



Enhancing Odishan School Students' ESL Sentence Structure Mastery via Multidialectal Translation and Translanguaging

Dr. Pratap Kumar Dash

Associate Professor, Department of English, Rajendra University, Balangir

Email: pratapkumardash0@gmail.com

Abstract

Well-planned and engaging classroom activities relating to sentence formation opens up scopes for practicing and introducing the ESL students to use maximum number of structural patterns following multidialectal or individual bilingual or multilingual methods of translation and translanguaging too. In this context, this paper attempts at presenting the outcomes of diagnostic tests of classroom activities relating to dialectal/bilingual methods of sentence formation in which the students have scope of forming multiple sentence structures, and apply those patterns for usage and fluency both in academic and general purposes. Students of class ten from three schools from different dialectal zones viz. standard Odia, Ganjami and Kosli or Sambalpuri were taken for the research. The students were allowed to do translations from English to their respective L1/MTs and vice versa. Both in English and their respective local languages, the students were introduced to varieties of sentence structural patterns which they were not aware of earlier. In such activities, corrective feedback and structural error analysis worked better. Sentence formation was done with substitution drill, pattern practice, building on the basics, back and front chaining, rephrasing, altering and expanding which help them further their knowledge of forming at least ninety-eight commonly used sentence structural patterns as a part of system learning. AntConc software has been used for corpus analysis of the use of markers in the lexical and structural items.

Key words: Sentence structural patterns, multidialectal translation, translanguaging, fluency, Odia, Sambalpuri, Ganjami

Introduction

Although acquiring the skills of sentence construction is a natural process, it takes time and needs practice. The habit of using varieties sentence patterns both in English and Mother Tongue (MT) is an achievement for English as Second Language (ESL) learners. It improves their fluency both in speech and writing. This adds to the linguistic, communicative and bilingual or multilingual competence of such learners too.



Although students learn sentence formation patterns at the primary level, mostly at the secondary level, students are introduced to basic sentence structural patterns with minimum and maximum phrasal and clausal constituents; rephrasing; sentence modification; and sentence transformation. This is done while giving lessons on simple, compound and complex sentence types. Teaching tenses of verbs; making the learners use different items of parts of speech in sentences; and let them use in different parts of speech (such as a word used both as noun and verb); and subject-verb agreement activities. Students are also introduced to different sentence patterns while teaching both intensive and extensive textbook chapters such as prose pieces and stories. While practicing oral presentation, conversation, and discussion etc.; in case of paragraph writing, essay writing, letter writing, and short and long compositions, they get the scope of getting introduced to different sentence patterns as well.

But it is noticed that due to lack of sufficient exposure and practice, students try to avoid writing or speaking sentences with their intricate patterns such as use of introductory “it” or “there”; placing “would rather”, “had better” and “let alone” like phrases; subjunctive patterns; cleft sentences; sentences with different complements; forming both full and reduced clauses; quasi-passive constructions; sentence with nominative absolute (Ex. The ban having lifted, the public started visiting the shrine.); sentence with participial phrase (Ex. Driven to work, Ram felt better.); and if necessary, forming run-on sentences.

Basic Assumptions

The basic assumption lies from empirical evidences that students know varieties of sentence patterns in their respective Mother Tongues (Odia and the Odishan dialects like Sambalpuri and Ganjami here). In such MTs, there are multiple structural patterns available for one expressing single purpose. Bilingual or multilingual translation happens to be one of the reliable methods of improving the knowledge of the sentence structural patterns both in the Source Language (SL) and Target Language (TL). This not only strengthens the knowledge of English but also gives a good exposure to the sentence patterns in MT/L1 subsequently enriching the dialectal or bilingual/multilingual cognition. It is obvious that the cognitive benefits of being bilingual or multilingual offer social, academic and professional expertise. It also promotes cultural understanding and empathy; improved problem-solving and communication skills; better multitasking; and ability of code-switching and code-mixing for immediate communication.

Literature Review

There has been a lot of research done on the sentence pattern method (SPM) as one of the effective writing instructions. In this context, Panhwar et al. (2025) refers to Vygotsky and Freire asserting that language learning is inherently dialogic, emphasizing the transformative power of interaction between learners and educators. Their study results of positive and negative feedback, group studies, and collaborative learning are the median of scaffolding practices.



It also discusses the cognitive and academic implications of bilingualism in children, emphasizing the importance of first language development and the interaction of socio-cultural and educational factors in bilingual education outcomes. Poehner and Lantolf (2021) outlines that responsiveness to mediation can serve as an indicator of future development, allowing educators to glimpse learners' potential.

The study of learners' performance in response to mediation reveals their developmental trajectory, highlighting the importance of tailored instructional strategies. The application of the ZPD in second language (L2) studies has led to a deeper understanding of how learners develop language skills through social interaction. Research indicates that the quality of mediation and the nature of learner responses can significantly influence L2 acquisition and future performance. Jayakumar (2010) stated that the sentence pattern method helped EFL learners to switch their thoughts into English sentences. He showed that basic sentence pattern drill has a great impact on EFL learners' writing achievement. Waddell, et al (1993) proposed the twenty patterns to learn English writing by imitating patterns. It showed the ability to write sentences improved by imitating English sentence patterns. Waddell et al. (1993) mentions, "You learn to write better sentences just the way you learn almost every other skill: by imitating the examples of those who already have that skill" (p. 1). Wong (1979) mentions that when the sentence pattern is fixed in EFL learners' brain, they boost their natural inclination to create new types of sentences. Fries (1945) suggested that a guided and controlled writing method was based on behavioristic psychology, and good English writing is formed by right sentence patterns practice. In case of Odia medium schools, the study materials prepared by IGNOU (Refer to CIT-02/Functional Translation/ Block-1/ Technical Aspects of Functional Translation/ Unit-7) and OSEPA (Odisha Primary Education Programme Authority) are mostly followed. In most of the cases, teachers of English make the learners get exposed to different sentence structural patterns incidentally, or do activities from popular grammar books. But these study materials neither include the regional dialects nor provide any guidelines of skill, tool or technique to be adopted as such for the practice of maximum number of sentence formation adopting bilingual method.

Statement of the Problem

It is evident that in classrooms, activities such as sentence scramble, picture prompts, sentence expansion, sentence building blocks, story chains or relay sentences, sentence formation through syntactic manipulation and sentence transformation like activities are not being done with proper designing of study materials aiming at formation of maximum number of sentence structural patterns using dialectal or bilingual or multilingual methods. As a result, students as learners do not have much of confidence in making or accepting new structural patterns in English. They are not skilled enough to undergo a natural process of structural translation from MT to English and vice versa. They do not have knowledge of formal and informal contexts in which the same sentence can be used with different structures.



In academic set ups, while speaking or writing, they manage to use language within their domain of structural knowledge (Corder, 1975). As a result, this hinders them from achieving a good knowledge (if not competence) in framing sentences at a later stage. There is hardly any scope in classrooms of making the students learn various structural patterns. For example: I cannot see anything/I am unable to see anything/I am hardly able to see anything/Almost nothing is visible to me., etc. This could be presented with multiple similar structures available in MT/L1, but mostly no such activities take place.

Research Questions

- What could be the problems that hinder the students of Odia medium schools from using different sentence structural patterns in English?
- Is the habit of using limited number of sentence patterns in English causes lack of fluency both in speech and writing?
- Is it possible to make such students learn and use varieties of sentence patterns adopting teaching tools and techniques along with dialectal/bilingual/multilingual translation methods?

Research Objectives

- To introduce students with maximum structural patterns of sentences in English adopting dialectal/bilingual/multilingual translations (Odia and its regional dialects such as Sambalpur or Kosli and Ganjami) as regular classroom practice.
- To help enable students speak and write fluently using varieties of sentence patterns in English

Theoretical Framework

In Second Language Acquisition (SLA), Zone of Proximal Development (ZPD) and scaffolding serve as bridges between a learner's current linguistic capabilities and their potential proficiency. While both Vygotskian and Freirean approaches emphasize the dialogic nature of language learning, they differ in their ultimate educational goals. It includes scaffolding which involves breaking down complex linguistic tasks into manageable steps, such as providing sentence starters or guided pictures for storytelling. As a part of SLA impact, it facilitates internalizing linguistic rules and negotiating meaning through interactive feedback.

The practical SLA implementation strategies include identifying ZPD, and tailor tasks to each learner's unique "proximal" stage. Then, support must be systematically withdrawn as the learner gains autonomy to prevent over-reliance. Apart from scaffolding, dynamic feedback can be used to have "managed language interactions" that adjust to the learner's immediate performance levels. Theories of bilingual competence (Cummins, 1979) explains how bilinguals process two languages, focusing on shared cognitive resources and developmental stages, primarily Common Underlying Proficiency (CUP), suggesting shared mental space;



Threshold Theory, linking language levels to cognitive benefits/detriments; and Developmental Interdependence, showing L1 proficiency aids L2 learning, all highlighting integrated cognitive functions rather than separate language boxes. Critical pedagogy (Donley, 2022) outlines translanguaging provides frameworks for educators to use students' home languages and practices as powerful teaching tools, fostering academic success and empowering learners. The theoretical propositions thus envisage the fact that by using the tools and techniques of teaching ESL along with dialectal/bilingual/multilingual method, new sentences could be introduced to the students.

Research Method

The research method adopted here is diagnostic and three-fold. Firstly, the researcher interacts with the students and the teachers in order to get prima facie followed by analysis of the available sentence patterns in the teaching-learning systems. In addition, students were given cues for gap-filling, rephrasing, sentence expansion activities and simple transformations in order to frame different sentences with varieties of structural patterns both in English, Odia and their respective local dialects. It was observed that they are limiting themselves to a minimum of patterns like SV, SVO, SVC, SVA, and certain passive structures.

Then, students were given the tasks of translation from Odia to English; English to Odia; Kosli/Ganjami to English; English to Kosli/Ganjami and vice versa. In such an extensive work, students of three schools from three districts like Khorda, Balangir and Ganjam (based on the dialectal zones such as coastal Odisha speaking standard Odia; western Odisha speaking Kosli or Sambalpuri; and southern Odisha speaking Ganjami) were chosen randomly. Five students from each of the schools participated in the activity with due permissions from the school authorities, and with the cooperation of their respective teachers of English. Before the test, the students were briefed about it. Each of them was given simple sentence types of diverse structural patterns as presented below. They were given one-hour time to translate as an independent activity. Both oral and written responses were allowed from individuals as well as groups.

Data Presentation and Analysis

The data presented here is selective because many students could not frame correct or appropriate patterns as expected. So, the sentences included here are meant to be analyzed and discussed in the light of altering/expanding structural patterns through bilingual translation.



Table-1: Odia to English

Sl No.	Odia Sentence	Correct Sentence in English	Similar sentence patterns framed by students
1	Ram khushi hebara janaajauchhi	Ram seems to be happy/Ram looks happy	i. Ram is looking happy. ii. Ram is happy.
2	Ram anyadwaraa kaarjyati karauchhi.	Ram is getting the work done by another person.	i. Ram does his work by another person. ii. Another man is working for Ram iii. Ram does the work with the help of another person. v. Ram is doing his work by another. vii. Ram lets the work done by another person.
3	Ramra adhika khaibaara abhyasa achhi.	Ram has the habit of eating more. Ram is used to eating more.	i. Ram has more eating practice. ii. Ram has more eating experience. iii. Ram has practice of eating more. iv. Ram is plentiful eating. v. Ram has the practice to eat more. vi. Ram loves to eat more. vii. Ram repeats eating more.
4	Ram bhali adhikansa balaka khushi atanti	Most of the boys like Ram are happy. Many boys are happy like Ram.	i. Like Ram, many boys are happy. ii. Like Ram, other boys are also happy. iii. Many boys are happy like Ram. iv. Other boys like Ram are happy. vi. Ram and other boys are happy.
5	Ram bhali jane baalaka khushi ate.	A boy like Ram is happy. Like Ram, a boy is happy.	i. Like Ram, a boy is happy. ii. A boy is happy like Ram. iii. Ram like another boy happy. iv. Ram and a boy are happy.

Table-2: Sambalpur/Kosli to English

Sl No.	Kosli Sentence	Correct Sentence in English	Similar sentence Patterns framed by students
1	Ram laagi beshi khaele bhal	It is good for Ram to eat more. To eat more food is good for Ram. More eating is good for Ram.	i. For Ram he has to eat more food. iii. For Ram, more eating is good. iv. to eat more food is good for Ram v. Heavy eating is good for Ram. vi. More eating is good for Ram vii. Much eating is good for Ram. viii. Ram eats more food that is good.
2	Mote khaebarke diagalaa.	I was given food to eat. Food was given me to eat.	i. I got food to eat. ii. They offered me food. iii. Given me food to eat. iv. I got to eat food.
3	Ram baagir bane pila khus achhe.	Like Ram, many boys are happy. Many boys like Ram are happy. Many boys are happy like Ram.	i. Ram type boys are happy. ii. Like Ram, other boys are happy. iii. Like Ram, some boys are happy.
4	Ram raag hebar natak karsi.	Ram is acting as if he is angry. Ram pretends to be angry.	i. Ram is acting like he is angry. ii. Ram pretends to be angry. iii. Ram is acting angrily.
5	Ram laagi bahutte kaam achhe.	There are many works for Ram.	i. Ram has more works to do. ii. Ram has to work more. iv. There is many/ lots of works for Ram. v. Ram has many works.



Table-3: English to Odia

Sl No.	English Sentence	Correct Sentence in Odia	Similar sentence patterns framed by students speaking standard Odia
1	Ram finds it difficult.	Ramku eha kasta laguchhi.	i. Ram dekhilaje eha kasta acchi ii. Ram eha kathina paila iii. Ram pain eha kasta/ kathina ate iv. Ram eha kathina boli khoji bahara kala.
2	Ram lets me eat rice.	Ram mote bhaata khaibapain/khaibakuanumati die.	i. Ram mote bhata khaibaku die ii. Ram mote bhaata khuai die iv. Ram mo bhaata khaibaku anumodana kala
3	Ram has to work more.	Ramku adhika kaama karibaku heba.	i. Ramku adhika samaya kaama karibaaku heba ii. Ramku ahuri kaama karibaku padiba iii. Rampain adhika kama achhi iv. Ram adhika samaya kama Kariba v. Ramku ahuri kama karibara achhi vi. Ramku bahuta gudae kaama karibaku achhi vii. Ram paakhare adhika kaama achhi viii. Ramlaagi bahuta kaama achhi
4	Ram knows how to do the work.	Kipari kaamati heba Ram jane Ram kipari kamati karibaku heba jane	i. Ram janichhi kemiti kama karibara achhi ii. Ram janichhi kipari sehi kama karajae iii. Ram jane ehi kama kipari karibara achhi iv. Ramku jana je kiparai kama karajaipariba v. Ram janichhi kamati kipari karajiba
5	Ram pretends to have lost his wallet.	Ram taara wallet hajibara chhalana/abhinaya/naataka karuchhi	i. Ram abhinaya kalaje taara wallet hajijaichhi ii. Ram taara wallet hajigalapari thakuchhi iii. Ram taara batua hajilapari chhalana karuchhi iv. Ram taara purse hajibaara anubhaba karuchhi v. Ram taara paisa thali hajeidela vi. Ram taara purse hajibara michha kahuchhi

Table-4: English to Sambalpuri

Sl No.	English Sentence	Correct Sentence in Odia	Similar sentences patterns framed by students speaking Sambalpuri
1	He visited me in spite of being sick	Asushthataa satwe se mote dekihibaku asila	i. Mate jara anlabele se dekhi asithila ii. Se mate jar anbarbele dekhi asithila iii. Setake jar heikaribi mote bhetla iv. Mote jar heba satwe se mor nika asla v. Se mate dekhi asithila jetebele mate jar anuthila vi. Se mate dekhi asithila jadio tahaku jar anuthila vii. Se mate jarbele dekhbarlagi asithila



2	Ram knows how to do the work	Kaamati kipari karibaku heba Ram jane/ Ram jaane se kaamati kipari karibaaku heba	i. Ram janichhe kenta kari kaam karbar achhe ii. Kipari kam karbar achhe Ramke jana iii. Ram janichhe kaam kenta kari hebaje iv. Ram janichhe je kaam kenta kari karma v. Ram janichhe kaam kenta kari hebaa je vi. Ram janichhe je kaam kenta kari karbar achhe vii. kenta kari kaam karsan je Ram jaanichhe viii. se kaam kenta kariheba taha Ramke jana ix. Ram janichhe kentakinaa kaam karajaesi
3	Ram forgot to post the letter	Ram chithiti daakare pakaibapain bhuligala	i. Ram chithi pathaabarlaagi paasri deichhe ii. Ram chithi post karbarta pasridela iii. Ram bhuligala chithike pathaabar iv. Ram postal dabare chithi bharbaata bhuligala v. Ram bhuligala chithi pathaabarlaagi
4	Ram wants the game to be played	Ram khelati khelajiba chaahen	i. Ram khel khelbaarke chahunchhe ii. Ram ekhel khelbar laagi chahunchhe iii. Ram chahunchhe se khel khelbar laagi iv. Ram chahen ekhel khelbar laagi v. Ram chahunchhe je se khelta khelajau
5	Ram sings well considering his age	Bayasa tulanaanre Ram bhala gita gae	i. Ram taara bayasa hisabru bhal gita gaesi ii. Ram taara bayasa hisabu bhal gita gaesi iii. Ram taara bayasara hisabre bahut bhal gaesi iv. Ram taara bayas hisabe bhal gaesi

Table-5: English to Ganjami

Sl No.	Sentence in English	Correct Sentence in Odia	Similar sentence patterns framed by students speaking Ganjami
1	There is some problem in the machine.	Jantratre kichhi gote asubidha achhi	Misinre eka kaana problem achhi.
2	Why do you all take tension?	Kahinki samaste udbega heuchha?	Samaste kiyaan tension nauchama?
3	Call more of your friends.	Tumara adhika sangasaathinku daaka	Ahuri saangasathinki daakebaa.
4	How do you (she) say such big things?	Tume ete bada bada kathaa kipari kuha?	Tu kisa badabada kathaa kahuchulo?
5	She is like that only.	Se jhiataa sehipari ate.	Se jhiataa sinti ekaa.

In Ganjami, or Barhampuri, normally speakers use English words as a code-mixing although it does not have any uniform pattern. People speak using English words with their own local accent. In order to assess the performance of the students, Cohen's kappa (κ) was used to measure inter-rater agreement with the data of sentence construction patterns. This includes inter-rater reliability on the basis of three parametres viz. well-formed, ill-formed and acceptable (Corder, 1975). Here, (κ) is 0.98 in Table-1; 0.85 in Table-2; 0.83 in Table-3; 0.68 in Table-4 showing a positive correlation; and in Table-5, there are no multiple data available for interpretation because the sentence constructions were uniform. The data shows that students are competent enough to frame meaningful and acceptable sentences in their respective MTs. But, when it comes to English, they construct wrong word order, and look like ignorant of the rules of structural patterns.

Further to this diagnostic test, in a series of practice of patterns were done altering, rephrasing, expanding and transforming in teacher-student-researcher mediated classroom activities in which students were exposed to patterns with back-chaining, front-chaining, phrase addition to objects, adding phrase to complements and adjuncts in which at least ninety-eight (98) commonly used patterns came out which are proved to be highly beneficial for the learners. This is a plan that takes the learners learn from minimum structural patterns to the parallel patterns and maximum phrasal and clausal constituents. The data is presented below in a tabular form and in certain befitting situations like Q-A, agree-disagree, giving additional information, passive structures, infinitive structures, participles, genitives, emphasizeers, and predicate structure focus have also been made a part keeping communicative functions in focus. It was observed that students may not be able to go deep into the structural patterns at this stage, still then they are able to identify the parts of speech, phrasal and clausal constituents, and additionally develop the practical knowledge of the formal and functional grammatical features of such items.

Table-6 (Ninety-eight Sentence Patterns in English and their Equivalent Sentences in Odia and its Dialects like Sambalpur and Ganjami)

Sl No	Sentences in English	Structure	Sentences in Odia (Coastal Odishan Language)	Sentences in Sambalpur (Western Odishan Dialect)	Sentences in Berhampur (Southern Odishan Dialect)
1	Eat (You)	S-V	Khaa	E Ram khaa	Khaao (Tame)
2	Ram eats	S-V	Ram Khae	Ram khaesi	Ram khae
3	Ram eats nicely	S-V-C	Ram bhalkari khaaila	Ram aenkari khaesi	Ram bhalse khaae
4	Ram, you eat/ You eat Ram	S, S-V	Ram, tu kha	Ram, tu khaa	Ram, tame khao/ tame Ram khao
5	Ram is made to eat.	S-V-Causative-to-inf	Ramra khaaibapain srusti hoichhi.	Ram khaaiba laagi banichhe	Ram khaibaa pain heichi
6	Ram eats rice	S-V-O	Ram bhaata khaae	Ram bhaat khaesi	Ram bhaata khae
7	Ram is going to eat rice	S-Aux-V-ing-to-inf-O	Ram bhata khaibaku jauchhi	Ram bhaatkhai jauchhi	Ram bhaat khaibaku jauchi
8	Ram does not eat rice	S-Aux-Adv-V-O	Ram bhaata khaenahin	Ram bhat nikhae	Ram bhaata khae nai
9	Does Ram eat rice?	Aux-S-V-O	Ram kana bhaata khae?/Ram bhaata khaeki?	Ram bhata khaesi ken?	Ram bhaata khae ki?



8	What does Ram eat?	Pro-Aux-S-V	Ram kana khae?	Ram bhat khaesi bhael	Ram kahinki khae?
9	Ram needs eating rice.	S-V-Participle-O	Ram bhaata khaiba darakara kare	Ram bhat khaebar katha	Ram ku bhata khaiba darakar
10	Ram is good	S-V-C	Ram bhala ate	Ram baneta/bhalsa	Ram bhala
11	Ram is good at mathematics	S-V-C-P	Ram ganitare bhala ate	Ram ganit thi bhal	Ram ganita re bhala
12	Ram is good to work	S-V-C-to-inf	Ram kama karibaku bhala	Ram kabar kamthi bhal	Ram kama karibaku bhala
13	Ram is good enough(adj) to work	S-V-Adv-to-inf	Ram kama karibaku atibhala	Ram kam kabar thi bahut bhal	Ram kama kariba pain besi bhala
14	Ram is good for nothing	S-V-C –P-Pro	Ram keun kamara nuhen	Ram kensi kamra bi nainse	Ram kichi kama ra nai
15	How strong Ram is!	IntPro-Adj-S-V	Ram kete majbhut ate!	Ram kete barkas re!	Ram kete saktisali?
16	Ram saw me go	S-V-O-Inf	Ram mate jibara dekhila	Ram mate jibarta dekhla	Ram mote jibara dekhila
17	Ram saw me going	S-V-O-Participle	Ram mate jauthibara dekhila	Ram mate jaudhibar dekhla	Ram mote jibara dekhila
18	I was seen to go	S-Aux-PP-to-inf	Ram jibara dekhagala	Ram galabele disla	Mote jibara dekhagala
19	Ram goes there	S-V-Adv	Ram sethaku jae	Ram senke jaesi	Ram sethiki jauchi
20	There goes Ram!	Adv-V-S	Sethare Ram jae	Hede Ram gala	Hey Ram gala
21	Into the street goes Ram	PP-V-S	Galibhitaraku jae Ram	He gali ke Ram jaesi	Rasata re ram jae
22	Ram goes there to work every day. (Adv Compl]	S-V-Adv-Adv Compl	Ram sethaku sabudina kama karibaku jae	Ram sabudin senke /sethanke kabar kari jaesi	Ram sabudin sethi kama karibaku jae
23	Ram eats rice to fill his stomach.	S-V-O-Adv Compl	Ram peta puraiba pain bhat khae	Ram pet purabarlagi bhat khaesi	Ram peta full habaku bhata khae
24	Ram's math is good/Math of Ram is good	S-genitive-S-V-C	Ramra ganita bhala ate	Ramke ganita bhal aesi/jansi.	Ram ra ganita nika/bhala
25	Ram is getting (inchoative verb) happy	S-Aux-V-C	Ram khusihebare laguchhi	Ram usat heuchhe	Ram khusi heuchi
26	Ram makes me happy	S-V-O-C	Ram mote khusi karuchhi	Ram mate usat karasi	Ram mote khusi kare
27	Ram is likely to be happy	S-V-Adv-to-inf-C	Ram khusi hebaboli janajauchhi	Ram usat heba lekhen laguchhe	Ram khusi hebara chance achi
28	Ram is ashamed of being happy	S-Aux-V-Prep-Participle-C	Ram khusihoikari lajjita ate	Ram usat heikari pastauchhe	Ram khusi hebare lazzita
29	Ram does the work	S-V-O	Ram kamati kare	Ram kabaarte karasi	Ram kama kare
30	Ram gets the work done by someone	S-V-O-V-ed	Ram kamati kahadwara karaiba	Alga kaahaarnu Ram taar kaam karsi	Rama kaha dei kama karae
31	Ram wants to work	S-V-to-inf	Ram kama karibaku chahunchi	Ram kam karbarlagi chahensi	Ram kama karibaku chanhuchi
32	Ram wants me to work	S-V-O-to-inf	Ram mun kama karibaku chahen	Ram mate kam karibarke chahenchhe	Ram chanhuchi mu kama kare
33	Ram wants to play the game	S-V-to-inf-O	Ram khelati khelibaku chahunchhi	Ram khelbarke chahunchhe	Ram khelibaku chanhuchi
34	Ram wants the game to be played	S-V-O-to-inf-V-ed	Ram chahenki se khelati khelajau	Ram khel khelbarke chahensi	Ram chanhe khela ti khelajau
35	Ram seldom visits this place.	S-Adv-V-O	Ram kebekemiti ejagaku buliase	Ram ketebele kenta ithanke aesi	Ram kaan bhaan ae jagaku ase
36	Seldom does Ram visit this place	Adv-Aux-S-V-O	Ketebelekemiti Ram ejagaku buliase	Ram ghaaeghaae inke aesi	Ram kan bhan ae jagaku asanti
37	Ram went away (FPA)	S-V-Adv	Ram paleigala	Ram bhagla	Ram chaligala



38	Ram often goes there (MPA)	S-Adv-V-Adv	Ram barambara sethaku jae	Ram barbar sethanke jaesi	Ram bele bele sethi ki jae
39	Ram sings well (EPA)	S-V-Adv C	Ram bhala gae	Ram bhal gaesi	Ram bhala gae
40	Ram sings well considering his age	S-V-Adv C-Participle-NP (Pro-N)	Ram tara bayasaanusare bhala gae	Bayaske dekhle Ram bhal gaesi	Ram ta bayasa ku dekhi bhala gita gae
41	Ram loves singing.	S-V-O	Ram gaibaku bhalpae	Ram gaebar ke bhalpaesi	Ram gitabole marijauchi
42	Ram loves singing happily	S-V-O-AdvC	Ram khusihoi gita gaibaku bhalpae	Ram usat/gahkihele git gaebar bhal paesi	Ram khusire gita gaibaku bhala pae
43	Ram loves eating, singing and sleeping (Parallel structure]	S-V-O	Ram khaiba,gaiba o shoibaku bhalpae	Ram khaibarke,gaekarke aru shoibarke bhalpaesi	Ram khaiba, gaiba au soibaku bhala pae
44	Ram forgot to post the letter	S-V-O (PP)	Ram chithiti pakaibaku bhuligala	Ram dakbakse chithi pakaibarke pasridela	Ram chiti ta patheibaku pasuri gala
45	Ram forgot posting the letter	S-V-O (Participle-NP)	Ram chithiti pakai bhuligala	Ram dakbakse chithi pakai kari pasridela	Ram chiti patheibaku pasuri gala
46	Eating makes Ram happy	S-V-O-C	Khaiba Ramku khusi die	Ram khaiba baesera achhe	Khaile Ram khusi hue
47	Ram enjoys eating	S-V-O	Ram khaiba upabhoga kare	Ram khaekarke bhalpaesi/lagsi	Ram maza re khauchi
48	Ram has the habit of eating	S-V-C	Ramra khaibara abhyas achhi	Ramra khaeba baesara achhe	Ram ra khaiba abhyasa achi
49	Ram is fond of eating	S-V-C	Ram khaibaku bhala pae	Ram khaibarke bhal paesi	Ram khaibaku bhala pae
50	It is foolish eating (apposition to It) that	S-V-C-Participial Ph	Taha khaiba bokami ate	Heta khaekar bhakuami aye	Seida khaiba murkhata
51	To eat more is the work of Ram	To-inf as S-V-C	Adhika khaiba Ramra kama ate	Jaha khaebarta Ramra kama	Besi khaiba Ram ra kama
52	Most of the boys like Ram are happy	S(DP)-V-C	Ram bhali adhikansa pila khusi atanti	Ram bagir bane pila khus acchan	Ram bhalia kete pua khusi
53	One of the boys like Ram is happy	S-prep-S-V-C	Rambhali gotie pila khusi achhi	Ram lekhen bane pila khus achhan	Ram bhalia pua mananka bhiatru jane khusi
54	Ram loves his (antecedent) new bike.	S-V-O	Ram tara nua bikeku bhal pae	Ram tara nua fatfatike bhal peasi	Ram ta nua gadi ku bhala pae
55	Ram sings a song. (cognate object)	S-V-O	Ram gitatie gae	Ram gitte gaesi	Ram gita gaila
56	Ram finds it difficult. (Ram finds the argument unconvincing)	S-V-O-C	Ramku eha kasta bhali lage	Ramke ita bhid padiba	Ram eida kasta boli janila
58	Ram pretends to be angry.	S-V-to-inf-C	Ram ragibara chhalana kare	Ram rag hebar natak karsi	Ram ragibara nataka karuchi
59	Ram pretends to have lost his wallet. (perfect infinitive)	S-V-to-inf-PP-O	Ram wallet hajibara chhalana karuchhi	Ram wallet hajibar natak karsi	Ram ta purse hajigala bhalia nataka karuchi
60	Ram may eat more.	S-ModalAux-V-C	Ram adhik khaipare	Ram bane khaipare	Ram besi khaipare
61	May Ram come first.	Aux-S-V-C	Ashakare Ram pratham asiba	Ram first asu	Ram aga asipare



62	Ram would rather work more than go away early.	S-Aux-Adv-V-Conj-Adjunct	Ram chali jiba apeksha baram adhika kama kariba	Ram jahan kam kariba pachhe nijae	Ram adhika kama kariba sina jaldi jiabni
63	Ram lets me eat.	S-V-O-Simpl inf	Ram mote khaibaku anumati die	Ram mate jaidesi	Ram mote khaibaku die
64	I was allowed to eat.	S-Aux-V-ed-to-inf	Mote khaibaku diagala	Mote khaibarke diahela	Mate khaibaku kuha hela
65	Behind Ram was the safety box. (Predicate structure focus)	PP-V-S	Pachhare Ramara safety box thila	Pachhade Ramra safety box thila	Ram pachare surakhya daba thila
66	Driving to work, Ram felt better.	A-S-V-C	Karjyaku jibaru Rama bhala anubhaba kala	Ramke kamkarlake bhal lagla	Kama ku jibaru Ram ku bhala lagila
67	[(Participial phrase) Driven to work, Ram felt better.	A-S-V-C	Kamakujai Ramaku bhala lagila	Kamkarigalaki Ramke bhal lagla	Kama karibaku gala pare Ram ku bhala lagila
68	Having been driven to work, Ram felt better.	-Do-	-Do-	Kabaar karigalaaje Ramke tike bane laagla	Kama ku gala pare Ram ku bhala lagila
69	It is good for Ram to eat more	S-V-C-PP modifying 'good'	Rampain adhika khaiba bhala	Ramlagi besi khaile bhal	Ram besi khaile bhala
70	There is more work for Ram	A-V-S	Rama pain adhika kama achhi	Ram lagi bahut tekam achhi	Ram pain auri kama achi
71	Ram is/has to work more	S-Modal V-MV-C	Ramku adhik kaam karibku heba	Ramke bahut te kaam karbaarke padba	Ram ku auri kama karibaku padiba
72	I had better talk to Ram now	S-Modal V-MV-Obj-Adv	Bartamana mun baram Ram sahita katha hele bhala	Muin eshen Ram saange kathaaheti bele bhal heta	Mu ebe Ram tule katha heba bhala
73	It's time Ram were in bed.	Unreal conditional+ subjunctive	Ram ra soibaku jibabela helani	Ihaade Ramra shoibaar samia ae	Ramra soiba samaya heigala
74	Ram has done the work	Sub+ V+ Obj	Ram kaamati karichhi	Ram ikaam karichhe	Ram kaama karideichi
75	Ram knows how to do the work	S-V-VP-O	Ekamati kipari heba Ram jaane	Ram janichhe kaam kenta karsan	Ram kindi kaama kariba taku jana
76	Ram has been doing the work	S-V-O	Ram kaaryati kariasuachhi	Ram echhentak kaam karuchhe	Ram kaama karuchi
77	Ram gets up early	S-V-Adverbial modifier	Ram shighra/saal uthe	Ram jaldi uthsi	Ram jaldi uthipkae
78	Ram would get up early	S-V (Modal + MV) + Adv	Ram shighra uthibaboli ashaa	Ram jaldi uthbaa enta laguchhe	Ram jaldi uthiba
79	Ram's book is there	S (Genitive NP having a modifier and head noun or possessum) + V+ Adv	Ramra bahi sethare achhe	Ramra bahi sene achhi	Ram ra bahi sethi achi
80	It is Ram's book. (Compare with a cleft sentence "It is Ram who has..." as a dummy subject "It is important that..."	S-V-NP as complement	Eha Ramra bahi ate	Ita Ramra bahi	Eita Ram ra bahi
81	Ram's there, isn't he? (Positive statement, negative tag/ Negative statement, positive tag)	(Statement/Main clause: S-V-A)-Aux- with or without "not" + Pro	Ram sethare achhi, nuhenki?	Ram sena achhi, nainakaen?	Ram sethi achi. Nai ki?



82	(He saw a crocodile.) He saw what?	S-V-Int. Pron	Se kan dekhila?	Se kaana dekhlaa?	(Sie gote kumbhira dekhila) Sie kana dekhila?
83	Let's visit Ram	S (Implicit of 'we')-V-O Let's (Imperative in which a VP with first person plural is used in causal speech)	Asa Ramku dekhilaku jibaa	Chaal Ramke bhetma	Chaal Ram Pakahaku jiba
84	Once there was a boy named Ram living here.	'Once' Adv P modifying 'was' meaning 'at one time'+ Expletive or Existential 'there'+ V+ S i.e. NP (Det-N-AdjP+ (who) Relative clause (Participle+Adv)	Ekada sethare Ram boli jane balaka ethare rahuthila.	Thareka gutepilaa ina rahuthila jaar naa Ram	Ram na re gote pila ethi rahuthila
85	Do dogs bark?	Int + S + V	Kukuramane kana bhukanti?	Kukurmaane bhuksan kaen?	Kukura jaaka bhukibe ki?
86	You want to work? (Positive question)		Tume kan kama karibaku chahan?	Tui kaam karbaar laagi chahunchhu kaen?	Tame kama karibaku chanhucha
87	You want to work or play or read? (Alternative question)		Tume kaama Karibaku chahan na khelibaku na padhibaku chahan?	Tui kaam karbaar laagi chahinsu ki padhbaarlaagi ki khelbaar laagi?	Tame kama karibaku cahnhucha na kehlbalku na padhibaku
88	To err is human	Infinitive phrase+ Linking verb+ predicate nominative	Manisa maatrake bhul	Munus matrke bhul	Bhul kariba manisa ra kaama
89	To swim regularly is good for health.	To-infinitive + adverbial modifier+ V + compliment	Pratidina pahanriba swasthyapain bhala.	Paani pahanrbaarta dehar lagi bhal ae	Sabu dine pahanrile deha pain bhala
90	Mere/only/just taking medicine will not cure your disease	Adv modifier with an NP + VP- NP	Kebala ausadha khaile roga bhala hueni	Khaali usonele rogbemaar nichhode	Khali ousadha khaidele roga bhala hejibani
91	Nevertheless/Nonetheless, I think he should resign.	Adv P + Complex Sentence	Eparimadhya, se istafaa diantuboli mun chaahen	Muin bhaabuchhe thi istafa deidabaar kathaa	Hele mu bhaabuchi taanke istafaa debaa darkar
92	He visited me in spite of (PP) being sick	S- V-O-Adjunct	Asusthata satwe se mote dekhilaku asile.	Se mote bhet padla tapne rogbimar thaakari	Deha bhala nathilebi sie mote misithile
93	Despite/In spite of being sick, he visited me	-Do-	-Do-	Taahake bhal nailaaguthai, helebi mote dekhi ailaa	Deha bhala nathila hele mise se mote misithile
94	He treated me with utter despite (N) (disdain).	S-V-O-A	Se mote ghrunita byabahara kale	Se mote ghinei heuthila	Sie mo sahita bhala byabahar kalenahin
95	He cowed down. (idiomatic statement)	S-V (Ph.V)	Se bhayabhita hoigale	Hey darigalaa	Sie darigala
96	He footed all the way	S-V-A	Se sabutaka rastaa chalikari gala	Se sabu rastake chaalikari galaa.	Sie sabu rasta padare chalila



97	I sprained my leg	S-V-O	Mora goda modiheigalaa	Mor god modiheigalana	Mora goda modigala
98	Eating more is good for Ram	S-V-C	Adhika khaiba Ram pain bhala	Besi khaibaarta Ram laagi bhal ae	Besi khaiba Ram pai bhala

Students of different dialectal regions of Odisha find it suitable to translate from English to local dialects like Sambapuri and Ganjami which are MT for them. So, as a matter of fact, they need not go for intralingual translations from Odia to their local dialects and vice versa. Thus, the role of the teacher is to draw local situations and vocabulary of local language, and sentence patterns into classroom for making the learning easier and systematic. The N-gram data of this table of structural patterns obtained from the corpus analysis in AntConc is ranked 307 with both frequency and range 1 and normalized frequency is 418.235.

Conclusion and Recommendations

There are some visible prospects that the structural patterns in all the three languages like Odia, Sambalpuri and Ganjami are slightly different with lexical and accentual variations. There are certain cultural nuances owing to cuisine, festivals, lifestyle and influence of the neighboring linguistic set up such as Sambalpuri has some traces of Chhattisgarhi whereas Ganjami has link Telugu. The challenges are clearly visible as the pedagogical parametres, methods and materials in classroom that supports this bilingual or multilingual and translanguaging practices. Contextually, the teachers of English are required to be skilled in dealing with these languages at par with their equivalent sentence structural patterns in English.

Students are required to know how the influence of Mother Tongue (MT) affects the Target Language (TL) collocational combinations; formal and informal sentences; and develop discourse level competence in different speech situations such as Q-A, argument, narration, description, evaluation, comments, etc. The varieties of sentences can be made them to learn by pattern practice, substitution drill, simple transformations, back-chaining, expansion, etc. while discussing subject and predicate, the teacher can use the maximum constituents of NP and VP, use simple subject, compound subject and complex subject; simple predicate, predicate nominative, predicate adjective or complement, infinitive and -ing patterns both in the subject and predicate positions. What's more, the teachers of English must have the knowledge of Odia grammar and the formal and functional properties of Odia words, phrases and sentences. They are required to make a similar discussion of comparing Odia and English grammar, both in word and sentences having predicative adjuncts, intensifiers, subjunctive patterns, cognate objects, DO/IO, cleft sentences, dummy It/There, passive and quasi-passive, antecedents and appositives, complementizers, proverbial sentences, all varieties of questions, inversions, and predicate structure focus, etc. In this, Corrective Feedback (CF) strategies like recasts, explicit correction, elicitation, and metalinguistic explanation work better with social mediation within the learner's Zone of Proximal Development (ZPD). Effective CF also involves scaffolding, where the teacher adjusts the level of assistance based on the learner's needs, and gradual awareness for corrections.



Reference:

1. Corder, S. P. (1975). Error analysis, interlanguage and second language acquisition. *Language Teaching & Linguistics Abstracts*, 8(4), 201–218. <https://doi.org/10.1017/s0261444800002822>
2. Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2), 222–251. <https://doi.org/10.3102/00346543049002222>
3. Ellis, R. (2009). Corrective Feedback and Teacher Development. *L2 Journal*, 1(1). <https://doi.org/10.5070/l2.v1i1.9054>
4. Koh, S. (2021). The Efficacy of Basic Sentence Pattern Approach for EFL Learners in writing. *STEM Journal*, 22(4), 1–13. <https://doi.org/10.16875/stem.2021.22.4.1>
5. Panhwar, I.A. et al. (2025). Exploring the Impact of Zone of Proximal Development and Scaffolding in Second Language Acquisition: A Comparative Study of Vygotskian and Freirean Approaches. *Social Science*, Volume: 3, No: 1, January-March. <https://policyjournalofms.com>
6. Poehner, M., & Lantolf, J. (2021). The ZPD, second language learning, and the Transposition ~transformation dialectic. *Cultural-Historical Psychology*, 17(3), 31–41. <https://doi.org/10.17759/chp.2021170306>
7. Donley, K. (2022). Translanguaging as a theory, pedagogy, and qualitative research methodology. *NABE Journal of Research and Practice*, 12(3–4), 105–120. <https://doi.org/10.1080/26390043.2022.2079391>



❖ Glossary of the Lexical Variations in Odia, Sambalpuri and Ganjami (As per the Data Available)

Coastal Odia	Sambalpuri/Kosli	Ganjami	English
Kana	Kaanaa	Kiana	What
Kipari/Kemiti	Kentaakari	Kimiti/Kinti	How
Adhika/Bahuta	Bahut te	Beshi	More
Majbhut	Barkas	Saktisali/Strong	Strong
Kasta	Bhid	Kadaa	Difficult
Bhali	Baagir	Sinti	Like that
Karuchhi	Karsi	Karuchi	Do
Dekhibaaku	Dekhbaarlaagi	Dekhibaaku	To see
Karajae	Karaajae	Kiajae	Done
Khelibapaain	Khelbaarlaagi	Khelibalaagi	To play
Bhulijibaa	Paasribaa	Pasoribaa	To forget
Patheiba	Pathaaba/Pathaama	Pathiaibaa	To send
Chaahunchhi	Chahensi	Chahunchi	Want/Wish
Bhetibaa	Bhetmaa	Sakhyat heba	To meet
Karibaaku	Karbaarlaagi	Karbalaagi	To do
Gaibaku	Gaebaarlaagi	Gaaibalaagi	To sing
Khaae/Khaeni	Khaesi/Nikhae	Khaae/Khaeni	Eat/Not eat
Bhala ate	Thi bhal	Bhala	Good
Dekhila	Dekhla	Disla	Saw
Petapuribaa	Petbharbaa	Peta full haba	Stomach full
Khusihebaa	Usathebaa	Khusihebaa	To be happy
Paleijibaa	Bhagabaa	Chaalijibaa	To go away/Escape
Bhalapae	Bhalpaesi/Bhal Laagsi	Bhalpae	Love
Hoichi	Banichhe	Heichi	Made
Bhalkari	Aenkari	Bhalki	Nicely
Sethaaku/Sethaare	Senke/Sene	Sethiku/Sethi	There
Baarambar	Baarbar/Ghaneghane	Sabubele	Repeatedly
Ei jagaku	Ithaanke	Ejagaaku	This place
Bokaami	Bhakuami	Murkhataa	Foolishness
Bahuta kaama	Bahut te kaam	Beshi kaam	More work
Samaya	Saamia	Samaya/Taimi	Time
Ausadha	Uso	Osada	Medicine
Asusthataa	Rogbimaar	Diha kharaap	Sickness