ACQUISITION OF ENGLISH AND ODIA ADVERBIAL CLAUSES THROUGH CONTRASTIVE ANALYSIS WITH EASE AND COMFORT

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ABSTRACT

This study is an attempt at making an analysis of major Adverbial Clauses in English and Odia for their easy acquisition through Contrastive Analysis (CA). In this paper, CA has been used as a linguistic tool to explore the similarities and differences between these languages by way of description, juxtaposition, comparison and contrast. It has been assumed that Odia can be treated as an ally in the process of English as Second Language (ESL) teaching since it has been supported by research that students do not construct rules in a vacuum; rather they work with the first language information at their disposal to understand, learn and use the Second Language (SL) rules. The L1 (Mother tongue) thus, is viewed as a kind of 'input from inside' (Ellis, 2003). The L1 serves as an inbuilt mechanism to promote the process of transfer while learning English.

The similarities between the two languages quickly facilitate the learning process while those which are different are thought to cause difficulty in SL learning. But a slight carefulness in understanding their differences can help in the transfer of data to the learning of the L2. Many researchers, e.g. Dulay, Burt and Krashen (1982) have proposed that, when students use first language structures in second language performance, they, in effect, plug lexical items of the first language into the surface structure of the second language. In other words, they think in the first language and use words from the second language, as much as one would handle word-for-word translation. In recent years, most SL learning research endorses the use of the first language as it facilitates the learning process of the second language (Cummins 2007, García 2008 and Kang 2012).

The use of L1 often makes the students free from psychological inhibitions like embarrassment or nervousness that accrues out of a forced use of only SL structures. In this regard, the first language support offers them a level of comfort, and creates a better rapport between the teacher and the students. The students feel motivated to interact with the teacher when they are allowed to use the first language structures.

One of the main assumptions of my research is that the first language of the student is an important factor in the second language acquisition, which cannot be eliminated from the process of learning an SL.

The first language of the students used to be considered a hindrance in SL learning, and as a source of errors in SL production. This view is now being criticized because ESL teachers have become aware of the significance of L1. Vivian Cook (2001) writes about the first language in ESL classes as "a door that has been firmly shut in language teaching for over a hundred years". When students come to the classroom they don't come carrying a blank slate in their heads; they come loaded with their native language and its structure that is a shared commodity in the Universal Grammar. The utility of this knowledge for SL learning can neither be denied nor underestimated. So, instead of looking at the students' native language and as a source of errors, they must be used as a tool to maximize second language teaching (Cook, 2001)

The present study is an attempt at making a contrastive analysis of major adverbial clauses which are essential to the formation of complex sentences; fundamental to the expository, scientific and analytical texts of English and Odia. This study has been planned to make a contrastive analysis of the Adverbial clauses of English and Odia by exploring the similarities and differences in their structural patterns with the help of CA.

KEY WORDS: *Contrastive Analysis (CA); Nominal Clause (NC); English as*

Second Language (ESL), First Language (L1); Second Language (L2)

Odia transcriptions: **[ṱ]: Alveolar consonant variant of English RP /t/**
    [l̤]: Velar consonant variant of English RP /l/
    [ä]: Vowel variant of English RP /a:/

1.0 INTRODUCTION

The present study tries to explore the similarities and differences between the English and Odia Adverbial Clauses (AC) with the help of a linguistic tool called Contrastive Analysis (CA). It has been assumed that the L1(Mother tongue) can be treated as an ally in the process of English as Second Language (ESL) teaching since it has been supported by research that students do not construct rules in a vacuum; rather they work with the first language information at their disposal to understand, learn and use the Second Language (SL) rules. The L1 thus, is viewed as a kind of 'input from inside' (Ellis, 2003). The L1 serves as an inbuilt mechanism to promote the process of transfer while learning English.

Researchers like Dulay, Burt and Krashen (1982) have proposed that when students use first language structures in second language performance, they, in effect, plug lexical items of the first language into the surface structure of the second language. They think in the first language and use words from the second language, as much as one would handle word-for-word translation. In recent years, most SL learning research endorses the use of the first language as it facilitates the learning process of the second language (Cummins 2007, García 2008 and Kang 2012).

The use of L1 often frees students from psychological barriers like embarrassment or nervousness that accrues out of a forced use of only SL structures. First language support offers them a level of comfort, and creates a better rapport between the teacher and the students. The students feel motivated to interact with the teacher if allowed to use the first language props. The first language provides a new dimension to the class and makes it pupil-friendly and lively.

This study is an attempt at making a contrastive analysis of major AC of English and Odia. The AC are the building-blocks of a language and are essential to the formation of complex sentences, which are fundamental to the expository, scientific and analytical texts. Odia speakers often feel it urgent to learn the English subordinate clauses for a fair understanding of such texts. To meet such requirements, they can understand the English AC structures well enough with the help of CA.

1.1 Research Assumption

One of the main assumptions of my research is that the first language of the student acts like a catalyst to facilitate the SL learning. The L1 is an important factor in the second language acquisition, which cannot be eliminated from the process of learning an SL. The ESL teachers have now become aware of the significance of L1. Vivian Cook (2001) writes about the first language in ESL classes as "a door that has been firmly shut in language teaching for over a hundred years". When students come to the classroom they don't come carrying a blank slate in their heads; they come *loaded* with their native language and its structure that is a shared commodity in the Universal Grammar. The utility of this knowledge for SL learning can neither be denied nor underestimated. So, instead of looking at the students' native language and as a source of errors, they must be used as a tool to maximize second language teaching (Cook, 2001)

1.2 Research Objectives

The research objectives of this study are to find out:
i. The structural similarities and differences between the adverbial clauses (AC) in English and Odia.
ii. The usefulness of CA for ESL teachers and students while dealing with English and Odia AC?

1.3 Theory of CA

CA is a linguistic tool used to make a systematic study of a pair of languages for identifying their structural similarities and differences. Fisiak (1978) defines CA as "a subdiscipline of linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them (Fisiak,1978)." According to Wardhaugh (1970), "The claim that the best language-teaching materials are based on a contrast of the two competing linguistic systems has long been a popular one in language teaching".

Historically, Contrastive Linguistic Analysis is said to have developed in the 19th and 20th centuries in Europe out of Comparative Philology which was the system in place when linguists pre-occupied themselves with studies aimed at unveiling the historical and genetic relationships between languages. Such studies led to the establishment of language families (Olaoye, 2008).

According to Olaofe (1982) in Olaoye (2008), the first extensive application of structural linguistics to contrastive linguistic analysis was in connection with investigations of bilingualism. In relation to this, Weinreich's (1953) conceptual framework for understanding the ways by which languages in bilingual situations affect each other phonetically, grammatically and semantically becomes interesting. CA has the primary

objective of establishing the historical and genetic connections between languages on the basis of their manifest similarities or differences Olaoye (2008) in Sebele (2014)

The publication of Lados' book *Linguistics Across Cultures* in 1957 set the corner stone of the modern applied CA. Lado (1957) claims, "…those elements which are similar to (the student's) native language will be simple for him and those elements that are different will be difficult" for the student to learn. While this was not a novel suggestion, Lado was the first to provide a comprehensive theoretical treatment and to suggest a systematic set of technical procedures for the contrastive study of languages. He introduced CA as an instrument of identifying areas of difficulty for language students that could then be handled with suitable and appropriate exercises. For Lado (1957), the fundamental goal of CA is the improvement of language pedagogy which unveils how a monolingual becomes a bilingual. Lado's principles were used to prepare materials to enhance foreign language teaching and learning.

CA as a linguistic technique created a great sensation, and enjoyed a wide acceptance among scholars, researchers, second language teachers and students. But, the great enthusiasm which it evoked initially faced a setback when behaviourism went out of fashion. It however soon reappeared in Second Language Acquisition linguistics and language teaching.

1.4 Review of literature
Patnaik (1976) studies the importance of complementation in both English and Odia based on the Chomskyan model, the findings of which may be exploited for writing of modern Odia grammar. He is one of the few initial scholars who have worked on the contrastive studies of English and Odia. He has not done any analysis of subordinate clauses in English and Odia.

Mishra (1988) brings out a comparative study of modification in English and Odia Noun Phrases. In her study, she has explored the similarities and differences between the English and Odia Noun Phrases. She has not done any analysis of subordinate clauses in English and Odia.

Thakur (1998) researches on the grammatical and lexical cohesions in English and Odia grammatical structures through contrastive study. He has juxtaposed and analyzed students' writings and educated writings. He has studied both Grammatical Cohesion and Lexical Cohesion in English and Odia languages.

Samantray (2000) elucidates the structure of the Odia tense system in the theoretical framework of the new Reichenbachain-Hornstein system (proposed by Hornstein 1990), drawing comparisons with the English tense system and contrasting with it as well. Although she discusses the Odia tense system, she does not analyse the subordinate clause structures in English and Odia.

1.5 Method of data analysis
As this research is based on contrastive study, the data presentation and analysis is through comparison and contrast. Adverbial clauses in Odia along with their English counterparts are presented through description, juxtaposition and comparison with a view to bringing out the similarities and differences in the structural patterns of both the languages to facilitate their learning process. The method of data analysis of Adverbial Clauses (AC) of English and Odia will be as follows:

se jäñe *äme ehä jebhałi karu*
He know-pres we it how do-pres
(He knows *how we do it.*)

Each example in the analysis has three lines. The first line is the Odia language transcription. Its part in the normal font is the Main Clause (MC) and the other part in the italics is the Adverbial Clause. The second line contains English words representing Odia equivalent. The third line represents the English version of its Odia counterpart.

1.6 Adverbial clauses in English and Odia
The Adverbial Clauses in both English and Odia are essential to the formation of complex sentences. They are fundamental to the expository, scientific and analytical texts. A Main Clause (MC) and one or more than one Subordinate Clause (SC) can make a sentence in both English and Odia. Here, Adverbial clauses (AC) are taken as the Subordinate Clauses (SC) in different sentences.

The following table shows the English adverbials and their Odia equivalents which are used in their respective adverbial clauses:

English adverbials	Their Odia equivalents
how	*jebhaɫi*
where	*jeu~thi*
when	*jete-beɫe*
before	*purba-ru*
after	*pare*
if	*jađi*
although	*jađio*
as	*jemiti*

1.6.1 Adverb of manner
Jebhaɫi
Example:

    se jäñe *äme ehä jebhaɫi karu*
    He know-pres we it how do-pres
    (He knows *how we do it.)*

Jemiti
Example:

    jemiti chähu~cha kara
    how like do
    (Do *as you like.*)

1.6.2 Adverb of place
Jeu~Thi
Example1:

    eitä sehi biđyäɫaya *jeu~thi mu padh-uthi-li*
    this that school   where I   study-past perf
    (This is the school *where I had studied.)*

Example 2:

    se jeu~thi upakära pä-ilä galä
    he where benefit get-past go-past
    (He went wherever he got benefit.)

1.6.3 Adverb Of Time
Jete-Beɫe
Example:
mu jete-beɫe äs-e se mote đekhäkar-e
     I   when   come-pres he me meet-pres
     (*When I come*, he meets me.)
purba-ru:

    kichhi kah-ibä purba-ru se đuithara bhäbe
    something speak-nf before he twice think-pres
    (He thinks twice *before he speaks something.)*

pare
Example:

    bapa äs-ibä pare äme khäu
    father come-nf after we eat-pres
    (We eat *after father comes.*)

käli
Example:
se kahichanti je *käli* äsibe   (Adverb of time precedes verb)
    he tell-pres-perf that tomorrow come-fut
     (He has said *that he will come tomorrow.)* (Adv. of time follows verb)

1.6.4 Adverb of condition
Jaɖi
Affirmative:
Example:
jaɖi se kathina parishrama kare, tähele se saphala heba
   if he hard toil do then he successful become-fut
   (*If he toils hard,* he will be successful.)
Negative:
 Example:
a. *jaɖi se kathina parishrama na-kare*, tähele se saphala heba-ni
   if he hard toil not-do he successful become-fut-neg
   (*If he does not toil hard,* he won't be successful.)
   (*Unless he toils hard,* he won't be successful.)

1.6.5 Adverb of concession
Jaɖio
Example:
  jaɖio se ɖhani, se kichhi ɖäna karanra-nti nähin
  although he rich he something give-pres not
  (*Although he is rich,* he doesn't give anything.)

1.7 Findings from the adverbial clauses
   The analysis of the Adverbial Clauses in English and Odia brings out the following similarities and differences which have been explored in the form of findings with the help of CA.

1.8 Structural similarities
   Similarities between the structural properties of Adverbial Clauses (AC) in English and Odia languages are brought out with the help of CA. Their syntactic patterns have many things in common. Although emerged from different roots, both the languages share a lot of structural similarities in their linguistic properties.
   The AC of both English and Odia languages share some structural similarities that are as given in the table below:

Structural similarities in Odia and English Adverbial Clauses	se jäñe *äme ehä jebhaɫi karu*
	  He know we it how do-pres
	  (He knows *how we do it.*)
	eitä sehi biɖyäɫaya *jeu~thi mu padh-uthi-li*
	  this that school where I study-past perf
	  (This is the school *where I had studied.*)
	mu jete-beɫe äs-e se mote ɖekhäkar-e
	  I when come-pres he me meet-pres
	  (*When I come*, he meets me.)
	kichhi kah-ibä purba-ru se ɖui-thara bhäb-e
	  something speak-nf before he twice think-pres
	  (He thinks twice *before he speaks something.*)
	bapa äs-ibä pare äme khäu
	  father come-nf after we eat-pres
	(We eat *after father comes*.)
	jaɖi se kathina parishrama kare, tähele se saphala heba
	  if he hard toil do then he successful become-fut
	  (*If he toils hard,* he will be successful.)
	jaɖi se kathina parishrama na-kare, tähele se saphala heba-ni
	  if he hard toil not-do he successful become-fut-neg
	  (*If he does not toil hard,* he won't be successful.)
	  (*Unless he toils hard,* he won't be successful.)
	jaɖio se ɖhani, se kichhi ɖäna karanra-nti nähin
	  although he rich he something give-pres not
	(*Although he is rich,* he doesn't give anything.)

	jemiti chähu~cha kara how like do (Do *as you like.*)

From the samples in the table above, the following similaritiess can be drawn:

i. The AC of manner in English take adverbials like *as, how.* Similarly, adverbial clauses of manner in Odia, take adverbials such as *jemiti, jebhałii.*

ii. The AC of place in English take adverbials such as *where, wherever*. Similarly, adverbial clauses of place in Odia take adverbials such as *jeu~thi, jeu~thi-bi.*

iii. The AC of time in English take adverbials like *after, before, when* etc. Similarly, adverbial clauses of time in Odia take adverbials such as *pare, purba-ru, jete-bełe* etc.

iv. The affirmative AC of condition in English take adverbials like *if.* Similarly, adverbial clauses of condition in Odia take adverbials like *jađi.*

v. The negative AC of condition in English take adverbials like *unless (if not).* Similarly, negative adverbial clauses of condition in Odia take adverbials like *jađi* along with a negative marker *na* before the verb .

vi. The AC of concession in English take adverbials like *although.* Similarly, the adverbial clauses of concession in Odia take adverbials such as *jađio.*

1.9 Structural Differences

The structural analysis of this study presents the following differences between the structural patterns of AC in English and Odia in the table below:

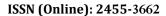| **Structural differences in Odia and English Adverbial Clauses**	se *jeu~thi upakära pä-ilä* galä (Reversal of clauses is possible)
	    he where benefit get-past go-past
	        (He went *wherever he got benefit*.)
	                                        (Reversal of clauses is not possible)
	se *jeu~thi upakära pä-ilä* gal-ä (Subject can be dropped)
	    he where benefit get-past go-past
	        (He went *wherever he got benefit*.)
	                                        (Subject cannot be dropped)
	jađi se kathina parishrama kar-e, tähele se saphala heba
	                                                        (Present)
	        if he hard toil do then he successful become-fut
	        (*If he toils hard,* he will be successful.) (Present)
	jađi se kathina parishrama kal-ä, tähele se saphala heba (Past)
	        if he hard toil do then he successful will-past become-nf
	        (*If he toiled hard,* he would be successful.) (Past)
	jađi se kathina parishrama kar-iba, tähele se saphala heba
	                                                        (Future)
	        if he hard toil do then he successful become-fut
	        (*If he toils hard,* he will be successful.) (Present)
	jađi se kathina parishrama kara-ntä tähele se saphala huaṭ-ä
	        if he hard toil do-hypo then he successful become-hypo
	        (*If he toils hard,* he would be successful.) (Past)
	se jađi kathina parishrama kar-e, tähele se saphala heba
	                                                        (*if* free)
	        if he hard toil do then he successful become-fut
	        (*If he toils hard,* he will be successful.) (*if* not free)
	se jäñe *äme ehä jebhałi karu*
	                                        (Adverb of manner precedes verb)
	        He know we it how do-pres
	        (He knows *how we do it.*)
	                                        (Adverb precedes subject)
	se kahichanṭi je *käli* äsibe (Adverb of time precedes verb)
	        he tell-pres-perf that tomorrow come-fut
	        (He has said *that he will come the next day.)*
	                                        (Adv. of time follows verb)

The following differences are found in the above AC in English and Odia:

i. Reversal of MC and SC in English is impossible whereas reversal of MC and SC in Odia is possible. The user is free to start either with MC or SC in Odia whereas such a freedom cannot be exercised by the user of English.

ii. In an English adverbial clause of place, it is essential to place a subject before a verb. As such, it cannot be dropped or omitted whereas in an Odia adverbial clause of place, the subject is omitted. The adverbial clause of place rather has an implied subject which is reflected by the subject of the MC. Such a subject is not mandatory to mention. In Odia, *se* is the implied subject which is not essential before *gala* (Sentence 2). Contrastively, in an English AC, the subject is essential.

iii. English has two tenses because it has two distinct verb forms such as *present* and *past* whereas Odia has four tenses such as *present, past, future* and *hypothetical* form. The ACs above in English and Odia (with *if* and *that*) show how they occur with two and four tenses respectively.

iv. In English, *if* cannot appear in more than one place of an adverbial subordinate clause of condition whereas in Odia, *jaḍi* is versatile enough to appear in more than one place of an adverbial subordinate clause of condition. In Odia, *jaḍi se kathina parishrama kar-e* can be rewritten as *se jaḍi kathina parishrama kar-e* whereas in English, shifting of *if* is not acceptable. *If* goes only initially in the subordinate clause of condition in English.

v. In English, in case of imaginary condition, the verbal inflections are not so versatile whereas in Odia, the verb pattern in imaginary condition is: MV (past) in SC with MV-*nti/-nte/-ntu/-nta/-ntä/* as inflections in MC depending on the number and person of the subjects.

vi. In English, the adverb that introduces an adverbial subordinate clause precedes the subject whereas the adverb precedes the verb in an Odia adverbial clause. In the AC in English, the adverb *how* that introduces adverbial subordinate clause *how we do it* precedes the subject *we* whereas in Odia, the adverb *jebhaḷi* precedes the verb *karu* (Sentence 8).

vii. Adverb of time in English follows the verb whereas the adverb of time goes before the verb in the AC in Odia. The adverb of time *the next day* in English as in srntence 9, follows the verb *will come* whereas in Odia, the adverb of time *käli* goes before the verb *äsibe* in the AC (Sentence 9).

1.10 Conclusion

Major Adverbial Clauses in English and Odia have been analysed and their similarities and differences have been explored to show how these similarities and differences can provide positive transfers to the Odia learners for the acquisition and use of English AC and vice versa. It can be safely assumed that CA has not lost its value either as an analytical or a pedagogic tool.

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