

The Realization of the functions and Meanings of English Adverbs by English as a Foreign Language Students

Asst. Prof . Dr. Amra Ibrahim Sultan

English Dep./College of Education/Tikrit University

Asst. Inst. Batool Asim Hameed

English Dep. /College of Education/ Tikrit University

ABSTRACT

Adverbs constitute a wide range in English grammar. There are many types of adverbs such as (place, manner, time, degree , frequency, comment and view point adverbs), these adverbs have many functions in the text and some of them express different degrees of manner.

This variety of types and functions of adverbs make them difficult to be learnt by EFL learners, besides most students learn them by structure only paying no attention to meanings and functions.

This study aims at investigating students' achievement in realizing through recognizing and producing these functions. It also aims to find out whether there is a significant difference between the mean scores of the students at the College of Education and College of Arts in realizing the meaning of adverbs.

1-It is hypothesized that students at the fourth year / Tikrit University (College of Education and College of Arts) are able to realize these meanings and functions.

2- It is also hypothesized that there is no significant difference between the mean scores of the students at College of Education and College of Arts.

A sample of fourth year students in the colleges of education/department of English and the College of Arts/Translation department at Tikrit University has been chosen .

A test has been constructed and its validity and reliability have been ascertained to find out whether the subjects can realize the meaning and functions of adverbs. Analyzing the data by using t–test for dependent and independent samples. It has been concluded that :

1 . Students of English at the College of Education and the College of Arts have low level in the realization of the meanings and functions of English adverbs.

2 . There is a significant difference between the achievement of the students of College of Education and College of Arts on the behalf of the students of the College of Education.

3 . The instructors at the College of Education have concentrated on functions and meanings more than the instructors in the College of Arts .

List of Abbreviations & Symbols

EFL	English as a Foreign Language
Adv. & advs.	Adverb & Adverbs
No.	Number
1st & 4 th	First & fourth
Adj. & adjs.	Adjective & adjectives
&	and

Section One

Introduction

1.1 The Problem

Adverbs constitute a class in the classification of the English language usage. These adverbs describe, specify, modify and identify the quality or the quantity of the verbs before it and affect the meaning of the sentences.

For example, degree adverbs can be used before adjectives, verbs or other adverbs to give information about the extent or level of something.

e.g.

They are *extremely* happy.

I *Really* hate coffee.

He *almost always* arrived late.

Some degree adverbs such as "almost, largely and virtually", are usually used before the main verb and others such as "altogether, enormously, somewhat and tremendously" are usually used after the main verb (Hewings , 2005: 159).

Students of the English language study the structure of these adverbs but they are not fully acquainted with the functions of these adverbs, Nowadays, new trends in teaching in teaching grammar has appeared , these trends focus on teaching grammar through three dimensions: form, meaning and use . Since this area has not been investigated before, there is a need for this study In order to find out whether the students of English at Tikrit University master these functions or not .

1.2 The Aims of the Study

This study aims at:

- 1. Shed light on the function and meaning of adverbs in English.**
- 2. Finding out whether EFL fourth year students at the College of Arts/Translation Department and College of Education\ English Department distinguish the functions of English adverbs or not.**

The aims of this study is to pick out whether the students of the 4th year in the College of Education and the College of Arts are able to realize the functions and meanings of English adverbs or not during the academic year 2011–2012.

1.3. The Hypotheses

It is hypothesized that:

- 1. Students at the fourth year University of Tikrit (College of Education and College of Arts) are able to realize the meanings and functions of English adverbs.**
- 2. There is no significant difference between the mean scores of the fourth year students at the College of Education and the College of Arts in the realization of English adverbs.**

1.5 The Value of the Study

The value of this study steer from providing theoretical background of the functions of adverbs , their meaning and uses which can be used by professors , students and researchers .

It also have a practical value , the results of this study bridge the gap of teaching adverbs in the College of Arts / Translation Department which moves from form to meaning and uses .

This study is important to students of English as Foreign Language to overcome the difficulties they encounter to researchers and textbook

writers to design the books according to the three dimensions , i . e , form , meaning and use not on one dimension.

1.6 The Limits of the Study

This study is limited to :

1. Adverbs area of grammar in English.
2. The adverbs area is limited to the use of some adverbs such as time, place, manner, degree, frequency, comment and viewpoint adverbs . Other adverbs will be out of the scope of this study for further investigation.
3. It will also touch upon the use of adverbs as modifiers of nouns, adjectives, verbs , adverbs or a whole sentence .
4. This study is limited to 4th year, College students University of Tikrit (College of Education and College of Arts) during the academic year 2011–2012.

1.7. The Procedures of the Study

1. Providing a theoretical background concerning adverbs in English and their functions.
2. Constructing a test to find out the degree of mastery of adverbs and their functions in the area investigated.
3. Analyzing data available.
4. Drawing conclusions and recommendations.

1.8 Definitions of Basic Terms

1.8.1. Realization: it is the physical expression of an abstract linguistic unit; e.g. phonemes are 'realized' in phonic substance as phones, morphemes and morphs. Any underlying form may be seen as having a corresponding realization in substance.

Realization grammar: it is a term sometimes used for a grammar which derives all sentences from their corresponding semantic representation .

1.8.2. Semantics: A major branch of study of meaning in language. In study of the semantic properties of natural languages. The term 'linguistics semantics' often make the distinction clear, where the term 'semantics' will be used without qualification to refer to its linguistic sense (Crystal , 1991 : 289–310).

The operational definition of this term is that fourth year students ability to interpret the meaning of English adverbs .

1.8.3. Function: One of the most widely used terms in linguistics, with a correspondingly wide range of meanings. There are three areas of application:

a: The relationship between a linguistic form and other parts of the linguistic pattern or system in which it is used. In grammar, for example, the noun phrase can 'function' in clause structure as subject, object, complement ...etc.

b: The use made of a linguistic contrast. The term is used with reference to phonology, where in English, for example, the contrast between /p/ and /b/ would be said to have a higher functional load than between /j/ and /3/.

c: The role language plays in the context of society or the individual which is referred to by the term (social function). For example: language is used (functions) to communicate ideas, to express attitudes and so on (ibid).

This definition is considered as an operational definition for this study which refers to fourth year students to realize the function of English adverbs.

Section Two

2.1. Definitions of Adverbs

It is not an easy process to give a suitable definition for adverbs, "the adverb is an item that does not fit the definitions for other parts of speech" (Long , 1971 : 389).

There are many definitions of adverbs .One of these definitions is that it is a word (or phrase) that modifies a verb, an adjective or another adverb, but this loose definition does not concentrate on functions and meanings that are quite different from one another . They perform a wide variety of functions (ibid).

For Hewings (2005 : 219) the ' adverb' is a word that describes or gives more information about a verb , an adjective , another adverb or a phrase as in the following examples :

He ran *quickly*.

He bought an *extremely* expensive car.

She did it very *easily*.

They live *just* across the road.

It is part of speech that answers the questions "How?", "When?", "How often" ,"Where?","Why?","In what way?","How much"?, ...etc.

(Internet , No. 1 : p.1 of 3).

2.2 Types of Adverbs

There are many types of adverbs such as : manner, place , time , frequency , degree , comment and viewpoint adverbs (Hewings , 2005: 219).

2.2.1. Adverbs of time : Adverbs of time tell us : when, how long, how often an action is done. Such as:

today, yesterday, later, tomorrow, for a while, all day, not long, sometimes, never, often, ...etc. e.g:

He did it *yesterday*.

"yesterday" , is an adv. of time . It means "he did the action in the previous day". (Badalamenti & Henner – Stanchina , 2007 : 192) ; (Internet , No. 4 : p. 1 of 2).

2.2.2. Adverbs of Frequency : They answer the question of "How often" somebody does something . They constituted a percentage of doing the action such as: always, never, usually, sometimes,etc. e.g:

He *hardly* works.

"Hardly" , is an adv. of frequency . It means "he doesn't work very much" (ibid, P. 144); (Internet , No. 2 , p. 1 Of 1).

2.2.3. Adverbs of Manner : This class of adverbs answer the question "How"? as in : cheerfully , quickly , slowly , beautifully...etc. e.g:

He works *hard* .

'Hard' ,is an adv. of manner . It means "he works very much". It express the state and quality of doing something .

2.2.4. Adverbs of place : They answer the question "Where" ? as in: above, down, inside, here, upstairs ...etc. e.g:

I walked *downstairs*.

"Downstairs" , is an adv. of place. It means "I walked down towards the lower floor" (Badalamenti & Henner – Stanchina, 2007 : 192).

2.2.5. Adverbs of degree : They answer the question "How much"? some of them are:

most , entirely, little, much, too...etc.

Adverbs of degree increase or decrease the effect of the verb. e.g:

I *completely* agree with you.

"completely" , is an adverb of degree . It means " he/she has full agreement with you ' , and this increases the effect of the verb, whereas " partially " would decrease it. (Internet, No.4 : p. 1 of 2).

6. Comment Adverbs : Are those adverbs which makes a comment on what we are saying. Some of them are :

Presumably, astonishingly, obviously, apparently, undoubtedly ...etc.

e.g:

Astonishingly , she did well in the exam. It means " I was surprised that she did well" .

or

She did *astonishingly* well in the exam. It means" she did very well". (Hewings , 2005 : 156).

These adverbs are the language of conversation & narrative & learning a few good comment adverbs is a very quick way to improve English (Internet, No.3 : p.1 of 4).

7. View Point Adverbs : Are those adverbs that make clear what viewpoint we are speaking from or what features of something are being talked about. Some of them are :

Biologically, environmentally, financially, ideologically, industrially ,
logically, medically, morally, outwardly , politically , technically &
virtually .

e.g:

10. Financially , the accident has been a disaster for the owners of the
tunnel (Hewings, 2005 : 156).

A number of phrases are used in a similar way . For example :

politically speaking , in political terms , in terms of politics , from a
political point of view, or as far as politics are concerned (ibid).

2.3. Classifications Of Adverbs

2.3.1 According to their Syntactic Function

There are two types of syntactic function that characterize adverbs as
follows:

A .Adverbials

B. Adverb as modifier.

This study is limited to adverbs as modifier , its aim is to find out the
students' realization on adverbs modifying verbs, nouns, adjectives,
adverbs, noun phrases and a sentence, leaving other types for further
investigation. It is also subdivided into:

1 . modifier of verbs .e.g :

11. He walked *quickly*. ' Quickly ', is an adv. that modify or describe
the verb 'walked'.

2 . modifier of nouns . e.g :

12 . It was *rather* a mess. 'rather', is an adv. that describes the noun '
mess'.

3 . modifier of adjectives. e.g :

13. They were *really* unhappy. 'really', is an adv. that describes the adj. 'unhappy'.

4. modifier of adverbs. e.g :

1. 14 . John plays tennis *very* well. 'very', is an adv. that modifies another adv. 'well'.

5. modifier of a sentence. e.g :15 . *Surely* he will be on time , but I hope not. 'Surely', is an adv. that modify a whole sentence ' he will be on time '.

6. modifier of a noun phrase . e.g : 16 . We had *quite* a good time .The adverb ' quite ' modify a noun phrase ' a good time '.

7. modifier of a prepositional phrase

8. modifier of determiner, pre-determiner, and post-determiner

9. adverb as complement of preposition. (Quirk & Greenbaum, 1973: pp. 125- 126)

Palmer and Blandford (1969: 252) in their discussion concerning the function of adverbs say that the only general statement that can be made concerning the functions of adverbs is that they serve to modify. In some cases they modify individual words such as other adverbs, verbs, adjectives and nouns. In other cases, they modify the sentence as a whole, or are sentences in themselves.

2 . 3 .2 . According to their semantic meaning :

Quirk & Greenbaum (1990 : 158-161) divide adverbs according to their semantic roles into :-

Space adverbs.

Time adverbs.

Process adverbs.

Respect adverbs.

Contingency adverbs.

Modality adverbs.

Degree adverbs.

Biber et al. (1999 : 552 – 561) , add other categories :

Additive / restrictive & stance adverbs.

Linking adverbs , and other meanings such as (means & purpose). They classify the degree adverbs into :

(Amplifier / intensifier) & (Diminisher / Downtoners) .

[Similar view : (Lester , 1976 : 85–86 ; House & Harman , 1950 : 160) .

2.4 Positions of Adverbs in English

One of the landmarks of adverbs is their ability to move around in a sentence. Adverbs are identified with reference to the positions they occupy in sentences. Most adverbs are mobile, however, some adverbs can only occur in fixed positions. The positions that an adverb occupies in the sentence even determine the semantic class to which it can be assigned .

Romine (1966: 18) says that adverbs have more flexibility than other parts of speech. He gives an example denoting the many different positions for 'soon'. e.g.

17 . Soon the farmers will be harvesting their wheat.

18 .The farmers will soon be harvesting their wheat.

19 . The farmers soon will be harvesting their wheat.

20 . The farmers will be harvesting their wheat soon.

Quirk et al. (1973: 208) distinguishes three positions of adverbials for the declarative form of the clause:

1. Initial Position: (i.e. before the subject) such as: time adverbs, place adverbs, comment adverbs and viewpoint adverbs.

2. Medial Position: (i.e. between the subject and verb) such as: degree adverbs, adverbs which indicate order of events, adverbs of frequency, comment adverbs and viewpoint adverbs.

(a) immediately before the first auxiliary or lexical verb (be), or

(b) between two auxiliaries or an auxiliary and lexical verb (be).

(c) immediately before the lexical verb, or

(d) in the case of lexical verb, before the complement.

3. Final position: such as: place, definite frequency and definite time, comment adverbs.

(a) after an intransitive verb, or

(b) after an object or complement.

If the subject is elliptic, the initial and medial positions are neutralized:

e.g.

21 . I have been writing outside his door the whole day and yet have not seen him.

Final position includes any position after the stated clause element.e.g.

22 . I paid immediately for the book.

23 . I paid for the book immediately .

See for a similar view : Conlin , 1961 :134 ; Biber et al. , 1999 : 770–772 ; Hewings , 2005 : 148–150).

2.5 The Association between Position and Meaning of the Adverbs

It is well – established fact that the position of an adverbial & the meaning it conveys are correlated . Hence, three cases may be investigated :-

The first case concerns with the adverbials which are not associated with any change in a sentence . these adverbials are like immediately, quickly , sometimes & the like .

The second case relates to those adverbials particularly adverbials & temporal adverbials like interestingly , only , almost & the like which entail semantic difference when they are shifted about .

The third case involves ambiguous adverbials ,in which the change in position results in a change in meaning . That is , one reading is typically associated with a certain more or less fixed position in the sentence . these adverbs are like accordingly , first , generally , once , again & the like .

(Abbas ,1983 : 57-62) . e.g :

24 . Interestingly , the old man told the story. (It means that it is interestingly the old man told the story).

25 . The old man told the story interestingly . (It means that the old man told the story in an interesting manner).

A normal interpretation reveals that the two sentences differ considerably in meaning (ibid : pp. 58-59) .

Changing the position of some adverbs results in the changing of their meaning and effect in the sentence, as well as resulting in changing the meaning of the whole sentence.

Krapp (1980: 202-203) argues that care should be taken to place the adverb in such position in the sentence that it will modify the word

which it meant to modify. The adverb 'only' often gives a wrong meaning because it is not placed in its proper position. The various correct uses of 'only' are exemplified in the following sentences:

26 . Only Harry came to see me. It means Harry and no one else came to see me.

27 . Harry came to see me only. It means that Harry came for other purpose than to see me.

28 . This hat costs only two dollars. It implies that two dollars was a small amount to pay for a hat.

Humphreys (1964 : 83-84) discusses the meaning association with the position of adverbs. He shows example of the adverb ' only ':

29 . Only the Bloomsburg-Burtens hired two cars for the party.

30 . The Bloomsburg-Burtens hired only two cars for the party.

31 . The Bloomsburg-Burtens only hired two cars for the party.

32 . The Bloomsburg-Burtens hired two cars only for the party.

We find that "only" occupies a different position in each sentence , the difference of meaning is conveyed by the different position of the adverb "only". The adverb then , is usually placed close to the word it qualifies. If the meaning of the sentence would be unaffected and the balance of the sentences improved ,there is no reason to condemn the practice in colloquial speech of its being at another place in the sentence. Thus, most people would say : 'He only came yesterday' . The meaning is clear enough, but the precisionist would prefer : 'He came only yesterday' .

Tawfiq (2011 : 16-17) states that all the adverbs, their position are determined by their semantic, or semantic categories , each category

prefers certain positions to occur in. For example , the semantic categories of circumstances adverbials , stance adverbials and linking adverbials. But , mainly , the position of restrictive and additives is restrictive , limited and sensitive, as it is associated with the meaning of the sentence as a whole .

Biber et al. (1999 : 772) made a corpus findings on the frequency of positions of adverbials. They state that :

In overall frequency, final position is by far the most common position of adverbials.

Initial and medial positions are relatively common while adverbials connected to other speaker's main clauses are rare. They find that each class of adverbial has a strong preference for a different position.

Circumstance adverbials in final position.

Stance adverbials in medial position.

Linking adverbials in initial position.

Finally, the discussion about adverb's position ends with Eastwood's words' (2008 : 245) He states that "The position of adverbials is a complex topic where there is no set of simple rules. But reading and repeating the example sentences will help us to get a feel for this area of English.

2 . 6 . Formal Characteristics of Adverbs :

Adverbs tell us in what way someone does something , adjectives tell us something about a person or a thing .

Adj.

Adv.

33.Mary is a careful girl.

34.Mary drives carefully.

(Internet, No. 5 : p. 1 of 2).

Our most recognizable adverbs and the most common are those that are formed by adding **-ly** to the end of an adj. Like this :

Adj.	Adv.
soft	softly
slow	slowly
delightful	delightfully
hopeless	hopelessly
aggressive	aggressively
sudden	suddenly
perfect	perfectly
deliberate	deliberately

These are called adverbs of manner or **-ly** adverbs. (Kolln, 2006 : 246).

There is no reliable way to find out whether a word is an adverb or not for two reasons : first, many adverbs do not end in **-ly** , for example :

Adj.	Adv.
fast	fast
late	late
early	early
far	far
near	near
hard	hard
long	long

high

high

While the exception good becomes well these are sometimes called flat adverbs. (ibid) & (Internet, No.5: pp. 1-2 of 2).

The second reason is that many words which are not adverbs do end in -ly such as (kindly, friendly, elderly, lonely, costly, deadly, likely, lively, manly & timely).

But not all words ending in -ly are adverbs or adjectives. We have also: nouns ending in -ly such as: Italy, melancholy, or verbs ending in -ly such as: Apply, rely, supply (ibid:p.1-2).

The best way to tell if a word is an adverb is by asking a question. If the question uses how, where or when , then the word is probably an adverb. For example :

Words in context

Question adverb

uses how?

35. Junko plays tennis aggressively?

36. How does Junko play tennis?

(ibid).

Like adjectives, many adverbs are gradable and we can modify them by using "very " or " extremely ". For example:

softly

very softly

suddenly

very suddenly

slowly

extremely slowly

The modifying words very & extremely are themselves adverbs. They are called degree adverbs because they specify the degree to which an adjective or another adverb applies (ibid).

Another important point is to form an adverb from adjectives ending in -y, change the 'y' into 'i' before adding -ly. For example :

angry angrily

Also to form an adverb from adjectives ending in -e, drop the -e before adding -ly. For example: true - truly

Some adjectives ending in -ly need no changes. For example: heavenly.

But the exceptions :-

sly becomes slyly

shy becomes shyly

Adjectives

Adverbs

37. She was a pretty girl.

38. The bird sang prettily.

39. He was a serious boy.

40. The policeman spoke seriously.

41. It was a fast car.

42. The man drives fast.

43. They were quiet children.

44. The woman spoke quietly.

(Krohn, 2005 : 90) ; (Internet, No. 6 : p. 1 of 3).

Like adjectives , the '-ly' adverbs and the 'flat adverbs' have comparative and superlative form :

positive

comparative

Superlative

slowly

more slowly

most slowly

fast

faster

fastest

(Kolln , 2006 : 246).

Section Three

Procedures

3.1. The Population and Sample of the Study

The population of the study consists of 4th year Iraqi undergraduate students in the Department of English, College of Education as well as 4th year Iraqi undergraduate students in the Department of Translation, College of Arts, University of Tikrit during the academic year 2011–2012.

The sample of the study involves (40) EFL 4th year students, both male and female are chosen randomly from College of Education and another (40) EFL 4th year students from College of Arts the total is (80) students and a test has been constructed to determine how far both groups can realize and identify the function of English adverbs. Also, the two tests have been compared.

3.2. Construction of the Test

Testing is an essential part in human life and scientific research. Brown (1987: 219) defines a test as a "method of measuring person's ability or knowledge in a given area" .

In order to find out the level of students' achievement in recognizing the function and meaning of adverbs . A test has been constructed . Its objectives have been derived from the syllabus objectives and the study aims. See table (1) :

Table (1)

Specifications of Behavioral Objectives

No.	of	Behavioral Objectives
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Questions	Recognition	Production
	1	Test students' ability to realize the function of advs., because adverbs can modify another part of speech, i.e. nouns, verbs, adjectives, other adverbs, noun phrases or whole sentences.
2		Examines students ability to predict the meaning in changing position of advs.
3	Test students' ability to put advs. In its correct position.	
4		Examines students' ability to change adjs. into advs.
5 A		Test students' ability to comment.
B		Test students' ability to complete sentences with the comment advs. in context.

The time allotted for the test is an hour. The test consists of sentences and a passage (i.e. question number 4), which has been revised by using different sources.

Validity of the test has been ascertained .Validity is the most important notion in test evaluation. Richard et al. (1992: 396) define it as "the degree to which a test measures what it is supposed to measure, or can be used successfully for the purpose for which it is intended."

There are several types of validity, the most important of which in educational settings are face and content validity.

For this purpose of the present study, face validity is made by exposing the test (Appendix A) to a jury* of (5) experienced EFL university instructors. It is noticed that the test items as a whole are judged valid by all the jury members with some modifications and elaborations.

* The jury members are as follows:

1. Asst. Prof. Dr.Nawfal Saeed. Ph.D in Liguistics &Translation / English Dept. / College of Education / University of Tikrit.
- 2.Instructor Mr. Raad Kamil Bakir. M.A in English Grammar / English Dept. / College of Education / University of Tikrit .
- 3.Asst . Instructor Mr.Talal Jasim . M.A in English Grammar / English Dept. / College of Education / University of Tikrit .
- 4.Instructor Mr. Mahmood Abbas . M.A in Phonetics / College of Education / University of Tikrit .
5. Instructor Miss. Zainab Aboodi Ali. M.A in linguistics / College of Arts / University of Tikrit .

Reliability of the Test has also been ascertained . One of the most significant criteria of a good test is the reliability of its scores. It is well known that even the same test when carried out again at a latter time to the same group of testers, under the same conditions; it is unlikely to yield exactly the same scores however, the more comparable the test scores are the more reliable they are (Wells and Wollack, 2003: 13).

In this study, the test reliability is found by using test–retest method. (40) students from the 4th year, College of Education have been chosen to apply the test for estimating its reliability.

*Pearson correlation coefficient formula indicates that the correlation coefficient of reliability is (0.83) as shown in Appendix (D).

For instance, Question No. 1 tests the students' ability to modify the adverbs (according to the syntactic function of adverbs), because some adverbs can modify another part of speech, i.e. noun, verb, adjective, noun phrase, another adverb or a whole sentence. The students should only answer which part of speech does the adverb modify.

Question No. 2 gives similar two or three sentences by putting the adverb in different positions and examines the students whether changing the position of the adverb change the meaning of the whole sentence or not and also to give the meaning of each sentence.

Question No. 3 . It is an order question . Students are given sentences with incorrect positions, they should put the adverbs in its correct position, and some adverbs take more than one position, for example adverbs of time and place come at the beginning and in final position, adverbs of frequency come in medial and final position and so on, as shown in (2.4)

$$* R = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

In question No.4. there is a passage with many adjectives, it is required that the students change them into adverbs. It should be mentioned that many adjectives when they are changed into adverbs, they change the whole sentence which results in changing the meaning. For example, in the sentence:

45. She is *happy* when she leaves the house. It means "She is happy for leaving the house".

It should be:

46 . She leaves the house *happily*. It means " She is happy to leave the house"

Very few students answer it in this way, they answer it by changing adjective into adverb ,for example:

Happy – happily and so on.

Question No.5 is divided into two parts A and B. In part A there are many questions with comment adverbs and it required to answer them using a complex sentence to see their comments on what we are saying not only by saying yes or no.

In part B is a completion type test the students are given some explanation about adverbs to put them in a complete sentence .

The first stage in test construction is to determine what material should make up the test to meet the objectives of the research .The test is

designed to find out whether or not 4th year students are able to realize & identify English adverbs & their functions in suitable contexts. Such material has to be selected carefully..The material used in this investigation includes all the types of adverbs under study stated in (1.6) they have been taken into consideration in the construction of the items of the test.

3 . 3. Scoring Scheme

An accurate and objective scoring scheme must be used (Harrack and Schonnover, 1969: 76). The testers' answer to any item would be either correct or incorrect. The correct use is given one mark (except question No.1 which gives 1/2 mark) while the wrong one is given zero.

The total mark of the whole test is (50) marks. Such a way of measuring is objective and definite since it leaves no room for the scorer's personal, and judgments of spelling mistakes are ignored.

Question No. 1 is given (10) marks and it contains (20) sentences, so each sentence should take 1/2 mark.Q.2 is given (8) marks, each item takes one mark.Q.3 is given (11) marks, each item also takes one mark Q.4 is given (14) marks, each item in a passage will take one mark. Q5 is given (7) marks, part (A) is given (4) marks and part (B) is given (3) marks.

3.4 Final Administration of the Test

The test in its final version has been applied in a classroom of the 4th year college of Education students . It has been administered in the second of April, 2012.

The same test has been administered in the same way on (40) students from the 4th year College of Arts students in the tenth of April,2012.

3.5 Statistical Tools Used

The statistical means used to achieve the objectives of the study are the following:

Pearson correlation coefficient formula is used to estimate the reliability of the test.

$$R = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where :

X= the first set of scores

Y= the second set of scores

N= the number of the sample.

$N \sum Y$ = the set of the product x and y scores for each student.

(Dalen, V. 1966: 356) and (Glass and Stanely, 1970: 114).

(2) T-test is used to show the realization of English adverbs of the students' answers in the various questions of the test, in College of Education on the one hand and those of College of Arts on the other.

T-test for one sample formula is:

$$T = \frac{\bar{X} - M}{S / \sqrt{N}}$$

Where:

M= mean of the sample

S= Standard deviation of the sample

n= number of student's sample

(Guilford, 1965: 183) and (Glass and Stanely, 1970: 242).

b. T–test for two samples formula reads as follows:

$$T = \frac{\bar{d}}{Sd \sqrt{N}}$$

where:

d= mean score of the differences of the scores of the two samples.

Sd= standard deviation of difference of the scores of the two samples.

n= number of the two samples.

Ibid: 186) ; (ibid: 244)(

Section Four

4.1. Analysis of Data

This section is devoted to presenting the results obtained , their analysis and discussion. The analysis of the collected data is computed using suitable statistical tools in order to achieve the aims of the current study.

Having finished with test administration, students' scores have been statistically analyzed. All the results introduced in this section are related to the fulfillment of the second and third aims of this study.

4.2 Verification of the First Hypothesis

In order to verify the first hypothesis of the study which states that "students at the 4th year, Tikrit University (College of Education and College of Arts) are able to realize the meanings and functions of English adverbs ".T–test for dependent sample has been used with the College

of Education. Hence, the total students' performance is statistically manipulated, the mean score of the sample students is (22.28) . It is compared with the theoretical mean, it has been found that there is significant difference .It means that students level is below the average. As shown in Table (2).

Table (2)

The Mean, Standard Deviation, t-Value and level of Significance for College of Education

The samples	Number of samples	Mean	Standard Deviation	Theoretical Mean	t-value		Level of Significance
					Computed	Table	
College of Education	40	22.28	7.23	25	1.68	2.02	0.05

Table (2) shows that the computed t-value for college of Education is (1.68) which is lower than the tabulated t-value which is (2.02) at the level of significance (0.05) and degree of freedom (38). This means that College of Education students are able to realize the meanings and functions of English adverbs.

T-test for dependent sample has been used with the College of Arts . The total students' performance is statistically manipulated, the mean score of the sample students is (5.69). It is compared with the

theoretical mean , it has been found that there is significant difference .It means that students level is below the average . As shown in table (3) .

Table (3)

The Mean, Standard Deviation, t-Value and level of Significance for College of Arts

The samples	Number of samples	Mean	Standard Deviation	Theoretical Mean	t-value		Level of Significance
					Computed	Table	
College of Arts	40	5.69	4.26	25	21.72	2.02	0.05

The computed t-value for College of Arts is (21.72) which is bigger than the tabulated t-value which is (2.02) and with degree of freedom (38).

This indicates that the level of students in the realizations of English adverbs in College of Arts is low and inadequate. Hence, the first hypothesis is accepted for College of Education and it is not accepted for College of Arts.

The mean score of the students of both colleges are under the hypothetical mean , so the samples have low level of realization .

4.2.2 Verification of the second Hypothesis

In order to verify the second hypothesis of this study which states that " There is no significant difference between the mean scores of the fourth year students at the College of Education and the College of Arts in the realization of English adverbs. ". T-test for independent samples has been used . See Table (4).

Table (4)

The Mean, Standard Deviation, the two-sample t-Value and level of Significance for College of Education and College of Arts

The samples	Number of samples	Mean	Standard Deviation	Theoretical Mean	t-value		Level of Significance
					Computed	Tabulated	
College of Education	40	22.28	7.23	25	9.30	2.02	0.05
College of Arts	40	5.69	4.26				
The difference between the means is (16.59)							
Levels of significance 0.05, df= 78							

Table (4) shows that the computed t-value is (9.30) which is higher than the tabulated t-value which is (2.02) at the level of significance (0.05) , with degree of freedom (78).

The mean score of the students' achievement in College of Education is (22.28) and in the College of Arts is (5.69), the difference is (16.59). This means that the students' achievement in the College of Education is better than in the College of Arts. This indicates that the second hypothesis is not verified since there is a significant difference between

the two colleges in their achievement on the behalf of the College of Education in the realization of the meanings of functions of English adverbs.

4.3 Discussion of Results

The results of the statistical manipulation of the test data indicates that the students in both colleges, namely, College of Education and College of Arts have difficulties and are unaware of the English adverbs meaning . They even have many errors in using English adverbs whether at the recognition level ,i.e. (Q.1 and Q.3) or at the production level i.e. (Q.2 , Q.4 and Q.5), especially in the College of Arts.

In Question .No.1 The students have errors in placing the correct part of speech which the adverb modifies because they are not fully acquainted with these functions , especially in the College of Arts.

For example : the adverb " willingly" modifies the verb 'accepted' but many students answer it by putting another part of speech , like a subject or an object .

In Question No.2 . It is required to distinguish the different meanings of the same two or three sentences by changing only the position of an adverb in each sentence .Very few students explain the meaning or they write the same meaning for the two or three sentences when changing the position of an adverb.

For example : in item No.1 which has three different positions of an adverb 'only' , they answer that all sentences mean that " Only Harry & no one else came to see me".

Question No.3 ,which examines students' ability to put an adverb in the correct position .

For example : No.1 has an adv. 'vigorously' which has a medial position , the students put it in initial or final position , and in sentence No.3 the adv. 'every week' has an initial & final position . Very few students have put two different positions , the same is true with items 4, 5, 6, &7.

Very few students answer this question by giving the two positions of the specific adverbs.

Question No.4 some of EFL college students have difficulties in changing adjectives into adverbs because sometimes it is required to change the whole sentence. Very few students noticed that they should answer the passage correctly and directly by changing the adjectives into adverbs .

For example : in the sentence " she is eager to go shopping" , they answer it like this: she is eagerly to go shopping by changing only the adj. 'eager' into an adverb 'eagerly' which is correct because this sentence must be " she goes shopping eagerly". So students must change the sentence adding third person 's' the same is true with the whole passage. Also , some students don't re - write the passage , they write a list of adjectives and change them into adverbs .

For example :

happy ___ happily

eager ___ eagerlyand so on .

As shown in (Appendix E .Q.4) .

In Question. No.5 which is divided into two parts A & B .

Part A contains many questions with comment adverbs , it is required to answer them by using a complete sentence to see their comments on what we are saying .

For example : Q. No.1 will be : "No, my partner doesn't get his/ her grades happily" or " Yes, my partner gets his/ her grades happily".

sometimes the students write (Yes) only or (No) only without any comment.

while part B which is a completion type test with some adverbs to put them in a complete sentence .

Not all students answer this question in a correct way & even if they answer them , they make grammatical mistakes or misuse the correct position of these adverbs.

For example : No.1 They write : "He , obviously , likes football", [incorrect position] or they don't answer it.

5 . Conclusions , Recommendations and Further Studies

5.1 Conclusions

It has been concluded that :

1 . Students of English at the College of Education and College of Arts have low level in the realization of the meaning of English adverbs. This is due to the fact that teaching grammar at Tikrit University still concentrate on form rather than on meaning and use.

2 . There is a significant difference between the achievement of the students of College of Education and the College of Arts on the behalf of the students of the College of Education.

3 . It has been concluded that the instructors at College of Education have concentrated on function and meaning more than the instructors in the College of Arts .

5.2. Recommendations

In the light of the results obtained in this study, the following recommendations are put forward:

Instructors of English must direct their students' attention to different uses and functions of adverbs by presenting more exercises.

Instructors of English grammar must to pay attentions to adverbs which have the same form of adjectives, for example: late, fast, high, early, near, ... etc. as shown in (2.6) or to words which end in -ly; but they are not adverbs. For example : kindly, friendly, ... as in (2.6).

Also, EFL teachers and university faculty ought to pay more attention when changing adjectives into adverbs because sometimes it requires to change the whole sentence as shown in Q.3 in the test or changing the position of adverbs which results in changing the meaning of the sentence.

Instructors should stimulate his students to study various types of adverbs clarifying the purposes of studying them because they have many meanings and functions.

Syllabus designers and text-book writers are advised to include different exercises to various uses of adverbs.

Teachers of English and instructors of grammar should be provided them with the up-to-date books to be acquainted with the different uses of adverbs.

University faculty should participate in in-service training in English speaking countries to be acquainted with up - to - date methods of teaching.

5.3.Suggestions for Further Studies

It is suggested that :

1. A study should be conducted to investigate EFL College learners' ability in other universities to differentiate among the various uses and functions of the adverbs.
2. A similar study must be conducted to find out the difference between male and female EFL students" in the realization of adverbs.
- 3 A similar study should be conducted to investigate the realization of other types of adverbs such as quality and quantity adverbs.

Appendices

Appendix A: The Test in the Final Version

Q1: According to the syntactic function of adverbs, they can modify another part of speech (i.e.) nouns, verbs , adjectives, adverbs, noun phrases or whole sentences. Pick out these adverbs and what do they modify in the following sentences:

1. He walked quickly.
2. I accepted new task willingly.
3. They were really unhappy.
4. My brother is completely fearless.
5. He is almost always hungry.

6. John plays tennis very well.
7. You never can work too carefully.
8. Perhaps, you are correct, but not at first glance.
9. Surely, he will be on time, but I hope not.
- 10-It was rather a mess.
- 11-We had quite a good time.
- 12-They are absolutely sure.
- 13-That's really nice.
- 14-I know she is very careful.
- 15-She is extremely happy.
- 16-My mother lived in France in France for a year.
- 17-He is more wealthy than I thought.
- 18-He has not played chess recently.
- 19-He has spoke rapidly in class.
- 20-This car goes incredibly fast. (10 marks)

Q2: Show the semantic difference in the following sentences when changing the position of adverb:

1. Only Harry came to see me.
 - Harry came to see me only.
 - Harry came only to see me.
2. This hat costs only two dollars.
 - Only this has costs two dollars.
3. Only the Bloomsburg-Burton hired two cars for the party.
 - The Bloomsburg-Burton hired two cars only for the party.
 - The Bloomsburg-Burton hired only two cars for the party.

(8 Marks)

Q3: Improve these sentences by putting the following adverbs in a more appropriate position:

1. I thought, I 'd locked securely the luggage.
2. I try to visit my parents every week.
3. Rafter was easily beaten in the final.
4. Sarah never eats in the canteen at work, she always brings from home sandwiches.
5. We have to hand the homework in on Tuesday.
6. We see them rarely. (11 Marks)

Q4: Using the information from this story, write the second story, using adverbs instead of adjectives.

Judy is leaving home early. She is eager to go shopping. She is happy when she leaves the house because there are many new clothes she wants to buy.

At the store, she tries on a blue skirt. The skirt looks good, but the fit is terrible. It is loose. So she tries on a black skirt, but it is tight when she takes the skirt off she fixes the zipper, but it gets stuck. She cannot get the skirt on or off. She becomes anxious and pulls on the zipper but it still doesn't move. She doesn't know what to do. Even though she feels shy, she calls for a saleswoman, the saleswoman is glad to help. She tries to unzip the skirt, but she is also unsuccessful. Judy is a brave. She is calm as she waits. The saleswoman gets some scissors and makes a neat cut near the zipper. Judy is quick to leave the store. (14 Marks)

Q5: A: Write answers to the following questions about your partner, using complete sentences:

1. Does your partner get his/her grades happily?
2. Does your partner wake up grumpily?
3. Do your partner's clothes fit loosely?
4. Does your partner speak frankly? (4 Marks)

B: Comment on what we are saying by using some adverbs:

	Some comment adverbs	Example
1	Obviously	
2	Astonishingly	
3	Kindly	

(3 Marks)

Appendix B

The Learner's Scores in the test (College of Education)

Students' No.	The scores	Students' No.	The scores
1	43	25	11
2	13	26	12.5
3	37	27	13.5
4	17.5	28	14.5
5	24	29	11
6	16.5	30	24
7	21.5	31	15
8	21	32	15
9	22.5	33	16
10	22	34	19
11	25	35	19

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12	23.5	36	19
13	19.5	37	14
14	23.5	38	13
15	29	39	30.5
16	21	40	21.5
17	16.5		
18	17.5		
19	16.5		
20	15.5		
21	12.5		
22	7.5		
23	13		
24	8		

Appendix C

The Learner's Scores in the test (College of Arts)

Students' No.	The scores	Students' No.	The scores
1	12	25	8
2	8	26	6.5
3	3.5	27	3.5
4	0	28	0
5	7	29	7
6	15	30	13
7	10.5	31	1
8	2	32	0

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9	0	33	8
10	2	34	3.5
11	11	35	6.5
12	5	36	7
13	7	37	10
14	2	38	11
15	8	39	9
16	3	40	6
17	0		
18	2.5		
19	9		
20	3,5		
21	4		
22	5		
23	11		
24	7		

Appendix D

The Learner's Test and Re-test Scores for Estimating its Reliability

College of Education				College of Arts			
Students ' No.	Re-test	Students ' No.	Re-test	Students ' No.	Re-test	Students ' No.	Re-test
1	44	24	7	1	7	24	4
2	12.5	25	14	2	11	25	9
3	34	26	13	3	17	26	5

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4	16	27	12	4	3	27	0
5	25	28	16.5	5	0	28	6
6	15	29	10.5	6	11	29	6
7	20	30	25.5	7	3	30	5
8	22	31	13.5	8	9	31	7
9	21	32	14	9	4.5	32	2
10	22	33	17	10	5	33	7.5
11	24.5	34	19.5	11	8	34	3
12	23	35	18.5	12	20	35	1
13	20.5	36	21	13	1.5	36	20
14	21.5	37	15.5	14	9	37	12
15	31.5	38	12	15	4.5	38	7
16	19	39	32	16	12	39	1.5
17	16	40	19.5	17	15	40	20
18	16.5			18	11		
19	14			19	3		
20	17.5			20	3		
21	13			21	0		
22	8.5			22	4.5		
23	11			23	7		

Appendix E

The Key Answer of the Test Items

Q1: Advs. modifying

1. modify a verb (walked).

-
2. modify a verb (accepted).
 3. modify an adj. (unhappy).
 4. modify an adj. (fearless).
 5. modify another adv. (always).
 6. modify another adv. (well).
 7. modify another adv. (carefully).
 8. modify a whole sentence (You are correct).
 9. modify a whole sentence (He will be on time).
 - 10–modify a noun phrase (a mess).
 - 11–modify a noun phrase (a good time).
 - 12–modify an adj. (sure).
 - 13–modify an adj. (nice).
 - 14–modify an adj. (careful).
 - 15–modify an adj. (happy).
 - 16–modify a verb (lived).
 - 17–modify an adj. (wealthy).
 - 18– modify a verb (played).
 - 19–modify a verb (spoke).
 - 20–modify another adv.(fast). (10 m.)
- Q2: The semantic difference when changing the position of the adv.
1. Meaning: Harry and no one else came to see me.
 - Meaning: Harry came to see me and no one else.
 - Meaning: Harry came for no other purpose than to see me.
 2. Meaning: Two dollars was a small amount to pay for a hat.
 - Meaning: Only for this hat which costs two dollars.

3. Meaning: Only the Bloomsburg–Burton who hired two cars for the party.
- Meaning: This family (i.e. the Bloomsburg–Burton), hired only two cars & no more for the party.
 - Meaning: The Bloomsburg–Burton hired two cars only for the party and no other purpose. (8m.)

Q3: The position of advs.

1. Final.
2. Front and final.
3. Front and final.
4. Medial, Medial.
5. Front and final.
6. Medial and final. (11m.)

Q4: Changing adjectives into adverbs

Judy leaves home early because she is eagerly going shopping .She leaves happily because there are many new clothes she wants to buy. First, she tries on a blue skirt. The skirt looks good, but it fits terribly and loosely .She takes the skirt off carelessly and the zipper breaks. She tries to fix the zipper carefully but it gets stuck. She cannot get the skirt on or off. She pulls anxiously on the zipper, but it still doesn't move. She doesn't know what to do. She shyly calls for a saleswoman. The saleswoman gladly helps. She tries unsuccessfully to unzip the skirt. Judy stands bravely and waits calmly. The saleswoman gets some scissors and cuts neatly near the zipper. Judy leaves the store quickly.

(14 m.)

Q5: A: Write answers, using complete sentences:

1. No, my partner doesn't get his/her grades happily.

Or Yes,

1-No, my partner doesn't wake up grumpily.

2-Yes, my partner's clothes fit loosely.

3-Yes, my partner speaks frankly.

B: Comment on what we are saying:

Some comment adverbs	Example
1. Obviously.	1. Obviously, he likes football.
2. Astonishingly.	2. Astonishingly, she passed the exam.
3. Kindly.	3. She treated her children kindly.

(7 m.)

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