Teaching English Adverbs to Second-Year English Majors at Government Community Colleges in Irbid Governorate: A Contrasto-Error Analysis Study

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A Contrast-to-Error Analysis Study

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ABSTRACT

Teaching English Adverbs to Second-Year English Majors at Government Community Colleges in Irbid Governorate: A Contrasto-Error Analysis Study

This is a contrasto-error analysis study of English and Arabic adverbs. It investigates and explains the problems that face English majors in community colleges when they learn English adverbs. It consists of five chapters. Chapter One is an introduction and a general review of the literature of contrastive analysis and error analysis. Chapters Two and Three treat English and Arabic adverbs as to their definition, formation, syntactic and semantic functions, their relation to other word classes, their ordering and position. Chapter Four is a contrastive analysis of English and Arabic adverbs, where similarities and differences are pointed out. Chapter Five gives the findings and recommendations.

The population of this study consisted of (300) second-year English majors in the government community colleges in Irbid Governorate.

The sample of this study consisted of (150) students distributed in three community colleges: Ajloun, Hawarah and
Irbid. The test consisted of (50) items which covered adverb formation, position, arranging and relation to other word classes.

The findings of this study were as follows: the interference of mother tongue accounted for a large number of expected and real errors in formation, selection and position. Also, some errors were due to overgeneralization caused by extending target language rules to the areas where they do not apply. In addition, other factors such as the students' strategies of learning, and the design of the textbooks in community colleges were responsible for some errors.