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Linguistic Analysis and Learning Proficiency of Odia and English Tenses through Contrastive Analysis

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ABSTRACT

This study deals with the analysis of Odia and English tense forms through Contrastive Analysis (CA). In this paper, CA has been used as a linguistic tool to explore the similarities and differences between Odia and English tense forms such as simple, progressive, perfect and perfect progressive forms with the help of their respective verb patterns by way of description, juxtaposition, comparison and contrast. It has been assumed that Odia tense forms can be treated as an ally in their teaching-learning process of their English counterparts. 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 and vice versa.. There is no denying the fact that similarities between the Present and past tense forms of these two languages quickly facilitate the learning process while those which are different are thought to cause difficulty in SL learning. However, a slight carefulness and close attention can easily process and transfer the data from one language to the other.

One of the main assumptions of my research is that the first language (L1) of the student is an important factor in the second language acquisition, which cannot be eliminated from the process of learning an SL (L2). The view that L1 of the students ia a hindrance in SL learning, and is a source of errors in SL production is now being criticized because ESL teachers have become aware of the significance of L1. 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)

Key words: Contrastive Analysis (CA); Simple resent tense; English as Second Language (ESL), First Language (L1); Second Language (L2); Noun Phrase; Verb Phrase

Odia transcriptions:

[t̪]	Alveolar consonant variant of English RP /t/
[ɬ]	Velar consonant variant of English RP /l/
[ä]	Vowel variant of English RP /a:/

1.0 Introduction

This study attempts to explore the similarities and differences between the Odia and English tense forms of verbs with the help of a linguistic tool called Contrastive Analysis (CA). It has been assumed that Odia tense forms can be treated as an ally in the teaching-learning process of their English counterparts. The tense patterns of Odia can provide favourable climate for English as Second Language (ESL) teaching and learning 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 tense forms 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 makes a contrastive analysis of present and past tense forms of verbs which are essential to the formation of both Odia and English sentences in their written and spoken forms.

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1.1   Research assumption

One of the main assumptions of this research is that tense forms of the first language of a student acts like a catayst 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. 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 under-estimated.

1.2 Research objectives

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

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".

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.

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.

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 made through comparison and contrast. Tense forms in Odia along with their English counterparts are presented through description, juxtaposition and comparison in the following way:

se football *khele* (Odia)
He football play-pres simp
He *plays* football. (English)

Each example in the analysis has three lines. The first line is the Odia language transcription. Its part in the italics is the tense form. The second line contains English words representing Odia equivalent. The third line represents the English version of its Odia counterpart and its part in the italics is the tense form.

1.6 Present simple vs past simple forms in Odia and English

A present/past simple tense form indicates a habitual, recurrent action or universal, scientific truth. They can appear in affirmative, negative and interrogative sentences in both Odia and English.

1.6.1 Affirmative sentences:

Examples of present simple:	Examples of past simple:
Sentence pattern:	Sentence pattern:
Odia: S+MV-pr-simp (with sub-verb-agr)	**Odia:** S+MV-pt-simp (with sub-verb-agr)
English: S+MV-pr-simp (with sub-verb-agr)	**English:** S+MV-pt-simp (with sub-verb-agr)
Example 1:	*Example 2:*
Mu *khel-e*	Mu *khel-u-thi-l-i*
Ŧu *khel-u*	Ŧu *khel-u- thi-l-u*
Se *khel-e*	Se *khel-u- thi-l-ä*
semäne *khel-a-nti*	semäne *khel-u- thi-l-e*
I/you/he/they MV-pr-simp	I/you/he/they MV-pt-simp
I/you/they *play*./ He *plays*.	I/you/he/they *played*.

Both Odia and English verbs in their respective sentences above have present simple forms. The verb group *khel-e/-u/-e/-a-nti* (subject dependent) in Odia and the verb *play* in English are in their respective present simple forms. Similarly, the verb group *khel-i-l-i/-u/-ä/-e* (subject dependent) in Odia and the verb *played* in English are in their respective past simple forms.

However in Odia, the present simple verb pattern is: MV-*e/-u/-e/-a-nti* in which the MV is inflected whereas in English, the verb pattern is: S+MV-pr-simp. The past simple verb pattern in Odia is: S+MV-pt-simp in which the MV is inflected whereas in English, the simple past form is the same for all subjects.

1.6.2 Negative sentences

Examples of present simple: Sentence pattern: **Odia:** S+MV-pr-simp+*näh-in*…(with sub-verb-agr) **English:** S+aux-pr+not+MV-inf	Examples of past simple: Sentence pattern: **Odia:** S+MV-pt-simp+*näh-in* **English:** S+aux-pt+not+MV-inf

Example 3:
    Mu *khel-e-näh-in*
    Ŧu *khel-e-näh-un*
    Se *khel-e-näh-in*
    semäne *khel-a-nti näh-in*
    I/you/he/they play-pr not
    I/you/they *do not play.*
    He *does not play.*
	Example 4:
	    Mu *kheli-l-i-nähin*
	    Ŧu *kheli-l-u-nähin*
	    Se *kheli-l-ä-nähin*
	    semäne *kheli-l-e-nähin*
	    I/you/he/they play-pt not
	    I/you/he/they *did not play.*

Both Odia and English verbs in their respective negative sentences above are in present/past simple forms. Like present tense, verb group *khel-i-l-i-näh-in/-näh-un/-näh-in/nähi* in Odia and the verb group *did not not play* are in their past simple negative forms.

However in Odia, the present simple verb pattern in a negative sentence is: *MV-pr+neg* whereas in English the present simple verb pattern in negative sentence is: *Aux-pr+not+MV-pr.* In Odia, the past simple verb pattern in a negative sentence is: *MV-pt+neg* whereas in English the present simple verb pattern in negative sentence is: *Aux-pt+not+MV-pr.* In Odia, the MV precedes the negativiser whereas in English, the MV follows the negativiser.

1.6.3 Interrogative sentences

Questions are asked in interrogative sentences in both Odia and English.

- **Yes/no question sentences**
  Questions to which answers are either yes/no are known as *yes/no* questions.

Examples of present simple: Sentence pattern: **Odia:** S+MV-pr-ki? (with sub-verb- agr) **English:** Aux-pr+S+MV-inf?	Examples of past simple: Sentence pattern: **Odia:** S+MV-pt-ki? (with sub-verb- agr) **English:** Aux-pt+S+MV-inf?

Example 5:
    Mu *khel-e-ki?*
    Ŧu *khel-u-ki?*
    Se *khel-e-ki?*
    Semäne *khel-a-nti ki?*
    I/you/he/they play-pr
    Do I/you/*do* they *play?*
    Does he *play?*
	Example 6:
	    Mu *kheli-l-i-ki?*
	    Ŧu *kheli-l-i-ki?*
	    Se *kheli-l-ä-ki?*
	    semäne *kheli-l-e-ki?*
	    I/you/he/they play-pt
	    Did I/you/he/they *play.*

Answers to both Odia and English present/past question sentences are either *yes/no*.

However, in Odia, the monosyllabic *ki* comes at the end of the MV whereas in English, the first auxialiary begins the sentence. These verbs are in their present/past tense forms.

- **Wh-pattern:**
  Wh-question sentences are the ones to which answers are neither *yes* nor *no*, they rather need some information instead. It' is because they are information words.

Examples of present simple: Sentence pattern: **Odia:** S+wh- +MV-pr (with sub-verb- agr)? **English:** Wh- +aux-pr+S+MV-inf?	Examples of past simple: Sentence pattern: **Odia:** S+wh- +MV-pt (with sub-verb- agr)? **English:** Wh- +aux-pt+S+MV-inf?

Example 7:
    Mu *kähinki khel-e?*
    Ŧu *kähinki khel-u?*
    Se *kähinki khel-e?*
    Semäne *kähinki khela-nti?*
    I/you/he/they why play
    Why do I/do you/*does* he/*do* they *play?*
	Example 8:
	    Mu *kähinki khel-i-l-i?*
	    Ŧu *kähinki khel-i-l-u?*
	    Se *kähinki khel-i-l-ä?*
	    Semäne *kähinki khel-i-l-e?*
	    I/you/he/they why play-pt
	    Why did I/you/he/they *play?*

In both Odia and English sentences in present and past simple forms above, *kähinki* and *why* ask questions to which answers are neither *yes* nor *no*. They rather require some information because wh-words are information words.

However in Odia, the *wh*-word *kahinki* is versatile enough to be used anywhere in the sentence whereas English has a fixed word order

because the *wh*-word *why* has a fixed placement without any change of place. It begins an interrogative sentence and is used just before a yes/no question sentence.

1.7 Present progressive vs past progressive

Present/past progressive tenses express that an action is/was in progress at the time of speaking at present or in the past. They can appear in affirmative, negative and interrogative sentences in both Odia and English.

1.7.1 Affirmative sentences:

Examples of present progressive:	Examples of past progressive:
Sentence pattern:	Sentence pattern:
Odia: S+V1-*u-achh*...(with sub-verb- agr)	**Odia:** S+V1- *u*- thi-l…(with sub-verb-agr)
English: S+be-pr+V1-ing	**English:** S+be-pt+V1-ing
Example 1:	*Example 2:*
Mu *khel-u-chh-i*	Mu *khel-u-thi-l-i*
Ŧu *khel-u-chh-u*	Ŧu *khel-u- thi-l-u*
Se *khel-u-chh-i*	Se *khel-u- thi-l-ä*
semäne *khel-u-chha-nti*	semäne *khel-u- thi-l-e*
I/you/he/they playing am/are/is/are	I/you/he/they playing was/were/was/were
I *am* /you *are*/he *is*/they *are playing*.	I *was* /you *were*/he *was*/they *were playing*..

Both Odia and English verbs in their respective sentences above have present progressive forms. The verb group *khel-u-chh-i/-u/-i/-u-nti* (subject dependent) in Odia and the verb group *am/are/is playing* (subject dependent) in English are in their respective present progressive forms. Both of them have subject-verb agreement condition. Similarly, the verb group *khel-u-thi-l-i/-u/-ä/-e* (subject dependent) in Odia and the verb group *was/were playing* (subject dependent) in English are in their respective past progressive forms. Both of them have subject-verb agreement condition.

However in Odia, the present progressive verb pattern is: V1-*u*.... in which the MV is inflected whereas in English, the present progressive verb pattern is: *Aux (be-pr)+V1-ing*. The past progressive verb pattern in Odia is: V1-*u*... *thi-l*... in which the MV is inflected whereas in English, the past progressive verb pattern is: *Aux (be-pt)+V1-ing*. In Odia, the V1 precedes the auxiliary verb whereas in English, the V1 follows the auxiliary verb.

1.7.2 Negative sentences

Examples of present progressive:	Examples of past progressive:
Sentence pattern:	Sentence pattern:
Odia: S+V1-*u-näh-in*...(with sub-verb-agr)	**Odia:** S+V1-*u*- nathi-l…(with sub-verb-agr)
English: S+be-pr+not+V1-ing	**English:** S+be-pt+not+V1-ing
Example 3:	*Example 4:*
Mu *khel-u-näh-in*	Mu *khel-u-nathi-l-i*
Ŧu *khel-u-näh-un*	Ŧu *khel-u-nathi-l-u*
Se *khel-u-näh-in*	Se *khel-u-nathi-l-ä*
semäne *khel-u--näh-ä-nti*	semäne *khel-u-nathi-l-e*
I/you/he/they playing am/are/is/are not	I/you/he/they playing was/were/was/were not
I *am* /you *are* /he *is* /they *are not playing*.	I *was*/you *were* /he *was* /they *were not playing*.

Both Odia and English verbs in their respective negative sentences above are in present/past progressive forms. The verb group *khel-u-näh-in/-näh-un/-näh-in/näh- ä-nti* in Odia and the verb group *am/are/is/are not playing* are in their present progressive negative forms. Both of them have subject-verb agreement condition. Similarly, the verb group *khel-u-nathi-l-i/-u-nathi-l-u/nathi-l-ä/nathi-l-e* (subject dependent) in Odia and the verb group *was/were/was/were not playing* (subject dependent) in English are in their respective past progressive negative forms. Both of them have subject-verb agreement condition.

In Odia, the present/past progressive verb pattern in a negative sentence is: *V-nf+neg* whereas in English, the present/past progressive verb pattern in negative sentence is: Aux (*be* pr/pt)+not+V1-ing i.e. *is/was/were not playing*. In Odia, the V1 precedes the auxiliary verb whereas in English, the V1 follows the auxiliary verb.

1.7.3 Interrogative sentences

Present/past progressive tenses express that an action is/was in progress at the time of speaking at present/in the past. They can appear in interrogative sentences in both Odia and English.

- **Yes/no question sentences**

Questions to which answers are either are yes/no are known as yes/no questions

Examples of present progressive:	Examples of past progressive:
Sentence pattern:	Sentence pattern:
Odia: S+V1-*u-achh*...(with sub-verb- agr)+ki?	**Odia:** S + V1- *u*- thi-l… (with sub-verb-agr)
English: Aux-pr+S+V1-ing	**English:** Aux-pt+S+V1-ing
Example 5:	*Example 6:*
Mu *khel-u-chh-i ki?*	Mu *khel-u-thi-l-i ki?*
Ŧu *khel-u-chh-u ki?*	Ŧu *khel-u-thi-l-u ki?*
Se *khel-u-chh-i ki?*	Se *khel-u-thi-l-ä ki?*
Semäne *khel-u-chha-nti ki?*	Semäne *khel-u-thi-l-e ki?*
I/you/he/they V1-ing am/are/is/are	I/you/he/they playing am/are/is/are
Am I/are you/*is* he/*are* they *playing?*	*Was* I/*were* you/ *was* he/*were* they *playing?*

In both Odia and English sentences above, *Mu khel-u-chh-i ki?/ Ŧu khel-u-chh-u ki?/ Se khel-u-chh-i ki?/ Semäne khel-u-chha-nti ki?* and *Am/are/is/are* I/you/he/they *playing* ask questions in present tense to which answers are either *yes/no*. Similarly, *Mu khel-u-thi-l-i ki?/ Ŧu khel-u-thi-l-u ki?/ Se khel-u-thi-l-ä ki?/ Semäne khel-u-thi-l-e ki?* and *Was/were/was/were* I/you/he/they *playing?* ask questions in past tense to which answers are either *yes/no*.

However, in Odia, the monosyllabic *ki* comes at the end of the MV whereas in English, the first auxialiary begins the sentence. These verbs are in their present/past tense forms.

- **Wh-pattern:**

The table below provides examples of wh-questions:

Examples of present progressive:	Examples of past progressive:
Sentence pattern:	Sentence pattern:
Odia: S+Wh- +V1-*u-achh…*(with sub-verb- agr)+ki?	**Odia:** S + V1- *u-* thi-l… (with sub-verb-agr)
English: Wh- +Aux-pr+S+V1-ing	**English:** Wh- +Aux-pt+S+V1-ing
Example 7:	*Example 8:*
Mu *kähinki khel-u-chh-i?*	Mu *kähinki khel-u-thi-l-i?*
Ŧu *kähinki khel-u-chh-u?*	Ŧu *kähinki khel-u-thi-l-u?*
Se *kähinki khel-u-chh-i?*	Se *kähinki khel-u-thi-l-ä?*
Semäne *kähinki khel-u-chha-nti?*	Semäne *kähinki khel-u-thi-l-e?*
I/you/he/they why playing am/are/is/are	I/you/he/they why playing am/are/is/are
Why am I*/are* you*/is* he*/are* they *playing?*	*Why was* I*/were* you*/was* he*/were* they *playing?*

In both Odia and English sentences above, *Mu kähinki khel-u-chh-i?/ Ŧu kähinki khel-u-chh-u?/ Se kähinki khel-u-chh-i?/ Semäne kähinki khel-u-chha-nti?* and *Why am/are/is/are* I/you/he/they *playing?* ask questions in present tense to which answers are either *yes/no*. Similarly, *Mu kähinki khel-u-thi-l-i?/ Ŧu kähinki khel-u-thi-l-u?/ Se kähinki khel-u-thi-l-ä?/ Semäne kähinki khel-u-thi-l-e?* and *Why was/were/was/were I/you/he/they playing?* ask questions in past tense to which answers are not either *yes/no*. They rather require some information because wh-words are information words.

However in Odia, the *wh*-word *kahinki* is versatile enough to be used anywhere in the sentence whereas English has a fixed word order because the *wh*-word *why* has a fixed placement without any change of place. It begins an interrogative sentence and is used just before a yes/no question sentence.

1.8 Present perfect vs past perfect

Present perfect tenses express that an action which has started sometime in the past, continues into the present and jas just been finished. Similarly, past perfect tenses express that an action which started sometime in the past had come to an end in the past. They can appear in affirmative, negative and interrogative sentences in both Odia and English.

1.8.1 Affirmative sentences:

Examples of present perfect:	Examples of past perfect:
Sentence pattern:	Sentence pattern:
Odia: S+V1-i-achh...(with sub-verb- agr)	**Odia:** S+V1-i-thi-l…(with sub-verb-agr)
English: S+have/has+V3	**English:** S+had+V3
Example 1:	*Example 2:*
Mu *khel-i-chh-i*	Mu *khel-u-thi-l-i*
Ŧu *khel-i-chh-u*	Ŧu *khel-u- thi-l-u*
Se *khel-i-chh-i*	Se *khel-u- thi-l-ä*
semäne *khel-i-chha-nti*	semäne *khel-u- thi-l-e*
I/you/he/they play-V3 have/have/has/have	I/you/he/they play-V3 had
I *have*/you *have*/he *has*/they *have played.*	I/you/he/they *had played.*

Both Odia and English verbs in their respective sentences above have present/ past perfect forms. They express that an action which started sometime in the past has/had come to an end just at present/ in the past as the case may be. Both of them have subject-verb agreement condition except the past perfect.

However in Odia, *have/has* is chosen and the MV is inflected in accordance with the subjects in the present perfect verb whereas in English, the present perfect verb pattern is: *Have/has+V3*. In Odia, the V3 precedes the auxiliary verb whereas in English, the V3 follows the auxiliary verb.

1.8.2 Negative sentences

Examples of present perfect:	Examples of past perfect:
Sentence pattern:	Sentence pattern:
Odia: S+V1-i-näh-in…(with sub-verb-agr)	**Odia:** S+V1-i-na thi-l…
English: S+have/has+not+V3	**English:** S+had+not+V3
Example 3:	*Example 4:*
Mu *khel-i-näh-in*	Mu *khel-u-nathi-l-i*
Ŧu *khel-i-näh-un*	Ŧu *khel-u-nathi-l-u*
Se *khel-i-näh-in*	Se *khel-u-nathi-l-ä*
semäne *khel-i--näh-ä-nti*	semäne *khel-u-nathi-l-e*
I/you/he/they play-V1+have/have/has/ have not	I/you/he/they play-V3+had not
I *have*/you *have*/he *has*/they *have not played.*	I/you/he/they *had not played.*

Both Odia and English verbs in their respective negative sentences above are in present/past perfect forms. The verb group *khel-i-näh-in/-näh-un/-näh-in/näh-ä-nti* in Odia and the verb group *have/have/has/have not played* are in their present perfect negative forms. Both of them have subject-verb agreement condition. Similarly, the verb group *khel-i-nathi-l-i/-u-nathi-l-u/-nathi-l-ä/-nathi-l-e* (subject dependent) in Odia and the verb group *had not played* in English are in their respective past perfect negative forms.

However in Odia, the present/past perfect verb pattern in a negative sentence is: V-nf+neg whereas in English, the present/past perfect verb pattern in negative sentence is: had+not+V3 i.e. *had not played*. In Odia, the V1 precedes the auxiliary verb whereas in English, the V3 follows the auxiliary verb.

1.8.3 Interrogative sentences

Present/past perfect tenses ask questions as to an action which started sometime in the past has/had come to an end at the time of speaking/ in the past. They can appear in interrogative sentences in both Odia and English.

- **Yes/no question sentences**
  Questions to which answers are either or yes/no are known as yes/no questions

Interrogative sentences:

Examples of present perfect:	Examples of past perfect:
Sentence pattern:	Sentence pattern:
Odia: S+V1-u-achh…(with sub-verb- agr)+ki?	**Odia:** S+V1-u-thi-l… (with sub-verb-agr)
English: Aux-pr+S+V3	**English:** Aux-pt+S+V3
Example 5:	*Example 6:*
Mu *khel-u-chh-i ki?*	Mu *khel-u-thi-l-i ki?*
Ŧu *khel-u-chh-u ki?*	Ŧu *khel-u-thi-l-u ki?*
Se *khel-u-chh-i ki?*	Se *khel-u-thi-l-ä ki?*
Semäne *khel-u-chha-nti ki?*	Semäne *khel-u-thi-l-e ki?*
I/you/he/they play have/have/has/have	I/you/he/they play-V3
Have I/have you/has he/have they *played?*	*Had* I/you/he/they *played?*

In both Odia and English sentences above, *Mu khel-i-chh-i ki?/ Ŧu khel-i-chh-u ki?/ Se khel-i-chh-i ki?/ Semäne khel-i-chha-nti ki?* and *Have/have/has/have I/you/he/they played* ask questions in present perfect form to which answers are either *yes/no*. Similarly, *Mu khel-i-thi-l-i ki?/ Ŧu khel-i-thi-l-u ki?/ Se khel-i-thi-l-ä ki?/ Semäne khel-i-thi-l-e ki?* and *Had* I/you/he/they *played?* ask questions in past prtfect form to which answers are either *yes/no*.

However, in Odia, the monosyllabic *ki* comes at the end of the MV whereas in English, the first auxialiaries which carry tenses begin the sentences.

- **Wh-pattern:**
  Questions to which answers are neither *yes* nor *no* but they need some information instead and therefore are known as wh-question sentences.

Examples of present perfect:	Examples of past peerfect:
Sentence pattern:	Sentence pattern:
Odia: S+Wh- +V1…*i-chh…*(with sub-verb-agr)?	**Odia:** S+V1-i-thi-l…
English: Aux-pr+S+V1	**English:** Aux-pt+S+V3
Example 7:	*Example 8:*
Mu *kähinki khel-i-chh-i?*	Mu *kähinki khel-i-thi-l-i?*
Ŧu *kähinki khel-i-chh-u?*	Ŧu *kähinki khel-i-thi-l-u?*
Se *kähinki khel-i-chh-i?*	Se *kähinki khel-i-thi-l-ä?*
Semäne *kähinki khel-i-chha-nti?*	Semäne *kähinki khel-i-thi-l-e?*
I/you/he/theywhyplay-V1have/have/has/have	I/you/he/they why play-V3 had
Why have/have/has/have I/you/he/they *played?*	*Why* had I/you/he/they *played?*

In both Odia and English sentences above, *Mu kähinki khel-i-chh-i?/ Ŧu kähinki khel-i-chh-u?/ Se kähinki khel-i-chh-i?/ Semäne kähinki khel-i-chha-nti?* and *Why have/have/has/have I/you/he/they played?* ask questions in present tense to which answers are either *yes/no*. Similarly, *Mu kähinki khel-i-thi-l-i?/ Ŧu kähinki khel-i-thi-l-u?/ Se kähinki khel-i-thi-l-ä?/ Semäne kähinki khel-i-thi-l-e?* and *Why had I/you/he/they played* ask questions in past tense to which answers are not either *yes/no*. They rather require some information because wh-words are information words.

However in Odia, the *wh*-word *kahinki* is versatile enough to be used anywhere in the sentence whereas English has a fixed word order because the *wh*-word *why* has a fixed placement without any change of place. It begins an interrogative sentence and is used just before a yes/no question sentence.

1.9 Present perfect progressive vs past perfect progressive

Present perfect progressive forms express that an action which started sometime in the past still continues into the present. Similarly, past perfect progressive forms express the same thing in the past. They can appear in affirmative, negative and interrogative sentences in both Odia and English.

1.9.1 Affirmative sentences:

Examples of present perfect prog:	Examples of past perfect prog:
Sentence pattern:	Sentence pattern:
Odia: S+V1-i-äsu-achh...(with sub-verb- agr)	**Odia:** S+V1-i-äsu-thi-l…(with sub-verb-agr)
English: S+have/has+been+V-ing	**English:** S+had+been+V-ing
Example 1:	*Example 2:*
Mu *khel-i-äsu-achh-i*	Mu *khel-u-äsu-thi-l-i*
Ŧu *khel-i-äsu-achh-u*	Ŧu *khel-u-äsu-thi-l-u*
Se *khel-i-äsu-achh-i*	Se *khel-u-äsu-thi-l-ä*
semäne *khel-i-äsu-achha-nti*	semäne *khel-u-äsu-thi-l-e*
I/you/he/they play-V1 been have/have/has/ have	I/you/he/they play-V1 been had
I/you/he/they *have/have/has/have been playing.*	I/you/he/they *had been playing.*

Both Odia and English verbs in their respective sentences above have present/ past perfect perfect progressive forms. They express that an action which started sometime in the past still continues into the present.

However in Odia, *have/has* is chosen for this purpose and the MV is inflected in accordance with the subjects in the present perfect progressive verb form whereas in English, the present perfect progressive verb pattern is: *Have/has+been+MV-ing*. In Odia, the V1 precedes the auxiliary verb whereas in English, the MV-ing form goes last in the verb droup.

1.9.2 Negative sentences

Examples of present perfect prog:	Examples of past perfect prog:
Sentence pattern:	Sentence pattern:
Odia: S+V1-i-äsu-näh-in…(with sub-verb-agr)	**Odia:** S+V1-i-äsu-na-thi-l…
English: S+have/has+not+been+MV-ing	**English:** S+had+not+been+MV-ing
Example 3:	*Example 4:*
Mu *khel-i-äsu-näh-in*	Mu *khel-u-nathi-l-i*
Ŧu *khel-i-äsu-näh-un*	Ŧu *khel-u-nathi-l-u*
Se *khel-i-äsu-näh-in*	Se *khel-u-nathi-l-ä*
semäne *khel-i-äsu-näh-ä-nti*	semäne *khel-u-nathi-l-e*
I/you/he/they playV1+been have/ have/ has/ have not	I/you/he/they play-V1+been had not
I/you/he/they *have/have/has/have not been playing*	I/you/he/they *had not been playing.*

Both Odia and English verbs in their respective negative sentences above are in present/past perfect progressive forms. The verb group *khel-i-äsu-näh-in/-näh-un/-näh-in/nähä-nti* in Odia and the verb group *have/have/has/have not been playing* are in their present perfect progressive negative forms. Similarly, the verb group *khel-i-äsu-nathi-l-i/-u-nathi-l-u/-nathi-l-ä/-nathi-l-e* (subject dependent) in Odia and the verb group *had not been playing* in English are in their respective past perfect progressive negative forms.

However in Odia, the present/past perfect progressive verb pattern in a negative sentence is: V-nf+neg whereas in English, the present/past perfect progressive verb pattern in negative sentence is: had+not+been+MV-ing i.e. *had not been playing.*

1.9.3 Interrogative sentences

Present/past perfect progressive tense forms ask questions as to an action which started sometime in the past still continues into the present at the time of speaking/ in the past. They can appear in interrogative sentences in both Odia and English.

- **Yes/no question sentences**

   Questions to which answers are either are yes/no are known as yes/no questions

Interrogative sentences:

Examples of present perfect prog:	Examples of past perfect prog:
Sentence pattern:	Sentence pattern:
Odia: S+V1-i-äsu-achh…(with sub-verb-agr)+ki?	**Odia:** S+V1-i-äsu-thi-l… (with sub-verb-agr)+ki
English: Have/has+S+been+MV-ing?	**English:** Had+S+been+MV-ing?
Example 5:	*Example 6:*
Mu *khel-i-äsu-chh-i ki?*	Mu *khel-i-äsu-thi-l-i ki?*
Ŧu *khel-i-äsu-chh-u ki?*	Ŧu *khel-i-äsu-thi-l-u ki?*
Se *khel-i-äsu-chh-i ki?*	Se *khel-i-äsu-thi-l-ä ki?*
Semäne *khel-i-äsu-chha-nti ki?*	Semäne *khel-i-äsu-thi-l-e ki?*
I /you/he/they play-ing been have/have/has/ have	I/you/he/they play-ing+been+had
Have I/have you/has he/have they been *playing?*	*Had* I/you/he/they *been playing?*

In both Odia and English sentences above, *Mu khel-i-äsu-chh-i ki?/ Ŧu khel-i- äsu-chh-u ki?/ Se khel-i-äsu-chh-i ki?/ Semäne khel-i-äsu-chha-nti ki?* and *Have/have/has/have I/you/he/they been playing* ask questions in present perfect progressive form to which answers are either *yes/no*. Similarly, *Mu khel-i-äsu-thi-l-i ki?/ Ŧu khel-i-äsu-thi-l-u ki?/ Se khel-i-äsu-thi-l-ä ki?/ Semäne khel-i-äsu-thi-l-e ki?* and *Had* I/you/he/they *been playing?* ask questions in past prtfect progressive form to which answers are either *yes/no.*

However, in Odia, the monosyllabic *ki* comes at the end of the MV whereas in English, the first auxialiaries which carry tenses begin the sentences.

- **Wh-pattern:**

   Questions to which answers are neither *yes* nor *no*. They rather need some information instead and therefore are known as wh-question sentences.

Examples of present perfect prog:	Examples of past peerfect prog:
Sentence pattern:	Sentence pattern:
Odia: S+Wh- +MV-i-äsu-chh...(with sub-verb-agr)?	**Odia:** S+Wh- MV-i-äsu-thi-l...?
English: Wh- +have/has+S+been+MV-ing?	**English:** Wh- +had+S+been+MV-ing?
Example 7:	*Example 8:*
Mu *kähinki khel-i-äsu-chh-i?*	Mu *kähinki khel-i-äsu-thi-l-i?*
Ŧu *kähinki khel-i-äsu-chh-u?*	Ŧu *kähinki khel-i-äsu-thi-l-u?*
Se *kähinki khel-i-äsu-chh-i?*	Se *kähinki khel-i-äsu-thi-l-ä?*
Semäne *kähinki khel-i-äsu-chha-nti?*	Semäne *kähinki khel-i-äsu-thi-l-e?*
I/you/he/they why play-ing have/have/has/ have been	I/you/he/they why play-ing had been
Why have I/have you/has he/ have they *been playing?*	*Why* had I/you/he/they *been playing?*

In both Odia and English sentences above, *Mu kähinki khel-i-äsu-chh-i?/ Ŧu kähinki khel-i-äsu-chh-u?/ Se kähinki khel-i-äsu-chh-i?/ Semäne kähinki khel-i-äsu-chha-nti?* and *Why have/have/has/have I/you/he/they been playing?* ask questions in present perfect progressive tense form to which answers are either *yes/no*. Similarly, *Mu kähinki khel-i-äsu-thi-l-i?/ Ŧu kähinki khel-i-äsu-thi-l-u?/ Se kähinki khel-i-äsu-thi-l-ä?/ Semäne kähinki khel-i-äsu-thi-l-e?* and *Why had I/you/he/they been playing* ask questions in past tense.

However in Odia, the *wh*-word *kahinki* is versatile enough to be used anywhere in the sentence whereas English has a fixed word order because the *wh*-word *why* has a fixed placement without any change of place. It begins an interrogative sentence and is used just before a yes/no question sentence.

1.10 Findings

Sl. No.	Present tense	Past tense
1.	**Present simple**	**Past simple**
	Example 1:	Mu *khel-u-thi-l-i*
	Mu *khel-e*	Ŧu *khel-u- thi-l-u*
	Ŧu *khel-u*	Se *khel-u- thi-l-ä*
	Se *khel-e*	semäne *khel-u- thi-l-e*
	semäne *khel-a-nti*	I/you/he/they MV-pt-simp
	I/you/he/they MV-pr-simp	I/you/he/they *played*.
	I/you/he /they *play*.	
2.	**Present progressive**	**Past progressive**
	Example 2:	Mu *khel-u-thi-l-i*
	Mu *khel-u-chh-i*	Ŧu *khel-u- thi-l-u*
	Ŧu *khel-u-chh-u*	Se *khel-u- thi-l-ä*
	Se *khel-u-chh-i*	semäne *khel-u- thi-l-e*
	semäne *khel-u-chha-nti*	I/you/he/they playing was/were/was/were
	I/you/he/they playing am/are/is/are	I/you/he/they *was/were/was/were playing*.
	I *am*/you *are*/he *is*/they *are /is/ playing*.	
3.	**Present perfect**	**Past perfect**
	Example 3:	Mu *khel-u-thi-l-i*
	Mu *khel-i-chh-i*	Ŧu *khel-u- thi-l-u*
	Ŧu *khel-i-chh-u*	Se *khel-u- thi-l-ä*
	Se *khel-i-chh-i*	semäne *khel-u- thi-l-e*
	semäne *khel-i-chha-nti*	I/you/he/they play-V3 had
	I/you/he/they play-V3 have/have/has /have	I/you/he/they *had played*.
	I *have*/you *have*/ he *has* they *have played*.	
4.	**Present perfect progressive**	**Past perfect progressive**
	Example 4:	Mu *khel-u-nathi-l-i*
	Mu *khel-i-näh-in*	Ŧu *khel-u-nathi-l-u*
	Ŧu *khel-i-näh-un*	Se *khel-u-nathi-l-ä*
	Se *khel-i-näh-in*	semäne *khel-u-nathi-l-e*
	semäne *khel-i--näh-ä-nti*	I/you/he/they play-V3+had not
	I/you/he/they play-V1+have/have/has/ have not	I/you/he/they *had not played*.
	I have/you have/ he/they *have/have/has/have not played*.	

1.10.1 Similarities

The following similarities are found in the structural properties of Odia and English

Both Odia and English
i.   have present/ past simple forms.
ii.   have present/ past progressive forms.
iii.   have subject-verb agreement condition.
iv.   have present/ past perfect forms.

v.   express that an action which started sometime in the past has/had come to an end just at present/ in the past as the case may be.

vi.   have subject-verb agreement condition except the past perfect.

vii.   have present/ past perfect progressive forms.

viii.   express that an action which started sometime in the past still continues/continued into the present/ past.

1.10.2 Differences

The following similarities are found in the structural properties of Odia and English

i.   In Odia, the present simple verb pattern is: MV-*e/-u/-e/-a-nti* in which the MV is inflected whereas in English, the verb pattern is: S+MV-pr-simp. The past simple verb pattern in Odia is: S+MV-pt-simp in which the MV is inflected whereas in English, the simple past form is the same for all subjects

ii.   In Odia, the present progressive verb pattern is: V1-*i/-u/-i/-u-nti* in which the MV is inflected whereas in English, the present progressive verb pattern is: *Aux (be-pr)+V1-ing*. The past progressive verb pattern in Odia is: V1 *thi-l-i/-u/-ä/-e* in which the MV is inflected whereas in English, the past progressive verb pattern is: *Aux (be-pt)+V1-ing*. In Odia, the V1 precedes the auxiliary verb whereas in English, the V1 follows the auxiliary verb

iii.   In Odia, *have/has* is chosen and the MV is inflected in accordance with the subjects in the present perfect verb whereas in English, the present perfect verb pattern is: *Have/has+V3*. In Odia, the V3 precedes the auxiliary verb whereas in English, the V3 follows the auxiliary verb.

iv.   In Odia, the MV is inflected in accordance with the subjects in the present perfect progressive verb form whereas in English, the present perfect progressive verb pattern is: *Have/has+been+MV-ing*. In Odia, the V1 precedes the auxiliary verb whereas in English, the MV-ing form goes last in the verb droup

1.11 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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