

Chapter Five

Summary of Findings, Conclusions, Recommendations and Suggestions for Further Studies

5.0 Summary of Findings

5.1 The Students' Written Test

The following points are the main findings of the students' written test.

1. Most students (70%) have difficulty in making comparatives of adjectives.
2. More than two thirds of students (73%) confused adjectives ending (-ly) with adverbs.
3. About two thirds of the students (68%) could not choose the right structure as in question two.
4. More than half (57%) have difficulty to distinguish between the similar adjectives and adverbs.
5. Almost three quarters (73%) face difficulty in forming adjectives from certain nouns.
6. About two thirds of the students (65%) can write the weather and color adjectives, but they have mistaken in spelling.
7. The majority of students (82%) find difficulty in forming adverbs from adjectives and forming adjectives from adverbs.
8. All the students (100%) have difficulty in deriving and forming adjectives of nationality correctly. Also, all the students (100%) face difficulty in making comparatives of adverbs.

5.2 The Teachers' Questionnaire:

1. Half of the teachers (50%) focus on adjectives and adverbs in tests and teaching.
2. Most of the teachers (65%) explain the grammatical rules in teaching adjectives and adverbs.
3. A lot of teachers (58%) do not compare between adjectives and adverbs in English and Arabic.
4. Most teachers (65%) translate the adjectives and adverbs to Arabic language.
5. The majority of teachers (70%) have not enough time for teaching adjectives and adverbs.
6. Finally, each teacher adopts his/her own technique in teaching adjectives and adverbs.

5.3 Conclusions

Based on the results of the study, the following are the conclusions

1. Students can not distinguish between adjectives which have one syllable and those which have two syllables or more in forming comparatives.
2. Students confused adjectives with adverbs because some adjectives end with (-ly) such as silly and weekly.
3. Students make errors in using words which are similar in adjectives and adverbs such as hard and fast.
4. Students omit the verb "be" such as the girl clever because there are not auxiliaries equivalent in their native language "Arabic language".
5. It has been found that the students' general standard is weak because there is not specific concentration on these parts of speech during the class period, but the focus is more on

the book topics exercises. Therefore, the students have to be strengthened in learning positions, derivation meaning and formation of adjectives and adverbs. Moreover, the teachers should focus on adjectives and adverbs when they teach the book topics.

6. The teachers do not cover every thing with respect to adjectives and adverbs because they have not been well-prepared for these books; consequently, they teach what they know and omit what they do not know.
7. The unsuitable teaching methods can play an important role in producing errors. In teaching grammar in Libyan class-rooms, the teacher often uses the traditional Grammar Translation Method. This is because teachers have not in-service training that could help them to be familiar with other effective approaches such as the Communicative Approach.
8. The textbook presents adjectives and adverbs in different types of contexts. For example, matching definitions sentences, completion and description. The adjectives and adverbs found in lessons of textbook are used to describe real-life situations such as: kinds of food, activities, places and jobs.
9. The text book grammatical concentration on adjectives and adverbs is restricted to a few points such as definition, comparative and superlative forms.
10. The workbook contains a variety of exercises that focus on adjectives and adverbs. For instance, word building exercises, classification exercises, completion exercises and writing exercises.
11. There is a gap between set books, the students and teachers. This gap is due to the fact that these books are written

apart from the students and the teachers and their education backgrounds which have not been investigated prior to the writing of the books.

12. It is clear that teaching English three hours per week is not enough for both students and teachers.

5.4. Recommendations

Based on the results of the study, the researcher recommends the following:

1. The teachers should bear in mind that students in this level of education, that is the third –year of secondary school education, have to grasp English parts of speech in general and especially adjectives and adverbs.
2. Presenting the grammatical rules and items in the suitable context helps students know their right usage and order as well as understand the right meaning of the words, Also, the teacher has to draw students' attention to the linguistic differences between the foreign language and their first language, the differences and similarities of the grammatical structures so that they know the right usage of the second language structures.
3. The authority of education should give attention to the importance of in-service training which makes teachers more qualified.
4. Because of the gap between text-book, the students and the teachers, the writers should know the level of both teachers and students before they start to write the text-books.
5. The teacher should use all the techniques and activities which encourage natural communication practices. He/She has to speak in English as much as

possible and encourage the learners to communicate in English.

6. As a teacher for twenty nine years ago, the researcher observed from teaching different students at different ages, learning a foreign language has to be introduced at the earliest stages, possibly, in second or third –year of primary school in order to achieve the best results because the learners are ready to absorb any knowledge easily.

7. Schools should be supplied with equipment and technology which are essential tools for teaching a second language such as white metal-boards (which are healthier and easier to use than the use of black boards), cassettes, tape-recorders, videos, photocopiers and language laboratories. Libraries are also important because they supply teachers with resource books, journals, magazines and keep them aware of the latest researches in English second language field. Class size is also important factor in making English language teaching more successful and enjoyable for both teachers and students.

5.5 Suggestions

1. Teaching English adjectives and adverbs is not easy to learn, so it is suggested for researchers to work out for well designed English adjectives and adverbs related to the Libyan culture and environment.
2. It is clear that students have problem in using English adjectives and adverbs, so it is suggested for researchers to work hard in this field in order to find suitable way to improve students level.
3. Authority of educations in Libya, take the responsibility of preparing and training teachers to teach English at

secondary schools, so it is suggested that researchers should work hard to develop teachers to be more qualified.

5.6 Summary

This chapter was about summary of findings, the students' written test and the teachers' questionnaire. In this chapter, the researcher made conclusions, recommendations and suggestions for further studies.