Contrastive Analysis of Adverbials in English and Gwandara

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Abstract

This research paper presents a comprehensive contrastive analysis of adverbials in English and Gwandara languages aiming to uncover the linguistic dissimilarities and similarities that underlie their structures and functions. Adverbials play a crucial role in sentence modification and convey essential information about time, place, manner, frequency, and other related aspects. This study focused on shedding light on the intricate functions, sructures and its positions of adverbials in English and Gwandara sentences; thereby contributing to a deeper understanding of cross-linguistic patterns. The methodology employed in this study involves a qualitative research design using the descriptive method of analysis to compare data collected from both languages with the aid of the theoretical framework employed: Contrastive Analysis Hypothesis of Gass and Selinker (2008). This research paper not only identifies the areas of divergence but also highlights instances of convergence between the two languages. The findings of this study reveal several noteworthy points of contrast. Firstly, both languages share similar adverbial positions in some cases and differ in other cases. Also, the study has identified that while English adverbials often rely on a complex system of grammatical structures and syntactic placements; Gwandara adverbials utilize a more straightforward approach that is closely tied to contextual and semantic nuances. Moreover, the research uncovers instances where adverbs in both languages share similar functions, such as indicating manner and degree. Such similarities provide insights into the universal nature of linguistic expression, despite the distinct linguistic features of English and Gwandara language.

Keywords: Contrastive Analysis, Adverbials, Engilsh and Gwandara.

1.   Introduction

Language is an integral foundation of human experience without which may be unable to respond to situation or circumstances. As a means of communication, language possesses a set rules by which creativity is achieved. In communicating, people use language differently according to their background, place of origin, education, social group, generation and even occupation. Hence, language is very important in this world especially English language, being an international language used by people, as the first foreign language and a lingua franca.

The study of grammar has become very important as far as speaking and writing are concerned. This is because in our daily use of language, we try to put every part of speech (verbs, adverbs etc.) in its appropriate position to avoid misinformation in the cause of writing and communication. English language is a widely spoken language almost everywhere in the world. On the other hand, Gwandara is a West African language belonging to the Chadic branch of the Afroasiatic language family. It is predominantly spoken in North Central Region of Nigeria, where it is utilized by the Gwandara people. The language has various dialects, reflecting the diversity within the Gwandara-speaking communities. Gwandara serves not only as a means of communication but also as a key component of cultural identity, preserving oral traditions, folklore, and social norms of its speakers. Although it faces challenges such as language endangerment due to the influence of

languages like Hausa and English, efforts are being made to document and promote Gwandara, ensuring its continued relevance in a rapidly changing linguistic landscape.

The two languages (Gwandara and English) inter relate and contrast with each other morphologically, syntactically and even semantically. This work is based on syntactic level, i.e. contrastive study of English and Gwandara adverbials. In every human language, words come in categories such as noun, adjective, verbs, pronoun, adverbs, adverbials etc. commonly identified as word classes or parts of speech. Each of these categories needs to be studied and used with strict adherence to the syntactic rules of language. These parts of speech guide to correct the use of language in every means of communication. So also, they perform a variety of roles or functions in grammatical expressions.

The knowledge of the rules, attitudes and procedures enables a user of language to combine words that form phrases, clauses and sentences. Therefore, when one acquires or learns a language, one learns the sounds, the basic units of meaning and the intonation or stress pattern of such language. The use of adverbials plays a crucial role in language by providing context and clarity to actions, descriptions, and narratives. However, despite their significance, there is a limited understanding of how adverbials in English and Gwandara languages compare in terms of structure, function, and usage patterns. This gap in research presents challenges, particularly for speakers and learners of both languages who may struggle with the nuances of adverbial expressions across cultural and linguistic boundaries.

Therefore, this study sought to investigate the comparative aspects of adverbials in English and Gwandara languages, aiming to illuminate the structural and functional distinctions that exist, while also providing insights that can enhance linguistic education, translation, and understanding between speakers of these two languages.

The aim of this research was to study and give a contrastive analysis of adverbials in both English and Gwandara languages, and reveal the usage of adverbials to determine the similarities and differences between them; the study did this through the following objectives:

To study the similarities and dissimilarities of adverbials in Gwandara and English.

To examine the functions of adverbs in both languages.

To investigate the positioning of adverbs in sentences of both Gwandara and English languages.

This research focused on the area of functions, positioning and structures of adverbials of Gwandara and English, thus pointing out the similarities and dissimilarities in the use of adverbs in both languages. It also sought to provide a contrastive survey of adverbials in Gwandara and English with emphasis on how they are used to modify verbs, adjectives and other adverbs in a sentence. However, he study focused on the Gwandara language spoken in Shabu community of Lafia Nasarawa State, Nigeria.

## 2.	Literature Review

Grammar is the underlying structure of a language that any native speaker of the language knows intuitively (Chomsky 1). Thus, the systematic description of a language is grammar. Grammar are rules of a language governing the sounds, words, sentences, and other elements as well as their combination and interpretation. According to Muhammad (2), grammar is divided into the following components for disciplines and deeper studies: Phonology (the study of sound system/phonemes in a language), Morphology (the study of rules governing word formation in a language), Syntax (the study of rules governing sentence formation) and Semantics (the study of meaning and meaning generation/implication in a language). The term grammar is a branch of Linguistics that studies the form and structure of words (morphology), and the way in which the unit of sentence structure are combined in sentences (syntax).

According to Leech and Svartvik (3), grammar is a set of abstract rules that enables us to understand how language works, and that there are what we call grammatical properties, which are described as mechanism by which language works when people communicate with one another. Covell (52) describes grammar as the science of language and the act of putting it into use. He divides grammar into theoretical and practical grammar, where theoretical grammar is the digest of the principles common to all languages and practical grammar is a digest of the principles common to a

language. He further states that grammar is divided into four parts: orthography, etymology, syntax and prosody. The first two treat the formation of words and the other two treat the formation of sentences. Leech et al view grammar as an important component that relates phonology and semantics, or sound and meaning.

Huddleston (8) sees grammar as consisting of morphology and syntax. Morphology deals with forms of words while syntax deals with the ordering of the words to form sentences. Again, as an aspect of language, grammar deals with the study of the relationship between words in a sentence.

Grammar also is concerned with the principles which govern how to assign meaning to words, phrases and sentences. In its broader sense, it covers not only morphology and syntax but also phonology and semantics. Grammar, therefore, is a model of those linguistic abilities of the native speaker of a language which enables him to speak and understand his language fluently.

2.1.   Adverbs

An adverb is a word or an expression that generally modifies a verb, adjective, another adverb, determiner, clause, preposition, or sentence. Adverbs typically express manner, place, time, frequency, degree, level of certainty, etc., answering questions such as how, in what way, when, where, to what extent. This is called the adverbial function and may be performed by single words (adverbs) or by multi-word adverbial phrases and adverbial clauses.

According to Merriam Webster Dictionary, adverb is a word belonging to one of the major forms/ classes of words in any language, typically serving as a modifier of a verb, an adjective, another adverb, a preposition, a phrase, a clause, or a sentence, expressing some relation of manner or quality, place, time, degree, number, cause, opposition, affirmation or denial, and in English also serving to connect and to express comment on clause content. Adverbs are also words that usually modify, that is, they restrict or limit the meaning of verbs. They may also modify adjectives, other adverbs, phrases, or even entire sentences.

Adverbs are traditionally regarded as one of the parts of speech. Modern linguists note that the term "adverb" has come to be used as a kind of "catch- all" category, used to classify words with various types of syntactic behavior, not necessarily having much in common except that they do not fit into any of the other available categories (noun, adjective, preposition, etc.)

On the other hand, Gwandara adverbs are part of speech. Generally they are words that modify any part of language other than a noun. Adverbs modify verbs, adjectives and other adverbs. Adverbs usually specify how, when, with verbs. Yaushe, a Ina, kuma ta yaya, yayin da aka hada su da aikatau.

2.2.   Functions of Adverbs

An adverb can modify a verb, an adjective and other adverb in a sentence.
Adverbs can also be used as modifiers of adjectives, and of other adverbs, often to indicate degree. Examples: You are quite right (the adverb quite modifies the adjective right).
An adverb may also provide information about the manner, place, time, frequency, certainty, or other circumstances of the activity denoted by the verb or verb phrase. Example: she left it here.

3.   Empirical Review

In earlier studies on adverbs as an independent category, it was claimed that some languages do not have an adverb as a distinct word class at all...however, more recent research works on adverb as a distinct word class have defended the idea that the lexical category of adverb can be identified in all human languages.

Joshi and Hamid (2025) in a journal paper titled "Contrastive Study of Adverbial phrases in English and Arabic reveal several noteworthy points of contrast and similarities . Firstly, English tends to employ adverbial phrases that are relatively concise and straightforward, while Arabic often utilizes more elaborate and context-dependent structures. Secondly, the syntactic order of adverbial elements varies significantly between the two languages. English generally follows a fixed word order, whereas Arabic exhibits greater flexibility due to its rich morphological system. Furthermore, the semantic scope of adverbial phrases in Arabic is often broader, encompassing additional layers of cultural and contextual information. Conversely, certain areas of convergence are also observed. Both

languages utilize adverbial phrases to express time and place, with temporal and locational adverbs playing a crucial role in sentence modification.

Yusuf (2023) in a research work titled "Contrastive Analysis of Adverbials in English and Hausa languages" submitted to the Department of English, Nasarawa State University , Keffi discovered that in terms of positioning, both languages are similar in some context and also differ in other context. For instance, she is always in the class- kullum tana aji. Here it shows about the area of differences, where the word adverb 'always' appears at the middle of the sentence while in Hausan kananci,the word adverb 'kullum' appeared at the beginning of the sentence. Similarly, it was also discovered that the appearance of adverbs in both languages are similar. For instance: The load is extremely heavy- Kayan na da Matukar nauyi. Here the word adverb 'extremely' in English and the word adverb 'Matukar' appear in same position. This shows the position of the adverb which appears in the middle and it shows the similarities in both languages.

Abdulkadir(2015) carried out a research on the "Comparative Study of English and Hausa Nominal Phrases" discovered and highlighted the similarities and differences in how NP is constructed and how it functions in English and Hausa languages. The study revealed the linguistic universals between NPs of two languages, (Hausa and English).   It also predicted the potential learning problems and difficulties that the learners of either languages may encounter in the process of learning.

4.   Theoretical Framework
4.1.   Contrastive Analysis Hypothesis
Contrastive analysis hypothesis belongs to the field of comparative linguistics which aims at comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in a second-language learning situation" Gass and Selinker (96). Here, pairs of languages are compared to identify similarities and differences in order to focus on differences because differences are believed to be learning difficulties (Fries 19 and Lado 57). Contrastive analysis gave rise to contrastive analysis hypothesis based on three versions: the weak, the strong, and the moderate versions. The weak version of CAH traces learners' error back to their L1 and the strong version supports that differences between the languages compared constitute learning difficulties (Wardhaugh el al 19). The strong and weak versions of contrastive analysis hypothesis (CAH) have been depicted in the works of Wardhaugh (1970), Brown (1987), and Gass and Selinker (2008).

For Wardhaugh the strong version of CAH is the version that claims to predict the difficulties of second language (L2) learning based on contrastive analysis. He continues that the weak version of CAH consists in using "the best linguistic knowledge available [in both learners L1 and L2] ... in order to account for observed difficulties in second language learning" Wardhaugh, (136). Here, the emphasis is no longer on the predictive approach of difficulties faced by L2 learners. Rather, the focus is shifted to the explanation of observable errors.

Gass and Selinker (8), in the same logic support that the strong version is a priori version as compared to the weak version which is an a posteriori version as they state: "the a priori versus the a posteriori view, the strong versus the weak view, and the predictive versus the explanatory view." The claim of the strong view of CAH is that by comparing two or more languages a "prediction about learning and hence about the success of language- teaching material" can be by made. The weak view, on the other hand, "starts with an analysis of learners' recurrent errors" as it begins "with what learners do and then attempts to account for those errors on the basis of NL- (native language) TL (target language differences)" (Gass and Selinker 97). The moderate version proposed by Oller and Ziahosseiny (186) stipulates that "wherever patterns are minimally distinct in form or meaning in one or more systems, confusion may result". This obviously means that learners may have difficulties to move from one linguistic system to another if the two systems diverge in some ways.

CA has been used in the field of SLA in the 1950's, as stated above. It derived from the work of Bloomfield (1933), and started in the structuralism era. It was later reinforced by Fries (1945) during which the main goal was to apply the ideas of structural linguistics to language (Lennon 20). Language as analyzed by structuralist linguists was viewed as a rule- governed system believed to be

separable hierarchically into sub-systems whereby each has its own internal structure and pattern (Lennon 20).

5.   Methodology
This research used a qualitative research design employing the descriptive method of analysis, where descriptive analysis was used for comparison. This was achieved by highlighting the differences and similarities of adverbs in Gwandara and English, according to their functions, positioning and structures.

The study used both primary and secondary methods of data collection. The primary sources of data for this research work were through the researchers' knowledge and personal acquaintances with both languages under study (being one of them a native speaker of Gwandara and all, second language speakers of English). To avoid artificiality and shortcomings of this source, those who are specialists and native speakers of Gwandara language in Shabu community of Lafia, Nasarawa State were used as the research subjects. The secondary sources of data complemented the primary sources. The secondary sources comprise textbooks, journals, pamphlets and online materials.

The data sourced are analyzed using the Contrastive Analysis Hypothesis (CAH) through an analytical analysis of comparing adverbs of both languages, with the aim of finding areas of differences and similarities. Some of the translatable data were presented in a tabular form for careful study and assimilation.

6.   Data Presentation and Analysis
This section presents and analyses the data collected for the study. The analysis was based on the positioning, applicability and functions of the adverbials in sentences focusing on their areas of convergence and divergence.

Table 1: Examples of Adverbials in English and Gwandara

English	Gwandara
Now	kukuzum
Here	Anyamu
Very	Sosai
Always	Kurtu
Sometimes	Wani lokoshi
Badly	Mumungu
Silently	shuru
Angrily	ni anwashi
Carefully	sonu

Table 2: Examples of Sentences in Gwandara and English, Indicating the Positions Adverbs

English	Gwandara
She is always in school.	Kurtu Iy maa a makaranta.
He carefully walked out.	Iy butu sonu.
She was here yesterday.	Iy ma anya mu jiya.
The woman left the place quickly.	Maashini bila aani (anyaani) seberi.

Tables 3, 4 and 5: Examples of Sentences in Gwandara and English, Indicating the Various Functions of Adverbs

The main functions of adverbs are modifying a verb, an adjective and other adverbs in sentences.

Table 3: Examples of Adverbs Modifying Verbs

English	Gwandara
She spoke nicely.	Iy yi beta kekyawu.
We left it here.	Mu bilayi anyamu.
You eat fast.	Ki ma shi mboshi seberi.

Table 4: Examples of Adverbs Modifying Adjectives

English	Gwandara
The bag is very heavy.	Jekani mani loni nnyowa.
I am extremely hungry.	Ni ma ji yunwa sosai.

Table 5: Examples of Adverbs Modifying other Adverbs

English	Gwandara
She spoke very loudly.	Iy yi beta in sori sosai.
She left here angrily.	Iy bila anyamu ni anwashi.
He is always early.	Kurtu Iy ma zo seberi.

6.1.   Data Analysis

Table 1

The table presents word examples of adverbs in English and Gwandara.

Table 2

Positioning of Adverbs in Sentences

Table 2 presents examples of adverbs in sentences showing the similarities and differences in the positions they appear in both languages.

In examples 1 and 2 , the positions of the adverbs in sentences of both languages are different. The first sentence:

She is always in school. – Kurtu iy maa a makaranta.

The adverb in English language appears in the middle of the sentence between the verb and preposition, while in the sentence in Gwandara language, the adverb begins the sentence.

He carefully walked out – Iy butu sonu.

The adverb carefully appears at the middle of the sentence in English language while it appears at the end of the sentence in Gwandara language.

In examples 3 and 4 of the table, the adverbs appear at the same positions in the sentences which is the end of the sentences.

She was here yesterday. – Iy ma anyamu jiya

The woman left the place quickly. – Mashini bila aani (anyani) seberi.

Tables 3, 4 and 5

The analysis of these tables shows the functions an adverb performs which include modifying a verb, an adjective and other adverbs in sentence.

In Table 3, sentences 1-3, the adverbs give additional information on the verbs.

She spoke nicely. - Iy yi beta kekyawu ('nicely' modifies the verb 'spoke' indicating the manner of how she spoke)

We left it here. – Mu bilayi anyamu (here modifies the verb 'left'; indicating place)

You eat fast. - Ki ma shi mboshi seberi (fast modifies the verb 'eat'; indicating the manner of action)

In Table 4, sentences 1 and 2, the adverbs modify the adjectives in the sentences.

The bag is very heavy. - Jekani mani loni nnyowa (the adverb 'very' modifies the adjective 'heavy')

I am extremely hungry. - Ni ma ji yunwa sosai (the adverb 'extremely' modifies the adjective 'hungry', indicating degree).

In table 5 sentences 1-3 , the Adverbs modify other adverbs in the sentences.

She spoke very loudly. - It yi beta in sori sosai (the adverb 'very' modifies the adverb 'loudly' indicating the degree of loudness)

She left here angrily.- Iy bila anyamu ni anwashi (the adverb Angrily modifies the adverb Here, indicating the place and manner of how she left the place).

He is always early. - Kurtu iy ma zo seberi (the adverb 'early' modifies the adverb 'always', indicting the time and frequency of when he comes).

7.   Findings

The research highlights the dissimilarities and similarities of adverbials in Gwandara and English in terms of their positions, applicability and functions they perform in sentences. The research shows that both languages share similar adverbial positions in some cases and differ in other cases. For instance, 'She is always in school. -Kurtu iy maa a makaranta.' inicates how adverbs can occur at

different positions, where the adverb 'always' appears at the middle of the sentence while in Gwandara, the adverb 'kurtu' appears at the beginning of the sentence.

Similarly, it is also discovered that the positions of adverbs in both languages can be the same. For instance: You eat fast- Ki ma shi mboshi seberi, Here the adverb 'fast' in English and the adverb 'seberi' appear in same position (at the end of the sentence). This shows the position of the adverb which appears at the end and shows the similarities in both languages.

The research also discovered that, adverbs in Gwandara language perform the same functions with adverbs in English language; thus, they modify verbs, adjectives and adverbs as the cases may be.

8.   Conclusion

The comparative analysis of adverbials in English and Gwandara highlights both the similarities and dissimilarities in how these two languages express various adverbial functions. The study has identified that while English adverbials often rely on a complex system of grammatical structures and syntactic placements, Gwandara adverbials utilize a more straightforward approach that is closely tied to contextual and semantic nuances. This analysis underscores the richness of both languages and offers important insights into their linguistic frameworks.

The findings suggest that adverbials in English tend to be more varied in form and usage, reflecting the language's extensive lexicon and syntactic flexibility. Conversely, Gwandara adverbials while fewer in forms; emphasize the relational and situational context more intensely. These differences not only highlight the unique characteristics of each language but also open avenues for further research on language acquisition, translation, and cross-linguistic influence.

9.   Recommendations

After a careful study of the similarities and dissimilarities between English and Gwandara adverbials, the following recommendations are suggested:

Conduct additional research to explore the role of cultural factors in shaping adverbial usage in both languages. Understanding the cultural contexts can enrich our comprehension of language functionalities.

Develop language learning materials that incorporate the unique characteristics of adverbials from both English and Gwandara, thereby enhancing the teaching methodology for bilingual education, particularly in regions where the two languages coexist.

Encourage further comparative studies within translation studies, focusing on how adverbials function across languages. Translators should be trained to recognize the differences in adverbial usage to improve accuracy and contextual relevance in translations. This in turn will help the second language learners to distinguish between their first languages to avoid negative interference.

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