Chapter One

Introduction: -

This study conducted mainly to investigate first year university student awareness of using adverb by first year students in Sudan University of Science and Technology. Adverbs are one of part of speech. Adverbs are divided into many kinds such as: adverbs of place, adverbs of agree, adverbs of questions word such as how, when, where, how many, farther-more etc.. students using adverbs correctly adding interest and color to sentence first student face problem of using adverbs then this study aims to investigate about this problem of using adverbs and solve it.

1-2 Statements of problems :-

There is a problem of using adverb by first year student in Sudan University of Science and Technology.

1-3 Aims :-

There are a lot of aims in this study :-

to make first year students more aware of using adverbs

to make first year learn more about adverbs

to find solutions for the problem of using adverbs

1-4 Questions of the research :-

1- To what extent are first year students at university aware of using adverb ?

2- What are first year students problems in using adverb ?

3- What are the causes of first year university student in using adverbs?

1-5 Objectives :-

1- To find out to what extent are first year student at university level aware of using adverb

2- To identify first year students problems in using adverbs.

3- To identify the causes of first year students problems in using adverbs.

1-6 Methodology :-

The researcher is going to use the best method to collect the data for this study.

1-7 Significance of the research :-

This study is important because it is make first year students know about the problem of using adverbs and give them the right way of using adverbs.

This study is important for first year student at Sudan University of Science and Technology

1-8 The researcher hypothesis:-

  A researcher hypothesis is the statements created by researcher when they speculate upon the outcome of a research or experiment

1-9 Scope of the study :-

 This study will be conducted in Sudan university of Science and Technology in the year 2017 on the first year students.

1-10 Summary of the chapter :-

The researcher established introduction with title of the study, then they presents statement of the problem, then to shade the light on the purpose of the aims of study which to show the purpose for this study. On the other hand, the researcher presents question of the research to shows the numbers of causes of that stand behind of misusing adverbs. Then next steps : have been presents researcher are objectives. The significance of the research contains three paragraph based on three questions. Hypothesis change the questions to statement methodology to choose the method for data collection and the scope of study to mention the time and place sample of study. The researcher is going to introduce the chaepter.

Chapter Two

Literature Review and previous studies

2.0 Introduction

(A practical English grammar _ A. j. Thomson /A. v. Martinet)

Kind of adverbs:

Manner: fast, bravely ,hard ,quickly (see 35)

Place: by, down, here, there, up(36)

Time: now, soon, still, then, today   (37)

Frequency: always, never, occasionally, often, twice (48)

Sentence: certainly, definitely, luckily, surely (40)

Degree: fairly, hardly, rather, quite, too, very (41)

Interrogative: when?, where?, why? (60)

Relative: when, where, why (75)

Form and use

The formation of adverbs with Ly

A   Many adverbs of manner and some adverbs of degree are formed by adding l y to the corresponding adjectives:

final, finally   immediate, immediately   slow, slowly

 Spelling notes

   (a) A final Y changes to i: happy, happily

   (b) A final e is retained before ly: extreme, extremely.

        Exceptions: true, due, whole become truly, dully, wholly.

   (c) Adjectives ending in a consonant + le drop the e and add y:

        Gentle, gently   simple, simply

Note that the adverb of good is well.

B Adjectives ending in ly:

Daily, weekly, monthly etc. kindly and sometimes leisurely can be adjectives or adverbs, but most other adjectives ending in ly, e.g friendly, likely etc.. cannot be used as adverbs and have no adverb form. To supply this deficiency we use a similar adverb or adverb phrase:

C   Some adverbs have a narrower meaning than their corresponding adjectives or differ from them.

coldly, coolly, hotly, warmly are used mainly of feelings

Adverbs and adjectives with the same form

A	back	hard	little	right*
	Deep *	high*	long	short*
	Direct*	ill	low	still
	Early	just*	much/more/most	straight
	Enough	kindly	near	well
	Far	late*	pretty*	wrong*
	Fast	left		

B   Starred words above also have ly forms. Note the meanings deeply is used chiefly of feelings.

He was deeply offended.

He will be here directly.

The exam was very pretty difficult.

Long and **Near** (adverbs) have a restricted use.

1- Long

Longer, longest can be used without restriction

It took longer then I expected.

2- Near

Near , nearest can be used without restriction :

 Do not come any nearer.

Comparative and superlative adverb forms

A With adverbs of two or more syllables we form the comparative and superlative by putting **more** and **most** before the positive form:

Positive	Comparative	superlative
Quickly	More quickly	Most quickly

B Irregular comparisons :

Positive	Comparative	superlative
Well	Better	best
Badly	Worse	worst
Little	Less	least
Much	More	most
Far	Farther	Farthest(of distance only)
	Further	Furthest(used more widely)

Investigate first year university student awareness of using adverb. This chapter called literature review, and will contain an introduction, historical background. Other wise, contain at least nine studies to support the study. Furthermore, this chapter will contain the summary of the chapter, and then the researcher is going to tell the reader about what the next chapter will contain.

2.1   Historical background

English is the first international language in the present time, it isn't linked to particular culture it is used as second or foreign language in different parts of the world. there can be no dispute that English is language of science and technology.

English was entered in Sudan by colonialism . as result of that ,English language is becoming second language in Sudan. Ministry of education in Sudan teach English language subject in basic syllabus at five year. Furthermore, ministry of education in Sudan design English ad basic subject with Mathematics, Quran studies and Arabic. Otherwise, this study is conducted to investigate first year university students awareness of using adverb. Then, to solve this problem, firstly, the researcher is going to seek about history of adverbs or this issue.

Mariann Celce defines adverbs in 199, Adverbs are morphologically and syntactically the most diverse grammatical structure in English. Traditional grammarians define adverbs as word that modifies adverb, an adjective, or another adverb. However, in this chapter we will show that adverbials, which may be words, phrases, our clauses, are just as likely to modify entire sentences or clauses as they are to function according to the traditional definition of adverbs. in this chapter we provide an overview of adverbs in

terms of their major phrasal and clausal types , including participles functioning as adverbs, we also examine what types of adverbs occur in sentence-final and in sentence -initial position, and we give special attention to preverbal adverbs of frequency (e.g., sometime, often, never) since they occur primarily-thought not exclusively- in sentence medial position. Other definition of adverbs, Adverbs one word, part of speech. Adverbs my modify verb, or they modify adjective and other adverbs. In addition to that, adverbs that function in sentence pattern modify verbs and generally describe place (p), manner (m), frequency (f) or time (t). On the other hand, adverbs design in Sudan education system in spine one, two and three. But, designing in simplest way. For example, adverbs find in grammar section in spine one, two and three. Moreover, adverbs find in simple picture. Then, spine book include less adverbs. Students find adverbs in tenses such as, the present simple tense. It is use adverb of frequency like: always, usually, often, normally, generally, frequently. On the opposite side, students whom learn English, they learn about adverbs by adding (L Y) to adjective such as bad=badly, carful=carefully but, sometime adverbs don't end with LY. However, this study is going to investigate and solve the problem of misusing adverbs.

2.2   Relevant previous studies

2.2.0   This study is conducted by Cathreen Waters (doctor of philosophy) under the title :(social and linguistic correlates of adverbs varbilty in English language by adult speakers).

year of the study: this study is conducted on (2011).

Sample: data collected by 200 adult speakers ranging in age 9-92 in England, and York.

Tool of the study: Cathleen waters use test method based on quantitative method. Then, One particular advantage of this method is that it allows an examination of the patterns in a grammar which frequency alone cannot elucidate.

Process of the study:

This section presents the distributional analysis of the data, both for the social and the linguistic variables. As region was noted above as the source of the variability (e.g., Swan 2001), I begin with a discussion of the results by region generally, followed by a discussion of the other social variables. Finally, I present the correlations of adverb placement and the internal variables.

Results:

The overall rate of preauxiliary adverbs is low in both locations: 6.1 percent in Toronto (total N= 1067) and 4.4 percent in York (total N=709). As it has been claimed (e.g., Swan 2001) that adverbs appear before stressed auxiliaries in British English, I listened to all the preauxiliary adverb tokens from York for auxiliary stress, which I coded impressionistically based on loudness and length. In only one case was the auxiliary stressed. Therefore, something more than stress is at work, and I will outline what correlations the data indicate are present in the rest of the section. Furthermore, The rate differences between age groups within each corpus are not substantially different, nor are the rates for one location or the other consistently higher, though the rates in the 4069 year old group diverge in the two regions,

with Toronto speakers 4069 having a higher rate (7.3 percent) than the Toronto average (6.1 percent), and York speakers 4069 having a lower rate (2.5 percent) than the York average (4.4 percent). Similarly, the rates by speaker sex, shown in Table 4.3 are fairly consistent within each location, though women in York show a slightly higher rate than their male counter. Then, Adverb type is statistically significant in both locations. The relative strength of this factor group and the hierarchy within the factor group is consistent in the two locations. Predication adverbs (e.g., MAYBE, PROBABLY, ACTUALLY) favors preauxiliary position and all other adverb types disfavor it, though functional adverbs (e.g., SOMETIMES, OFTEN) are a more disfavoring environment in York than in Toronto. Finally, ALWAYS and NEVER are particularly disfavoring environments in both locations, as suggested previously in the distributional analysis.

 It is apparent from the results of the various analyses that speakers avoid placing adverbs before the auxiliary HAVE, both when it occurs alone and when it occurs after a modal. The distributional and factor weight results for modal + HAVE suggest that the mechanisms at work in those cases are similar in both locations. However, when HAVE occurs alone, the rate of preauxiliary adverb use in Toronto is higher than in York. On closer examination, it is apparent that the rate of preauxiliary adverbs is not the same for all forms of HAVE in Toronto. Figure 4.5 shows the rates34 for preauxiliary adverbs by form of HAVE in the two corpora (excluding cases of ALWAYS in York, where it is invariant).

The researcher agrees with this study because this study focus a in adverbs and show the problem of misusing adverbs.

2.2.1   This study is conducted by Eissa Alkhotaba (department of English language and literature in Mu'th university under the title Errors in the use of prepositions and adverbs partcial in Malaysia University.

Year of the study: (21/2012).

 sample of the study: 45 Arab post graduate student at USM university Sain Malaysia as speakers of English as ascend language, the age of the student ranges between 26 and 45years.

 Tool of the study: the researcher uses the questionnaire method.

Procedures of the study:

The sample of this study comprised 45 Arab postgraduates from different faculties at USM (University Sains Malaysia) Penang, Malaysia. The sample of the study included both males and females. All of them were users of ESL. They started their degree in 2012, 2013.

Results:

the result of this study revealed that Arab ESL speaker committed varied kinds of errors in the use of adverb particles. The number of the errors in the use of adverb were analyzed and conclusion were produced based on the nature of error. Analysis of the corpus revealed that errors made were, mainly, based on the function and replacement of adverb, this study is qualitative study. In addition, users of ESL are also misled by the presentation of English language teaching, up materials in the classroom setting. Some teachers may teach prepositions to their students orally. This

leads them to reality shock when they practice writing and get confuse and misuse prepositions with adverb particles, particularly whenever the learners or users can not differentiate between prepositions and adverb particles. This may include components such as down and over as adverb particles as demonstrated in the examples below:

(I) The boy lives up / down the road.   [preposition].

(ii) He looked up / down.   [Adverb particles] .

In conclusion, this research investigated the errors in the use of prepositions and adverb particles by Arab postgraduates as speakers of ESL at USM. The findings of the research indicated that most of the errors in the use of prepositions by ESL speakers relate to the following causes:

a) The inter-lingual or intercommunicative errors caused by the users' native language interference.

  b) Usage and training errors.

c) The faulty presentations of the training materials by the language trainers.

d) The use of English within particular linguistic situations.

  the researcher agrees with this study because this study relate to nature of the sample ,and samples of this study are bilingual, Arabic and English.

2.2.2   This study is conducted by Pascual Perez and Maria Belen mainly to investigate the research under the title (the use of intensifying adverbs in learner writing in English language.

Year of the study: (2012)

Samples of the study: 50 Spanish kids (learner of English).

-Procedure of the study:

Our research examines the use of intensifying adverbs in the written production of young (<16 years old) Spanish learners of English as a foreign language (EFL). The purpose of our analysis is to document the use of adverb-driven intensification in two different types of essay across six academic years, ranging from grades 5 to 10.

Tool of the study: the researcher uses test method

Process of the study:

The treatment of intensifying adverbs in grammar studies has been fairly inconsistent over the years. We first review some of the studies conducted before Quirk and Green Baum's (1973) seminal grammar book. Then, we discuss more recent accounts.

Results:

Only 15 kids contributed their essays to the Spanish component of the ICCI corpus. At this stage, essay writing is not taught or extensively used, so the teachers were very reluctant to see their students' writing tested or assessed by a third party. This made it extremely difficult for the compilers of the corpus to gather a more significant number of samples. The mean of the word count in this group was 26.4 (SD = 12.8), 33.8 (SD = 11.2) for those who wrote on the topic related to film and 18 (SD = 8.9) in the case of those learners who wrote on the topic related to money. Only two learners in the group that wrote on films used an intensifying adverb. Furthermore, Thirteen kids out of fifteen did not use any kind of adverbial grading. None of the kids used any kind of general adverb in their writing. Otherwise, Fourteen kids out of nineteen did not use any kind of adverbial grading at all. There were only two instances of general adverbs in their writing, namely, late and

an instance of non-degree too. In addition to that, the results of our research suggest the sensitiveness of lexical choice and the range of meanings expressed by writers to the register (Swales & Burke, 2003), and to the writing task, in the FLT context. In level 9, we found statistically significant differences between the film and the money groups regarding the frequency of use of very. Although the use of this particular adverb does not present any challenges to learners from a phraseological or pattern-study perspective, it remains to be seen whether the teaching of intensification in schools go beyond the introduction of selected adverbs that correspond word for word with other adverbs, at least in Spanish. This could partially explain some of the errors that were found in our data, as well as the correct uses of the perfectly matching functionalities of these adverbs in Spanish and English. There are claims that adverbs were treated as adjectives derivations in FLT; further research would be required to confirm whether this is indeed the case with regard to intensifying adverbs. The lack of inflectional suffixes in this class of adverbs may be the reason why very young learners of English do not notice these adverbs.

The researcher agrees with this study because the sample of the study are kids may be aren't noticed adverbs.

> **2.2.3** This study is conducted by Robert John Rittman, mainly to investigate the study under the title (the Role of adjective and adverbs as suggested by linguistic and philosophy in (graduate school -New Brunswick in the State University of New Jersey) for the degree of doctor philosophy.
>
> **Year of the study**: May 2007.
>
> **Sample of the study**: group of 30 English speakers.

Tool of the study: Robert John uses test method to collect the data.

Process of the study:

In this section, we show why it is difficult to compare result across automatic genre discrimination studies, in later chapter; we will introduce ways of overcoming this difficulty. Namely, (a) selecting feature identified by other disciplines that can be generalized to other classification problems (chapter3) ,(b) using our model for systematic feature comparison (chapter5), and(c)using new performance measure (accuracy gain) that can compare accuracy across studies (chapter5).

Results:

In this study, the researcher addressed the problem of machine. Classification for non-topical criteria, namely the automatic discrimination of genre, he selected our feature based on an understanding of role of adjective and adverbs in language using insight from linguistics and psychology. We hypothesized that the former method will reliably distinguish document automatically by genre (hypothesis), and that the later method is more effective that the former. To test this, we used 4,053 documents in the British national corpus, classified by genre (Lee, 2003), Robert selected 30 speaker-oriented adverbs 44 trait adjective and 36 trait adverbs. Then, Robert selected adjective and 30 adverbs LY randomly. He also measured the important of individual words in our vector experiment by using what we call the salience score. In addition to account versus vector, he considered other representations of the document, and sentence position. This result in 54 methods for the six problems. As expected, the (softest) problems are one -against-one classification problems. The hardest problem is one -against many classification. The pest result for any method is always

is against one classification. at least one method containing only adjective and adverb features for any problem always outperform any method containing either noun , verbs, or punctuation feature. We determine this by calucting that the highest gain for any problems is always achieved by methods that contain the union of the count of many kinds of adjective and adverb feature. This result lends to support to hypothesis.

The researcher disagrees with this study because this study doesn't investigate more about adverbs.

2.2.4   This study is conducted by Hu Yan -Wan under the title:(misuse of degree of adverbs by Chinese students in department of Chinese ,Sun Yat -Sen University .

Year of the study : (2005)

Tool of the study: researcher uses test method.

Samples of the study: group of chines students in Sun Yat university.

Results:

On the other hand, the result thesis concludes and demonstrates five types misuses of the degree adverb "feichang (very)" according to the wrong sentences of foreign students when they are using "feichang (very)" . It mainly includes "feichang (very)"'s co-chose

With verbs and adjectives, co-appearance with degree adverbs, co-use with negatives adverbs and its choice of adjectives

And verbs, choice of "bi (compare)" sentence and the non-co-existing problem of static and trends. What's more, it tries hard

To reveal reasons of foreign students' misuse of "fetching (very)"

The researcher agrees with this study, because, the foreigner students of English second language expect them to misuse degree of adverb.

2.2.5   this study is conducted by Keith Adams under the title (An Investigation of adverbs of manner in Japan university)

Year of the study: 2005.

Tool of the study: Keith uses test method to collect the data.

-Samples of the study: third _year Japanese university students.

Results:

Of the 16 manner adverbs, only one was almost equally distributed into either position (carefully; 48%- 52% in positions before and after the conjunct- ton, respectively). All others had what might seem to be a preference for one position over the other. However, when a statistical analysis (a one sam- ple t- test between percent's) was performed, only 5 had statistically significant differences, meaning that the other 11 MAs appeared in a position merely by chance . furthermore,The results did not produce the rule that I was hoping to find as a teacher, but as a researcher the results were very illuminating in terms of not only the linguistic data, but also the strengths and limitations of what a corpus search of this kind provides. otherwise, The results indicated that the teach- errs were quite accurate concerning the function of the two items (providing contrast or introducing bad news), but their analysis lacked details about other aspects of usage, such as frequency, register, collocations and sentence patterns, all of which can be gained from corpus data.

This last point certainly applied to the situation this author encountered after analyzing the data of the 16 manner adverbs in the target pattern. From

one perspective, the results might have seemed to be disappointing since empirical evidence for a tentative effort to formulate a rule could only be applied to 5 of the 16 MAs. However, the results could also be taken in a more positive light in that there was a statistical preference for some MAs but not for all. Either way, it was clear that more 'digging' was needed to gain further insights. At that stage, a decision had to be made as to how that inform- mation would be obtained. On the other hand, An obvious step would have been to expand the corpus search by gaining full access to the BNC corpus in order to get more samples of the MAs in the target pattern. However, it was felt that a more productive option at that stage would be to seek other avenues of investigation to "supplement the raw data" as suggested by Thornbury. In the end, the decision was made to design a questionnaire to be given to native- speakers of English (NES) to obtain data about their preferences in the ordering of MA pairs. The results of that survey revealed that the NES had statistically significant preferences of order in 8 out of 10 items on the questionnaire, and also indicated that these mantic qualities of the adverbs, such as adverbs which describe the speed at which something was done, may influence the choice of a one order over another.

The researcher agrees with this study because this conducted for foreigner students and aren't able to regencies the adverbs of manner . finally, they are needing more practice in English specific in Grammar.

2.2.6   This study is conducted by Miller(1991), mainly to investigate the study under the title(Use of sentence in final adverbs) in the grammar book.

Year of the study:(1991)

Tool of the study: Miller uses test method.

Sample of the study: group of students.

Results:

The results of Miller study has been concentrated in database of 50,00 words (roughly half spoken and half written) , he finds 2,901 tokens of clause find adverbial . Approximately, 75 percent of these tokens were prepositional phrases while adverbial phrase, clause and nonfinite adverbials accounted for the remaining 25 percent in that order. Miller finds following result as percentage for this study:

-one final adverb.   1,567   73%

-two final adverb.   486   22%

-three final adverb.   87   4%

-Four final adverbs.   14.   0.5%

-five final adverb.   3   0.1%

What we can conclude from Miller's numbers is that strings with more than three sentence final adverbial _while possible are extremely rare. Multiple adverbials of two or more occurred 13time percent 1,000 words in Miller's written corpus but only 7.6 time percent 1,000 words in his oral corpus, supporting the initiation that such structure occur more in written than in spoken English discourse . Furthermore, within the written corpus. Miller found that the fiction portion of his data base was richest in clause - final adverbials(85percent 1,000 words) followed by popular philosophy history , technical writing ,and journalism . While adverbials phrases

occurred in all position in string of multiple adverbials in Miller's data , adverbial phrases tended to occur first in string (61percent of the time) and adverbial clauses tended to occur last (78percent of the time) . This confirms that shorter constituents tend to come before longer constituents in astringe of multiple adverbial.

the researcher is agrees with Miller study because include more details about using adverbs in final.

2.2.7 this study is conducted by Ford (1993), mainly to investigate about the study under the title (Use if initial final adverbials clauses in English language conversation in the grammar book.

Year of the study :(1993)

Samples of the study: group of students.

Tool of the study: the researcher uses test method.

Results:

Ford shows us that students use adverbial clauses occur sentence -finally in conversation much more often than sentence initially in small number of case (6percent) , there is no main clause. We also see that concessive adverbial clauses seem to be rather rare in informal conversation. Ford also noted that conversation is very different from writing since in conversation sentence final adverbials can follow main clues that has been spoken with final intonation -that is adverbial clause can have it's own separate intonation counter this latter option of separate counter occurred 18percent of the time for sentence -final temporal clause 33 percent of time for final conditionals, and most surprising -53percent of the time for causal

adverbial clues. According to Ford, sentence final adverbial clauses with containing intonation serve to provide new information that qualifiers, locates , or completes the meaning of preceding utterance , but they don't create discourse link or shift the way that the sentence-initial ones do. however, sentence final adverbial clause produced with their own separate intonation counter have altogether different function, according to Ford , such adverbial clauses are used either by the same speaker to self edit in response to apperceived problem or by another speaker to negotiate understanding.

the researcher disagree with this study because this study explain less about this field.

2.2.8 This study is conducted by Yan -Fang Wang , mainly to investigate about the study under the title(The information sequences of using adverbial clauses in Mandarin Chinese conversation on Chinese University.

Year of the study: (1996).

Sample of the study: group of chine's students.

Tool of the study: the researcher uses interview method to collect the data.

Results:

There were 489 adverbial clauses in total: 270 initial adverbial clauses, making up 55.2% of the adverbial clauses, and 176 final ones, making up 36%4,.

accounting for 87.3%, 77.4%, and 86.6% of their occurrences respectively. In contrast with the former three types, 76.7% of causal clauses

appeared after their associated modified material, and are thus very different from the former three in distribution.

All of the initial adverbial clauses ended in continuing intonation contours. These cases involved into national as well as grammatical signals of more-to-come. Dissimilar to initial adverbial clauses in the corpus, which always end in continuing intonation, when adverbial clauses appear after their associated modified material, they may be connected to that material across continuing or ending intonation. Other wise, The research reported here is intended as a contribution to an understanding of the adverbial clauses, used by speakers in spontaneous communication. This study aims at exploring adverbial clauses in spoken Mandarin conversations on the basis of quantitative analysis. There are four-hours conversation corpus in this research. The adverbial clauses in the data were divided into (I) proposed clauses to their modified material across continuing intonation, (ii) postposed clauses to their modified material across continuing intonation, and (iii) postposed clauses to their modified material with final intonation (rising question intonation or final falling intonation). After an inspection of the data, the results suggest that the temporal and conditional clauses are favored to occur before their modified material, and the causal clauses, after their modified material. The data also show that causal clauses are fundamentally different from temporal and conditional clauses in their use. In conversation, they are well-situated for appearing after the material they modify to introduce more information for understanding.

- The researcher agrees with this study because this study explain how can using adverbs in conversation.

2.3. summary of the chapter:

Investigate first year University students awareness of using adverb Further more, adverbs is one word part of speech, there a lot of kinds of adverbs are: time, manner, place and frequency. Other wise, this chapter is literature review contains many steps firstly, I declared introduction then, historical background of misusing adverbs generally in grammar. After that, there are relevant previous studies about this research and any individual study contains: the title of the study, the name of the author, the date of the study, the samples and tool of the study and the results. Then, after any study the researcher must conclude the study by comment to explain that the researcher agree or disagree then to give the reason. Finally, the next chapter will be about data analysis.

Chapter Three

Methodology

3.0 Introduction:

This study is conducted to investigate first year university student awareness of using adverb , to describe the target subjects involved in the study and the instruments used to collect and analyse the data. It will also include information about the procedures specified for data collection and data analyses. The researcher use the quantitative method base on relevant previous studies, compare to other qualitative method theory, the researcher found quantitative method is best.

3.1 subject of the study:

A Total of (50) first year undergraduate students from sudan University Faculty of education English Language Department enrolled in (EFL) English as a Foreign Language course, participated in this study. Subjects have had studied an exhaustive course of grammar (the problem of misusing adverbs) All students willingly volunteered in the study to enhance their ability in applying and help some text structure features.

3-2 Determination of optional sample size:

The researcher use Cochran formula, applied in a number of 50 students from Sudan University base on the distributed test .

3.3 Instruments of the study:

The researcher prepared and administrated a written test for the purpose of : Firstly, determining students awareness of the problem of
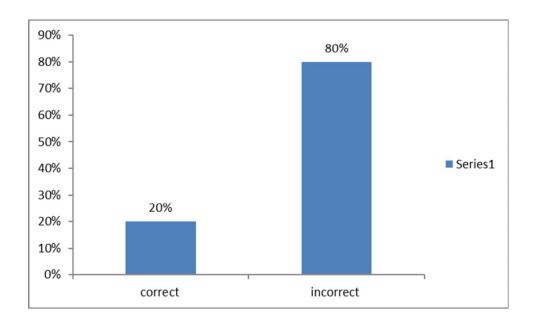
misusing adverbs Secondly, to measure the amount of recall that students yield.

3.4 Test Design:

A quantitative method has been adopted. It is believed to be a suitable one, because the aim of study is to collect as much data from participants involved in the study. This data is subjected to a descriptive statistics, in order to asses and investigate the relationship between observations of interest. furthermore, test contains 22 questions based into two question and test designing as follow:

Table (A-1)

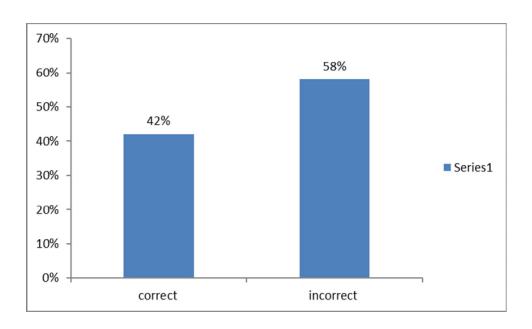| Sometime		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	10	20.0	20.0	20.0
	Incorrect	40	80.0	80.0	100.0
	Total	50	100.0	100.0	

Figure(A-1)

The above figure displays that the number of students who got correct answer are 10 with percentage 20% and the number of students who achieve incorrect answer are 40 with percentage 80.0%.

Table (A-2)

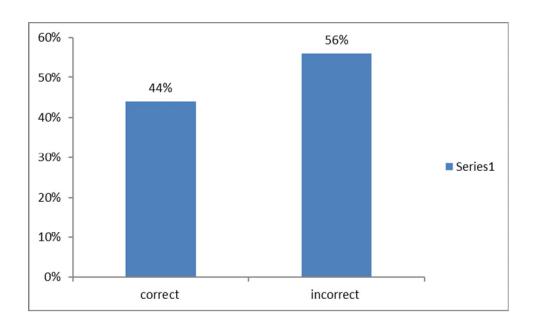| Yet		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	21	42.0	42.0	42.0
	incorrect	29	58.0	58.0	100.0
	Total	50	100.0	100.0	

Figure (A-2)

The above figure displays that the number of students who got correct answer are 21 with percentage 42% and the number of students who achieve incorrect answer are 29 with percentage 58.0%.

Table (A-3)

Too		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	22	44.0	44.0	44.0
	incorrect	28	56.0	56.0	100.0
	Total	50	100.0	100.0	

Figure (A-3)

The above table displays that the number of students who got correct

answer are 22 with percentage 44% and the number of students who

achieve incorrect answer are 28 with percentage 56.0%

Table (A-4)

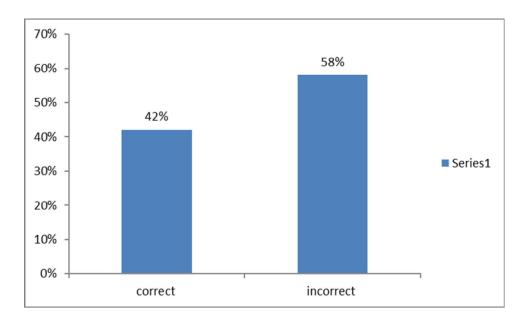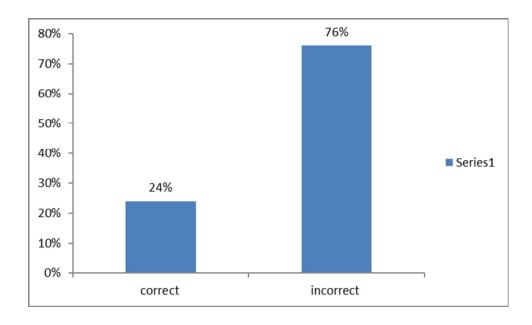| Already		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	21	42.0	42.0	42.0
	incorrect	29	58.0	58.0	100.0
	Total	50	100.0	100.0	

Figure (A-4)

The above figure displays that the number of students who got correct answer are 21 with percentage 42% and the number of students who achieve incorrect an

swer are 29 with percentage 58.0%.

Table (A-5)

certainly		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	12	24.0	24.0	24.0
	incorrect	38	76.0	76.0	100.0
	Total	50	100.0	100.0	

Figure (A-5)The above figure displays that the number of students who got correct answer are 12 with percentage 24% and the number of students who achieve incorrect answer are 38 with percentage 76.0%.

B. choose the correct adverbs between brackets in each to fill the blanks

Table (B-1)

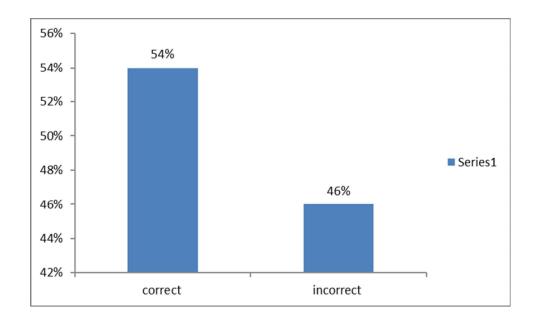| Hard\hardly		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	27	54.0	54.0	54.0
	incorrect	23	46.0	46.0	100.0
	Total	50	100.0	100.0	

Figure (B-1)

The above table displays that the number of students who got correct

answer are 23 with percentage 46% and the number of students who achieve incorrect answer are 27 with percentage 54.0%.

Table (B-2)

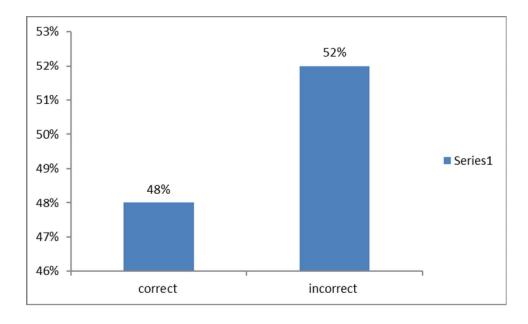| Last \ lastly		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	24	48.0	48.0	48.0
	incorrect	26	52.0	52.0	100.0
	Total	50	100.0	100.0	

Figure (B-2)

From figure (2), it is found that the portion of those who answered correctly was 48% and the number was 24 per person and the portion of those who answered incorrectly was 52.0% and the number was 26 per person.

Table (B-3)

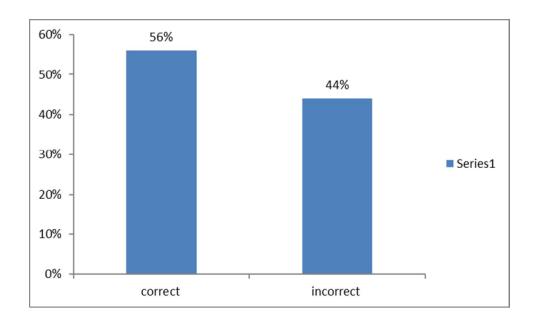| Late \lately		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	28	56.0	56.0	56.0
	incorrect	22	44.0	44.0	100.0
	Total	50	100.0	100.0	

Figure (B-3)

From figure (3), it is found that the portion of those who answered correctly was 56% and the number was 28 per person and the portion of those who answered incorrectly was 44.0% and the number was 22 per person.

Table (B-4)

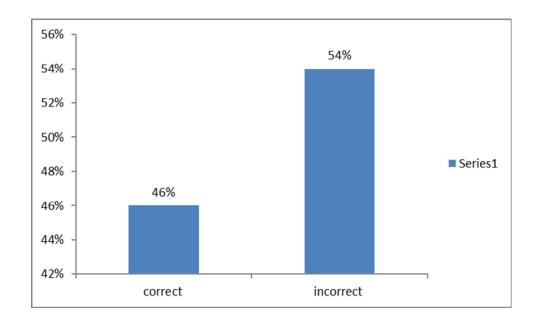|	Just \justly	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	23	46.0	46.0	46.0
	incorrect	27	54.0	54.0	100.0
	Total	50	100.0	100.0	

Figure (B-4)

From figure (4), it is found that the portion of those who answered correctly was 46% and the number was 23 per person and the portion of those who answered incorrectly was 54.0% and the number was 27 per person.

Table (B-5)

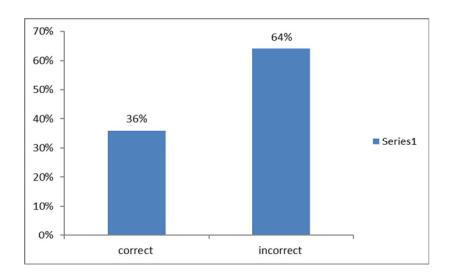|	Near\nearly	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	18	36.0	36.0	36.0
	incorrect	32	64.0	64.0	100.0
	Total	50	100.0	100.0	

Figure (B-5)

From figure (5), it is found that the portion of those who answered correctly was 36% and the number was 18 per person and the portion of those who answered incorrectly was 64.0% and the number was 32 per person.

Question two: if the positions of adverbs are true write (T) and if are not true write (F).

Table (A-1)

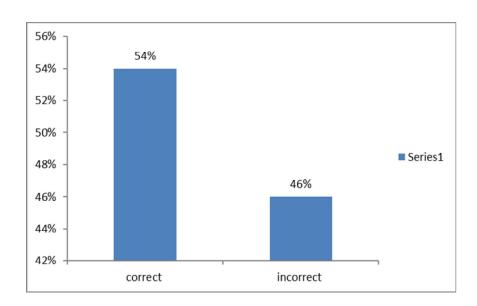| my friends call always for me		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	27	54.0	54.0	54.0
	Incorrect	23	46.0	46.0	100.0
	Total	50	100.0	100.0	

Figure (A-1)

From figure (1), it is found that the portion of those who answered correctly was 54% and the number was 27 per person and the portion of those who answered incorrectly was 46.0% and the number was 23 per person.

Table (A-2)

I didn't sleep very well last night	Frequency	Percent	Valid Percent	Cumulative Percent
Valid correct	27	54.0	54.0	54.0
Incorrect	23	46.0	46.0	100.0
Total	50	100.0	100.0	

Figure (A-2)

From figure (2), it is found that the portion of those who answered correctly was 54% and the number was 27 per person and the portion of those who answered incorrectly was 46.0% and the number was 23 per person.

Table (A-3)

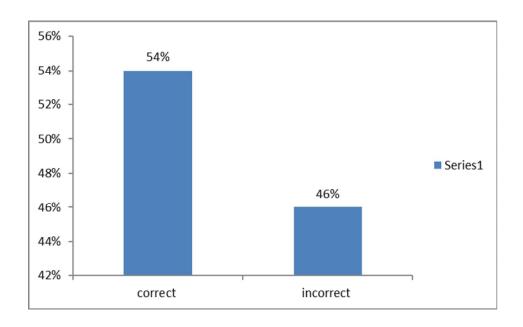| I think ineed to rest a little		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	27	54.0	54.0	54.0
	Incorrect	23	46.0	46.0	100.0
		50	100.0	100.0	

Figure (A-3)

From figure (3), it is found that the portion of those who answered correctly was 54% and the number was 27 per person and the portion of those who answered incorrectly was 46.0% and the number was 23 per person.

Table (A-4)

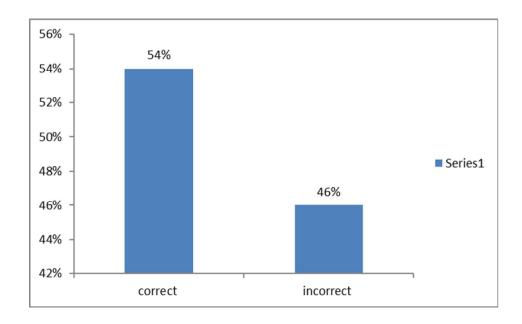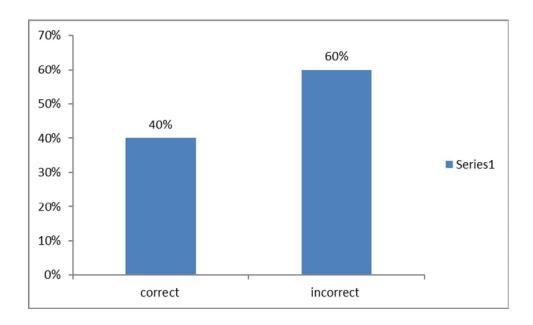| The article is fair interesting	Frequency	Percent	Valid Percent	Cumulative Percent
Valid correct	20	40.0	40.0	40.0
Incorrect	30	60.0	60.0	100.0
Total	50	100.0	100.0	

Figure (A-4)

From figure (4), it is found that the portion of those who answered correctly was 40% and the number was 20 per person and the portion of those who answered incorrectly was 60.0% and the number was 30 per person.

Table (A-5)

Asma locked carefully the door	Frequency	Percent	Valid Percent	Cumulative Percent
Valid correct	16	32.0	32.0	32.0
Incorrect	34	68.0	68.0	100.0
Total	50	100.0	100.0	

Figure (A-5)

The above figure display that the number of students who got correct answer are 30 with percentage 32% and the students who got incorrect answers are 70 with percentage 68%.

Table (3-6)

United played extremely well		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	24	48.0	48.0	48.0
	Incorrect	26	52.0	52.0	100.0
	Total	50	100.0	100.0	

Figure (A-6)

From figure (6), it is found that the portion of those who answered correctly was 48% and the number was 24 per person and the portion of those who answered incorrectly was 52% and the number was 26 per person.

Table (A-7)

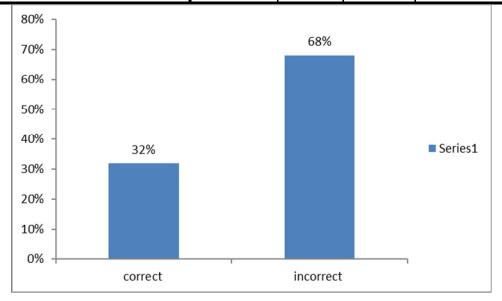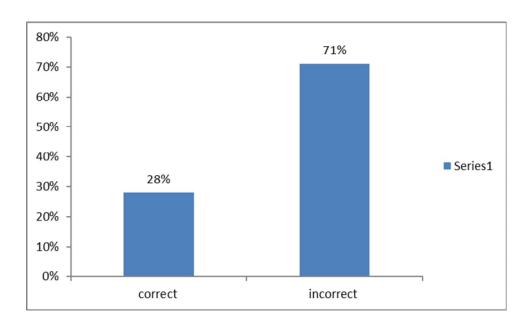| We asked permission polite	Freq uenc y	pecent	Valid Percent	Cumulative Percent
Valid correct	14	28.0	48.0	48.0
	35	71.0	52.0	100.0
Incorrect				
	50	100.0	100.0	
Total				

Figure (A-7)

The above figure (7) displays that students who got correct answers are 30 with percentage 28% and those who got incorrect answers are 70 with percentage 71%.

3.5 Procedures of the study:

Steps and procedures to collect and report relevant data included a written test and web search. In the written test subjects were tested individually, in a single session lasting approximately 35 minutes. Subjects were chosen randomly from one class. Before the beginning of the test, the researcher provided verbal instructions to make sure subjects understood the task underhand. Regarding the process of web search, the researcher made a careful selection of all potentially relevant studies, articles and topics.

3.6 Piloting 0f the study:

For the quality and reliability of the data and the instruments of the obtained data, a pilot study was conducted with five participants from the participants' sample. The pilot study indicated the appropriateness of materials and the effectiveness of procedures.

3.7 Validity of the study:

The pilot study indicated the quality and precision of instruments and design, the serves the purpose of the study. Each observation was stated clearly in order to communicate the underlay and communicate the purpose of the study.

3.8 Riability of study:

The method adopted was formerly undertaken by many experts and researchers in the field of grammar under the title problem of

misusing adverbs. The written test was also carefully selected from reliable sources.

3.9 Summary of chapter:

This chapter is going to summarize all steps are mention above it started with introduction and then move toward subject of the study then talks about determination of optional sample size and comes to the instruments of the study after that having test design, procedures of the study, pilot of the study, and lastly talked about validity of the study and the reliability of the study which it means the end of the chapter. The researcher will move to chapter four.

CHAPTER FOUR

Discussions

4.0 Introduction:

This chapter discusses the results of the data relating to investigate first year students awareness of using adverb. it provides detailed presentation of statistical results so as to test the hypothesis .the data collected for the study was subjected to descriptive statistical analysis that involves writing the number of occurrence of each kind of error and calculation of the frequency of each error in the question. the researcher is going to discuss the

Statements of question which are 17 statements about problem of misusing adverbs.

Question (1) is about I like old cowboy films   (sometime).and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 10 with percentage 20% and the number of students who got wrong answer are 40 with percentage 80%, this indicate that most of the students are unable to employ the feature of the adverbs (sometime).properly, this can be related to their lower experience about the adverbs.

- Question (2) is about Have you finished this magazine (yet).and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 21 with perecentage42% and the number of students who got wrong answer are 49 with percentage 58%, this indicate that most of the students are unable to employ the feature of the adverbs (yet).properly, this can be related to their syllabus.

- Question (3) is about This coat is big (too).and the aim of the Question is

to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 22 with perecentage44% and the number of students who got wrong answer are 28 with percentage 56%, this indicate that most of the students are unable to employ the feature of the adverbs (too).properly, this can be related to their confusion.

Question (4) is about: have the children had their tea (already). and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 21 with perecentage42% and the number of students who got wrong answer are 29 with percentage 58%, this indicate that most of the students are unable to employ the feature of the adverbs (already).because they don't learn well.

Question (5) is about: you don't look ill .(certainly). and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 12 with perecentage24% and the number of students who got wrong answer are 38 with percentage 76%, this indicate that most of the students are unable to employ the feature of the adverbs (certainly).because they don't practice well.

Question (6) is about: Farm worker have to work very...during the harvest (hard/hardly). and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 23 with perecentage46% and the number of students who got wrong answer are 27 with percentage 54%, this indicate that most of the students are unable to employ the feature of the adverbs (hard/hardly).properly, because unaware about adverbs.

Question (7) is about: I got off first in the rase but managed to come...(last/lastly). and the aim of the Question is to achieves the problem of

misusing adverbs, the number of students who achieved correct answer are 24 with perecentage48% and the number of students who got wrong answer are 26 with percentage 52%, this indicate that most of the students are unable to employ the feature of the adverbs (last/lastly).properly, because they don't how to use adverbs.

Question (8) is about: We have been receiving a lot of junk mail... (late\lately). and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 28 with perecentage56% and the number of students who got wrong answer are 22 with percentage 44%, this indicate that most of the students are unable to employ the feature of the adverbs (late\lately).properly, this can be related to their mental ability.

Question (9) is about: I don't think you were treated very... (just\justly). and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 23 with perecentage46% and the number of students who got wrong answer are 27 with percentage 54%, this indicate that most of the students are unable to employ the feature of the adverbs (just\justly).properly, this can be related to their experience.

Question (10) is about: please don't go to too... (near\nearly). and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 18 with perecentage36% and the number of students who got wrong answer are 32 with percentage 64%, this indicate that most of the students are unable to employ the feature of the adverbs (near\nearly).properly, because they don't learn well.

Question (11) is about: My friend calls always for me. and the aim of the

Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 27 with perecentage54% and the number of students who got wrong answer are 23 with percentage 46%, this indicate that most of the students are unable to employ the feature of the adverbs (always).properly, because they unaware about adverbs.

Question (12) is about: I didn't sleep very well last night. and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 27 with perecentage54% and the number of students who got wrong answer are 23 with percentage 56%, this indicate that most of the students are unable to employ the feature of the adverbs (last).properly, this can be related to their way of writing.

Question(13)is about :I think to rest a little. and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 27 with perecentage54% and the number of students who got wrong answer are 23 with percentage 46%, this indicate that most of the students are unable to employ the feature of the adverbs (a little).properly, this can be related to their lower practice of adverbs.

Question (14) is about: The article is fair interesting. and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 20 with perecentage40% and the number of students who got wrong answer are 30 with percentage 60%, this indicate that most of the students are unable to employ the feature of the adverbs (fairly).properly, because they confuse when using adverbs.

Question (15) is about: Asma locked carefully the door. and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 16 with perecentage32% and the

number of students who got wrong answer are 64 with percentage 68%, this indicate that most of the students are unable to employ the feature of the adverbs (carefully).properly, this can be related to their writing skills. Question (16) is about: Is there a phone box nearby. and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 25 with perecentage50% and the number of students who got wrong answer are 25 with percentage 50%, this indicate that most of the students are unable to employ the feature of the adverbs (nearby).properly, because they misunderstanding adverbs.

Question (17) is about: United played extremely well. and the aim of the Question is to achieves the problem of misusing adverbs, the number of students who achieved correct answer are 24 with perecentage48% and the number of students who got wrong answer are 26 with percentage 52%, this indicate that most of the students are unable to employ the feature of the adverbs (extremely).properly, this can be related to their conception about adverbs.

4.1   Summary of the chapter:

This chapter contains data analysis which means the process of systematically applying statistical or logical techniques to describe and illustrate. then, the researcher discuses the results of 17 questions . and the results show that 56% of students have problem in using adverbs , this can be related to their lower experience of adverbs. Furthermore, the researcher after discuss each question he must shows the reason of problem , on the other hand. the researcher is going to introduce chapter five

Chapter Five

5.0 Summary of the whole Study:

This study is conducted mainly to investigate the problem of using adverbs by first year students in Sudan University of Science and Technology . Then, the researcher is going to summarize all the study. Firstly, the researcher shade the light in chapter one proposal. Furthermore,   this chapter includes many steps, firstly the researcher establishes chapter one (proposal) with introduction with title of the study. Then, he presents statement of the problem .then, to shade the light on the aims of study which to shows the purpose of this study. on the other hand, the researcher presents question of the research to shows the number of causes that stand behind of misusing adverbs. then , next steps have been presenting by researcher are objective, the significance of the research contains three paragraph passed on three questions, hypothesis changes the question to statements, methodology to choose the method for data collection and the scope of study to mention the time ,place and sample of the study. the researcher is going to introduce chapter two.

The researcher is going to presents chapter two which include this Research aims to investigate the problems of misusing adverbs by first Year student in Sudan University. Further more, adverbs is one

Word part of speech, there a lot of kinds of adverbs are: time, manner, place and frequency. Other wise, this chapter is literature review contains many steps firstly, I declared introduction then, historical background of misusing adverbs generally in grammar. After that, there are relevant previous studies about this research and any individual study contains: the title of the study, the name of the author, the date of the study, the samples and tool of the study and the results. Then, after any study the researcher must conclude the study by comment to explain that the researcher agree or disagree then to give the reason.

 Finally, the researcher is going to summarize chapter three. chapter three

aims to collect the data from the sample and the way which has been look like. on the other hand chapter includes and summarize all steps are mention in chapter three. it started with introduction and then move toward subject of the study then talks about determination of optional sample size and comes to the instruments of the study after that having test design, procedures of the study, pilot of the study, and lastly talked about validity of the study and the reliability of the study which it means the end of the chapter. The researcher will move to chapter four.

This chapter contains data analysis which means the process of systematically applying statistical or logical techniques to describe and illustrate. then, the researcher discuses the results of 22 questions . and the results show that 56% of students have problem in using adverbs , this can be related

to their lower experience of adverbs. Furthermore, the researcher after discuss each question he must shows the reason of problem , on the other hand. the researcher is going to introduce chapter five. Otherwise, chapter five include many steps. Firstly, it contains summary of the hole study. The researcher must summarize every chapter. also chapter five includes the finding of the study ,conclusion, suggestion and recommendation, and finally, the researcher must write the reference and appendix.

5.1 Findings

The researcher investigates hypothesis of this study by using statistical analysis to show the results percentage to find the difference of students (male and female) answers from both parts of the achievements test. The results show that 44% of students (male and female) have gotten correct answers for the test furthermore, the results is that about 56% of the students (male and female) have given incorrect answers.

The results indicate that those students have problems in using adverbs and placing them in their proper position, which prove all the hypothesis.

5.2 Conclusion

In conclusion, this research investigates the problem of misusing adverbs by first year students in SudanUniversity .the findings of the research indicated that most of the first year students make mistake .the statistical analysis show that about 56% have given incorrect answers and this relate to the following causes:

- Most first year students have lower experience of using adverbs.
- They have lower background of adverbs.
- They don't care about studying adverbs.

In addition, most of these problems occur when using adverbs such as adverbs of manner, adverbs of time, adverbs of degree, adverbs of place and adverbs of frequency.

5.3 Suggestion

-First year students must learn all kind of adverbs well.

-Teacher of English can facilitate the adverbs in way that may help the students to

Comprehend and recall it in accordance with the nature of learning.

-Students must give all their attention to the lecture in order to understands.

5.4 Recommendation

-Teacher must use the communicative approach method because this is easier technique in teaching.

-Adverbs should study in initial class in order to comprehend.

-Students should improver their writing skills in order to write well.

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- The information sequences of using adverbs clauses in Mandarin chines conversation , by: Yan Fang Wang (1996).

Appendixes:

Sudan University of Science and Technology

Faculty of Education

Department of English

Research Test

**investigate the problem of using adverbs by first year students in
Sudan University of Science and Technology**

Male (   )   Female (   )   Age (   )

Question one:

A. **Put each adverbs in brackets into the sentences correctly:**

1/ I like old cowboy films.   **(Sometime)**

  ....

2/ Have you finished this magazine?   **(yet)**

....

3/ This coat is big.   **(too)**

....

4/ Have the children had their tea.   **(already)**

....

5/ you don't look ill.   **(certainly)**

....

B. Choose the correct adverbs between brackets in each sentence to fill the blanks.

1/ Farm worker have to work very...............during the harvest**(hard \hardly).**

2/ I got off first in the race but managed to come..............**(last\lastly).**

3/ We have been receiving a lot of junk mail..................**(late\lately).**

4/ I don't think you were treated very.................. **(just\justly).**

5/ please don't go to too ....**(near\nearly).**

- **Question Two:**

A. If the position of adverbs are true write (T) and If are not true write (F) for false:

1/ my friend calls *always* for me.　　(.........)

2/ I didn't sleep very well *last night*.　(.........)

3/ I think need to rest *a little*.　　(..........)

4/ The article is fair i*nteresting*.　　(.........)

5/ Asma locked *carefully* the door.　(.........)

6/ Is there phone box *nearby*?　　(.......)

7/ United played *extremely* well.　(......)

Thank you for helping me to collect the data for my research.