A Contrastive Analysis of Persian and English Adverbs

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Abstract

Language is one of the most important and vital means of communication which is systematic at different levels. Many people try to learn a foregin language, but many suffer some shortcomings when it comes to transfering their ideas from one language to the other. Translation is what happens in the user's mind and he needs to have a mastery of vocabulary, grammar and comprehension. Accuracy in using the two languages needs a thorough knowledge of both languages, especially the similarities and differences between them.

Adverbs as a major component of the parts of speech deserve to be considesed and studied carefully. In this paper a contrastive analysis of adverbs is presented in a systematic way. This can help language learners to have a better understanding of adverbs when using both languages and when trying to translate one to the other.

Keywords: communication, language, transfer, adverb, translate.

1. Introduction

As long as people have wondered about the world, they have been intrigued by the mysteries of human nature. The most commonplace activities of our lives __ the things we take for granted __ become great puzzles when we try to understand them. Communication is intertwined with all of human life, and
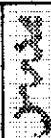
any study of human activity must touch on it... . Communication is one of the most pervasive, important, and complete aspects of human life. The ability to communicate on a higher level separates humans from other animals. Our daily lives are strongly affected by our own communication with others as well as by messages from unknown persons from other parts of the world [15].

Human beings communicate with each other, and language is one of the most important and vital means of communication, In order to be understood, language must be used systematically which makes it capable of an indefinitely large range of expressions. Language is systematic at the level of words and also at the level of how sentences are organized and combined to form longer units. Any form of communication has to be systematic in order for understanding to occur, and language learners have to learn how to communicate in the language they study and be able to transmit their messages as accurately as possible to be received and interpreted correctly. The need for informed debate about teaching and learning methodology in language learning is vital to break down the barriers, one of which is mastering grammar [19].

Millions of people around the world try to learn a foreign language. They are not growing up in a bilingual communaity and suffer serious shortcomings of current curriculums of language teaching and experience radically different teaching methods, especially those who learn a foreign language only when they go to high school. If both languages are similar, language learners may have fewer problems but the situation becomes confusing, and even embarrassing, when the two languages are completely different in alphabet, sound system, and structure [27], like English and Persian, regardless of the fact that they belong to the same language family _ Indo _ European.

Therefore, if the goal of learning a foreign language is to communicate, to listen, to speak, to read, and to write through that language and transmit different thoughts and ideas from one language to the other _ to translate _ it is necessary to have a good command of both languages and feel at home when using either one. Translation is not just a process that happens in the

translator's head, but what is written should be acceptable by its readers [14].

Language learners and teachers should always keep in mind the persistent notion that the mastery of grammar palys a major role in translation and language learning. What is written in one language should be well understood first and then translated into another. Therefore, nobody can translate unless he has a good command of both languages wide and deep, and his knowledge should not be limited or trivial. He should be aware of the figures of speech and the best and accurate use of the languages [17]. Accuracy depends on understanding the structures of both languages besides words, idioms, style, while he makes the whole thing flow and pulls them together [11]. This is possible only when the translator knows the similarities and differences of sentence structure and parts of speech in both languages. It is hoped that this study serves to aid future endeavors in this field, to open the door for new researches, and to give insights to students to prevent some of the problems they face in the field of translation.

Of course, those who major in English literature or teacher education cannot be exempted. They, too, do need to have enough and accurate knowledge of the grammar of the language they study and possibly translate every now and then in their career. Therefore, a contrastive analysis (CA) of adverbs may be of some help to those who learn a foreign language in communities where they do not practice the foreign language and have no access to original sources except their teachers for a limited time during calss hours. Moreover, language teachers may also gain some helpful insights into their teaching approaches and may realize the pitfalls their students face, especially the interference of their mother tongue(s) in foreign language learning. The idea of using CA can be summarized in the words of Els et al, (1984):

a) Providing insights into similarities and differences between languages;

b) Explaining and predicting problems in second language learning;

c) Developing course materials for language teaching.

But the researcher believes in a fourth dimension. CA with all its limitations is useful in teaching the strategies of teaching translation to students of English language and highlights the problems that they may face in their career.

2. English Adverbs

Adverbs in English include words, phrases, and clauses that modify a verb, an adjective, another adverb, a determiner, a preposition, and noun phrases [16]. But Frank [10] believes:

It has been customary to include the most disparate elements among the adverbs, frequently those that cannot be put into any other part of speech classification. Adverbs range in meaning from words having a strong lexical content... to those that are used merely for emphasis. They range in function from close to loose modifiers of the verb..., single words, prepositional phrases or clauses, to loose modifiers of the entire sentence.

Therefore, it is difficult to draw a clear-cut line between adverbs and other parts of speech. In this respect, both Master and Frank maintain that adverbs are the most difficult word class in form and function to be realized. "If your're not sure which class a word belongs to, it's probably an adverb" [16]. There are a large number of problems connected with the use of adverbs; their similarities, and the position of adverbs because they are the most mobile elements, and they should be discussed or studied in a manner that covers their form, function, and position [30, 20]. Francis [9] also believes that adverbs are a complicated group of words, phrases, and clauses which vary in form and distribution.

3. Classification of Adverbs

Francis [9] classifies adverbs into eight groups and their ability to appear in utterances - final position, after a noun or nouns as complement. Adverbs are

also classified based on their function - manner, place, and time - or position - initial, mid, and final [16]. In cases, some other functions as intensifying (quantifiers and emphasizers), sentence adverbs, conjunctive adverbs, explanatory adverbs, relative and interrogative adverbs, and exclamatory advebs are also discussed in grammar books [10]. Baker [1] categorizes adverbs into four groups: 1) manner (*slowly*), 2) degree (*very*), 3) locative (*here*), and 4) frequency (*often*).

Regardless of their position - initial, mid, or final - adverbs are classified here as - simple (base and derived) and compound (phrase and clause) - taking their functions into consideration in order to make the comparison of them with the Persian ones more understandable. This is done bacause Iranian students studying English language may learn the function of simple adverbs - manner, place, etc - faster and with less effort, but when it comes to compound adverbs, they may have problems in realizing and understanding their roles or functions in different sentences or passages.

I. Simple Adverbs

Simple adverbs are the largest and the most clearly marked group of adverbs which exist in English. They are divided into base and derived forms and indicate manner, place, time, frequency, and degree (quantifier / intensifier). They can be used in initial, mid, or final position for emphasis or conveying the user's intention [9, 10, 20, 16].

A. Base Froms: Adverbs which exist in their base forms and have the characteristic of modifying a verb, an adjective, an adverb, a determiner, etc. are considered as basic in this study, e.g:

a) He walks, *fast.* (manner)

b1) He lives *here.* (place)

b2) He brought the book *in.* (place or preposition)

c) They come *later.* (time)

d) You *often* read that book. (frequency)

e) She is *very* tired. (degree)

f) He arrived *just* in time. (modifier of preposition / intensifier)

g) He sings *quite* well. (modifier of adverb)

h) *Over* twenty people came to class. (modifier of determiner)

i) *Next*, we take up the other parts. (sequence)

In this group, all the adverbs are in their base forms and can be classified and used in different positions - initial , mid, final - in order to put more emphasis on different parts of a sentence, e.g.:

Here, he lives.

Often you read that book.

B. Derived Forms: The largest group of adverbs are those formed by the addition of prefixes and suffixes.

1. Adverbs with a prefix are:

a) Those formed by adding the derivational prefix "a-" to nouns, verbs, adjectives, and stems like *ahead, astir, aloud*, and *anon*, respectively. They may also be listed as adjectives in some grammar books and dictionaries. But since they fit into adverbs positions and not the adjective ones, they are adverbs [9, 10, 16].

b) Adverbs formed by adding The prefix "al-" to adjectives or adverbs as *already, also,* etc. This group is limited in number, but has a wide usage in English grammar.

2. Advebs with a sufix are:

a) Those formed by adding the suffix "-ly" to adjectives (base or derived) which constitute the largest group used in English, e.g. *eagerly, slowly, hopefully, uselessly.* etc. They are mainly adverbs of manner and as many as the large classes of base and derived adjectives, except for a few adjectives which end in "-ly" and those that do not run true such as "goodly" and "lively" which are
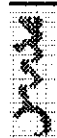
usually adjectives, even though they are formed by adding "-ly" to base adjectives. There are also adverbs of place, degree, time, etc - *locally, monthly* - which are formed by adding "-ly" to nouns and adjectives.

b) Another group of advebrs, though smaller than the previous ones, are those formed by the addition of suffixes like "-wise", "-ward", "-wards", "-side", "-er", and "-est" to nouns, prepositions, adverbs, etc. such as *clockwise, backward(s), inside, oftener,* and *furthest* [9, 10, 16, 31].

II. Compound Adverbs

Compound adverbs (phrases and clauses) also follow the general order and function of manner, place, time, etc. as do the simple ones. These adverbs mainly appear at the beginning or at the end of the sentences. but hardly in the mid position, especially the adverbial clauses.

A. Phrases. Adverbial phrases usually have the same general function as simple adverbs, but they constitute a smaller group comparing: 1) those formed by combining a noun - determiner like "some", "every", "no", etc. with a limited number of nouns and function words, as in *someplace, everywhere, nowhere,* and so on; 2) adverbs made up of a preposition and a noun or a noun phrase in different functions, as *with a knife, by car, along the canal, at night, forth winter, in return,* etc. Infinitives and prepositional gerund phrases that show manner, place, time, reason, etc. are included in this category e.g.:

He came *to study*.

He came *after listening to the news*.

Therefore, all phrases (infinitive, gerund, etc.) that can fill the position of any simple adverb in a sentence should be included in this group, and 3) phrases made up of two nouns (noun phrases) like *weekend, sunday morning,* or *last night* and a group of adverb - substitutes as "this", "so" and "there" plus a noun or an adveb as *this way, so far,* etc. [9, 10, 16, 31]. Adverb - substitutes are

limited to "then", "there", "thus", and "so" and are considered as simple adverbs.

B. Clauses. Adverbial clauses can have the same functions as simple adverbs. They are the most common kind of dependent clauses which contain a marker and a subject-verb relationship. The marker, or the introductory word, requires the clause to be attached to another full predication - the main clause. They occur primarily in sentence final or initial position, but rarely in mid position where it is set off by commas and acts as an interrupting element to vary the rhythm of the sentence. They are used as adverbs of place, manner, time, result, cause, reason, frequency, condition, purpose, comparison, adversion, addition, sequence, and concession [10, 21, 16, 31]. Examples:

It was past midnight *when the plane arrived.* (time)

He is buried *where he was born.* (place)

He left the room *as though he were angry.* (manner)

She works *as hard as her husband does.* (comparison)

They couldn't meet the deadline, *although they worked very hard.* (concession)

While he is friendly, his father has few friend. (adversion)

As he was in a hurry, he got the first taxi. (cause)

The factory was moved *so that they can reduce costs.* (purpose / reason)

He will come *unless it rains.* (condition)

This is such a bad book *that I am going to throw it away.* (result)

This machine is more efficient *that the old one was.* (degree)

She bought a book; *in addition, she received a gold pen.* (addition)

He filled an application; *after that he found a job.* (sequence)

Each type of the above clauses has other alternatives with other coordinators or subordinators which are not elaborated here because they do not make adverb clauses. A detailed explanation can be found in most of the grammar books including those in the following bibligraphy or the ones available in the market. The role and use of adverb clauses are extensive in

the English language, and they could be found in any passage whether spoken or written. Therefore, the need to practice them both intensively and extensively is evident and recommended, because without doing so, stdudents cannot master this portion of grammar well enough to use in reading, writing, and especially translation.

4. Persian Adverbs

Adverbs are not formally distinct in Persian, but certain words function as adverbs and correspond in use to the English ones. Some nouns, or words which are used as nouns, nouns combined with prepositions, and adjectives can be used as adverbs. All of the adverbs, no matter which parts of speech they were, modify verbs, adjectives, other advebs, prepositions, and so on [13, 22]. Persian adverbs are classified in the same manner as the English ones to make the comparison easier, and therefore, the differences can be observed better and more clearly. Adverbs usually precede the words, phrases, or clauses they modify but are used in other positions if they do not sound unnatural or strange.

I. Simple Adverbs

Simple adverbs in Persian, as other classes of adverbs – derived and compound – include all of those indicating manner, place, time, frequency, and degree [13, 22, 18]. They mainly appear before what they modify and some of them in initial position but rarely/never in the final. These adverbs include base and derived forms as follows:

A. Base Forms: Base adverbs in persian are considered those that have a basic form. They may have derived or compound equivalents in English. Some of the basic adverbs of manner are the same as adjective forms and can be distinguished only by their functions.

a) /ou *tond* rah mirævæd / (manner)

he fast walks *(He walks fast.)*

b) /ou *inja* zendegi mikonæd / (place).

he here lives *(He lives here.)*

c) /ou *færda* miayaed / (time)

he tomorrow comes *(He comes tomorrow.)*

d) /ou *hærgez* eftebah nemikonæd / (frequency)

he never mistakes not makes *(He never makes mistakes.)*

e) /ou *xeili* xæste æst / (degree)

he very tired is *(He is very tired.)*

f) /ou *dorost* bemoqe amæd / (modifier of preposition)

he just in time came *(He came just in time.)*

g) /ou *besyar* xub mixanæd / (modifier of averb)

he very well sings *(He sings very well.)*

h) /bæd ou be xane mirævæd / (sequence)

next he home goes *(Next he goes home.)*

In this category the modifier of determiner is absent, because in Persian it belongs to the next part - compound ones. The adverbs of manner can be distinguished from their adjective forms by comparing the following sentences:

a) /ou *xub* dærs midædæd / (adverb)

he well teaches *(He teaches well.)*

b) /an ketab *xub* æst / (adjective)

that book good is *(That book is good.)*

Most of the adverbs of manner have another form which is discussed in the next part - derived adverbs. Also, adverbs of manner never take the initial or final position, but adverbs of frequency and time may appear in the initial, not final position, while adverbs of place may come in the final position.

a) /hærgez   ou   næyamaæd / (frequency)

    never   he   not-came *(He never came.)*

b) /diruz   ou   amæd / (time)

    yesterday he came *(He came yesterday.)*

c) /ou   ræft   *mænzel/* (place)

    he   went   home *(He went home.)*

B. Derived Forms: Persian derived advebs are formed by adding a prefix or suffix to nouns, demonstrative pronouns, adjectives, and question words. They include the following groups:

a) An adjective plus the suffix /-ane/:

    /aqel + -ane → aqelane/

    wise + -ly → wisely

    Of course, the word /aqel/ is used as a noun, too.

b) An adverb plus the comparative or superlative suffixes /-tær/ and /-tærin/:

    /xub + -tær → xubtær/

    well +   better

    /xub + -tærin → xubtærin/

    well +   best

c) A noun plus the suffix /-ane/:

    /ruz + -ane → ruzane/

    day + -ly → daily

d) A demonstrative plus the suffix /-gune/

    /in + -gune → ingune/

    this + way → in this way

e) A demonstrative plus the suffix /-gah/:

    /an + -gah → angah/

    that + time → then

f) A question word as /-če/ plus the suffix /-gone/:

    /če + -gune → čegone/

    what + way → how

g) A prefix as /be-/ plus a noun:

/be- + asani → beasani/

ly + ease → easily

h) Numeral adverbs taken from Arabic which are formed by adding the suffix /-æn/ to cardinal numbers:

/ævæl + -æn → ævælæn/

first first

i) Nouns plus the suffix /-æn/:

/etefaq + -æn → etefaqæn/

chance/event + by → by chance

j) The prefixes /bela-/ and /la-/ plus a noun:

1) bela- + ʃært → belaʃært/

without + condition → unconditionally

2) la- + æqæl → laæqæl/

at + least/less → at least

k) Present participles are also used as adverbs:

/ou *xandan* amæd/

he laughing came (*He came laughing.*)

l) There are some miscellaneous forms with very limited productivity:

1) A noun plus the suffix /-e/ which is usually used with a quantity word as /hær/, /ʧænd/, /pænj/, etc. in a phrase like:

/hær *sale*/ /sal + -e → sale/

year + ly → yearly

2) An adjective plus /-e/ which has only one example:

/hæmvar + -e → hæmvare/

even + ly → always

3) An adjective getting the prefix /be-/:

/be- + tædrij → betædrij/

ly + gradual → gradually

There might be some commonly used forms which are borrowed from other languages mainly from Arabic such as /bælke/ (but, rather). /belæxære/ (finally, at last), and so on which follow different rules.

II. Compound Adverbs

Compound adverbs (phrases and clauses) in Persian are as complicated and sophisticated as those in English. They are used in the same position as the simple adverbs.

A. Phrases. Persian adverb phrases are formed in the following manner:

a) A combination of a number plus a noun, as: /sæd bærabær/ (*hundred* times), /do mærtæbe/ (*tow* times or twice), /do gane/ (*two* types/forms), and /se la/ (three fold).

b) A repetition of a number plus the connecting words /be/ and /ta/ which are equal to English preposition *by*, as: /se *be* se/ or /se *ta* se *ta*/ (three by three).

c) A combination of two numbers where some of them may contain two consecutive ones, as: /do se/ (two or three) and/dæh dævazdæh/ (ten or twelve).

d) A preposition plus a noun, as: /ba æsb/ (*by* horse), and /ba pul/ (*with* money).

e) A preposition plus a simple adverb of time or place, as: *ta* ʃænbe/ (*by* Saturday), /ta færda/ (*until* tomorrow).

f) Fractions expressed by a cardinal numbr followed by an ordinal number e.g.: /se pænjom/ (*three* fifths).

g) A noun determiner with a noun or noun phrase, as: /bæzi mærdom/ (*some* people) or a determiner plus a prepositional phrase as: /besyari az ʃoma/ (*many* of you).

h) A combination of /hær/ (every of any) plus a noun, as: /hær sal/ or /hær sale/ (*every* year or yearly), /hær kæs/ (*any* person).

i) Phrases compounded of Arabic and Persian words used as conjunctions. They usually include the relative /ke/ at the end, as in: /væqtike/ (when), /dær surætike/ (although, whereas, in the event that), /be mojæræde in ke/ (as soon as), etc. These phrases are mainly used as conjunctions preceding different clauses, while some grammarians consider them as adverbs, but they are not used frequently.

It seems necessary to mention that the categories given here may only reflect one form of function as place or time, but they are true in other cases as well e.g.: /hær xane/ (*every* house), /ta dæftær/ (*as far as* the office), and /ba xoʃhali/ (*with* happiness).

j) In Persian, some of the idioms or proverbs are used as adverbs: /jan bær kæf/ (courageously or devotedly), /dæst æz pa deraztær/ (disappointedly), etc.

B. Clauses. Adverb clauses in Persian are as extensively and widely used as in English. They include condition, reason, place, time, manner, purpose, comparison, adversion, addition, sequence, concession, frequency, and cause [13, 18, 25]. But Nobahar (1995) adds a few more as exclamation, quality, perfection, direction, and explanation which are placed by others in the categories previously mentioned or in poetry. Some of the main Persian connecting words used in adverb clauses are /hær/ (each or every), /čenanče/ (in case or if), /čenanke/ (in case or if), /ægær/ (if), /mæbada/ (lest), /hærgah/ (if or whenever), /mægær(inke)/ (unless), /hærčænd(ke)/ (even if, although or however), /ægærče/ (even if or although), /hænuz/ (still or yet), /vali/ (but), /baz/ (still), /čun(ke), zira(ke), ke/ (because), /ta inke, ta, ke/ (that, in order that), /anqædr...ke - čenan...ke/ (so... that), /æz moqeike/ (since), /væqtike, moqeike/ (when), subordinating conjunctins and conjunctive adverbs connect the adverb clauses to main clauses and specify them as such. In order to avoid confusion and save time and space, some examples are given which might clarify the point and show the similarities and differences.

a) /væqti(ke) mæra seda zæd, ketab mixandæm/ (time)

When   me   he called book   I was reading

(I was reading a book *when he called me*.)

/ta be ʃæhr ræsidid be mæn xæbær bedæhid/

as soon as to town reach to me information give.

(Let me know *as soon as you reach the town*.)

b) /inra penhan kærd *ta kæsi anra peida nækonæd/* (purpose)

   this   he hid   so that no one it would not find

   (He hid this *so that no one would find it.*)

c) /ægær væqt konæm be gærdeʃ miærvæm (condition)

   if   time   I have   for a walk   I go

   (*If I have time*, I go for a walk.)

d) /ou *dær jai*: zendegi mikonæd *ke be donya amæd/* (place)

   he   where   lives   that   was born

   (He lives *where he was born.*)

e) /ou *tori* zendegi mikonæd *ke guei ʃahzade æst/* (manner)

   he   lives   as though he is prince

   (He lives *as though he is a prince.*)

f) /ĉun xub dærs xand dær emtehan qæbul ʃod/ (reason)

   because   well   studied   in   exam   passed he

   (He passed the exam *because he studied well.*)

g) /ægærĉe xæste bud, an kar ra tæmam kærd/ (concession)

   although tired was he that work finished he

   (*Although he was tired* he finished that work.)

h) /dærhalike sæmimi æst dær kare xud besyar jedi mibaʃæd/ (adversion)

   while friendly is he in work his   very   serious   is -he

   (*While he is friendly*, he is very serious in his work.)

i) /ou *ælave bær* ketab yek qælæm hæm xærid/ (addition)

   he in addition to book a   pen   also   bought-he-

   (He bought a book, *in addition* he bought a pen.)

j) /ou behæman sæxti-e ʃohæræʃ kar mikonæd/ (comparison)

   she   as...as   hard   her husband   works

   (She works *as* hard *as* her husband.)

k) /ou be mænzel ræft, *bæd be mæn telefon kærd/* (time)

   he to home went, then me   called

   (He went home *after that / then he called me.*)

l) /ou *biʃaæz* bæradæræʃ kar mikonæd/ (comparison)

   he more than   brother-his   works

(He works *more than his brother does.*)

In Persian, it is possible to make different adverbial clauses with different connective words and the examples are so numerous in prose and poetry that including one example for every aspect and function takes a whole book and much time. With so many connective words in Persian, a wide range of sentences can be used for each English one, creating more flexibility and variety in Persian. Some Persian grammarians categorize the connective words as adverbs, but if the connective words do not answer any question relating to adverbs, they do not belong to this group. The following example may make this point clear.

/væqti to amædi hæsæn ræft/

(*When you came* Hassan left.)

The adverb of this sentence is /væqti to amædi/ (when you came) and not /væqti/ (when), because if it is asked: /hæsæn key ræft/ (Hassan when left?) the answer is not /væqti/ (when), but it is /væqti to amædi/ (when you came). Therefore, Persian conjunctions by themselves should not be classified as adverbs and connectives [25].

5. Conslusion

People learn their own language and take it for granted that they know it because they are able to hear and speak, and finally read and write after going to school. When they try to learn a foreign language, everything turns to be complicated and the whole process becomes more sophisticated than what they had thought. Of course, learning a second language is much easier than a foreign one due to psychological and social factors. People never take the grammar of their own language seriously and think that they know it because they have no major problem in communication - verbal and written. But when they start learning another language, whether second or foreign, they come to realize and to understand the structure of the new language as well as their

own and, in most cases, it is the learning of the new language which helps them understand the structure of their mother tongue, not the other way around.

Students need to understand the basic elements of grammar and how the systems in grammar operate with instruction and exercises to practice and consolidate what they have been taught. They are entitled to clear, unambiguous and helpful explanations [4].

Teaching grammar without understanding and without taking pragmatic aspects into consideration may prove unproductive [12, 29, 32]. Therefore, the spontaeous use of any language rather than learning about that language should be emphasized [16]. The need is to develop the skills of language and use grammar as atcol to express meaning. Teachers must realize the needs of different activities, such as reading, writting, speaking or possibly discussions that arise during the class. Then, they should provide the right amount of explanation followed by practice to help students master the necessary points in order to use the language efficiently.

When students master the language they are learning, they will be able to comprehend it and even translate it into their mother tongue. But, knowing their own language is as important as the foreign one [11]. In addition, it is not the description of a language, but the actual use of it, that counts. If students reach a stage where they can crossexamine the grammatical points, compare them, and see the differences, they may be able to use the language in a communicative way and even translate from one to the other. In brief, the focus should be on language production [23].

In the same manner, the role of contrastive analysis in language education is to recognize and respond to the particular problems of students by becoming thoroughly familiar with their errors. In order to get the best result, teachers can focus on a few points at a time and after they are fixed, they can begin working on other ones [3].

If students can empioy the language rules studied and taught, they will be able to employ the knowledge as they read, write, or speak. What gives

language unity and meaning is to consider the use of language by people and the world it is used in to communicate, language in use [5].

Studying the rules of a language and comparing them with those of another one is insightful and helps the learner to realize variations in and across them. Looking at the contrastive anlysis of adverbs highlights the similarities and differences existing in both languages - Persian and English. While these two have some similar points, there are places where one point may exist in one but not in the other. This is where and when teachers should prepare enough explanations and drills to help students realize the point and overcome any problems they may encounter in using the second language, specially in translation. Going over some exercises and examples which manifest the point clearly is of great value in helping the learner passing the barrier from learning into thinking [2].

On the whole, Persian adverbs almost cover what exists in English except that some of them may not appear in some positions. The Persian connective words (conjunction and conjunctive adverbs) are more numerous than those in English and so are the types of adverb clauses. But in most cases, they overlap and have a lot of similarities except that in occasions such as in Eglish conjunctions several Persian equivalents may exist confusing language learners. The contractions in Persian clauses are more that in English ones, and the lack of pronoun repetition in clauses are obvious. In the case of phrases, Persian is rich in constructing them, but still they may be a source of error. Arabic versions of some words (simple or compound adverbs) and conjunctions provide a wide range of forms in Persian which, in turn, enrich the language.

It is hoped that the contrastive analysis of adverbs can be of some help to language learners and specially to those who want to teach or learn grammar besides the ones who endeavor to do translation from one language into the other. Also, the students in the fields of linguistics and TEFL may use this study as a foundation or cornerstone to do more detailed studies for their theses and shed more light on the problems language learners may encounter
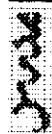
in their efforts to learn and translate [24].

Teachers of English should take their task of teaching the language, and specifically its grammar, more seriously, moving from teaching about the language to teaching the language, prepare enough drills to work on the problematic areas, help the learners overcome the deficiencies they face — lack of proficiency in language use or communication — and develop the ability in them to read, write, and translate if they need to [28].

Contrastive analysis with all the shortcomings recorded by some linguists, still can help to manifest some of the problematic areas in TEFL, to take action on them and to remove blockages in learning a foreign language [29]. It may not be one hundred percent useful, but it is not fair to be abandoned or disregarded completely.

6. Biblioagraphy

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