

CONTRASTIVE STUDY OF CONNECTORS IN ENGLISH AND ENYA LANGUAGES

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RESUME

Le présent travail tente d'analyser quelques conjonctions et prépositions à travers quelques phrases tirées de ces deux langues en études (Anglais et Enya) et nous sommes arrivés à la conclusion selon laquelle l'Anglais forme ses connecteurs différemment de la langue Enya. En plus, quelques conjonctions et prépositions dans la langue Enya s'expriment par plusieurs connecteurs en Anglais

Mots clés: conjonctions, connecteurs, prépositions, Contrastive

ABSTRACT

The present work attempts to analyze some conjunctions and prepositions through some sentences taken from the two languages (English and Enya) and we find that English connectors are formed differently from those of Enya language. In addition, as can be observed, some conjunctions and prepositions in Enya are expressed by many connectors in English

Key words: conjunctions, connectors, Prepositions, contrastive

1. INTRODUCTION

This article is based on linguistics: phonology, morphology and more particularly syntax English and Enya languages. Indeed, these two languages English-Enya seem not to have a meeting point in the mind of people who neither know English nor Enya language. For discovering differences between both of them, it requires a serious study simply because they are languages of different linguistic areas.

English language is taught in the DR Congo schools as a foreign language. Being a foreign standard language its learners must be linguistically skilled at a certain degree; but this seems to be almost difficult because once in contact with local languages, it is obvious to assist to a kind of Africanization of English which violates many linguistic norms.

It is known that when someone learns a new language, he is likely to face a number of problems. A bantu language speaker learning a foreign one will first see whether there are similarities and /or differences between the new language and the one learned previously ,for instance in the situation of our country where French is taught before English ; if there are more similarities than differences , there will not be many difficulties. But when the contrary happens i.e there are more differences, difficulties arise.

Most certainly , it is known that the two languages chosen English and Enya have already been the object of several linguistic researches , however , the subject that we formulated has never been systematically treated in our predecessors' works. To deal with connectors through English and the Enya language is our contribution to the safeguarding of Enya language. Our main concern is going to be carried around the following questions :

- Can we find in Enya language some linguistic aspects ?
- Are there some connectors similarities and dissimilarities between English and Enya languages?

Some linguistic aspects may probably be found in Enya language. In attempting to contrast the phenomenon of connectors in the two target languages , English and Enya differences are supposed to appear more frequently . And this may originate from the simple fact that each of them came from a separate family language group.

To make this work successful, we have used the descriptive method and the analytic one.

It is descriptive because we have described data we have collected from different speakers of both languages, and from books. It is also analytic because we have analyzed the data and interpreted them. Moreover, our reading throughout different books helped us to have a large knowledge on Enya people and language and from books.

1.1 Some linguistic aspects of Enya language

One of the two languages of our study is that of BAENYA (this calling is given by themselves) or WAGENIA (calling under which they are generally known in Kisangani)

“Enya language appears under the number 14 in zone D. In linguistic survey of the Northern Bantu borderland, this language and people who talk it are called forth as fellows of the group of Wagenia fisher folk of Stanleyville, which is often considered as part of the tribes of the middle reaches of the river Congo. Moreover, their traditional history leads us to expect this to be the case. The investigation of the language spoken by the Baenya or Enya now shows clearly that the language speakers are of foreign origin. It belongs to the central Bantu language block and is quite different from others encountered in Stanleyville area (Joap, J, SPA 1973: 1) quoted by Guthrie and Bryan.

Joap J.SPA (1973:1) quoted by VAN ULK asserts that Baenya of Kisangani are not themselves to be called in that name. There are others settled in different areas which make them talk differently.

Here are their divisions as seen by Joap J.SPA:

Wagenya of Stanleyville: we find Baleka, Mituku and Enya;

Wagenya of Kasongo that are Baluba of river Congo;

Wagenya of Kindu: we find Bagengele mixed to Wazimba.

According to the same author quoted above (1975:1), there are also other people who claimed to be Enya, but they do not know the Enya of Kisangani. Their village is called “Binakatende” and it is located towards Kirundu, at 250 Kilometers upper Kisangani. Preliminary researches that the authors have brought about show that their talking contains the number of lexical elements identical to those of Enya of Kisangani. Some differences however merit to be singled out.

1. The /K/ of nominal prefix of that talking is not palatal.

Eg: Enya of Kisangani	Enya of Kirundu	English
Cenana	Kenana	eight
Cetuli	Ketuli	shoulder
Ceena	KeenaEnya	language

2. The /l/ of Enya of Kisangani is sometimes replaced by /d/ in that of Kirundu.

Eg: Kokela	kokeda	To fall
Kotimbola	kotimboda	To turn
Kosola	Kosoda	To warn
Molango	Modango	The door

The verbal system of Kirundu Enya talking is really different from that one we observe in Enya of Kisangani. We have also some data relating to Enya of North Katanga. Theirs spoken differs far from that of Kisangani and Kirundu ones.

The name Enya changes as we have seen with Wagenya calling.

The non-appearance of /g/ in the calling that the Enya of Kisangani are designated, may be expressed by regular phonetic evolution. Their language suppressed indeed, the intervocalic /g/ of protobantu.

eg: Proto Bantu	Enya	English
Jogu	Njou	Elephant
Geni	e ni	stranger/foreigner
Gomba	Omba	barren
Gongo	ongo	back

J.SPA (1972:3) quoted Meeussen cites Enya among languages that make part of complex Lega. He indeed has a certain number of common characteristics with languages of the latter group.

2.1 Characteristics of Enya language

a. Vocalic phonemes

Enya language has seven vocalic phonemes which are:

i, e, ε, a, , o,u. This phonological status of these vocalic units are shown in the minimal pairs and the similar. Vocalic systems formed by seven vowels are illustrated on the chart below as shown by Abuka(1993:11)

Anterior	Central	Back	Degree
i		u	
e		O	
ε			
	a		

i/e: ibea= straw species

ebia= cone wafer

i/ε: ika = stayed, sit down

εka= let

e/a: oké= kind of drum

oka= Interdiction, prohibition

e/u: koena= to be tired

kouna= to have victory.

ε/a: itε= abscess

ita = to tie

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ε/ : k nena = to go to toilet

k n na = to have much grease

a/o :koaka= much sugar, to reach the shore after crossing

kooka= to rain, to vomit

/u :kos ka= to boil

Kosuka= to fornicate

o/u :koowa = to be slight

kouwa= to swell, inflate.

b) Semi vocalic phonemes

Enya language attests two semi-vocalic phonemes: anterior or palatal "y" and posterior or labial "w". The two united elements are distinctive and their pertinence is at the basis of the semantic differentiation of words which compose them.

y/w :koyaka= to torment
 kowaka= to turn
 ya = go
 wa = come

c) Consonantic phonemes

Enya language has also some consonantic phonemes such as : m, n my, b, p, t, g, k, gb, kp, j, c, f, s, Ø....;

Here are minimal pairs

b/t :kobe = bad, the worst

kote = to swear

l/t :ilu = knee

itu = ear

k/s :liko = home

liso = eye

b/l :koiba = to steal, to rob

koila = to pass evening

s/k :koosa = to pass a day

kooka = to vomit

n/b :moini = selfish

moibi = thief

b/t :ibea = to forget

itea = to pour

Ø/s :koØana = to look for, search for

Kosana = to play

Kp/t :kokpa = the death, to die

Kota = to do

f/s:kofeka = to throw

Koseka= to accost

gb/t :kogboma = to bay

kotoma = to send

j/d :kokonja = to create

kokonda = to grow

Ny/k :liny = tooth

Liko = home

It is worth mentioning here that consonantic phonemes, labial explosive sound (b), dental (d), palatal (g) and affricative palatal sound (j) appear generally in a complex of nasal "mb, nd, ng

and nj". These complexes of nasal are sometimes distinctive as can be observed in the examples below:

Ng/nj :koanga = to eat

Koanja = to begin

Mb/t :koemba = to sing

Koeta = to call

Ng/nd :kobanga == to cut with a hoe

Kobanda = to count.

2. CONTRASTIVE STUDY OF CONNECTORS IN ENGLISH AND ENYA

2.1 Introductory notes

This study examines the connectors of the two languages under consideration. The objective is to investigate in what respect the connectors are similar and in what respect they are different.

As far as contrastive analysis is concerned, it is the systematic study of a pair of language with a view to identify their structural differences and similarities

According to the behaviorist theories prevailing of the time, language learning was a question of habit formation and this could be reinforced or impeded by existing habits. Therefore, the difficulty in mastering certain structures in a second language depended on the difference between the learners' mother language and the language they were trying to learn. Lado claimed that "those elements which are similar to (the learner's) native language will be simple for him/her, and those elements that are different will be difficulty". Lado was the first to provide a comprehensive theoretical treatment and to suggest a systematic set of technical procedure for the contrastive study of languages. That involved describing the languages, comparing them and predicting learning difficulties.

Moreover, Schacter (1974) defines the contrastive analysis more detailed as a point by point analysis of the phonological, morphological, syntactic, or other subsystem of two languages.

The proponents of the contrastive analysis believe that such a comparison would allow to develop a most effective teaching program and teaching materials. Such a belief is based on the assumption that it is necessary to identify the points of difficulty with foreign language learners come across.

It is worth mentioning that through this part, we will focus on conjunctions and prepositions.

2.2 Clause connectors

The clause connectors are also called conjunctions which are words that are used for joining other words, phrases or sentences. We are going to classify them according to the kinds of clauses.

2.2.1 subordinate clause of cause

The word "cause" means a thing or a person that makes something happen or is the source of something occurrence (Hornby 2010:223).

Subordinate clauses of cause are introduced by the following subordinate conjunctions: for, because, as, since. The analysis will consist of an example in Enya, translated literally and literarily in English.

Eg: To kongbangasiwe **bondia** waelezeakease bondi yafamili

Literal translation:

We listened for he explained news for the family.

Literary translation:

We listened eagerly because he brought news for the family.

(1) Natangiyo **mondia** waenanginane.

Literal translation

I did it because he told me.

Literary translation:

I did it because he told me about it.

From the two examples above, one can see that: "cause" is introduced by "**bondia** or **mondia**" two expressions or subordinate conjunctions which all mean "**for, because, as, since**". So the subordinate conjunction "for, as, since because" expressing "cause" have got no real equivalent in English.

2.2.2 Subordinate conjunction of purpose.

The word "purpose" may be explained as the aim, intention or function of something; the thing that something is supposed to achieve (Hornby 2010: 1191). The subordinate clause of purpose is introduced by the following subordinate conjunctions: **to, in order to, so that, so as to**. These conjunctions are not clearly evidenced in Enya that is why Enya native speakers learning English should have problem. The conjunctions are evidenced in the following examples:

Example:

1. Otumikaiboka **mondia** apata nfalanga komonanayo.

Literal translation:

He/she is working hard because he/ she may get money for travelling with.

Literary translation:

He/she works so hard that he/she may get money for his/her journey.

2. OtUmikaiboka **mondia** besimaboso baenangane selekemowakati.

Literal translation:

He/she works hard because everything would be ready in time.

Literary translation:

He/she works so hard that everything can be ready in time or he/she works hard in order to make everything be ready in time.

From the above cases, one can realize that the subordinate conjunction of cause and purpose are confusingly used in Enya. This aspect is on the basis of this confusion in Enya native speaking area. For Enya people, expressing purpose and cause, the connector “**Mondia** or **bondia**” is used and it is only the context which makes the difference in the meaning. In one context “mondia” or “bondia” means “because”, and in another context, “bondia” or “mondia” would mean “in order to”, “so that”.

2.2.3. Subordinate conjunctions of concession.

The word “concession” or “concessive” is used at the beginning of a clause to say that the action of the main clause is in fact true or possible despite the situation (Hornby 2010: 299)

In English language, concession is expressed by the following subordinate conjunctions: **Although, though, despite, inspite of**. The following evidences in Enya may exemplify the conjunctions under study.

Examples:

- (1) Wepatichesima cha kwanza **ango** utekumbuke.

Literal translation ;

You won the prize of the first **although** none of us remembered.

Literary translation:

You won the first prize although none of us expected.

2. **Angoko** yokookaiboka, teemi konze wito

Literal translation:

Though it rained a lot we like holiday us.

Literary translation:

Though it rained too much, we enjoyed our holiday.

From the above examples, one can easily see that the concession in Enya is most of the time expressed by the subordinate conjunction “Angoko” which is also said “Ango, or Angoaikamba” three possible conjunctions meaning in English: although, though, even though, in spite of, despite.

An Enya native speaker learning English as a foreign language should face problems trying to use these different conjunctions in English. This Enya speaker will tend to use them seemingly while they have got slight differences. All these differences are expressed in Enya by “Angoko”, a concept confusingly used by Enya native learners of English.

2.2.4. Subordinate conjunction of condition.

Hornby (2010:301) defines the word “condition” as the situation that must exist in order for something else to happen or be possible. Condition is expressed in English by the following subordinate conjunctions: if, if not, unless, in case, whether, The same conjunctions in Enya are translated by “aikamba”, “mba” two subordinate conjunctions which summarize those we have enumerated above.

After a superficial analysis, one can realize that more than three subordinate conjunctions are translated by “aikamba and mba”. As evidenced by the following subordinate connectors under consideration.

Examples:

(1) **Aikamba** wamanake koanga, efoei kotokakiyo meza.

Literal translation:

If you have finished eating, it may be better to leave the table.

Literary translation:

If you have finished eating, you may leave the table.

(2) **Mba** chesima chemo chaomoke nto kulaane na mpendu.

Literal translation:

If something unexpected arrives, I will not be there tomorrow.

Literary translation:

If unexpected matter happens, I will not come tomorrow.

(3) Nto koangaane **kosakolimba** naika nankasa yakulakoko.

Literal translation:

I will not come, unless I have the courage of coming there.

Literary translation:

eg: I will not come unless I have got the time.

The preceding examples clearly show that the condition is largely expressed by “aikamba” or “mba” two subordinate connectors expressing condition in a subordinate clause.

One may see that subordinate conjunctions in Enya are expressed by one or two words, or connectors while in English, they are expressed by many conjunctions, an aspect which constitutes a great difficulty for Enya native speakers learning English as foreign or second language.

2.2.5. Subordinate conjunctions of consequence.

Hornby (2010:308) defines the word “consequence” as a result of something that has happened, a result of something else which happened before the second one. The following analysis will centre on “consequently, as a consequence ,so, as a result”. The preceding connectors will be evidenced in Enya , translated literally and literary in English .

Example:

(1) Bokoi ngemaseni mobilo ya m' ma nee **yondiyatakembele** nauwake kulanayo.

Literal translation:

They were repairing my aunt's car which makes that I didn't come with it.

Literary translation

My aunt's car was being repaired, **so** I couldn't bring it.

From the above example, one can realize that the subordinate conjunction of consequence “so” in Enya is expressed by the subordinate conjunction, yondiyatakembele”. This conjunction and clause reason are confusingly used in Enya. This aspect is on the basis of this confusion in Enya native speaking milieu. For Enya people expressing consequence and clause reason “ reason why “ the connectors” yondiyatakembele” is used and only the context which makes this difference in the meaning.

2.2.6 Subordinate clause of reason:

The concept “ reason” is explained as a cause or an explanation for something that has happened or that somebody has done or a fact that makes it right or fair to do something ((Hornby 2010:1223). The subordinate clause of reason is introduced by the following subordinate conjunctions as: reason why, that is why

The following examples in Enya will show the case under discussion:

Example:

1) No koendeangaseni mobile **yondiyatakembele** nile kambu maili.

Literal translation:

I was waiting for the bus **that is why** I delayed.

Literary translation:

I missed the bus **that is why** I was /came a bit late.

2) N'kali watangai mote omosusu ya mome yande kashaawo, **yopwe eyo/yondi yatake mbele** mome ande wakpake beyobeyo mba nsaka

Literal translation :

N’kali had put a charm into the soup of her husband, **that’s why** her husband died early with the cough.

Literary translation :

Nkali put some medicine into her husband soup, and **that’s why** her husband nearly died of the small cough.

One may realize that subordinate conjunctions of reason are expressed by :**yondiyatakembele** and **yopwe eyo**. It may be noted through examples given above that subordinate conjunctions of reason are differently expressed in Enya while the subordinate conjunction of reason in English are introduced by “reason why, that is why,...

As said previously the subordinate conjunctions in Enya are expressed by one or two connectors that is the case of “yondiyatakembele and yopweeyo” which are the equivalent either of the subordinate conjunction “that is why”or”reason why”.

2.2.7. Subordinate clause of time.

The term “time” may be defined as the moment or the period when something happens or should happen (Hornby2010:1564). Subordinate conjunctions of time are numerous; the following ones may be given: “After, before, when, as soon as, until, since, while”, ... Some of them will be evidenced in Enya sentences which in their turn will be translated in English literally and literarily.

Examples:

- 1) Nasiyaki loki/mokendi **boso** yande yakia.

Literal translation:

I have left a word **before** him/her to go.

Literary translation:

I have left a message before he/she went.

- 2) Anjoipa uti naetineande no **kolinga** kiyewe mo isanga.

Literal translation:

Anjoipa has not called **since** she went at isangi.

- 3) To chungu **alinga** mbuwa yatunge.

Literal

We wait **until** the rain stops.

translation:

Literary translation:

Let’s wait **until** the rain stops.

All sentences in which the time is expressed, seem to have “**kolinga, alinga, boso, ...** The teacher of English in Enya speaking area should be advised about this pragmatic aspect which is to be on the basis of misuse of time connectors in English.

2.2.8. Relative clause connectors

Relatives are taken more as pronouns than as subordinate connectors. These relatives are: “that, which, where, how,...”. The following examples will justify the case under examination.

Example

1. Moto **siowa** waenanga waikangi nduku wane.

Literal translation:

Person **who** spoke was my brother.

Literary translation:

The person **who** spoke was my brother.

2. M'ngba **siowa** walimenanga wamonekake.

Literal translation:

The dog **which** disappeared; is found.

Literary translation:

The dog which has been last; is now found.

3. Uki maana **sioyo** Inyoli amonake mo Kinshasa.

Literal translation:

He/she is one child that Iyoli met him in Kinshasa.

Literary translation:

He/ she is the child that Iyoli met in Kinshasa.

The preceding examples show that the relative clause connectors are expressed by “siowa”. These two relative clause connectors are used in the above sentences to indicate the person or things.

The examples above evidenced that the relative clause connectors “who, which, that” are expressed by “sioyo”. One may see that one relative clause connector in English can be expressed by one relative clause connector in Enya. Even though, these relative clause connectors do not make differences between persons or things. The same connectors can be used either for persons or things. This is not the case for English relative clause connectors.

2.3. Prepositions or words/nouns connectors

A preposition is a word or group of words, used before a noun or pronoun to show place, position, time or method.

At the other hand, preposition is a word or group of words that is used with a noun, pronoun, or noun phrase to show direction, location, or time or to introduce an object. It can also be said to be a function word that typically combines with a noun phrase to form a phrase which usually expresses a modification or predication.

There are many kinds of prepositions. These words which connect two other different, that is why they are also called connectors.

2.3.1. Time prepositions

As said previously about time conjunctions, there are also time prepositions such as “before, after, in, on, until/till, since, during, ...” They are going to be evidenced in Enya sentences transposed literally, and literarily in English.

Examples:

- 1) Omoka **kisha** kowa kambu.

Literal translation:

Go out after eating a bit.

Literary translation:

Leave after eating.

- 2) Na monakiwe **na** saa isato wa botu.

Literal translation:

I saw him **at** 3 O'clock.

Literary translation:

I saw him **at** 3 O'clock.

- 3) Waikangi na oso **kolinga** utu wayenga.

Literal translation:

He/she has with illness since Sunday.

Literary translation:

He/she has been ill **since** Sunday.

From the above examples, one can realize that some time prepositions may have already been treated in the preceding lines. This is the case of “kolinga” the equivalent of “since”. However, the time preposition and subordinate clause of time “since” are expressed by “kolinga”.

You may note here that the time prepositions “kisha” and “na” in Enya are largely expressed in English by “after and at”.

2.3.2. Location prepositions.

Location prepositions indicate the position of something, someone or other being. Location means area, place or any noun related to environment of something or someone.

These preposition are: “on, in, at, into, to,” and will be evidenced through the following examples which will be translated literally and literarily from Enya into the English language.

Examples:

- 1) Nokoikai **mo** lumba na mpendu ose.

Literal translation:

I will be **at** house very morning.

Literary translation:

I will be **at** home early in the morning.

- 2) Kabusu ika **mo** bopangeo ao kose ya mesa.

Literal translation:

Knife is on the arranging or under the table.

Literary translation:

The knife is **on** the shelf or under the table.

- 3) Tika **mo** chumba.

Literal translation:

We are **in** a rom.

Literary translation:

We are **in** a room.

The preceding examples show that the location is expressed by “mo”. However, the preposition of location “mo” is confusingly used because it means “on, in, at”, three different

prepositions expressing one thing “mo” but different contexts. By these examples one may see that a preposition of location in Enya is expressed by one word while in English language by two or three words. The teacher of English should be trained to teach these cases and show the learners that those prepositions are different only in context.

2.3.3. Prepositions of concession

As said in the conjunction subsection, concession preposition can also be used in English. They are not numerous in English. They are the following: despite and in spite of, contrary to, without... These prepositions are to be evidenced in sample sentences in Enya then transposed literally and literarily in English language.

Examples.

- 1) **Ndia** mochwe ito watala ndi tikasio mololo.

Literal translation:

In spite of our hard head we went to prison.

Literary translation:

In spite of our protests we had to go to prison.

- 2) Mete ito ikasimbele yamunde batesekanenabo kasha yatabo kobeya **mojuayo** titewezebiko.

Literal translation:

Our charm was to demoralize our opponents and make them bad, despite of this we didn't succeed.

Literary translation:

The charm was to demoralize our opponents and confuse them, despite all this, we were beaten.

- 3) Nalakei **bwa** beya.

Literal translation:

I came **without** money.

Literary translation:

I came **without** bringing money.

One may note, from the above examples, that the prepositions of concession are expressed in Enya by “ndia, mojuayo,...” while in English they are “in spite of, despite of and without”

That is to say “ndia” is the equivalent of “in spite of” whereas “mojuaeyo” means “despite of” as English and “bwa” by “without”.

As seen in subordinate conjunction of concession, “in spite of” and “despite of” were expressed by “angoko or aikamba” but we may say in the above example that “angoko or aikamba” cannot be used in the examples evidenced above.

I.2.4. Preposition of cause

Cause can be expressed by prepositions followed either by a noun or noun phrase made of “ing” form. These prepositions are not numerous; they are “because of, owing to, thanks to” ... These prepositions are also used in Enya.

Examples

- 1) Walake kobeyo bondia ndukuande.

Literal translation:

He arrived fast **thanks to** his brother.

Literary translation:

He came fast **thanks to** his brother.

- 2) Kikasi naome **ndia** nkasisieya naendeangayo.

Literal translation:

He/she had glad, **because of** the work it was waiting for me.

Literary translation:

He/she was almost glad because of the work waiting for me.

From the above examples, it may be noted that the prepositions of cause are expressed by “kelekele” and “ndia” the equivalent of “thanks to” and “because of” in English. As said previously, the teacher of English should be advised before teaching these connectors and should know in total these prepositions, and their differences just before inserting them in sentences, simply because some prepositions are changing according to context.

2.4 Some pedagogical implications

In this last section, some problems likely to be encountered by the Enya learners of English as a foreign language will be pointed out in order to help them learn the target language easily. After having found difficulties, solutions will be suggested, that is to say, it will be shown how to overcome these difficulties.

As far as teaching activities are concerned, English is taught in DR Congo schools as a foreign language. Being a foreign standard language its learners must be linguistically skilled at a certain degree. But this seems to be difficult because once in contact with local languages. We can assist to a kind of Africanization of English, which violates many linguistic norms.

It is known, as said earlier, that when someone learns a new language, he/she is likely to face a number of problems among which he will see whether there two languages similarities and/or differences in structures.

Indeed, throughout the preceding pages it has been shown that there are not similarities but there are differences. And the greatest problem is due to the fact that the learner will try to transfer what he/she knows from previous languages or from his/her own language to the new one. As far as connectors are concerned, he/she will try to see whether connectors are made in the same way in both languages.

That is the problem that an Enya speaker can face when he/she learns English connectors. When a teacher comes to discover the learners' difficulties while being in his/her profession, he must adapt the teaching to level of learners and suggest remedies.

4. SUGGESTIONS:

- As far as connectors processes are concerned, the teacher may show the different connectors and explain the role of each connecto in the sentence.
- The teacher may group connectors which express same idea together and show the context in which they are taken

5. CONCLUSION

The preceding lines have treated the English connectors contrasted to the Enya ones. English and Enya being two different languages, the way in which connectors are made were examined to see whether they are similar or different. After the analysis of some features of the characteristics of Enya language, a contrastive analysis was made between the two languages of study and when a contrastive is made differences are displayed.

At the end of the analysis of English and Enya connectors, it was found that both languages were far different from each other. As differences are shown, the Enya speakers learning English as a foreign language would face a lot of problems understanding how connectors are made in English because "one" Enya connector was expressed by many English connectors and vice versa more examples evidenced the cases.

A researcher's job being to propose solutions, some of them were suggested in order to help teachers of English solve difficulties and overcome them.

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