palatal	Velar	Glottal
<i>Manner of articulation</i>	Plosive	p b			t d		k g		
	Fricative		f v	θ ð	s z	ʃ ʒ		h	
	Affricate					tʃ dʒ			
	Nasal	m			n			ŋ	
	Lateral				L				
	approximant	w				r	j		

Turkish consonants, on the other hand, differ from English consonants in terms of their place of articulation as table 2 displays:

Table 2: Turkish consonant phonemes (Adapted from Demircan, 1996)

	Bilabial	Labio-dental	Dental	Palato-alveolar	Alveo-palatal	Palatal	Glottal
Stops VI	p		t			k	
Vd	b		d			g	
Fricatives VI		f		s	ʃ	ç	h
Vd		v		z	ʒ		
Affricates VI				tʃ			
Vd				dʒ			
Nasals	m			n			
Laterals				r	l		
Approximants					j		

English has a 12 vowel system with three degrees of tongue height such as high, mid and low. Table 3 illustrates the English vowels:

Table 3: English vowels (Adapted from Yule, 2001).

	Front	Central	back
High	i		u
	ɪ		ʊ
Mid	e		o
	ɛ	ə	ɔ
low	æ	ʌ	a

Turkish, on the other hand, has 8 vowels with two positions of tongue height; high and low as it is shown in table 4.

Table 4: Turkish vowels (Adapted from Demircan, 1996).

	Front		Back	
	Rounded	Unrounded	Rounded	Unrounded
High	y	ɪ	u	ɔ
Low	əʊ	e	o	a

III) Auxiliaries in Turkish:

A basic sentence in Turkish consists of NP (subject), VP (predicate) and Auxiliary. VP (predicate) may be either verbal as the following example:

Esen mektup ları yaz dı / esen mektuplærə jæzdə /

Esen + letter + pl. suffix + write + past suffix

(Esen wrote letters.)

or non - verbal as the following example.

Ben Öğretmen im / ben əUretmenIm /

I + teacher + personal suffix standing for Be

(I am a teacher).

In Turkish, the auxiliary is not a separate word, but it is a suffix or group of suffixes attached to the predicate (Altunkaya, 1989: 55). Such information could be stated as follows:

NP (subject)	VP (predicate)	Auxiliary suffixes
1. Fatma Fatma	gel come	di (definite past suffix)
Fatma geldi / Fætmaɣeldɨ / (Fatma came.)		
2. Köpek The dog	iç drink	iyor (- ing suffix)
Köpek içiyor / kəUpek ɪtʃɪjɔ: r / (The dog is drinking.)		
3. Ben I	uyu y wake up + buffer sound (y)	acak (Future suffix)
Ben uyuyacak / ben UjUjædʒæk / (I will wake up.)		
4. Ahmet Ahmet	iyi good (adj.)	dir Be suffix (present)
Ahmet iyidir / æhmet ɪjɨdɪr / (Ahmed is good.)		
5. Murat Murat	okul da y Murat school + in + buffer sound (y) + (Be) suffix (past)	idi
Murat okuldayidi / mUæt ɔ:kuldæjɨdɪ / (Murad was in school)		
6. Nasir Nasir	Öğretmen teacher (n.)	dir Be suffix (present)
Nasir öğretmendir / næsɪr əUretmendɪr / (Nasir is a teacher.)		
7. Murat Murat	Yaz write	miş Indefinite past suffix
Murat Yazmış / mUæt jæzməʃ / (it is supposed that Murad wrote.)		
8. Sami Sami	bekle Wait	r Simple present suffix
Sami bekler / sæmɪ bekler / (Sami waits.)		

It must be noted that the auxiliary suffixes in Turkish follow the vowel harmony rule, meaning that a word usually has all vowels of a single class. If the

vowels in the root are formed in the back of the mouth (a/ æ /, undotted i /ə/, o/ ɔ: /, u / ʊ / as in araba / æræbæ/ (car), we add – lar (plural suffix) to make arabalar (cars). If the vowels are made in the front of the mouth (e /e /, i / i /, ö / əʊ /, ü / y /), we add – ler to ev / ev/ (house) to make evler (houses). Likewise bankalar/ bänkælær/ (banks) but otobüsler / ɔ:tɔ:bysler / (buses). Turkish language is an agglutinating language, which means that it attaches its grammatical information to the end of a root-word according to the vowel harmony rule.

It is necessary to formulize a) verbal and b) non-verbal sentences in terms of auxiliary morphemes:

A. Verbal sentences:

Present continuous tense (Şimdiki zaman kipi) describes what is happening now at this moment. It is also used for what will happen in near future:

Example:

a- Ev e gidi yoru m / eve ɣɪɟɔ:rʊm /
home + to + go + continuous suffix (yor) + personal suffix (I).

I am going home.

b- Yarın çarşı ya gidi yoru m / jærən tʃærʃæjæ ɣɪɟɔ:rʊm /
tomorrow + market + to + go + continuous suffix (yor) + personal suffix (I)

Tomorrow, I am going to market.

The present continuous tense suffix "-yor" does not follow vowel harmony and always retains "-yor" form.

Simple present tense (Geniş zaman kipi) signifies habitual action:

Examples:

Ben çayı iç er im / ben tʃæjə ɪtʃerɪm /
I + tea + drink + present suffix (er) + personal suffix (I)
(I drink tea)

Ben gid er im / ben ɣɪderɪm /
I + go + present suffix + personal suffix (I) (I go)

The simple present morpheme –ır applies to verbs, and it has the following allomorphs: (–ar, –er, –ır, –ir, –ur, –ür, –r). They are based on the vowel harmony rule.

Turkish definite past tense (Görülen Geçmiş zaman) is eyewitness tense and it states that something definitely happened in the past. The definite past tense morpheme –dı applies to verbs and it has eight allomorphs (–dı, –di, –du, –dü, –tı, –ti, –tu, –tü). They are based on the vowel harmony rule stated above. The suffix vowel and the stem vowel have to share the same specification for both backness and rounding. Also, the suffix consonant and the stem consonant have to share the same voicing as the following examples:

– gel – di – m (geldim) / geldIm /
come + past suffix + personal suffix (I)(I came).

– unut – tu – m (unuttum) / UnUtUm /
forget + past suffix + personal suffix (I)(I forgot).

Indefinite past tense (Öğrenilen Geçmiş zaman) is used for hearsay and reporting. It is used when the event has not been eye witnessed personally and for tales and jokes. Turkish also adds the indefinite past tense morpheme –miş which has four allomorphs (–muş, –miş, –miş, –müş) to the verbs based on the vowel harmony rule as the following examples:

Konuş – muş – sun (konuşmuşsun) / kɔ:nʊʃmʊʃsʊn /
talk + indefinite past suffix + personal suffix (you)
(it is said that you talked)

yürü – müş – üz (yürümüşüz) / jyrymyʃyz /
walk + indefinite past suffix + personal suffix (we)
(it is said that we walked)

Future tense (Gelecek zaman kipi) signifies what will happen in the future as follows:

Sen gel – ecek – sin (sen geleceksin) / sen geleɟeksIn /
you + come + future suffix + personal suffix (you)
(you will come)

Ben ala – cağ – ım (Ben alacağım) / ben ələɟæɟəm /
I + take + future suffix + personal suffix (I)
(I will take)

The future tense suffix (based on vowel harmony) is –acak, –ecek. After a verb root ending in a vowel, a buffer letter –y is used to become –yacak, –yecek. If the suffix follows by a vowel, it will be transferred to (–eçeğ or –acağ) as in the above examples.

To make Turkish verbal sentences negative, we use the morpheme –ma or one of its allomorphs (–maz, –me, –ma, –mu) after the verb root as the following examples taking vowel harmony rule into consideration:

- a. Present continuous (şimdiki zaman kipi)
Ben Ammana oturuyorum / ben æmænæ ɔ:tUrUjɔ:rUm /
(I am living in Amman)
Ben Ammana outurmuyorum / ben æmænæ ɔ:tUrmUjɔ:rUm/
(I am not living in Amman)
- b. Simple present tense (Geniş zaman kipi)
Biz gideriz / bIz gIderIZ / (we go)
Biz gitmeyiz / bIz gItmejIZ / (we do not go)
- c. Definite past tense (Görülen Geçmiş zaman)
Geldim / geldIm / (I came)
Gelmedim / gelmedIm / (I did not come)
- d. Indefinite past tense (Öğrenilen Geçmiş zaman)
Konuşmuşum / kɔ:nUʃmUʃUm / (I talked)
Konuşmamışım / kɔ:nUʃmæməʃəm / (it is said I did not talk)
- e. Future tense (Gelecek zaman kipi)
gel ecek siniz / geledʒeksInIZ / (you (plural) will come)
gelmeyeceksiniz / gelmejedʒeksInIZ / (you (plural) will not come)

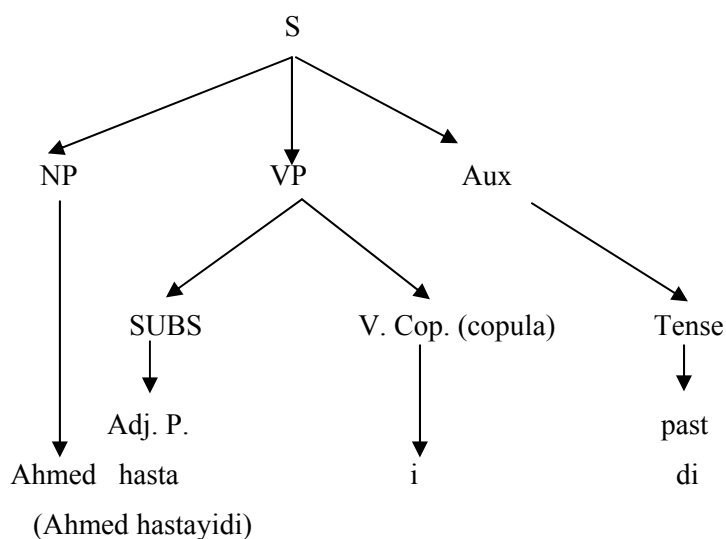
B. Non - verbal sentences:

It is necessary to formulize non-verbal sentences with examples on the basis of the substantivizers (SUBS) of auxiliaries. Therefore all Turkish sentences are of the following structure with auxiliaries:

S → NP	<ol style="list-style-type: none"> 1. NP (noun phrase) + Aux 2. Adj. P. (adjective phrase) + Aux. 3. Adv. P. (adverbial phrase) + Aux.
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- 1- Ahmet doktor dur / æhmet dɔ:ktɔ:rdʊr /
NP + NP Be (present)
(Ahmed is a doctor)
- 2- Ahmet hasta y idi / æhmet hæstæjɪdɪ /
NP + adj. P. + buffer sound (y) + Be + definite past suffix
(Ahmed was ill)
- 3- Ahmet evde y imiş / æhmet evdejɪmɪʃ /
NP + adv. P. + buffer sound (y) + Be + (indefinite past suffix)
(Ahmed is supposed to be at home)

Now, let us draw a tree diagram for one of the above examples:



Note: – i stands for VP. (copula)

– y is a buffer sound between two vowels

Suffix is sometimes preceded by a buffer letter such as 'y' or 'n' for smooth pronunciation.

While classifying Turkish auxiliary verbs, Gabian (1993) divides them into two main groups. The first group of auxiliaries is that which follows (–i) e.g. *Gelmeliydi* /*gelmeljɪdɪ*/ (He had to come) and the second group of auxiliaries is that which precedes (ol–) such as *Gelmiş oldu* / *gelmɪʃɔ:ldu* / (it is said to come).

Auxiliary morphemes are considered as suffixes and they can also be grouped as modals:

1- – Meli – Malı

In Turkish, the modal (–malı) is a morpheme with two allomorphs –malı, –meli which is used for giving advice. The degree of politeness is assured through some helping phrases, e.g. affedersiniz /æfedersɪnɪz / (please). The examples will clarify the point:

- a. Çalış malı yı m / tʃæləʃmæləjəm /
Work + should + buffer sound (y) + personal suffix (I)
(I should work)
- b. Çalış malı sın / tʃæləʃmæləsən /
(you (singular) should work).
- c. Çalış malı / tʃæləʃmælə /
(He/ she should work).
- d. Çalış malı y ız / tʃæləʃmæləjəz /
(we should work).
- e. Çalış malı sınız / tʃæləʃmæləsənəz /
(you (plural) should work).
- f. Çalış malı lar / tʃæləʃmælələz /
(They should work).

In Turkish, negative is formed by adding the suffixes (–ma, –me, –mu) attached to the root according to the vowel harmony rules as follows:

- a. Çalışmamalıyım / tʃæləʃmæmələjəm /
(I should not work).
- b. Çalışmamalısın / tʃæləʃmæmələsən /
(You (sing.) should not work).
- c. Çalışmamalı / tʃæləʃmæmələ /
(He/ she should not work).
- d. Çalışmamalıyız / tʃæləʃmæmələjəz /
(We should not work).

e. Çalışmamalısınız / tʃæləʃmæmələsənəz /
(You (pl.) should not work).

f. Çalışmamalılar / tʃæləʃmæmələlər /
(They should not work).

Unlike English "malı, meli" are used as suffixes. They cannot be separated from the verb. However, in English, the modal verbs are separate. They precede the main verbs. They are alike in both languages because they are used for the same purpose. They are used in different meanings and different contexts.

2- –abil, –ebil

–abil is a morpheme with two allomorphs –abil, –ebil that is used for showing abilities (could) as the following examples:

- a. Kaldırabili ri m / kældərəbİlİrİm /
Lift + could + present suffix + personal suffix (I)
(I could lift)
- b. Kaldırabilirsın / kældərəbİlİrsİn / (you (sing.) could lift).
- c. Kaldırabilir / kældərəbİlİr / (He/ she could lift).
- d. Kaldırabiliriz / kældərəbİlİrİz / (we could lift).
- e. Kaldırabilirsınız / kældərəbİlİrsİnİz / (you (pl.) could lift).
- f. Kaldırabilirler / kældərəbİlİrlər / (They could lift).

(–r) used in the examples above refers to the present tense (Geniş zaman). The negative morpheme –ma with its allomorphs (–ma, –me, –maz, –mu, –mü) apply to verbs provided that (bil) is omitted and (a) is used instead.

- a. Kaldır a ma m / kældərəməm /
Lift + modal (could) + negative suffix (ma) + personal suffix (I)
(I could not lift).
- b. Kaldır a maz sın / kældərəməzsən / (you (sing.) could not lift).
- c. Kaldır a maz / kældərəməz / (He/ she could not lift).
- d. Kaldır a may ız / kældərəməjəz / (we could not lift).
- e. Kaldıra maz sınız / kældərəməzsənəz / (you (pl.) could not lift).

- f. Kaldır amaz lar / kældərəməzlær / (They could not lift).

Sometimes, Turkish speakers use some helping phrases expressing personal ideas that strengthen the meaning used in the sentence as Bence / /bendʒe/ (I think). In this term, both languages are alike.

Example:

Bence, doktor a görün meli sin / bendʒe dɔ:ktɔ:ræ gəurynmelɪsɪn/

I think + doctor + to + see + should + personal suffix (you)

I think you should see the doctor.

IV) Basic Semantic Functions of Aspects in Turkish:

Aspect is a category used in the grammatical description of verbs, referring to the way grammar marks the duration or other types of activity denoted by the verb in terms of aspect. There are perfective (completion) and imperfective (non-completion) or futurity.

A. Completion:

The aspects – dı and – miş denote completion as the following examples:

- 1- Ahmet geldi / əhmet geldi / (Ahmed came)
- 2- Ahmet gelmiş / əhmet gelmiş / (Ahmed supposedly came).

Although sentence (1) makes a statement of fact and (2) makes a statement of hearsay, both of them give the completion of the act of "gel" /gel/ (coming). These aspect markers (Aux 1) occur before tense markers (Aux2) as the following examples:

- 1- Gazeteyi masaya koy du y du m /gæzetejɪ məsəjæ kɔ:jdʊjdʊm /

newspaper + table + buffer sound (y) + on + put + Aux 1 (Aspect maker / definite completion (du)) + buffer sound (y) + Aux 2 (Tense marker / definite past (du)) + personal suffix (I)

I had put the newspaper on the table.

- 2- Gazeteyi masaya koy muş tum / gæzetejɪ məsəjæ kɔ:jmʊʃtʊm /

newspaper + table + buffer sound (y) + on + put + Aux 1 (Aspect maker / indefinite completion (muş)) + Aux 2 (Tense marker / definite past (tu)) + personal suffix (I)

I think that I had put the newspaper on the table.

Sentence (1) and (2) imply that the speaker remembers that he has put the newspaper on the table but it is not there, however, these sentences indicate the completion of the action of "putting".

B. Aspect Markers Denoting Non-Completion or Futurity:

The aspect markers, "- yor" (-ing), "- ecek" (will) and "-ir" (Present tense) denote either non-completion or futurity of an action. They will be presented with their aspectual semantic functions as follows:

1- "- (i) yor"

It may refer to:

- a. a single process, state or activity which is not completed.

Ahmet ağlı yor / æhmet æləjɔ:r /

Ahmet + cry + suffix stands for – ing

(Ahmed is crying.)

This process of ağlıyor (crying) is not completed. It denotes the non-completion of this activity because Ahmed is still doing the action of (ağlıyor) crying at the moment of utterance.

- b. Future state or activity:

Example:

Mayıs ta evleni yor lar / məjəstæ evlenɪjɔ:rlær /

May + in + marry + – ing suffix + Personal suffix (they)

(In May, they are getting married)

This statement does not denote that the proposition expressed is the fact at the moment of utterance. It is related to the future activity of "evleniyorlar" (getting married).

2- "- ir "

The semantic function of this aspect is related to a future activity or "non-completion" of the process at the moment of the utterance.

Example:

Ahmet bu işi on dakika da bit ir /æhmet bU ɪʃɪ ɔ:n dækɪkədə bɪɪr/

Ahmet + this + job + ten + minute + within + finish + present suffix

(Ahmed finishes / can finish this job within ten minutes.)

3- "– ecek "

The semantic function of this aspect is normally related to the non-completion of a future event.

Example:

Sigaray biraka cak / sɪgæræjə bərækædʒæk /

Smoking + stop + modal (will) + no suffix stands for (he/ she).

She / He will stop smoking.

V) Auxiliaries in English:

Auxiliary is a term used in the grammatical classification of verbs to refer to the set of verbs, subordinate to the main lexical verb, which helps to make distinctions in mood, aspect, voice and tense. In English, the main auxiliaries are Do, Be and Have.

Examples:

- 1- He is speaking.
- 2- Does he speak English?
- 3- They have written the papers.

The modal auxiliaries include may/might, can / could, shall/ should, will/ would, must, ought to and used to. The class of auxiliaries is distinguished grammatically from the lexical verbs in several ways. Modal auxiliaries add to the verb a special semantic component such as ability, obligation, possibility ... etc. Modal auxiliaries generally have no –s suffix for third person, and no indefinite or participial form. They have only two formal tenses, the present and the past, which are used with the simple form of the lexical verbs (may offer, might offer), the progressive form (may or might be offering), the perfect form (may or might have offered) or the passive form (may or might be offered).

Examples:

- 1- Can / could (ability).
 I can offer help (present time).
 I could offer help (past time).
 I can offer help (future time).
- 2- May / might (permission)
 May I borrow your car? (present time).
 Might I borrow your car? (past time).

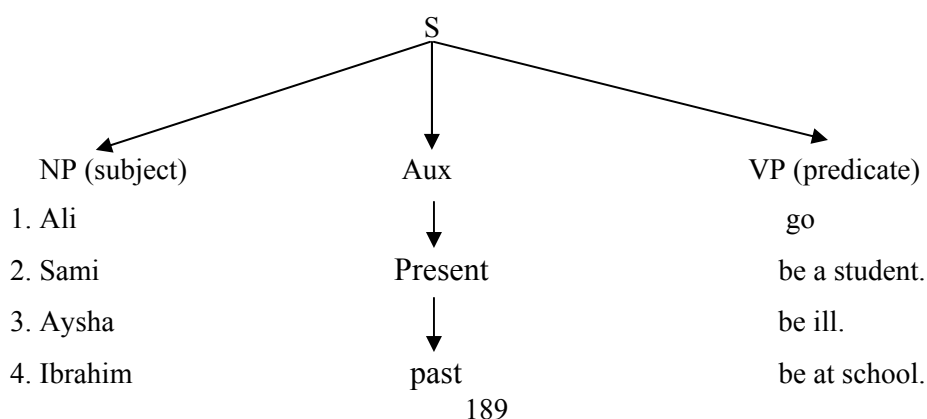
- 3- Should / ought to (obligation, advisability)
 You should (ought to) do your homework every day. (obligation).
 She should (ought to) eat less if she wants to lose weight. (advisability).
- 4- Must / have to (necessity)
 We must (have to) eat in order to live.
- 5- Can / may (possibility)
 Something can (may, might) go wrong. (present or future time).
 Something could (may, might) have gone wrong. (past time).

In addition to denoting possibility and permission, the auxiliary may or might may express:

- 1- A wish: May all your dreams come true.
- 2- Purpose: she is saving money so that she may go to America.
- 3- Reproach: you might be more serious.

Chomsky (1957 and 1965) gives a clear and simple transformational grammar which generates the form of English tenses. A basic sentence in English consists of NP (subject), Aux and VP. And thus auxiliary is presented as a separate constituent. The auxiliary is everything in the underlying sentence from the end of the subject (NP) to the beginning of the main verb. We can say that auxiliary is made up of four components: Tense, Modal, Perfect and Progressive. The obligatory element of the auxiliary is tense.

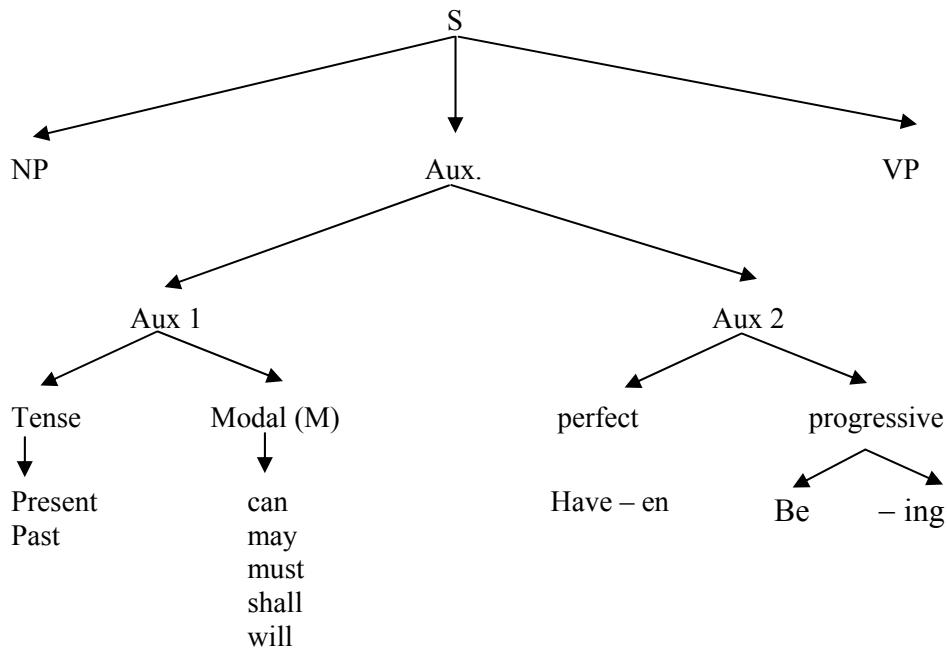
VP (predicate) may be either verbal (main verb) e.g.; come, say, or non-verbal (substantival) e.g.; be – NP, be – adj. P., and be – adv. P. Phrasal structural rules of Transformational Grammar are a set of rewriting rules applied on the deep structure to generate the surface structure. The phrase structural rules can be represented by a tree diagram (Chomsky, 1965) as follows:



It is necessary to divide auxiliaries into Aux 1 which is composed of tense, as well as modals and Aux 2 containing have – en (perfect) and be – ing. The following formula will exhibit the Aux. components in English:

Aux	→	Aux 1 (Aux 2)
Aux 1	→	Tense (Modal)
Tense	→	Present, past
Modal	→	Can, may, must, shall, will, ought to
Aux 2	→	Perfect, progressive
Perfect	→	Have - en
Progressive	→	Be + – ing

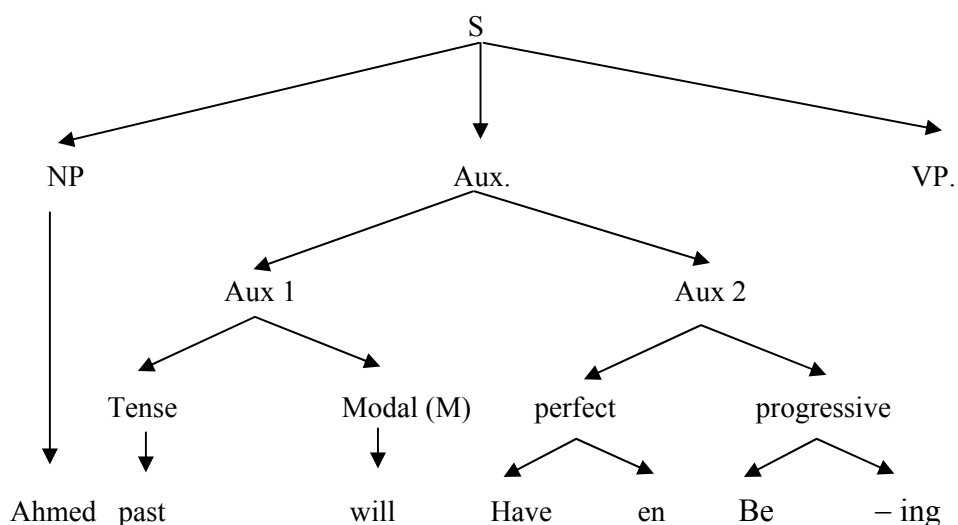
The first element of the Aux. is tense which is obligatory source either present or past. The other elements of the Aux. given above are optional. The following is a tree diagram for the Aux. in English:



There may be a number of auxiliary verbs in a simple sentence. The auxiliary verbs may be modal (M), "have" (copulative verb – V cop.) and be (copulative verb – V cop.), and the last element in the sequence is the main verb (MV.). Affix hopping tense /- en/, /- ing/ is attached to the first verbal element that follows it:

Example: Ahmed would have been swimming.

The deep structure of this sentence is:



The past participle ending (–en) is not an independent word but a part of a word that has a meaning or grammatical function of its own. It is called a morpheme (bound morpheme). This morpheme is attached to the verb that follows it. The present participle ending (–ing) is also not an independent word. It is attached to the verbal element that follows it.

VI) Basic Semantic Function of Aux 1:

Auxiliaries in English are formed through Aux. 1 (tense/ modal) and Aux. 2 (perfect/ progressive).

a. Present tense:

The present tense ending takes two forms. One form is written as "–s" or "–es". This form is used when the subject NP can be replaced by a third person singular.

Example:

- Ahmed swims (Ahmet yüzer) / æhmet jyzer /
- She goes to school (O okula gider) / ɔ: kʊlə gɪder /

The other form of the present tense ending is null (O).

Example:

- They swim (Onlar yüzer) / ɔ:nlær jyzer /

Borstein stated that present tense usually indicates a habitual or timeless action or state of being. (1977: 69)

Example:

- My mother calls me every week (habit).
- A dog is an animal (timeless).
- Bill teaches English on Tuesday (state of being).

b. Past tense:

English has two ways of making the past tense which normally indicates past time:

- 1- The regular way which is the most common in Modern English is to add an affix spelled "-ed".

Example:

They climbed this mountain last year.

(onlar geçen yıl dağ a tirman dı lar) / ɔ:nlær getʃen jəl dəʒæ tɪrmændəlær /

They + last + year + mountain + this + climb + past suffix + personal suffix (they).

- 2- The irregular way:

They are almost restricted in number (sing – sang).

Example:

She sang beautiful songs.

O güzel şarkı lar söyle di / ɔ: gyzel ʃærklær səʊjledɪ /

She + beautiful + song + pl. suffix + sing + past suffix

VII) Basic Semantic Functions of Aspects in English:

Aspect concerns the manner in which a verbal action is expressed (complete, or in progress/ non-complete). English has two marked aspects:

- a. Perfective aspect referring to completion.
- b. Progressive aspect referring to non-completion or futurity.

a. Completion:

The perfective aspect (VPs) containing forms of have + v – en are perfective.

Example: I have finished this book.

b. Non-completion or futurity.

The progressive aspect marker is "-ing" which is always attached to the following verb. It is reasonable to say that the progressive consists of two verbs; the verbal element (copulative verb V. cop.) "Be" and the aspect marker "-ing.

e.g. I am going to Amman (non-completion or action in the future).

Ben Amman a gidi yoru m / ben æmænæ gɪdɪjɔ:rmɔm/

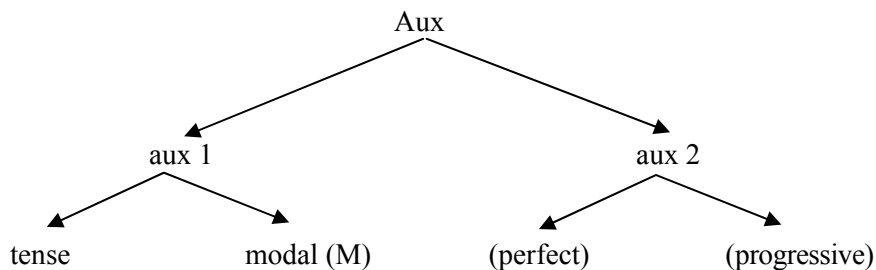
I + Amman + to + go + ing suffix + personal suffix (I),

VIII) Comparison of Auxiliaries in Turkish and English:

The comparison will be presented under the sub-headings: similarities and differences.

Similarities:

Auxiliaries are formed through aux 1 (tense, modal) and aux 2 (perfect, progressive) in English as the following diagram:



Example:

They would have been working.

Aux 1 (modal, past) aux 2 (perfect, progressive)

Auxiliaries are also formed through Aux 1 (subs / aspect; - iyor, -ecek, -miş, -dı, -malı) and Aux 2 (tense / inferential, assertive; -miş, -dı) in Turkish.

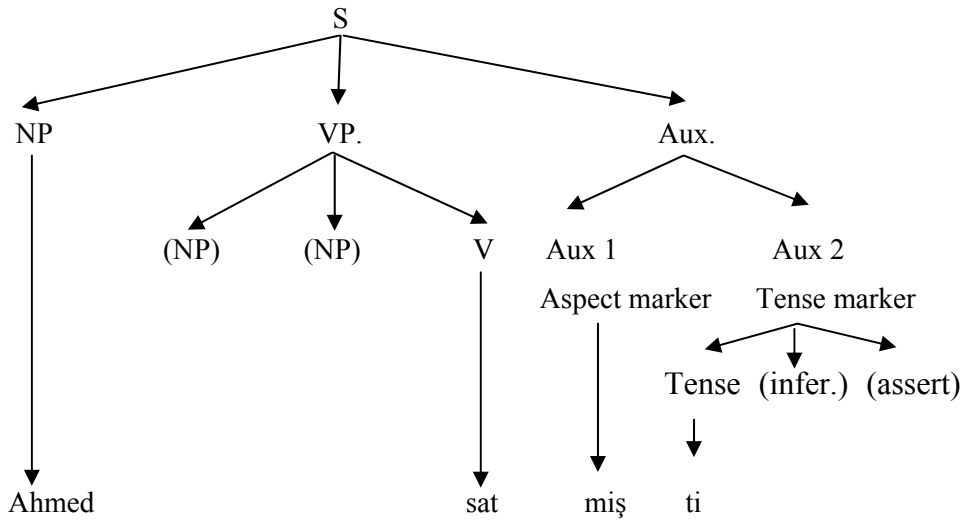
Example:

Ahmet evi sat miş ti / æhmet evɪ sætɪmɔʃtə /

Ahmed + house + sell + Aux 1 (Aspect marker / indefinite completion (miş)) + Aux 2 (tense marker / definite past (tı)).

Ahmed had supposedly sold the house.

Let us draw a tree diagram for the sentence stated above:



As can be seen above, tense in both languages is the obligatory element of auxiliary.

Differences:

The position of Aux. in relation to VP is different in both languages. English is an SVO language but Turkish is an SOV language. Aux. in both languages stand on different grounds as can be seen in the following examples:

Ben mektup ları yaz dı m / ben mektüplærə jæzdəm /

I + letter + pl. suffix + write + past suffix + personal suffix (I)

I wrote a letter.

The aux (dı) follows the main verb yaz (write) in Turkish (V. + past suffix).

The components of Aux – Tense, –en, –ing, –ed in English must be attached to the right hand edge of the verb that follows it by means of affix transformational rules of Generative Grammar (Chomsky, 1965). These are a set of rules applied to the deep structure to generate the surface structure as a string of morphemes. They are indicated by double arrow from left to right (\Rightarrow) meaning the deep structure at the left of the arrow can be transformed into the surface structure on the right of the arrow.

Example:

af + v \Rightarrow v + af

means that an affix preceding a verb in the deep structure is suffixed to that verb in the surface structure:

en + write \Rightarrow write + en (written)

or ed + write \Rightarrow write + ed (wrote)

However, it is not necessary to apply affix rule to the components of aux. in Turkish since they are naturally in the right place in terms of syntactic sequence.

Examples:

English:

He (pres. + be) (- ing + sleep) now \Rightarrow He (be + pres) (sleep – ing) now.

He is sleeping now.

Turkish:

O şimdi uyu – yor \Rightarrow O şimdi uyu yor / ɔ: ʃɪmɔɪ ʊjʊjɔ:r /

He + now + sleep + – ing suffix

(He is sleeping now)

Suffixes in Turkish which are classified as substantivizers/ aspect markers correspond to the modal in English. The English modals precede the main verbs but Turkish modals follow them as the following examples:

- 1- "-meli" corresponds to "must"

Onu yapmalı sını / ɔ:nʊ jæpmələsən /

It + do + modal (must) + personal suffix (you)

you must do it.

- 2- "-ecek" corresponds to will / shall

Onlar bizi bekli y ecek / ɔ:nlær bɪzɪ beklɪjedʒek /

They + us + wait + modal (will)

They will wait for us

- 3- "-ebil" corresponds to can

O yüz ebil ir /ɔ: jyzebɪɪr/

He / she + swim + modal (can) + present suffix

He can swim

The comparison between the verbal and non-verbal (substantival) sentences in both languages in terms of Aux. will be stated:

1- Verbal sentences:

English verbal sentences correspond to substantivized sentences in Turkish:

English: NP Tense VP
 She past write a letter (she wrote a letter)

Turkish: NP substantive (SUBs) Tense

O bir mektup yaz dı / ɔ: bɪr mektʊp jæzdə /
 She / he + a + letter + write + definite past suffix
 (she / he wrote a letter)

It must be noted that the past suffix *dı* (Turkish) and *-ed* (English) are put in different places according to the position of the verb in both languages.

Turkish sentences corresponding to English verbal sentences with present tense generally contain either the aoristic affix *-ir* or the momentary affix *-iyor*.

Examples:

English: NP Pres. VP

a. I pres. hear a sound

(I hear a sound)

b. he pres. get up early

(He gets up early)

Turkish: NP VP – *ir* / *-iyor* Tense

a. Biz gide r iz / bɪz gɪderɪz /

we + go + present suffix + personal suffix (we) (we go)

b. Ben bir ses duyu yor um / ben bɪr ses dʊjʊjɔ:rʊm /

I + a + sound + hear – ing + personal suffix (I)

I am hearing a sound

c. O erken kalk ar / ıyor / ɔ: erken kælkærəjɔ:r /

He + early + get up (pres./ prog. suffix) + No personal suffix stands for (he / she).

He gets up early.

or He is getting up early (literal translation).

2- Non-verbal (substantival) sentences.

Although the non-verbal (substantival) sentences are parallel in the two languages, the word order is naturally different. The examples stated will illustrate the differences:

English: NP Tense Be $\left(\begin{array}{c} \text{NP} \\ \text{Adj. p} \\ \text{Adv. P.} \end{array} \right)$

Turkish: NP $\left(\begin{array}{c} \text{NP} \\ \text{Adj. p} \\ \text{Adv. P.} \end{array} \right) + \text{Tense Be}$

Examples:

English: NP Tense Be NP

Ahmed (present) be a teacher

(Ahmed is a teacher)

Turkish: NP NP Tense (assertive)

Ahmet öğretmen dir / æhmet əretmendır /

Ahmet + teacher + Be (present)

Ahmet öğretmendir (Ahmed is a teacher).

Turkish assertive "- dir" is similar to the English verb to be in non-verbal sentences.

English: NP Tense Be Adj. P.

Ahmed (past) Be tired

(Ahmed was tired)

Turkish: NP Adj. P. Tense

Ahmet yorgun du (past Be) / æhmet jɔ:rgundu /

Ahmet + tired + Be (past)

(Ahmed was tired)

English: NP Tense Be Adv. P.

Ahmed (past) be at home

(Ahmed was at home)

Turkish: NP Adv. P. Tense

Ahmet ev de y idi (past Be)

Ahmet + home + at + buffer sound (y) + Be (past)

Ahmet evdeydi / æhmet evdejdɪ /

(Ahmed was at home).

The modal verbs in English are separate and they precede the main verb as the following example:

You should see a doctor.

The Turkish modal verbs are used as suffixes and they cannot be separated from the verb as –malı in the following example:

Onun la konuşmalı sını / ɔ:nɔnlæ kɔ:nɔʃmæləsən /

him + to + talk + modal (should) + personal suffix (you)

(you should talk to him).

It must be noted that there is a difference between should and may in terms of formality in English; however there is no such thing in Turkish as the examples stated below:

You may see your father (permission)

You should see a doctor (obligation)

While in Turkish:

doktora görünmeli sını / dɔ:ktɔ:ræ gəʊrynmelɪsɪn /

doctor + see + may / should + personal suffix (you)

you should / may see the doctor

– meli in Turkish is used for obligation and permission. We can specify the meaning in context or by using helping phrases like affedersiniz/ æfedersɪnɪz / (please).

In English, we have one form of past tense (– ed)

Example: I wrote a letter (past action).

In Turkish, there are two different forms of past tense with different suffixes:

a. Definite past tense (dı morpheme)

This is the eyewitness tense and it states that something definitely happened in the past.

Example: Bir saat önce baba m ev e gel di / bɪr sæa:t əʊndʒe bæbæm eve geldɪ /

one + hour + ago + father + my + home + to + come + definite past suffix (di).

My father came home an hour ago (I actually saw him)

b. Indefinite past tense (miş suffix)

This tense is used of hearsay and reporting. It is used when the event has not been eye witnessed personally. It is also used for tales and jokes.

Example:

Bir saat önce baba m ev e gel miş / bɪr sæa:t əʊndʒe bæbæm eve gelmɪʃ /

one + hour + ago + father + my + home + to + come + indefinite past suffix (miş).

I believe that my father came home an hour ago (my mother told me so)

Unlike English, Turkish may have a sentence (verb + Aux. + subject) realized by one word and the modal (aux.) attaches to the verb root.

Example:

konuş malı sın / kɔ:nʊʃmæləsən /

talk + modal (should) + personal suffix (you)

You should talk.

IX) General Pedagogical Implications:

Contrastive Analysis was developed and practiced in the 1950s and 1960s and it is based on the following assumptions:

- a. The main difficulties in learning a foreign language are due to interference from the first language.
- b. Such difficulties coming from interference can be predicted by contrastive analysis.
- c. Teaching materials can make use of CA. to reduce the effects of interference (Richard, et, al, 1992).

Accordingly, CA. is inevitable parts of language learning and teaching. Teachers should regard them as signals of progress and diagnosis of problems

when they get the areas of similarities and differences between two languages or more. In this respect, teachers, syllabus designers and test developers should make use of CA. studies to acquire new insights. As Lado makes clear in Ellis "the teacher who has made a comparison of the foreign language with the native language of the students will know what the real problems are and can provide for teaching them, the origin of CA., therefore, were pedagogic." (1985: 23).

Turkish is an inflectionally rich language in which the past tense and plural morphology is totally rule-governed. In English, there are many examples of irregular inflection such as past form of verbs and plural forms of nouns. The majority of English verbs have a simple past tense form that can be described as the addition of one of three variants of the "-ed" (-d, -t, -ed) suffix to a base stem. A significant minority take a so-called "irregular" form which may or may not be systematically related to the stem form or to the forms of other words. This distinction is helpful for teaching English for Turkish learners because irregular inflection is closed and unpredictable.

The other feature of inflectional morphology which needs to be looked more closely while teaching English for Turkish learners is the usage of copula Be and auxiliary Be. Brown stated that "I separated out the several allomorphs and distinguished copulas from auxiliaries. It was clear fairly that the copula-auxiliary distinction was a functional one and that auxiliary use in obligatory contexts developed more slowly than copula use." (1973: 306). Teachers of English for Turkish learners will focus on the distinction between the use of copula Be and auxiliary form. "children acquire Be as a main verb before they acquire Be as an auxiliary verb. So children produce sentences that have a copula verb (e.g. He is hungry) before they produce sentences that include an auxiliary plus a main verb (e.g. He was working)" (O'Grady et al, 1997, 493).

Turkish is classified as a head final language. This characteristic affects the word order of the sentence which can be described as an SOV where the verb is positioned at the end. Turkish learners will face difficulties while learning the auxiliaries because their native language is agglutinative and auxiliaries are considered as suffixes attached to the verb. They are not separate words. The clear distinction between the two languages will facilitate learning.

Teachers of English for Turkish learners may also prepare exercises that are based on Transformational Grammar for their students. Phrase structural rules can be considered kernel. In presenting of a foreign language, sentences representing kernels ought to be taught first as follows:

- a. The flower is small (Det N Be Adj).
- b. The student is my friend (Det N Be Det N).

- c. The man is over there (Det N Be Adv.).
- d. The man laughed (Det N V (intra)).

The teachers of English may use "There" transformation exercise as the following example:

"A man is over there" is transformed into "There is a man over there."

They could also expand the verb section by applying auxiliary as follows:

"The man laughed" is expanded to "The man could laugh."

All in all, using different methods based on the distinction between two languages and creating solutions to the problems that students face while learning a language different from their mother tongue may shape the classroom learning efficiently and affect the students' positivity.

Conclusion:

Contrastive linguistics is concerned with comparing two or more languages for the purpose of identifying similarities and differences in areas of phonology, morphology, lexicon and syntax. The results of contrastive analysis are used into language teaching materials, syllabuses and tests. Oller and Ziahosseiny (1970) stated that similarities and differences between two languages are the basis for learning a foreign language.

The paper attempted to compare Turkish and English in terms of describing the similarities and differences between them in the area of auxiliaries. The paper found the following major conclusions:

- 1- Auxiliaries in Turkish are considered as affixes but they are separate words in English:
Ben suyu içiyor m / ben sʊjʊ itʃɯ:rʊm /
I + water + drink + – ing + personal suffix (I)
I am drinking water
- 2- English has one past form but Turkish has two different forms:
English: my father came home (one form).
Turkish: a. Babam eve geldi (definite past suffix). /bæbæm eve geldi /
My father came home (I actually saw him).
b. Babam eve gelmiş (indefinite past suffix). / bæbæm eve gelmiş /
It is said that my father came home (one told me I did not see him)
- 3- In Turkish, the negative suffix is attached to the root (verb) according to the vowel harmony rule (–ma, – me) as follows

Çalışmayısın / tʃæləʃmæjəsən /

(you do not work)

In English negative suffix is attached to auxiliaries (Do, have, Be).

Example: I do not work hard

- 4- The position of Aux. in relation to VP is different in both languages. English is an SVO language but Turkish is an SOV language.
- 5- English modals precede the main verbs but the Turkish modals follow them as follows: (must, –malı)

Onu yapmalı sın / ɔ:nʊ jæpmæləsən /

It + do + modal (must) + personal suffix (you)

you must do it

- 6- Turkish modals are used as suffixes and they cannot be separated from the verbs but English modals are used as separate words as the following examples: (malı; should)

Onun la konuşmalı sın / ɔ:nʊnlæ kɔ:nʊʃmæləsən /

him + to + talk + modal (should) + personal suffix (you)

you should talk to him

- 7- There is a difference between should and may in terms of formality in English; however there is no such thing in Turkish:

You may enter (permission)

you should leave (obligation)

Oturmalısın / ɔ:tʊrmæləsən /

(you should / may sit down)

- 8- Unlike English, Turkish may have a sentence of (S. + V. + aux.) realized by one word as the following example:

Çalış malı sın / tʃæləʃmælısın /

work + modal (should) + personal suffix (you)

you should work.

الأفعال المساعدة باللغتين التركية والانجليزية: دراسة مقارنة

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ملخص

اهتمت هذه الدراسة بإيجاد التشابه والاختلاف بين اللغة الإنجليزية واللغة التركية في مجال الأفعال المساعدة وتوصلت إلى عدة نتائج فبينت كيفية استخدام الأفعال المساعدة في اللغتين إذ أن الجملة التركية تتكون من الفاعل الذي تبدأ به الجملة والفعل الذي تنتهي به ويأتي في وسطها مكملات الجملة (SOV)، بينما تتكون الجملة الإنجليزية من الفاعل ثم الفعل الذي يأتي بعد الفاعل مباشرة (SVO).

وذكرت أن استخدام الأفعال المساعدة (Modals) يدخل في باب الملاحق في اللغة التركية بينما تستخدم هذه الأفعال منفصلة في اللغة الإنجليزية ومثالها (malı, should –)

Onun la konuş malı sını / ɔ:nʊnlæ kɔ:nʊʃmæləsən /

him + to + talk + should (malı) + personal suffix (you)

You should talk to him

وتوصلت الدراسة إلى أن ملاحق النفي في اللغة التركية (–ma, –me) تأتي بعد جذر الفعل مباشرة، بينما تستخدم أداة النفي (not) في اللغة الإنجليزية بعد الأفعال المساعدة (Do, Have, Be) ومثالها:

Çalış – ma – yısını (çalışmayısını) / tʃæləʃmæjəsən /

work + not (ma) + buffer sound (y) + personal suffix (you)

You do not work.

وأبرزت الدراسة خصيصة في اللغة التركية إذ أن الكلمة الواحدة فيها قد تتكون من الفاعل ثم الفعل الرئيس ثم الفعل المساعد كما في المثال الآتي:

gele cek sını / geledɔ eksɪ n /

come + future suffix + personal suffix (you)

(you will come)

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