

Dedication

To my mother :Fatema Abdulla Al-Faki who has
encouraged meto continue my studies

Acknowledgements

My sincere thanks are due to Dr. Mekki Mohammed Mohamedanifor his help and guide to complete this work.

I am grateful to those who helped me, especially my parents and my wivesfor their continuous support during the writing of this thesis

My gratitude also goes to Zawia Secondary school administration and students who participated in this study.

Abstract

This study investigates the use of adjectives and adverbs in English and how they are taught. The subjects of the study were forty secondary school students in Zawia (Libya) and it also included thirty teachers who teach the secondary stage in this town. The tools which were used in this study were a written test for students and a questionnaire to teachers. The main results of the study showed that the students omit verb "Be" because there are not auxiliaries equivalent in their native language. They also confused adjectives with adverbs because some adjectives end in (ly) such as silly and weekly, and the adjectives and adverbs which have the same form such as fast and hard. The key recommendations were that the teachers have to grasp English parts of speech in general and especially adjectives and adverbs and it is also recommended that the authority of education should give attention to the importance of in-service training which makes teachers more qualified.

مستخلص البحث :

يتناول هذا البحث دراسة استعمال الصفات والظروف في اللغة الإنجليزية وكيفية تدريسها . الطلاب المستهدفون في هذه الدراسة هم طلاب سنة الثالثة ثانوي بمنطقة الزاوية بليبيا بالإضافة إلى مدرسي المرحلة الثانوية في نفس المدارس والوسيلتان اللتان استعملتا في هذه الدراسة هما اختبار للطلاب واستبانة للمدرسين الذين يدرسون بالمرحلة الثانوية في هذه المنطقة . من أهم النتائج التي تحصل عليها الباحث هي أن الطلاب في هذه المرحلة يقعون في أخطاء ومنها أنهم يحذفون الفعل "Be" والسبب في ذلك هو عدم وجود هذا الفعل في اللغة العربية . هناك خطأ آخر وهو أن الطلاب يواجهون صعوبات في التمييز بين الصفات والظروف لأن بعض الصفات في اللغة الإنجليزية تنتهي بحرفين وهما (l,y) وكذلك الصفات والظروف التي لها نفس الشكل مثل fast , hard وللتغلب على هذه الصعوبات والمشاكل وضع الباحث بعض التوصيات ومن هذه التوصيات حث الباحث المدرسين على الاهتمام والتركيز على الصفات والظروف وكذلك أوصى المسؤولين في مجال التعليم على إعداد دورات منتظمة للمدرسين لما لها من أهمية كبيرة في زيادة المهارة والكفاءة في تدريس اللغة الإنجليزية.

Table of Contents

Dedication	I
Acknowledgment.....	II
Abstract (English)	III
Abstract (Arabic)	IV
Table of Contents	V

Chapter One :Introduction

1.0 background of the study	1
1.1 Statement of the Problem.....	3
1.2 Research questions	4
1.3 Hypotheses of the Study	4
1.4Objectives of the Study	5
1.5 Significance of the Study	5
1.6 Methodology	6
1.7 Limits of the Study	6

Chapter Two : Literature Review

2.0 Introduction	7
2.1 Formation of Adjectives	7

2.1.1 Base Adjectives	7
2.1.2 Derived Adjectives	8
2.1.3 Adjectives and Nouns	9
2.1.4 Adjectives as Nominals	10
2.1.5 Nominalizations	12
2.1.5.1 Subject Object Interchange	13
2.1.5.2 Agent Nominals	14
2.1.5.3 Object Deletion	15
2.1.6 Nouns Functioning as Adjectives	15
2.1.7 Adjectives Functioning as Nouns	17
2.1.8 Adjectives and Nouns as Modifiers	19
2.1.9 The Relation between Stative Nouns and Stative Adjectives	20
2.1.10 Adjectives and Verbs	21
2.1.11 Adjectives and Participles	22
2.1.12 Adjectives in Arabic	23
2.1.12.1 The position of Adjectives in Arabic	23
2.2 Adverbs in English	24

2.2.1 Adverb Types	24
2.2.1.1 Adverbs of Time	24
2.2.1.2 Adverbs of Place	25
2.2.1.3 Adverbs of Manner	25
2.2.1.4 Adverbs of Degree	26
2.2.1.5 Focusing Adverbs	26
2.2.1.6 Intensifying Adverbs	26
2.2.1.7 View point Adverbs	26
2.2.1.8 Others	27
2.2.2 Adverb position	27
2.2.2.1 Adverbposition (1) : Introduction	27
2.2.2.1.1 Adverb + verb + object	27
2.2.2.1.2 Front , mid and end position	27
2.2.2.1.3 What goes where	27
2.2.2.2 Adverb position (2) : front position	28
2.2.2.2.1 Connecting adverbs. then, next...	28
2.2.2.2.2 Connecting adverbs. Fortunately , surprisingly. 28	
2.2.2.2.3 Indefinite frequency. usually , normally	29

2.2.2.2.4 Certainly. maybe, perhaps	29
2.2.2.2.5 Place .here, their	29
2.2.2.2.6 Time. today , after wards, soon, everywhere.....	29
2.2.2.3 Adverb position (3) : end position	29
2.2.2.3.1 Adverbs of manner	29
2.2.2.3.2 Adverbs of place,	29
2.2.2.3.3 Adverbs of time and definite frequency	30
2.2.2.3.4 Manner , place , time	30
2.2.2.3.5 Adverbs of indefinite frequency	30
2.2.2.4 Adverb position (4) mid position	30
2.2.2.4.1 Adverbs that usually go in mid position	30
2.2.2.4.2 Adverbs of certainty	31
2.2.2.4.3 Adverbs of completeness	31
2.2.2.4.4 Comment adverbs	31
2.2.2.4.5 Focusing adverbs	32
2.2.2.4.6 Adverbs of manner	32
2.2.2.4.7 Adverbs with negative verbs	32
2.2.2.4.8 Adverbs with emphatic verbs	32

2.2.3 Adverbs in Arabic	33
2.2.3.1 Adverb position in Arabic	33
2.3 Previous studies	34
2.4Summary	35

Chapter three

3.0 Introduction	36
3.1 Subjects of the study	36
3.1.1 Students	36
3.1.2 Teachers	36
3.2Instruments of Data collection	36
3.2.1 Students' Test	36
3.2.2 Teachers' Questionnaire	37
3.3 Textbook Analysis	37
3.4 Piloting the Study	37
3.5 Validity and Reliability	38
3.5.1 Validity	38
3.5.2 Reliability	38
3.6 Summary	38

Chapter Four

4.0 Data Analysis and Discussion	39
4.1 Analysis of the Results of the students' Test	39
4.2 Analysis of the Results of the Teachers' Questionnaire ...	49
4.3 The presentation of adjectives and adverbs in secondary stage	54
4.4 Summary	69

Chapter Five

5.0 Summary of Findings	70
5.1 The students' Written test	70
5.2 The teachers' Questionnaire	71
5.3 Conclusions	71
5.4 Recommendations	73
5.5 Suggestions	74
5.6 Summary	75
Bibliography	76
Appendixes.....	78
Appendix I- Students' Test	79

Appendix II- Teachers' Questionnaire	82
Appendix III- A list of Adjectives and Adverbs in the Course-book	84