

***Exploring The Ability of Iraqi University
Learners of English to Recognize and Use –ly
Adjectives and Adverbs***

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Introduction

The present research tackles the problem posed by a special kind of adjectives, namely: -ly adjectives since they are similar in form to the adverbs of manner, or what is known as –ly adverbs. In spite of the similarity in form, the two –ly forms are variant in features and functions, the thing that the majority of foreign learners in general and Iraqi University Learners of English (IULE) in particular do not pay much attention for, which leads them to confusion by mixing up between the uses of both class items. Thus, the main aim of this research is to investigate this confusion. Another aim is to measure the learner's ability of distinguishing –ly adjectives from –ly adverbs through syntactic position, a two part test was made within data analysis to fulfill this goal. A final purpose on which this research concentrates is to find some remedies or guide lines which can help English language learners to distinguish the various syntactic features and uses of –ly adjectives from –ly adverbs.

Statement of The Problem:

The research problem can be coined in the following question: Are Iraqi University Learners of English able to distinguish between –ly adjectives and –ly adverbs?

Hypotheses:

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Exploring The Ability of Iraqi University Learners of English to Recognize and Use –ly Adjectives and Adverbs

Asst. Lect. Iman I. Khudhair

In the light of the question raised above, the following hypotheses have been made:

1. IULE cannot recognize –ly adjectives in predicative position from –ly adverbs put finally.
2. They (i.e. IULE) are able to distinguish –ly attributive adjectives from –ly adverbs which are identical form, like ‘daily, early, etc.’, through syntactic position.

Purpose:

The two aims the present research designed to achieve are:

1. to test the hypotheses early mentioned.
2. to find out some rules or guide lines that can help English learners to distinguish between the two –ly forms.

Research Scope:

As the current research is confined to the study of –ly adjectives vs. –ly adverbs, the following areas are excluded :

1. Derivative adjectives formed by adding suffixes like: beautiful, colorless, countable, etc.
2. Monosyllable adjectives like: easy, wrong, etc.
3. Both comparative and superlative degrees of adjectives and adverbs.

Procedure and Data Collection:

The Sample

A sample of fifty third year students, in the department of English, College of Arts, is chosen to participate in a test to measure their ability to recognize the various differences between –ly adjectives and –ly adverbs. Third year students are selected for they tackled adjectives and adverbs in details during their course study of grammar. So it is assumed that

they are quite knowledgeable about the syntactic and semantic features both –ly forms have.

The Testing Plan:

In order to fulfill the research, a two part test was conducted. The first part (Test I) consisted of a readymade passage that has twelve spaces to be filled. Test II is a multiple choice test. It contained ten sentences that have ten underlined –ly words, the subjects were required to choose the appropriate class, either adj. or adv., for each –ly item.

The aim behind both tests is to measure the learners' ability to connect between the syntactic position and the semantic relations that may determine the right –ly word to be put.

Theoretical Part

2. –Ly Forms: Adjectives Vs. Adverbs. Some Distinctive Characteristics

2.1. –Ly Adjectives:

-Ly adjectives enjoy the same syntactic features other adjectives in English have and these are:

1. They can have two uses: attributive and predicative (Leech and Svartvik, 1994: 218). While an attributive –ly adjective occurs before the noun it modifies as in:

1) *She waved her hands around in a lively fashion.*

(Hewings, 2005: 142)

A predicative adjective occurs as a complement of a linking verb such as ‘are, become, seem, etc.’. Consider the following:

2) *Peter’s injury was deadly.*

(Sattam, 2009: 94)

2. They can be modified by degree adverbs like ‘very, quite, rather, etc.’. as shown in (3):

3) *Jane is a very friendly woman.*

Exploring The Ability of Iraqi University Learners of English to Recognize and Use -ly Adjectives and Adverbs

Asst. Lect. Iman I. Khudhair

3. They can be preceded by ‘more’ and ‘most’ for comparative and superlative degrees respectively:

4) *He looks more elderly than his wife.*

5) *It was the most cowardly attack since 1967.*

In addition to the previously mentioned features adjective, Deimel (2011: 2) suggests the following four:

1. They have the same form as the adverb of manner as illustrated in (6) below:

6) *We went for a leisurely walk in the park.*

2. They may require an adverbial phrase as in:

7) *The dog wagged his tail in a friendly manner.*

3. They have no direct adverbial equivalent. Consider the following sentence:

8) *He is a likely candidate.*

4. -Ly adjectives are stative when they are used attributively (Quirk and Greenbaum, 1989: 124), that is stative attributive adjectives like ‘costly, deadly, lively, etc.’ can neither be used with the progressive aspect nor in imperative mood as shown below:

9) *It is a deadly weapon*

(PurduUniv.OnlineWritingLab,2010:12)

*It is being a deadly weapon.

*Be a deadly weapon!

5. Morphologically speaking, -ly adjectives are mainly derived from nouns: love- lovely, order- orderly.

Semantically, the -ly suffix is added to nouns to form adjectives for two purposes:

a. To indicate that someone is like another person or thing in manner, nature, or appearance as in:

10) Philip has done a costly mistake.

b. To say that something happens at regular intervals. Consider (11) below:

11) My monthly car payment are too expensive.

(Rob,2011:3)

2.2. -Ly Adverbs

-Ly adverbs have been named differently by different grammarians. Hewings (2005: 142) calls them 'adverbs of manner' as they state the manner of the verb in the sentence. Others like Downing and Locke (2002: 60) prefer to name them 'open-class adverbs' as they are derived by adding the -ly suffix to great number of adjectives. Though -ly adverbs have varied names, all share certain features that can be listed here:

1. From a syntactic point of view, -ly adverbs have the following functions:

1.1. An -ly adverb may function as adverbial, a constituent distinct from subject, verb, object and complement (Quirk and Greenbaum, 1989: 125). Three classes of adverbials are established, what matters here is only two of them: Adjuncts and Disjuncts.

a. Adjuncts: -Ly adverb adjuncts are integrated within the structure of the clause to at least some extent. Consider the following example:

12) He spoke to me about it briefly.

b. Disjuncts: are not integrated within the clause. Semantically, disjuncts express an evaluation of what is being

Exploring The Ability of Iraqi University Learners of English to Recognize and Use –ly Adjectives and Adverbs

Asst. Lect. Iman I. Khudhair

said either with respect to the form of the communication or to its content as in:

13) *Frankly, I am tired.* (Ibid,1989:126)

1.2. An –ly adverb can function as a modifier of adjective as in:

14) *She has a really beautiful face.*

in which the –ly adverb ‘really’ premodifies the adjective ‘beautiful’ to increase the affection of the concept of ‘beauty’ in the reader’s competence.

1.3. Another central role for –ly adverbs is ‘verb’ modification as in:

15) *The cabby drove skillfully.* (Rozakis, 2003:15)

The above example illustrates the intimate relation between –ly adverbs and action (dynamic) verbs. Other examples of such a kind are (jump- quickly/ speak- animatedly/ walk-decently).

2. –Ly adverbs can be premodified by the intensifier ‘very’, a thing they share with –ly adjectives. Consider the following:

16) *They are smoking very heavily.*

In spite of that, they differ from –ly adjectives in that they can be premodified by ‘however’ to form the opening of a dependent adverbial clause as in:

17) *However strongly you feel about it, you should be careful what you say.*

(Quirk et al., 1972: 428)

3. –Ly adverbs have the same general rules of comparison as adjectives, i.e. they take ‘more’ for comparative degree and ‘most’ for the superlative one (Leech and Svartvik, 1994: 256). Examine the following pair:

18) *John writes more clearly than his brother does.*

19) *The answers of 101's students were the most easily ones in correction.*

20) *How does Tom drove the car?*

Tom drives the car quickly.

4. Crystal (2003: 13-14) points out that -ly adverbs answer the question of the 'wh' word 'how' as shown in the two sentences:

5. Hewing (2005: 142) states that: "the final most notable characteristic ly adverbs have is their morphology". -Ly adverbs are formed by adding the suffix '-ly' to adjectives. Consider the following:

21) *She talked to him wisely.*

Quirk et al. (1972:267) confirms this saying that "the most common feature of the adverb is morphological ,the majority of adverbs have the derivational suffix "-ly".

2.3. Syntactic differences between -ly adjectives and adverbs

-Ly adverbs and adjectives act as twins; similar in form but dissimilar in function. The following two sections, i.e. (3.1.) and (3.2.) are specified to discuss the syntactic particulars of both -ly forms.

2.3.1. Difference in attributive (modifier) position:

Most -ly adjectives can appear both predicatively and attributively, i.e. being central. Consider the following two sentences:

22) *It appears that he is a miserly man.*

23) *His reaction was manly.*

Exploring The Ability of Iraqi University Learners of English to Recognize and Use -ly Adjectives and Adverbs

Asst. Lect. Iman I. Khudhair

In spite of that, some -ly items that appear attributively only, as in (23) below, are no more adjectives in predicative position especially when the verb is dynamic. Consider (25) below:

24) *This is a daily magazine.*

25) *This magazine is published daily.*

'Daily' in the first sentence is an -ly adjective used attributively only and thus the following sentence is unacceptable:

26) **The magazine is daily.*

While 'daily' in the second example is an -ly adverb followed the dynamic verb 'published.' However, if the verb is stative, the -ly form might be considered as predicative adjective as shown in (27) below:

27) *It is lovely to come.*

(Rob, 2011: 20)

The word 'lovely' functions as subject complement for the copular 'is' which is a stative verb.

-Ly adverbs, on the other hand, can appear attributively as adjective premodifier as in (28):

28) *This is a newly developed machine.*

'Newly' in the above sentence is an adverb that premodifies the -ed participle adjective 'developed' which in its turn premodifies the noun head 'machine'.

2.3.2. Difference in final position:

-Ly adjectives have two syntactic functions when they are used predicatively:

1. Subject complement as in:

29) *The debate was lively.*

2. Object complement:

30) *He made his enemy friendly.*

The sentence above can be interpreted in two ways:

31) a- *Make your enemy (friend/ friendly).*

31) b- *The enemy becomes friendly.*

-ly adverbs come in final position when they function either as adjuncts or disjuncts. It should be noted that the verbs preceding –ly adverbs are dynamic. Examine the following two sentences:

31) *They are playing happily.* (Stageberg, 1981: 164)

32) *Honestly, I find him brave.*

Finally, one can say that ly- adjectives and ly- adverbs are parts of speech which are similar in form but different in function. Thus, the distinction between the two fundamental for EFL.

The Practical Part

3. Data Analysis:

The sample of the present research includes a fifty third year students in the English Department, College of Arts, for the academic year 2011-2012. Those students are selected randomly depending only on their background knowledge concerning –ly adjectives and adverbs.

This part constitutes two sections, in each some sentences, having –ly items ,are presented. Test(I) is concerned with ten sentences that are given in isolation. This part is originated to measure the students' ability to tick the correct item(See Appendix I).

Test (II) ,on the other hand, involves a readymade passage including twelve spaces to be filled with the right –ly words. Additional –ly items are given to make the test trickier for the students. It is supposed that the preceding and following

Exploring The Ability of Iraqi University Learners of English to Recognize and Use –ly Adjectives and Adverbs

Asst. Lect. Iman I. Khudhair

sentences would help the students to choose the appropriate –ly word.

As Test(I) involves ticking only, all the given sentences are tabulated under one table. While in Test(II), which includes selecting the appropriate –ly word, each sentence is tabulated separately.

3.1. Analysis of Test I (Appendix I):

Test I contains a passage that has twelve spaces to be filled with the correct-ly item, whether –ly adjective or adverb. For easy discussion and distribution of the percentages obtained from Test II, the blanks covering the –ly words are numbered for easy references so as every blank represents a sentence among those selected. The analysis is as follows:

1. Mary, a 10 year old girl became **lonely** after her parents' travelling to England.

‘Lonely’ is an –ly adjective used in the above sentence, predicatively as a subject complement for the linking verb ‘became’. Forty five learners, i.e. 90%, answered correctly. This high percentage is due to the learners’ familiarity with the use of this adjective. Only five learners ,i.e. 10% have given wrong answers. The following table shows the numbers of correct responses and percentages of the above sentence

Table (2): Results of Test II. 1.

Sentence	Correct		Incorrect	
	No.	%	No.	%
1.	45	90,0	5	10,0

2. She did not **easily** accept the idea of their travel.

Half of the learners, twenty five of them, representing (50%), could answer correctly depending on the meaning of the

verb ‘accept’ which best completes the meaning of the adverb ‘easily’. The other twenty five were not able to recognize the correct –ly item and put ‘fully’ instead thinking that it fits the blank. Those learners solved each sentence alone, paying no attention to the context which illustrates that ‘fully’ fits blank No. 12. The numbers in the following table shows the learners’ ability to recognize the applicable –ly item for the above sentence:

Table (3): Results of Test II. 2.

Sentence	Correct		Incorrect	
	No.	%	No.	%
2.	25	50,0	25	50,0

3. She had no body to help her expect Mr. Bellingham, the house keep, who was a very **friendly** lady.

Though it is clear from the meaning of the sentence that ‘friendly’ is the right answer, eighteen learners, i.e. 36%, have put the –ly adjective ‘lovely’ instead of ‘friendly’ depending again on the first sight reading of the sentence, isolating it from the context. Table 3 below explains that the larger proportion of the learners, representing 64%, have answered perfectly which suggests that those learners are familiar with this –ly adjective like ‘lonely’ in sentence No.1. In addition to that, the attributive use of such adjective helped the learners to make up their mind easily. The following table illustrates the percentages of correct/ incorrect answers of sentence No.3 :

Table (4): Results of Test II.3.

Sentence	Correct		Incorrect	
	No.	%	No.	%
3.	32	64,0	18	36,0

4. The **lovely** night was approaching.

Exploring The Ability of Iraqi University Learners of English to Recognize and Use -ly Adjectives and Adverbs

Asst. Lect. Iman I. Khudhair

As for the fourth space, the learners' responses were diversified between the -ly adjective 'lovely', which is the correct answer, and the -ly adverb 'early'. Thus twenty seven learners, i.e. 54%, answered correctly depending on the context and the syntactic function of the adjective, i.e. the attributive one. Twenty three learners, 46%, on the other hand, put the adverb 'early'. Those learners' answers were randomly selected neglecting that 'early' contrasts the meaning of the words following the blank, i.e. 'was approaching'. In other words how could 'the night' be 'early' though it 'was approaching'? the percentages discussed above are illustrated in table (5) below:

Table (5): Results of Test II.4.

Sentence	Correct		Incorrect	
	No.	%	No.	%
4.	27	54,0	23	46,0

5. She took her daily lunch in a hurry to prepare herself.

The task became harder when the learners encountered space No.5. The reason behind that is that the -ly item 'daily' is the suitable answer which can be used as both adjective & adverb but with different contexts. In this context, the adjective function is only acceptable.

Table (6) shows that 58% of the learners could successfully identify the right choice, i.e. daily. Yet 42% of the learners failed, choosing 'quickly' instead which matches the meaning of the prepositional phrase 'in a hurry', that follows the space and thus it is a wrong choice

Table (6): Results of Test II.5.

Sentence	Correct	Incorrect
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	No.	%	No.	%
5.	29	58,0	21	42,0

6. In the afternoon, the clouds were **quickly** gathering.

It is noticed that the majority of the learners, 68% of them were lucky in solving space No.6. as the context helped them a lot in completing the sentence with the appropriate –ly item, which is ‘quickly’.

The other learners, representing 32%, were unfortunate as they mixed between ‘quickly’ and ‘ghastly’ though the latter has nothing to do with the meaning of the sentence. See table (7) below:

Table (7): Results of Test II.6.

Sentence	Correct		Incorrect	
	No.	%	No.	%
6.	34	68,0	16	32,0

7. It was **likely** to rain.

The unfamiliarity with the predicative position of the –ly adjective ‘likely’ caused the high percentage of the incorrect answers, i.e. 66%. Those learners have either put ‘fully’ or ‘heavily’ instead of ‘likely’ neglecting a significant clue which is the word ‘rain’ that holds the meaning of ‘likelihood’ of changing the weather from sunny to rainy which is reflected in the meaning of ‘likely’. 34% of them, however, were conscious enough to comprehend that ‘likely’ is the most applicable –ly word that can complete space No.7. Below is the table with the percentages of correct/ incorrect answers:

Table (8): Results of Test II.7.

Exploring The Ability of Iraqi University Learners of English to Recognize and Use -ly Adjectives and Adverbs

Asst. Lect. Iman I. Khudhair

Sentence	Correct		Incorrect	
	No.	%	No.	%
7.	17	34,0	33	66,0

8. The guests were arriving **continually**.

Table No.(9) shows that the percentage of the wrong responses was considerably high i.e. 74%. This high percentage may be ascribed to the learners' wrong choice of 'early' instead of 'continually' as they are familiar with the use of the verb 'arrive' with the adverb 'early' as in the sentence:

-He arrives early all the time.

Unknowing that 'arrive' can also be modified by 'continually' and other adverbs. Yet, 26% of the learners were able to put 'continually' in space No.8.

Table (9): Results of Test II.8.

Sentence	Correct		Incorrect	
	No.	%	No.	%
8.	13	26,0	37	74,0

9. After a short while, the rain started falling **heavily**.

Most of the learners, thirty six of them, know the lexical meaning of 'heavily', so they connected it to the meaning of the verb 'fall' getting consequently the correct answers. This is why the percentage of the correct answer was great, i.e. 72%. Fourteen learners, i.e. 28%, on the other hand, have wrongly put 'quickly' presuming that the verb 'fall' is more applicable with 'quickly' than with 'heavily'. See the table below:

Table (10): Results of Test II.9.

Sentence	Correct		Incorrect	
	No.	%	No.	%
9.	36	72,0	14	28,0

10. The guests who were **lively** and happy began to run away to avoid the big drops of water.

Both ‘lively’ and ‘friendly’ are –ly adjectives that are used to modify human beings. For this reason, the learners were confused which one they would put in blank No.10. Twenty one learners, representing 42%, were able to answer this blank correctly by putting ‘lively’ while the other twenty nine learners, i.e. 58%, choose the wrong –ly adjective ‘friendly’. The unfamiliarity with the predicative position of ‘lively’ increased the confusion of the learners who answered wrongly. Table (11) below illustrates the percentages of correct/ incorrect answers:

Table (11): Results of Test II.10.

Sentence	Correct		Incorrect	
	No.	%	No.	%
10.	21	42,0	29	58,0

Note:

In spite of the fact that blanks 11 and 12 are connected by the subordinator ‘Although’, they will be separated in the analysis as two sentences.

11. The party was over **early**.

The percentage of incorrect responses was very high as it reached 82%. This high percentage may be attributed to the multiple function of ‘early’, i.e. the same form is applicable to be used as adjective/ adverb. The context of the above sentence suites only the adverb function. In addition to that those

Exploring The Ability of Iraqi University Learners of English to Recognize and Use –ly Adjectives and Adverbs

Asst. Lect. Iman I. Khudhair

learners mixed between the use of ‘early’ and two other adverbs which are: ‘quickly’ and ‘finally’.

The results of table (12) shows that only nine learners, i.e. 18%, answered correctly putting ‘early’ in the blank.

Table (12): Results of Test II.11.

Sentence	Correct		Incorrect	
	No.	%	No.	%
11.	41	82,0	9	18,0

12. Mary enjoyed her time **fully** and got her party.

Table (13) below explains that the majority of the learners, forty two of them representing 84%, could not answer blank No.12 correctly. Two reasons are behind this high percentage. The first one is that those learners have put either ‘lovely’ or ‘finally’ instead of ‘fully’ as the formers are more common to them than the latter. Secondly, some of the learners have connected wrongly the word preceding the blank, i.e. ‘time’, with ‘lovely’ pursuming that both are, semantically speaking, perfect matchers, neglecting that ‘lovely’ is considered as an adjective it should be followed by ‘time’ as its noun head rather than preceded by as it is a pre-modifier adjective . The others have put ‘finally’ depending on the syntactic position of the blank neglecting the semantic meaning which caused the highly incorrect answers.

Only eight learners, i.e. 16%, answered correctly which indicates their awareness of the use of such an –ly adverb. See the table below:

Table (13): Results of Test II.12

Sentence	Correct	Incorrect
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	No.	%	No.	%
12.	8	16,0	42	84,0

3.2. Analysis of Test II (Appendix II):

Most of the learners succeeded in recognizing attributive adjectives involved in (2, 5, 7, 8, 10). The high percentages of the correct answers: (90%, 82%, 82%, 88%, 64%) respectively, suggest that the learners identified the attributive use of -ly adjectives in these sentences through the syntactic position, i.e. they are preceded by a determiner and followed by a noun.

Many learners, however; failed to recognize the predicative use of -ly adjectives. The low percentages of sentences (1 and 4); (22% and 32%) respectively, show that these learners mixed between -ly adjectives and -ly adverbs since they thought that the final position is restricted to the latter more than the former neglecting the fact that these items are preceded by verb 'Be' and thus they are adjectives, copulars or subject complements.

Although the results of sentence (9) did not vary a lot, a large number of the learners representing (56%) could easily identify (quietly) as an -ly adverb depending on the semantic interpretation of the sentence which explain the close relation between the verb (play) and the adverb (quietly) (See appendix I). The same case is applicable for sentence (6) in which 'frankly' is recognized as -ly adverb by (74%) of the learners.

The case is a little bit different for sentence (3) in which the learners were confused as to which class they would attribute 'briefly'. As a result, The answers, i.e. (58%) were greater than the correct ones, i.e. (42%). The following table shows the percentages of correct/ incorrect answers of Test I:

Exploring The Ability of Iraqi University Learners of English to Recognize and Use –ly Adjectives and Adverbs

Asst. Lect. Iman I. Khudhair

Table (1): Results of Test I

Sentence No.	Correct		Incorrect	
	No.	%	No.	%
1.	11	22,0	39	78,0
2.	45	90,0	5	10,0
3.	21	42,0	29	58,0
4.	16	32,0	34	68,0
5.	41	82,0	9	18,0
6.	37	74,0	13	26,0
7.	41	82,0	9	18,0
8.	44	88,0	6	12,0
9.	28	56,0	22	44,0
10.	32	64,0	18	36,0

Conclusions

From the theoretical part and the results of the two tests, the following conclusions can be deduced:

1. The learners' ability of recognizing –ly adjectives from –ly adverbs in Test (I) is higher than that between the two –ly forms in Test (II). This might be attributed to the lack of skillfulness in connecting between the syntactic position and semantic meaning of the selected –ly item in Test II if compared with the role of chance in ticking the correct answer in Test I.
2. The high scores obtained from tables (II.2), (II.4) and (II.5) concerning the –ly adjectives: (lonely, friendly and lovely) indicate the learners' acquaintance with those adjectives.
3. It has been found out that the overlap between the two classes, i.e. –ly adjectives & adverbs, appears clearly when both are used predicatively as most learners think that the

predicative position is restricted to adverbs of manner (i.e. –ly adverbs). The results in tables (II.7) and (II.10) are an evidence of such a case of overlap.

4. Learners find no difficulty in recognizing –ly attributive adjectives presented in (II.2), (II.5) and (II.8) due to the distinctive structure those adjectives have, being preceded by a determiner and followed by a noun, which explains the high percentages of the correct answers obtained from the above mentioned tables.

5. IULE face a real obstacle when encountering some double function –ly words like: ‘daily, monthly, etc.’ Though these words are used, in this research as adjectives, they have another function as –ly adverbs in a variant context; the thing that the majority of the learners do not know.

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Exploring The Ability of Iraqi University Learners of English to Recognize and Use –ly Adjectives and Adverbs

Asst. Lect. Iman I. Khudhair

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Appendix I

Test I: Fill in the blanks with the suitable –ly words:

(lonely, lively, fully, continually, easily, yearly, ghastly, friendly, quickly, lovely, heavily, likely, daily, early, womanly, finally)

Mary, a 10 years old girl became ----- after her parents’ travelling to England. She did not ----- accept the idea of their travel because her birthday was on the next day and she had no body to help her to make all the necessary arrangements except Mrs. Bellingham, the housekeeper, who was a very ----- lady. Mrs. Bellingham warned Mary that the weather might be cloudy, as she heard the weather forecast. Mary paid no attention and decided to make the party outdoors. The ----- night was approaching, so she took her ----- lunch in a hurry to prepare herself. In the afternoon, the clouds were -----

gathering and it was ----- to rain. The guests were arriving ----
 --- and the tables in the garden were full. After a short while,
 the rain started falling ----- and the guests who were -----
 and happy began to run away to avoid the big drops of water.
 Although the party was over -----, Mary enjoyed her time -----
 - and got her party.

Appendix II

Test I: Tick the appropriate box for the underlined words:

- | | | |
|--|--------------------------------------|-------------------------------------|
| 1. His flat payment is <u>monthly</u> . | <input type="checkbox"/> Adj. | <input type="checkbox"/> Adv |
| 2. It was a <u>costly</u> mistake. | <input type="checkbox"/> Adj | <input type="checkbox"/> Ad |
| 3. He spoke to me <u>briefly</u> . | <input type="checkbox"/> Adj | <input type="checkbox"/> Adv |
| 4. The attack of the enemy was <u>cowardly</u> . | <input type="checkbox"/> Adj | <input type="checkbox"/> Adv |
| 5. He had a <u>manly</u> reaction. | <input type="checkbox"/> Adj | <input type="checkbox"/> Adv |
| 6. <u>Frankly</u> , he is not tired. | <input type="checkbox"/> Adj | <input type="checkbox"/> Adv |
| 7. <u>Elderly</u> people should be respected. | <input type="checkbox"/> Adj | <input type="checkbox"/> Adv |
| 8. It appears to me that he is a <u>miserly</u> person. | <input type="checkbox"/> Adj | <input type="checkbox"/> Adv |
| 9. They played <u>quietly</u> all day. | <input type="checkbox"/> Adj | <input type="checkbox"/> Adv |
| 10. The monks gave up all their <u>earthly</u>
possessions. | <input type="checkbox"/> Adj | <input type="checkbox"/> Adv |

تقصي قدرة الطلبة العراقيين على التمييز بين استخدام الصفات

والظروف المنتهية بالمقطع -ly ضمن المستوى الجامعي

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ملخص

يركز البحث على التمييز بين الصفات (-ly adjectives) والظروف (-ly adverbs) المنتهية بالمقطع (-ly)، فعلى الرغم من تشابه الشكل بين الاثنين كونهما منتهيين بـ (-ly) فإنهما مختلفان اختلافا كبيرا من ناحية الأداء أو التركيب في الجمل. فالـ (-ly adjective) تصف الاسم أو الضمير بينما الـ (-ly adverbs) أو ما يسمى بـ (ظرف الحال) يصف الفعل، الصفة أو ظرفا آخر.

ويفترض أن معظم متعلمي اللغة الانكليزية ملمون بـ (-ly adverbs) أكثر من (-ly adjectives) ويعود ذلك للاستخدام المتكرر والمعتاد للأول أكثر من الثاني. ولهذا السبب فإن هؤلاء الطلبة يواجهون مشكلة حقيقية عندما يصادفون الـ (-ly adjectives) أثناء قراءتهم أو كتابتهم للنصوص الانكليزية ذلك أنهم يظنون أنها (-ly adverbs). وتم تصميم اختبار ذي قسمين، ففي القسم الأول فيه تم اختيار قطعة جاهزة لمعرفة قدرة الطلبة على التمييز بين الاستخدامات النحوية المختلفة لـ -ly adjectives والـ -ly adverbs أما في القسم الثاني، فقد تم تحليل عشر جمل إحصائيا لغرض قياس إمكانات الطلبة على أدراك وتفريق التراكيب الأساسية المختلفة بين هذين النوعين (-ly adjectives) i.e. (and -ly adverbs)