

Chapter Three

Methodology

3.0 Introduction

This chapter explains the sample of the study; students and teachers. It also presents the tools of data collection which included a written test and a questionnaire.

3.1 Subjects of the study

3.1.1 The Students

The sample was forty secondary school students, both males and females. Their ages ranged from 15-17 years. They were chosen randomly from third year secondary school students in Zawia (Libya). They had been studying English for six years three; hours per week.

3.1.2 The Teachers

The subjects of this study also included teachers: both males and females. Their ages ranged from 25-40 years. They were chosen randomly from five schools in Zawia (Libya). They had bachelor degree and their teaching experience ranged from 3 years to 25 years.

3.2 Instruments of Data Collection:

3.2.1 Students' Test:

A written test was distributed to third year secondary school students in Zawia (Libya). The students were given explanations of the questions to make sure that they understood

the purpose of each question. The test consisted of twelve questions. All the questions related to adjectives and adverbs; for example, their positions, forms, and derivation.

3.2.2 Teachers' Questionnaire

The teachers' questionnaire was distributed to thirty teachers at secondary stage in Zawia. The questionnaire consisted of fifteen questions. These questions were derived from researcher's experience in teaching as well as English curriculum of the third year of secondary education.

3.3 Textbook Analysis

The textbook taught at secondary schools in Libya consisted of eight units. The adjectives and adverbs throughout these units describe real-life situations. The grammatical focus on adjectives and adverbs is restricted to certain units.

3.4 Piloting the Study

The researcher made a pre-test. He has chosen seven students randomly from Zawia secondary school. The results were that students omit verb Be such as the girl clever and they also confused when they form adverb from adjective because some adjectives end in (-ly) such as silly and weekly. The researcher made also a questionnaire to five teachers by choosing them randomly from five schools in Zawia. The main whose results were that, the teachers do not have enough time for teaching adjectives and adverbs and they translated adjectives and adverbs to Arabic language.

3.5 Validity and Reliability

3.5.1 Validity

According to Heaton (1975:153), the validity of a test is the extent to which the test measures.

In the written test and teachers questionnaire the content validity has been ensured via a comprehensive look. The test does not contain items that testees have not been exposed to during previous years.

The test covered what had been required from the students, in adjective, or adverbs. A careful selection has been made to what include in the test, with special emphasis on these adjectives and adverbs which are more common and more recurrent.

3.5.2 Reliability

According to Oller (1979:4), reliability of a test is the matter of how consistently it produces similar results on different occasions under similar circumstances".

The written test which includes twelve questions is long enough to achieve the satisfaction. The teachers' questionnaire which consists of fifteen questions is also long enough to achieve the satisfactory reliability. The items of the test are not too difficult, and they are not ambiguous. The testees took enough time in the written test. The teachers also took enough time in the questionnaire.

3.6 Summary

This chapter described the subjects who participated in this study, how they were chosen and where they were investigated. The chapter also has described the tools which were written test and questionnaire. In this chapter the validity and reliability of the written test and the questionnaire have been confirmed.