

# Chapter Four

## Data Analysis and Discussion Results

### **4.0 Introduction**

The purpose of this chapter is to identify and discuss the areas of difficulties Libyan secondary school students encounter regarding adjectives and adverbs and to establish the extent to which teachers focus on adjectives and adverbs, based on the results of the written test and teachers' responses to the questionnaire.

### **4.1 Analysis of the results of the students' test**

After the students finished their test, the papers were collected, in this step, the right answers (were calculated as well as wrong answers). The test included different types of questions such as completion questions, matching questions and classification questions.

- In question number one, the students were asked to fill the gaps using the comparative forms of adjectives in brackets.
  1. Football is.....(exciting) than tennis.
  2. Mathematics is .....(difficult) than geography.
  3. English is.....(easy) than French.
  4. Ali's car is.....(old) than Hassan's.
  5. Flying is .....(safe) than driving.

The results have shown that eleven students(28%) gave correct answers. Six students (15%) used "more" for all sentences. Thirteen students (34%) used "er" in number 1 and 2. Three students (7.5%) used "more" in number 1. Three students (7.5%) used "more" in 1, 2 and 5. Three students (7.5%) used

more in 2 and 3. Only one student (2.5%) used "most" for all the sentences.

### **Samples of students' answers**

more easy	more safe
more old	more difficult
difficulter	excitinger
most old	most safe

- Question two requires participants to read a paragraph and take out the adjectives and adverbs from it.

Adjectives	Adverbs
.....	.....
.....	.....
.....	.....
.....	.....

The results showed that twenty-nine learners (72.5%) confused by putting silly as an adverb because it ends with "-ly". This point supports the research hypothesis that English Foreign Language Learners confuse between adjectives which end with "-ly" and adverbs, thinking that all adverbs end with "ly". Twenty –six learners (57.5%) did not choose (hard) as an adjective or adverb. This also supports the research hypothesis that the students do not know that "hard" is an adjective and an adverb. Three students (7.5%) chose driver as an adverb. Two learners took out the word "ran" as an adverb. Four students (10%) did not give any right answer to the adverbs.

## Samples of students' answers

Adjectives	Adverbs
Slowly	Silly
Driving	Driver
Acted	Ran

.....	.....
Adjective	Adverbs
young	.....
stupidly	.....
quickly	.....
slowly	.....

Adjective	Adverbs
Dangerous	silly
hard	stupidly
.....	quickly
.....	slowly

- In question number three, the participants were asked to choose the right structure
  - The girl the clever .
  - The clever the girl.
  - The girl is clever.

The results showed that five learners (12.5%) were able to answer correctly whereas twenty students (50%) chose the structure "The girl the clever" .

The students could not distinguish between the noun and the adjective by putting the nouns before adjectives and they also

could not know the position of the adjective which comes before the noun in English. It is obvious that the students were influenced by their native language because in Arabic the adjectives comes after the noun. Fifteen participants (37.5%) chose the structure "the clever the girl", the students put "the" before the adjective and the noun. In this case they made a mistake by putting the definite article "the" before both the adjective and the noun.

- In the fourth question, the students were asked to differentiate between the adjective hard and the adverb hard.

Ahmed thinks English is hard.

Ahmed works hard in English.

The results showed that twenty-three students (57.5%) were unable to answer this question. The learners did not know that the word hard could be an adjective or an adverb. It seemed that they did not have any idea that in the first sentence "hard" is an adjective because it is followed by a linking verb "be", so "hard" is a complement which describes the noun "English". In the sentence number two, "hard" is an adverb because it modifies on the verb "works". Fifteen students (37.5%) succeeded in giving correct responses, but two students (5%) gave no answer.

## **Samples of students' answers**

- Ahmed thinks English is hard (adverb) .
- Ahmed works hard in English (adjective) .
- Ahmed thinks English is hard (✓)
- Ahmed works hard in English (x).
- Ahmed thinks English is hard (adverb) .
- Ahmed works hard in English (adjective).
- Ahmed thinks English is hard (av).
- Ahmed works hardin English (adj).

- Students in question five were asked to derive adjective form nouns.

- 1- Music ..... 3-hand, .....
- 2- Sun,..... 4-comfort,.....

The results showed that twenty-nine students (72.5%) could not give correct answers. Three learners (7.5%) were able to answer correctly, whereas eight students (20%) gave no answer.

According to the answers, the learners were very weak in derivation of adjectives from nouns. They also made many mistakes in spelling.

## **Samples of students answers**

music	music
music	mujic
music	misclly
hand	handly
hand	hand
hand	handy

comfort	comforter
comfort	comfortable
Comfort	Comfortably
sun	sunny
sun	sunny

- In question six, the participants were asked to put the words in the correct place.

Different –differ—differently-difference

Verb	Noun	Adjective	Adverb

The students' answers showed that eight students (20%) answered the question correctly. Fifteen participants (37.5%) did not answer the question. Three learners (7.5%) could not distinguish between differ as a verb and difference as a noun. Eight students (20%) were not able to distinguish between "different" as an adjective and differently as an adverb. Six participants (15%) put differ as a noun. In this question, the learners face difficulties in distinguishing between a verb and a noun or an adjective and an adverb.

#### Samples of students' answers

Verb	Noun
Difference	Differ
Different	Different
	Differently

Adjective	Adverbs
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Difference	Differ
Differently	Difference
Differ	Different

- The participants in question seven were asked to give three coloradjectives and three weather adjectives.

The students' responses showed that twenty –six students (65%) could answer the questions correctly. Seven students (17.5%) gave no answer. Five students (12.5%) answered with mistakes in spelling in weather adjectives and color adjectives.

Two students (5%) gave no answer.

### **Samples of students' answers**

Colour adjectives:

Blow                    blow                    whit

Weather adjectives

Run	runny	rain
Weat		could
Sunset		showy

- In question eight, the learners were asked to form adverbs from adjectives.

1- bad,.....	4-careful,.....
2- good,.....	5-quick, .....
3- fast, .....	

The students' answers showed that six participants (15%) answered this question correctly.Thirty –two students (80%)

were able to answer 1, 4 and 5 because they put "ly" after all the adjectives.Two students (5%)gave no answer.

This again supports the research hypothesis that students add (-ly) to any adjective because they think that any adjective accepts (-ly) to form an adverb.

### **Samples of students' answers**

good	goodly
good	good
fast	faster
fast	fastly

- In question nine,the participants were asked to form adjectives from adverbs.

1- hard,.....	4-well,.....
2- angrily,.....	5-slowly, .....
3- beautifully, .....	

The results of this question have shown that seventeen students (32%) answered the question correctly.Three students answered 2, 3 and 5 but they did not answer 1 and 4 because they omitted "ly". Five participants (12.5%) answered all the numbers except1.Six students (15%) did not answer all the sentences except angrily.Two students (5%) gave no answer.Two learners (5%) gave incorrect answers.Three students did not answer 1 and 2whereas two students answered only 1 and 2.The answers in this question discovered that the students think thatany adverb ends with "ly"sothat most studentsomitted"ly".

## **Samples of students' answer**

Angrily	Angry
Angrily	Angrid
Beautifully	Beautfed
Hard	harde

- In question ten, the learners were asked to form nationality adjectives by deriving them from nouns of certain countries.

1- China,.....	4-Egypt,.....
2- Libya,.....	5-France, .....
3- Iraq , .....	

The results have shown that all the answers were incomplete. Four students (10%) could answer 1 and 2. Twenty-five (62.5%) could answer only number 2. Two students (5%) could not answer number 5. Six students (15%) could not answer any numbers. Three students (7.5) gave no answer. The students' answers to this question found out that the students are very weak in derivation nationality adjectives from countries.

## **Samples of students' answers**

Iraq	Iraqan	Iraqian
France	Frances	Frauch
Egypt	Egyption	Egyptian
Libya	Libyan	libya

- Question number eleven requires students to write the opposites of certain adjectives and adverbs.

1- Easy ,.....	4-quickly,.....
2- Safe,.....	5- sadly,.....
3- Healthy, .....	

The students' responses have shown that five students (12.5%) answered to the question correctly. Twenty-two (55%) answered number 2, 3, 4, and 5. Five students (12.5%) could answer number 1. Six students (15%) answered only number 3. Only one student (2.5%) gave no answer. Many students made some mistakes in this question.

### **Samples of students' answers**

Easy	hard	easily
Safe	Unsafe	Safely
Healthy	Healthy	Un healthy
Quickly	Quickly	Sloly
Sadly	Happy	huppy

- The last question requires students to write the comparative forms of certain adverbs.

1- easily ,.....	4-slowly,.....
2- happily,.....	5- peacefully,.....
3- dangerously, .....	

The results of this question showed that twenty-eight learners (70%) gave incorrect answers to all the numbers. Two learners (5%) answered 4 and 5. Only one student (2.5%) answered 3 and 4. Nine participants (22.5%) gave no answer. It is clear in this question that students do not have any idea about the comparative form of adverbs.

## Samples of students' answers

Easily	Easier	Easy
Easily	Most than	Safely
Easily	easy	
Happily	Happier	Happy
Happily	Hippies	Most than happilies
Slowly	Slower	Slow
Slowly	Slow	Most than slow
Peacefully	Peacefuler	Peaceful
Peacefully	Peaceful	dangest

### 4.2 Analysis of the Results of Teachers' Questionnaire.

The questionnaire is composed of fifteen questions. The teachers were asked to give their opinions about the problem they face and techniques they follow in teaching adjectives and adverbs in English language.

- In question number one, the teachers were asked about their focus on adjectives and adverbs in tests.

The teachers' responses to this item showed that eight teachers (26.4%) always focused on adjectives and adverbs in their tests whereas eight teachers (26.4%) often did this. Eleven teachers (36.3%) said that they sometimes focused on adjectives and adverbs, and two teachers (6.6%) reported that they rarely did this in their tests.

- In question two, the teachers were asked about their focus on adjectives and adverbs in teaching.

(46%) of the teachers said that they always focused on adjectives and adverbs in their teaching. About (26%) of them answered with often.

Six teachers (19.8%) answered with "sometimes", whereas, two teachers (6.6%) with "rarely".

- In question three, the teachers were asked whether grammar structuring of adjectives and adverbs is easy for their students.

(75.9%) of the teachers said that the grammar structuring is sometimes easy for their students, (13.2%) answered by often and (6.6%) with always. Only one teacher (3.3%) answered with rarely.

- In question four, the teachers were asked whether they teach their students how to differentiate between adjectives and adverbs which are similar in forms.

(42.9%) of the teachers answered with always, (9.9%) of the teachers underlined "often", whereas (39.3%) of them underlined the word "sometimes", and (6.6%) gave no answers.

- In question five, the teachers were asked whether their students can distinguish between adjectives and adverbs.

(42.9%) of the teachers said that their students can sometimes distinguish between adjectives and adverbs. (19.8%) answered with often. Five teachers (16.3%) answered with always whereas two teachers with rarely. Three teachers (9.9%) gave no answer.

- In question number six, teachers were asked whether they focus on meaning of adjectives and adverbs.

(56.1%) of the teachers said that they always focus on the meaning of adjectives and adverbs. (19.9%) answered with often

whereas five teachers (6.5%) answered with sometimes. Two teachers (6.6%) answered with never.

- In question number seven, the teachers were asked whether their students are able to form comparatives and superlatives easily and correctly.

The results showed that, (33%) of the teachers used "sometimes", whereas (29.7%) of them used "always".

About (26.4%) of the teachers answered with "often". Two teachers (6.6%) used "rarely", and only one teacher (3.3%) underlined never.

- The question number eight is about whether the teachers explain to their students the rules which are used to form comparatives and superlatives.

The responses of the teachers showed that (46.2%) of the teachers underlined "always", whereas ten teachers (33%) underlined "often". About (16.5%) underlined "sometimes", and only one teacher (3.3%) gave no answer.

- The question number nine is about whether the teachers translate the adjectives and adverbs to Arabic language.

The teachers' answers of this question showed that sixteen teachers (52.8%) said that they always translate adjectives and adverbs to Arabic language. About (13.3%) of them said that they often translate adjectives and adverbs to Arabic language, whereas (19.8%) said that they "sometimes" do that. Two teachers (6.6%) underlined "rarely", and two teachers (6.6%) underlined "never".

- In the question number ten, the teachers were asked whether they explain the two positions of adjectives.

The results of this question showed that, twelve teachers (39.6%) said that they always explain the two positions of

adjectives. Ten teachers (33%) underlined often whereas five teachers (16.5%) answered with sometimes. Two teachers (6.6%) answered with rarely. And only one teacher (3.3%) gave no answer.

- The question number eleven is about whether teachers explain the positions of the adverbs.

The teachers' responses to this question showed that eleven teachers (36.3%) answered with "always", whereas six teachers (19.8%) answered with "often". About (33%) of them answered with "sometimes". Two teachers (6.6%) answered with "rarely", and only one teacher (3.3%) gave no answer.

- The teachers in question number twelve were asked whether their students have difficulty in learning adjectives and adverbs.

The results of this question showed that eight teachers (26.4%) said that their students always have difficulty in learning adjectives and adverbs, whereas three teachers (9.9%) said that their students often have difficulty in learning adjectives and adverbs. Twelve teachers (39.6%) said that their students sometimes have difficulty in learning adjectives and adverbs. Four teachers (13.2%) said that their students rarely have difficulty in learning adjectives and adverbs, and three teachers (9.9%) never do that.

- In the question number thirteen, the teachers were asked whether they compare the adjectives and adverbs in English and Arabic.

The results of this question showed that nine teachers (29.7%) said that they always compare the adjectives and adverbs in the English and Arabic, whereas (16.5%) of them said that they often compare the adjectives and adverbs in the two languages. About

(33%) of them said that they "sometimes" compare the adjectives and adverbs in these languages. Three teachers (9.9%) said that they "rarely" compare the adjectives and adverbs in English and Arabic. Two teachers (6.6%) said that they "never" do that, and only one teacher (3.3%) gave no answer.

- The question number fourteen is about whether the teachers have enough time when they explain adjectives and adverbs.

The results of this question showed that thirteen teachers (36.9%) said that they sometimes have enough time when they explain adjectives and adverbs, whereas seven teachers (23.1%) said that they "never" have enough time when they explain adjectives and adverbs. Six teachers (19.8%) said that they "rarely" have enough time when they explain adjectives and adverbs, whereas two teachers (6.6%) said that they "always" have enough time when they explain adjectives and adverbs, and two teachers (6.6%) said that they "often" do that.

- At the end of the questionnaire, the teachers were asked to write the techniques they used when teaching adjectives and adverbs

The following points summarize their responses:

- Not many teachers focused on adjectives and adverbs in tests and teaching.
- Half of the teachers explained the grammatical rules in teaching adjectives and adverbs.
- Some teachers translated the adjectives and adverbs to Arabic language .
- Many teachers said that they use Grammar Translation method in teaching adjectives and adverbs. They also said that they have not enough time of teaching adjectives and adverbs.

- Some teachers made no comments about the techniques they used when teaching adjectives and adverbs.

### **4.3 The presentation of the adjectives and adverbs in the secondary stage .**

#### **Course book (first year)**

#### **Unit One**

#### **Lesson 4**

A- Adjectives tell us more about nouns. Adverbs of manner usually tell us more about verbs.

Examples:

Shareefa has a short hair.

You usually make adverbs from adjectives by adding -ly

Adjective	adverb
slow	slowly
angry	angrily
careful	carefully

#### **B- Irregular adjectives as adverbs**

Good	well
Fast	fast
Hard	hard

#### **Lesson 5**

1- Comparative adjectives :

- Think about three words. Then complete the rule about how to form comparative.

\*One syllable adjectives such as ..... usually take -er.

Example : kind – kinder .

\* other two – syllable adjectives and longer adjectives \_\_\_\_ take more.

Example: peaceful –more peaceful

## 2-Comparative adverbs

## Regular comparative adverbs take

More +(adjective) -ly .

## Example:

quick more quickly

rapid more rapidly

## Unit four

## Lesson 3 :

## Countries and Nationalities.

## Nationalities

As words describing nationalities are adjectives, they can be used to describe art, culture, food etc.

*Example:*

- I like Italian food .
- Muna likes French literature

Some languages have the same form as the nationality adjectives

1

### *Examples :*

## Greece

## Greek

## Spain

## Spanish

## Jaban

## Japanese

## Unit six

## Lesson 3 :

## Opposites

Where you learn a new word, it is useful to identify the word that has opposite meaning

Early horizontally

The text book presents adjectives and adverbs in different types of context. Such as, conversations, titles, sentences and texts.

The adjectives found in the lessons of the text book are used to describe situations, real life such as: jobs, places, kinds of food technology.

The grammatical rules which concentrate on adjectives and adverbs are restricted to offer pints such as: the adjectives and adverbs definitions, comparatives superlatives forms,

## Work book (first year)

### Unit 1

Make pairs from the following adjectives and adverbs. Notice that the adjectives good, fast and hard don't follow the usual rules.

Adjective	Adverbs	Adjective	Adverbs
1. _____	well	6. _____	fast
2. _____	angrily	7. lucky	_____
3. careful	_____	8. dangerous	_____
4. _____	hard	9. happy	_____
5. slow	_____	10. _____	quickly

### Lesson 5:

A Complete the table with the comparative forms of these adjectives :

Adjective	Comparative
1. clean	_____
2. dangerous	_____
3. easy	_____
4. exciting	_____
5. fast	_____

B- Fill the gaps using the comparative forms of the adjectives in brackets:

Example:

London is *coldere* than Tripoli. [cold]

1. Tripoli is \_\_\_\_\_ than London. [warm]
2. Football is \_\_\_\_\_ than tennis. [exciting]
3. Mathematics is \_\_\_\_\_ than geography. [difficult]
4. English is \_\_\_\_\_ than French. [easy]
5. Hasan's car is \_\_\_\_\_ than Ali's. [expensive]
6. Ali's car is \_\_\_\_\_ than Hasan's. [old]
7. Football is \_\_\_\_\_ than volley-ball. [popular]
8. Flying is \_\_\_\_\_ than driving. [safe]

C- Complete the table by making comparative adverbs from these adjectives.

<b>Adjective</b>	<b>Comparative Adverb</b>
1. bad	_____
2. careful	_____
3. good	_____
4. fast	_____
5. lucky	_____

D- Fill the gaps by suing the comparative adverb froms of the adjectives in brackets.

1. I can write \_\_\_\_\_ than my brother. [clear]
2. She can speak English \_\_\_\_\_ than her classmates. [good]
3. Hasan can run \_\_\_\_\_ than Osama can. [quick]
4. He works \_\_\_\_\_ than the other students. [ hard]
5. Older driver usually drive \_\_\_\_\_ than younger ones. [careful]

## Unit Two

### Lesson 4 :

C- Complete these sentences using the word in the box:

Too	very	enough	just right	not...
enough				

1. The exam was \_\_\_\_\_ difficult. But I passed with a high mark.
2. No, I don't want to swim. It is \_\_\_\_\_ warm \_\_\_\_\_ for me.
3. We don't like the beach at weekends. It is \_\_\_\_\_ crowded for us.
4. I love Tripoli in March . the temperature is \_\_\_\_\_
5. My car is small but it is big \_\_\_\_\_ for me.

## Unit four

### Lesson 3

A- Match the nationality adjectives on the left with the countries on the right.

British	Danish	English	Irish	Britain	Denmark	England
Scottish	Spanish	Turkish		Ireland	Scotland	Spain
				Turkey		

What do you notice table below with these nationalities according to ending.

C- Complete the table below with these nationalities according to ending.

-ish	-(i)an	-ese	-i	others
British	Algerian	Chinese	Iraqi	French

## Course Book (second year)

### Unit Two

#### **Lesson 4**

**C- Look at the box. Complete the sentences.**

**Much and many**

Much is used with uncountable nouns.

Examples:

1. We don't have much time.
2. How much water do you need?
3. We didn't take many photos.
4. How many people are coming to the party?

In examples 1 and 2, much is used because time and water are  
\_\_\_\_\_ nouns.

in examples 3 and 4, many is used because photos and people  
are \_\_\_\_\_ nouns.

**D- Complete these sentences with much or many.**

How \_\_\_\_\_ planets are there, eight or nine?

2. She's lucky — she has \_\_\_\_\_ good friends.

3. We won't need \_\_\_\_\_ time to finish this.

4. The space probe Voyager 2 found \_\_\_\_\_ new  
moons in the solar system.

5. I haven't found out \_\_\_\_\_ facts about the topic yet.

6. There isn't \_\_\_\_\_ oil in the south of the country.

## Work Book (second year)

### Unit six

#### Lesson 2

A- Put the words in the box into the table, Like the examples shown

Conclude	conclusion	health	healthy	humor
humorous				
Laugh	laughter	negotiate	negotiation	instruct
instruction				

Verbs	Nouns	Adjectives
Conclude	Conclusion	

## Unit eight

### Lesson 8

Complete this table Use the words from exercise c in course book page 97 will help you :

Person	Subject	Adjectives
Surgeon	Surgery	Surgical
	Medicine	
	Dentistry	
	Optics	

## Unit Seven

### Lesson 3

A- Complete the missing words in the table.

Adjectives	Noun
_____	length
wide	Width
deep	_____
_____	height
-	diameter
-	area
-	volume

## **Course Book (third year)**

### **Unit two**

#### **Lesson 4**

##### **A- Study the following three sentences**

Adjectives with so, enough and too

These three sentences have a similar meaning.

1. It's so hot that you can't go out.
2. It's not cool enough to go out.
3. It's too hot to go out.

Use the sentences to complete the three patterns.

1. so + adjective + that
2. adjective + \_\_\_\_\_ + infinitive
3. too + \_\_\_\_\_ + \_\_\_\_\_

Now underline the patterns in these sentences.

- a) The ice is so thick that you can drive on it.
- b) The ice is thick enough to drive on.
- c) The ice is not too thin to drive on.

**B- Complete each sentence so that it is similar in meaning to the sentence above it. Use so, enough and too.**

1. The lake is too cold to swim in.

The lake is not warm \_\_\_\_\_

2. The car was too hot to touch.

The car was \_\_\_\_\_

3. The pool gets so hot that you can't swim in it.

The pool gets

4. We couldn't walk on the sand because it was too hot.

The sand was \_\_\_\_\_

5. A hurricane can destroy buildings.

A hurricane is strong \_\_\_\_\_

6. It's too cloudy to sit on the beach.

It's not sunny \_\_\_\_\_

7. A tornado is strong enough to pick up a car.

A tornado is \_\_\_\_\_

## Work Book (third year)

### Unit three

#### Lesson 3

A- Some of the sentences below are wrong because they have the wrong preposition after the adjective. Tick (/) the ones that are right, and correct

ones that are wrong.,

1. I don't want to be late for dinner!
2. I am very keen on history.
3. What's wrong? Are you worried with something?
4. My little sister is afraid of dogs. -.
5. When he was young, my grandfather was very good about sports.
6. My uncle is always very kind for me.
7. You need to be careful from your school books.
8. She is not really interested in cars.
9. Is everything ready for our visitor?
10. My sister is married to a foreigner.
11. I am sorry. Please don't be angry in me:
12. I was absent from lessons because I was ill.

#### Lesson Four :

A- Study the following sentences. Then answer the question.

1. He is too heavy to walk on the ice.
2. The ice is too thin for him to walk on.
3. He is not light enough to walk on it.
4. It is not thick enough for him to walk on.

**Question:** Why is there no it at the end of sentences 2 and 4?

## Unit five

### Lesson Three :

D- Complete each question with an adjective ending with -ing or -ed. Then ask a partner your questions.

1. When was the last time you felt ?
2. Which is the most \_\_\_\_\_ book you have ever read?
3. Have you ever felt \_\_\_\_\_ after watching a film?
4. What do you do when you feet ?
5. Do you think that television is \_\_\_\_\_?
6. Which sport or hobby do you think is the most \_\_\_\_\_?

E- Read the information about adjectives. What does each adjective in the sentences in Exercise D on Course Book page 56 describe?

Adjectives ending with -Ing and -ed

There are a lot of adjectives which end with -ing.

Examples: interesting, boring, exciting, confusing, tiring, frightening, surprising, shocking, relaxing

These adjectives describe people or things that cause particular feelings.

Examples: I thought the book was exciting. He's an interesting person.

Don't confuse these -ing adjectives with adjectives ending with -ed (e.g., interested, bored, excited, etc.). These adjectives say how people feel. We don't use them to describe things.

Examples: Samia felt confused, so she asked a question, I'm bored. What shall we do?.

#### **4.4 Summary**

This chapter has discussed and analyzed the written test and teachers' questionnaire. In this chapter, the researcher presented the adjectives and adverbs in course book and work book at secondary stage.