Investigating the Performance of Iraqi EFL University Students in Using the Correspondent Adjectives and Adverbs

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Abstract

The correspondence between adjectives and adverbs comes from that most of the adverbs are derived from adjectives by suffixation. Furthermore, there is, sometimes, correspondence between constructions containing adjectives and constructions containing the corresponding adverbs. What is more, some adverbs have the same form of their corresponding adjectives and some adverbs have two forms: one of them is similar to the adjective and the other ends with (-ly).

The problem of this study rises when Iraqi EFL university students fail to distinguish adverbs from adjectives as they consider the adjectives that end with (ly) as adverbs. For the adverbs that have two forms, the students fail to recognize which form corresponds the adjective. Also, the students fail to paraphrase sentences with adjectives to sentences with their corresponding adverbs and vice-versa.

Accordingly, it is hypothesized that:
1- Iraqi EFL university students are expected to face difficulty in recognizing the adverbs and distinguishing them from the adjectives that end with (-ly).
2- For the adverbs that have two forms one of them is similar to the adjective and the other is inflected with (-ly), such learners are expected to face more difficulty in recognizing the form of the adverb that corresponds the adjective.
3- The same students are expected to face difficulty in paraphrasing sentences with adjectives to sentences having their corresponding adverbs and vice-versa.

Keywords: Adjective, adverb, correspondent, adverbs with two forms.

ملخص

يأتي التقابل بين الصفات والظروف في اللغة الإنجليزية من أن معظم الظروف مشتقة من الصفات، نوع اخر من التقابل بين الصفات والظروف يأتي من التقابل بين معنى جملتين إحداهما تحتوي على صفة والأخري تحتوي على الظروف المقابل للكل الصفة، بعض الظروف في اللغة الإنجليزية لها نفس شكل المعنى وبعض الظروف تكتب بطريقةين: احدهما مشتق من الصفة بإضافة (ly)، والآخر له نفس شكل الصفة. تبحث هذه الدراسة في أداء طلبة الجامعة العراقية الدارسين اللغة الإنجليزية لغة أجنبية على تمييز واستعمال الصفات والظروف المتقابلة.

وعلل هذا الأساس قدمت الدراسة الفرضيات التالية:
1- يتوقع أن يواجه الطلبة صعوبة في تمييز الصفات التي ينتهي ب (ly) من الظروف.
2- بالنسبة للظروف التي تكتب بطريقةين، يتوقع أن يواجه الطلبة صعوبة في تمييز أي منها بالخلفية.
3- يتوقع أن يواجه الطلبة صعوبة في إعادة صياغة الجمل التي تحتوي على صفات بجمل أخرى لها نفس المعنى لكنها تحتوي على الظروف المقابلة لتلك الصفات وبالعكس.

813
1. Adjectives
Quirk et al. (1985:402) denote that there are four main features that define the adjectives:
1- They occur in attributive function freely which means they premodify a noun.
   (1) An ugly painting. (ibid)
2- They occur in predicative function which means they function as subject complement.
   (2) The painting is ugly. (ibid)
3- They can be preceded and modified by the intensifier very.
   (3) The children are very happy. (ibid:403)
4- They take the comparative and superlative form by the inflections –er and –est:
   (4) The children are happier now. (ibid)
   (5) They are the happiest people I know. (ibid)
   Or by more and most:
   (6) These students are more intelligent. (bid)
   (7) They are the most beautiful paintings I ever seen.

2. Adverbs:
most of the adverbs are derived from adjectives by adding the derivational suffix –ly, accordingly, they are called derivational adverbs (Quirk et al., 1985: 438), e.g.

<table>
<thead>
<tr>
<th>Adj.</th>
<th>Adv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Odd</td>
<td>oddly</td>
</tr>
<tr>
<td>Interesting</td>
<td>interestingly</td>
</tr>
</tbody>
</table>

There are less common derivational suffixes used to derive adverbs like: -wise, -ways, -wards. Some adverbs keep the same form of the corresponding adjectives(see section (4.3).

4.1 Correspondence Between Adjectives and Adverbs
As it is mentioned before, that adverbs are derived from adjectives by suffixation, there is a correspondence between constructions containing adjectives and constructions containing the corresponding adverbs, these cases are discussed by Quirk et. al. (1985:456-457):
The first case of correspondence "is with adverbs containing a noun or a noun phrase that is a generic term and the correspondent adjective as premodifier" (ibid: 456)

(8) a. He liked Mary considerably. (ibid)
   b. He liked Mary to a considerable extent. (ibid)

Another case of correspondence mentioned by Quirk et al. (ibid) in which either the adjective or the adverb forms appear, with slight or no semantic difference. The adjective or the corresponding adverb occur in different environments for example:

- His frequent visits (ibid)
- He visits frequently. (ibid)

In the previous examples, the "adjective in nominalization is equivalent to the adverb in a corresponding clause" (ibid)

According to Quirk et al. (ibid), In some cases of nominalization, the construction with the adverb form is the base to understand the corresponding construction with the adjective form. These cases are:

1- The adjective-noun sequence may imply relationship of time or process, a corresponding clause contains an adverb. This case is restricted to attributive adjectives (ibid):

<table>
<thead>
<tr>
<th>Adjective-noun</th>
<th>clause with an adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>A hard worker</td>
<td>someone who works hard</td>
</tr>
<tr>
<td>An eventual loser</td>
<td>someone who will eventually lose</td>
</tr>
</tbody>
</table>

Quirk et al. (ibid) include this case by saying that some nouns have no corresponding verbs but the reference is related to the process part of the meaning of the noun as in:

<table>
<thead>
<tr>
<th>Adjective-noun</th>
<th>clause with an adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>A poor soldier</td>
<td>one who acts poorly in his role as a soldier</td>
</tr>
<tr>
<td>A good mother</td>
<td>one who cares well of her children</td>
</tr>
</tbody>
</table>

(ibid)

2- Similar to the previous correspondences but without the restriction to attributive position (ibid):

(10) He loved her deeply. (ibid)

a. his deep love to her. (ibid) Attributive adjective
b. his love for her was deep. (ibid) Predicative adjective

3- "The adjective may refer to an implied process associated with a concrete object" (ibid):

<table>
<thead>
<tr>
<th>Adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>A fast car</td>
<td>a car that can go fast</td>
</tr>
<tr>
<td>A slow road</td>
<td>a road on which one can drive slowly</td>
</tr>
</tbody>
</table>

(ibid)

4- Most intensifying adjective are considered to be related to adverbs (ibid):

<table>
<thead>
<tr>
<th>Adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total nonsense</td>
<td>It is totally nonsense.</td>
</tr>
<tr>
<td>A clear failure</td>
<td>It is clearly a failure. (ibid)</td>
</tr>
</tbody>
</table>

5- Many restrictive adjectives are considered to be related to adverbs (ibid):

The precise argument
a. the argument was precisely that ……..   (ibid)   Adverb
b. The argument was precise.   (ibid)   adjective

Thomson and Martinet (2001:47) say that some adverbs "have a narrower meaning than their corresponding adjectives or differ from them". For example, the adverbs hotly and coldly are used to talk about feelings. The difference in meaning is illustrated in the following examples:

(11) a. They denied the accusation hotly.   (indignantly)   (ibid)
      b. Hot, dry weather can dry out the upper layers of the soil.
          (www.sentence.yourdictionary.com)

(12) a. We received them coldly.   (in an unfriendly way)
      (Thomson and Martinet, 2001:47)
      b. In cold weather, cold air blows under the kitchen door.
          (www.sentence.yourdictionary.com)

4.2 Confusing Cases: According to Swan (2005:24), adjectives like costly, cowardly, friendly, lively, lonely, lovely, silly, ugly, unlikely, end with -ly may cause confusion.

(13) She gave me a friendly smile.   (ibid)

There is no adverb friendly but it could be paraphrased to a prepositional phrase containing a noun and the adjective is a premodifier (Quirk et. al. 1985: 407)

(14) She received us in a friendly way.   (ibid)

Another confusing case when some adverbs have the same form of their corresponding adjectives like: daily, weekly, monthly, yearly, early, leisurely (Quirk et. al., 1985: 407).

(15) a. It's a daily paper.   (adjective)   (Swan, 2005:24)
      b. It comes out daily.   (adverb)   (ibid)

According to Swan (ibid), some adverbs have the same form of the corresponding adjective like: back, early, enough, far, fast, hard, ill, kindly, left, little, long, low, still, and straight. Leech and Svartvic (1994: 223) denote that the adverbs that have the same form of their corresponing adjectives are mostly connected with time, position and direction.

(16) a. It was a long straight road.   (adverb)   (Leech and Svartvic, 1994: 223)
      b. The best thing would be to go back straight to London.   (adjective)   (ibid)

Swan (2005:24) mentions that some swearwords like bloody can be both adjective and adverb:

(17) a. You bloody fool. You didn't look where you were going.   (adjective)   (ibid)
      b. I bloody did.   (ibid)

Well is an adverb corresponding to the adjective good. Well is also an adjective meaning "in a good health" (ibid).

(18) a. The car runs well.   (adverb)   (ibid: 609)
      b. I don't feel very well.   (adjective)   (ibid)

1- Swan (2005: 25) states that the adjectives loud, quick, really, tight, and wrong are informally used as adverbs:

Don’t talk so loud(ly).   (ibid)
I'll get back as quick(ly) as I can.   (ibid)
That was real nice.   (ibid)
Hold tight.  (ibid)
You guessed wrong.  (ibid)

2- In informal American English, some adjectives are used as adverbs:
   - Think positive.  (ibid:27)
   - He looked at me real strange. (ibid)

4.3.1 Adverbs with Two Forms

According to Swan (2005:24), some adverbs have two forms: one like the adjective and the other with the derivational suffix –ly. The two forms differ in both meaning and use. The following examples illustrate the difference in use and meaning:

() a. I think she has a direct line.  (adjective)
    (Leech and Svartvic, 1994: 223)
   b. Why don't you call her direct?  (adverb)  (ibid)
   c. Don't hesitate to get in touch with us directly. (adverb)  (ibid)

   The adverb direct is corresponding to the adjective direct, while the adverb directly means 'immediately'. (ibid)

(19) a. The tree frog that they encountered was truly a fine specimen. (adj.)
    (www.en.wiktionary.org, 2013)
   b. That suits me fine.  (adverb)  (Swan, 2005: 25)
   c. Finely chopped onions.  (adverb)  (ibid)

   Finely is used to talk about "small careful adjustments and similar ideas" (ibid).
   While the adjective fine means "of superior quality" (www.en.wiktionary.org, 2013), accordingly, the corresponding adverb of the adjective is fine.

   Swan (2005:25) states that the adjective free, which means according to www.meriam-webster.com (2013), "not being under the rule or control of another" is correspondent to the adverb: freely which means "without limit or restriction", whereas the adverb free means "without payment":

(18) a. The 20th century saw many African countries become free after many years of European rule. (adjective)  (www.meriam-webster.com, 2013)
   b. You can eat free in my restaurant whenever you like. (adverb)  (Swan, 2005:25)
   c. You can speak freely- I won't tell anyone what you say. (adverb)  (ibid)

   The adverb hard is corresponding to the adjective hard, whereas the adverb hardly means 'almost no'(Leech and Svartvic, 1994: 223).

() a. She is a hard worker.  (adjective)  (ibid)
   b. She works hard at preparing new teaching materials.  (adverb)  (ibid)
   c. We've had hardly any replies to our advertisement. (adverb)  (ibid)

   The adverb late is correspondent to the adjective late, while lately means "recently". (Quirk et. al., 1985: 407)

(19) a. The train was late. (adjective)  (Murphy, 2002:200)
   b. I got up late this morning.  (adverb)  (ibid)
   c. I haven’t been to the theater much lately.  (adverb) (Swan, 2005: 25)

   According to Thomson and Martinet (2001:48), the correspondent adverb to the adjective pretty is prettily. While the adverb pretty means "very"

(20) a. She was not a pretty sight after she fell off her horse into the mud.  (www.meriam-webster.com,2013)
   b. Isn't your little girl dressed prettily?  (adverb) (ibid)
   c. I'm getting pretty fed up. (adverb)  (Swan, 2005: 25)
Swan (2005:26) states that the adverb sharp means "punctually" and in musical sense, it means "to sing in a note that is too high", on the other hand, the adverb sharply is used to express anger. Consequently, the corresponding adverb to the adjective sharp is the adverb sharply:

(21) a. These scissors aren't very sharp.
   (www.macmillandictionary.com, 2013)
   b. She looked at him sharply. (Swan, 2005:26)
   c. Can you be there at six o'clock sharp? (ibid)

Short as an adverb, according to Thomson and Martinet (2001:48), is used in the expression stop short which means "stop suddenly" and the expression cut short which means "interrupt". While the adverb shortly means "soon" or "briefly" thus, the corresponding adverb to the adjective short is the adverb shortly:

(22) a. That boy is a short boy.  (adjective)   (www.english-for-students.com)
   b. I will be getting back to you shortly with your results. (ibid)
   c. I surely don't want to leave the impression that I had an unhappy childhood. (adverb).

Thomson and Martinet (2001:48) state that the adverb wide is the correspondent adverb to the adjective wide. Whereas the adverb widely is used to give the meaning of distance or separation.

(24) a. An earthquake shook a wide area of southern Italy on Saturday. (adjective)
   b. The door was wide open.  (adverb)  (Thomson and Martinet, 2001:48)
   c. She's Travelled widely. (adverb)   (ibid)

4.3.2 Adverbs in Comparative and Superlative

The comparative and superlative forms of the adjective long are longer and longest respectively. The corresponding adverb long also has comparative and superlative forms. According to Thomson and Martinet (2001:49), the adverb long is used mostly in negative or interrogative and when used in affirmative it is preceded by too or so, while the adverbs longer and longest are used without restriction:

(25) a. Soon, very long aerials, held on tall poles, began to appear in the village. (adjective)   (www.sentance.yourdictionary.com)
   b. It would take too long.  (adverb)  (Thomson and Martinet, 2001:49)

The adverb near, which is correspondent to the adjective near, is qualified by very, quite, so, too, or enough. While nearer and nearest are used without restriction (Thomson and Martinet, 2001:49).

(26) a. Does India lie in the near east? (adjective)
   b. They live quite near.  (adverb)  (Thomson and Martinet, 2001:49)

considering the adverb far, and its comparative and superlative forms farther, farthest/ further, furthest, are used as adverbs of place, distance or degree or they can be used in abstract sense. Far is used mainly in the negative and interrogative and it is preceded by quite, so, or too when it is used in the affirmative. On the other hand, there
is no restrictions on the use of the comparative and the superlative forms (Thomson and Martinet, 2001:50).

(27) a. York is farther/ further than Lincoln or Selby. (adjective)  (ibid)
    b. They walked too far. (adverb)  (ibid)

Swan (2005:27) denotes that some comparative and superlative forms of adjectives are informally used as adverbs:
- Can you drive a bit slower? (ibid)

5. The Test

5.1 Test Design

The test consists of four questions. The first two questions are designed to measure the subject's responses at the recognition level. They include ten items each. In the first question, the subjects are requested to decide whether the underlined word is an adjective or an adverb. In the second question, the subjects are required to choose one of two adverbs to complete the sentence correctly, one of the adverbs ends with –ly and the other takes the same form of the adjective. Questions three and four are designed to measure the subjects' responses at the production level. They include ten items each. In question three, the subjects' are asked to paraphrase the given sentences changing the underlined adjective to its corresponding adverb. In question four, the subjects are required to paraphrase the given sentences changing the underlined adverb to its corresponding adjective.

5.2 The Subjects

The sample of the test consists of seventy subjects of the fourth academic year (2013-2014) of the Department of English at the College of Education for Human Sciences, University of Babylon.

5.3 Results of the Test

5.3.1 Subjects' Performance at the Recognition Level

The first and the second questions measure the subjects' performance at the recognition level.

5.3.1.1 The Results of Question 1: The results obtained on each item are shown in Table (1)

| Table (1) The Frequency and Rate of Subjects' Performance Question 1: The Recognition Level |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|
| Item   | No. of correct answers | % of correct answers | No. of incorrect answers | % of incorrect answers |
| 1      | 14                    | 20              | 56              | 80            |
| 2      | 47                    | 67.14           | 23              | 32.86          |
| 3      | 44                    | 62.85           | 26              | 37.15          |
| 4      | 40                    | 57.15           | 30              | 42.85          |
| 5      | 24                    | 34.28           | 46              | 65.72          |
| 6      | 18                    | 25.72           | 52              | 74.28          |
| 7      | 50                    | 71.43           | 20              | 28.57          |
| 8      | 47                    | 67.15           | 23              | 32.85          |
| 9      | 24                    | 34.28           | 46              | 65.72          |
| 10     | 39                    | 55.72           | 31              | 44.28          |
| total | 347                   | 49.57           | 353             | 50.43          |
The table above shows the total number and percentage of the correct responses at question (1): the recognition level are (347, 49.57%) whereas those of the incorrect responses are (353, 50.43%).

In items (1,2,7,8), adjectives end with –ly are used but some subjects incorrectly consider them adverbs. The number and rate of the incorrect answers are shown in Table (1). Accordingly, there are (122, 34.56%) incorrect responses that consider the adjectives that end with –ly adverbs. The percentage is calculated out of (353) which is the total number of the incorrect responses.

In items (4,5,6,9,10), the underlined words are adverbs having the same form of the adjective but some subjects consider them adjectives. The number and rate of the incorrect responses to each item are presented in Table(1). Accordingly, there are (205, 58.1%) of the total number of the erroneous responses consider these adverbs adjectives. The percentage is calculated out of (353) which is the total number of the incorrect responses.

The correct answer to item (3) is adjective but there are (26) consider it an adverb which forms (7.36%) of the total number of the incorrect responses. The percentage here is calculated out of (353) which is the total number of the incorrect responses.

5.3.1.2 The Results of Question 2: The results obtained on each item are shown in Table (2)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of correct answers</th>
<th>% of correct answers</th>
<th>No. of incorrect answers</th>
<th>% of incorrect answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>52</td>
<td>74.3</td>
<td>18</td>
<td>25.7</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>28.57</td>
<td>50</td>
<td>71.43</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>22.85</td>
<td>54</td>
<td>77.15</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>42.85</td>
<td>40</td>
<td>57.15</td>
</tr>
<tr>
<td>5</td>
<td>61</td>
<td>87.14</td>
<td>9</td>
<td>12.86</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>20</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>21.42</td>
<td>55</td>
<td>78.42</td>
</tr>
<tr>
<td>8</td>
<td>14</td>
<td>20</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>35</td>
<td>50</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>19</td>
<td>27.15</td>
<td>51</td>
<td>72.85</td>
</tr>
<tr>
<td>total</td>
<td>276</td>
<td>39.43</td>
<td>424</td>
<td>60.57</td>
</tr>
</tbody>
</table>

In items (1,2,6,7,8,9,10), the correct answer is the adverb that has the same form of the adjective but most of the subjects have chosen the adverb that ends with –ly. The number and rate of incorrect responses to each item is shown in the Table (2). Accordingly, there are (321, 75.7%) of the incorrect responses which reveal the subjects tend to use the form of the adverb that ends with –ly. The percentage is calculated out of (424) which is the total number of the incorrect responses.

The total results of the recognition level are shown in Table (3):
Table (3) The Frequency and Rate of Subjects' Performance At The Recognition Level

<table>
<thead>
<tr>
<th>Question</th>
<th>No. of correct answers</th>
<th>% of correct answers</th>
<th>No. of incorrect answers</th>
<th>% of incorrect answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>347</td>
<td>49.57</td>
<td>353</td>
<td>50.43</td>
</tr>
<tr>
<td>Q2</td>
<td>276</td>
<td>39.43</td>
<td>424</td>
<td>60.57</td>
</tr>
<tr>
<td>Total</td>
<td>623</td>
<td>44.5</td>
<td>777</td>
<td>55.5</td>
</tr>
</tbody>
</table>

Table (3) shows that the total number and rate of the incorrect responses are (777, 55.5%) which reveals that the subjects face difficulty at the recognition level.

5.3.2 Subjects' Performance at the Production Level

The third and the fourth questions measure the subjects' performance at the production level.

5.3.2.1 The Results of Question 3: The results obtained on each item are shown in Table (4):

Table (4) The Frequency and Rate of Subjects' Performance Question 3: The Production Level

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of correct answers</th>
<th>% of correct answers</th>
<th>No. of incorrect answers</th>
<th>% of incorrect answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>21.43</td>
<td>55</td>
<td>78.57</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
<td>38.57</td>
<td>43</td>
<td>61.43</td>
</tr>
<tr>
<td>3</td>
<td>42</td>
<td>60</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>34</td>
<td>48.57</td>
<td>36</td>
<td>51.43</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>28.57</td>
<td>50</td>
<td>71.43</td>
</tr>
<tr>
<td>6</td>
<td>13</td>
<td>18.57</td>
<td>57</td>
<td>81.43</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>4.28</td>
<td>67</td>
<td>95.72</td>
</tr>
<tr>
<td>8</td>
<td>27</td>
<td>38.57</td>
<td>43</td>
<td>61.43</td>
</tr>
<tr>
<td>9</td>
<td>14</td>
<td>20</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1.43</td>
<td>69</td>
<td>98.57</td>
</tr>
<tr>
<td>Total</td>
<td>196</td>
<td>28</td>
<td>504</td>
<td>72</td>
</tr>
</tbody>
</table>

The erroneous responses may be attributed to the incorrect paraphrasing for most of the items. Also, some subjects have used the correct corresponding adverb but they fail to use it grammatically correct. For item 10, (98.57%) of the answers have been incorrect because the noun in this item lacks a corresponding verb (see appendix 1) so it can be paraphrased:

Item 10
He is a poor soldier.
He acts poorly in his role as a soldier. (Quirk, et. al., 1985: 457)

In both cases the corresponding adverb has been used by changing the verb preserving the meaning of the original sentence.

Item (7)
He is an eventual loser.
Most of the subjects have used the adverb eventually but the sentence is ungrammatical:
*He is eventually loser.
5.3.2.2 The Results of Question 4

The results obtained on each item are shown in Table (5):

**Table (5) The Frequency and Rate of Subjects' Performance Question 4: The Production Level**

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of correct answers</th>
<th>% of correct answers</th>
<th>No. of incorrect answers</th>
<th>% of incorrect answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Zero</td>
<td>0</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>18.58</td>
<td>57</td>
<td>81.42</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
<td>40</td>
<td>42</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>26</td>
<td>37.15</td>
<td>44</td>
<td>62.85</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>5.72</td>
<td>66</td>
<td>94.28</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>14.28</td>
<td>60</td>
<td>85.72</td>
</tr>
<tr>
<td>7</td>
<td>26</td>
<td>37.15</td>
<td>44</td>
<td>62.85</td>
</tr>
<tr>
<td>8</td>
<td>45</td>
<td>64.28</td>
<td>25</td>
<td>35.72</td>
</tr>
<tr>
<td>9</td>
<td>42</td>
<td>60</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>45</td>
<td>64.28</td>
<td>25</td>
<td>35.72</td>
</tr>
<tr>
<td>Total</td>
<td>239</td>
<td>34.15</td>
<td>461</td>
<td>65.85</td>
</tr>
</tbody>
</table>

The erroneous responses may be attributed to the incorrect paraphrasing for most of the items. Also, some subjects have used the correct corresponding adjective but they fail to use it grammatically correct. For item (1), there are no correct responses. This item can be paraphrased according to Quirk et al. (1985: 457) as follows:

*She is a good mother.*

Where *good* is the corresponding adjective to the adverb *well* and the meaning remains the same.

Some subjects have managed to use the adjective *good* but they used it ungrammatically. An example of the subjects' responses:

*I want a typewriter which types neatly.*

The total results of the production level are shown in Table (6):
Table (6) The Frequency and Rate of Subjects’ Performance At The Production Level

<table>
<thead>
<tr>
<th>Question</th>
<th>No. of correct answers</th>
<th>% of correct answers</th>
<th>No. of incorrect answers</th>
<th>% of incorrect answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3</td>
<td>196</td>
<td>28</td>
<td>504</td>
<td>72</td>
</tr>
<tr>
<td>Q4</td>
<td>239</td>
<td>34.15</td>
<td>461</td>
<td>65.85</td>
</tr>
<tr>
<td>Total</td>
<td>435</td>
<td>31.1</td>
<td>965</td>
<td>68.9</td>
</tr>
</tbody>
</table>

Table (6) shows that the total number and rate of the incorrect responses at the production level are (965, 68.9%) which reflects the subjects’ weakness in mastering the correspondence between adjectives and adverbs.

The results of the whole test are shown in Table (7):

Table (7) The Frequency and Rate of Subjects’ Performance In the Test

<table>
<thead>
<tr>
<th>Level</th>
<th>No. of correct answers</th>
<th>% of correct answers</th>
<th>No. of incorrect answers</th>
<th>% of incorrect answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td>623</td>
<td>44.5</td>
<td>777</td>
<td>55.5</td>
</tr>
<tr>
<td>Production</td>
<td>435</td>
<td>31.1</td>
<td>965</td>
<td>68.9</td>
</tr>
<tr>
<td>Total</td>
<td>1058</td>
<td>37.8</td>
<td>1742</td>
<td>62.2</td>
</tr>
</tbody>
</table>

Table (7) shows that the number and rate of the incorrect responses for the whole test are (1742, 62.2%) which reflect that the subjects face difficulty in using the correspondence between adjectives and adverbs.

6. Conclusions

1- **Question 1 and question 2 measure the recognition level.** The number and the rate of the correct responses of question (1) are (347, 49.57%) while those of the incorrect responses are (353, 50.43%) which reveal that the subjects face difficulty in distinguishing between adjectives and adverbs as they consider the adjective that ends with –ly as adverbs. For example, the adjective daily (item 1) is considered an adverb by (56, 80%) responses which reveal that most of the subjects render to overgeneralization. i.e. they consider each word ends with –ly an adverb. The percentages of the incorrect responses for items (2, 7, 8), [the adjectives early, friendly, and lovely], are (32.86%, 28.57%, 32.85%) respectively which reflect the same overgeneralization technique.

Also, the responses in question 1 reveal that the subjects incorrectly consider the adverbs in items (4, 5, 6, 7, 8) [direct, easy, fine, free, hard], adjectives since they have the same form of the adjectives not paying attention to the function of the word in the sentence. The rates of the incorrect responses of these items are (42.86%, 65.72%, 74.28%, 28.57%, 44.28%) respectively.

The results of question 2 show that the subjects facing difficulty in recognizing the correct form of the adverb that should be used to complete the meaning of the sentence correctly. The number and the rate of the correct responses of question (2) are (276,39.43%) while those of the incorrect ones are (424, 60.57%). In each item, the subjects are given two forms for the adverb, one ends with –ly and the other takes the same form of the adjective. Most of the subjects tend to use the form that ends with –ly. In items (1, 2, 6, 7, 8, 9, 10), the subjects incorrectly have chosen the form of the adverb that ends with –ly. The percentages of the incorrect responses for these items are (25.7%, 71.43%, 80%, 78.42%, 80%, 50%, 72.85%) respectively which indicate that the subjects tend to use the form of the adverb that ends with –ly.
The frequency and rate of the incorrect response of the recognition level are (777, 55.5%) which show that the subjects are facing difficulty at the recognition level.

2- **Questions 3 and 4 measure the production level.** The number and rate of the correct responses of question(1) are (196, 28%) whereas those of the incorrect ones are (504, 72%). In this question, the subjects are required to paraphrase the given sentences by using the corresponding adverb to the underlined adjective keeping the same meaning. The erroneous responses can be attributed to: (i) failing to use the correct adverb that corresponds the adjective. (ii) Incorrect paraphrasing as the subjects change the meaning of the original sentence in paraphrasing. (iii) Grammatical mistakes. Some subjects use the correct adverb but the answer is ungrammatical.

Considering question 4, the number and rate of the correct responses are (239, 34.15%) while those of the incorrect ones are (461, 65.85%). In this question, the subjects are required to paraphrase the given sentences by using the corresponding adjective to the underlined adverb keeping the same meaning. The results reveal that the subjects face difficulty in paraphrasing sentences by using the corresponding adjective to the underlined adverb. The erroneous responses can be ascribed to: (i) Incorrect paraphrasing that the subjects paraphrase the sentences in a way changing the meaning of the original sentence. (ii) Grammatical mistakes: some subjects have used the correct adjective but the answer is ungrammatical.

3- **The results of the whole test are:** the number and rate of the correct response are (1058, 37.8%) whereas the number and rate of the incorrect ones are (1742, 62.2%) which reveal that the subjects face difficulty in using the correspondence between adjectives and adverbs.

**Bibliography**

**Appendix I (The Test)**
Q1 Identify the underlined words as **Adjective** or **Adverb:**
1- It comes out **daily**.  ----------
2- He took an **early** train.  -----------
3- When I'm in the mountains I am always **well**.  ------------
4- The plane goes **direct** from London to Houston without stopping.  -------
5- Take it **easy**.  -----------
6- That suites me fine.  
7- She gave me a friendly smile.  
8- Her singing was lovely.  
9- You can eat free in my restaurant whenever you like.  
10- Hit it hard.  

Q2 Choose one of the given words to complete the meaning of the sentence:
1- You're doing (fine, finely)  
2- He can jump (high, highly)  
3- He was punished for his crimes. (just, justly)  
4- I haven't been to the theater much (lately, late)  
5- She looked at me (sharp, sharply)  
6- The door was open. (wide, widely)  
7- He played (fair, fairly)  
8- Why don't you call her (direct, directly)  
9- She works at preparing new teaching materials. (hard, hardly)  
10- He gets them to play. (sure, surely)  

Q3 Paraphrase the following sentences by changing the underlined adjectives into their corresponding adverbs:
1- He liked Mary to a considerable extent.
2- He wrote on frequent occasions.
3- He spoke to John in a sharp manner.
4- From the political point of view, it is a bad decision.
5- Her explanation of the process was brilliant.
6- Her beauty is incredible.
7- He is an eventual loser.
8- She is a heavy eater.
9- I am a light sleeper.
10- He is a poor soldier.
Q4/Paraphrase the following sentences by changing the underlined adverbs into their corresponding adjectives:

1- She cares **well** for her children.

2- He writes **legibly**.

3- He loved her **deeply**.

4- She answered **quickly**.

5- **Surprisingly**, he decided to leave.

6- This is a road which one can only drive **slowly**.

7- I want a typewriter which types **neatly**.

8- It is **totally** nonsense.

9- It is **clearly** a failure.

10- He is **truly** a scholar.