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**Adverbial Errors in Arabic-English Bidirectional Translation Among
English Department Sophomore and Junior Students at the Islamic
University of Gaza**

**Thesis Submitted to the Department of Curricula and English Teaching
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Abstract

The purpose of this study was to investigate the adverbial errors in Arabic-English bidirectional translation made by English department sophomore and junior students at the Islamic University of Gaza who enrolled in the second term of 2006-2007.

To answer the questions of the study, the researcher adopted the analytical descriptive approach. A diagnostic test of 59 sentences in Arabic and English falling in 7 domains of adverbs was specifically designed for that purpose and it was randomly applied on the sample of the study consisted of (145) constituting about 25% of the whole population. The sample of the students consisted of (61) male students and (84) female students. Sophomore students were (62) students and junior students were (83) ones.

The data of the study were analyzed using SPSS. T-test, T-test paired sample and One Way ANOVA were used to measure statistical differences in means between students in terms of gender, classification, and marital status.

The results indicated that the most difficult domain of adjuncts to translate to the least difficult one are as follow: "Intensifier adjuncts 19.62 %", "Viewpoint adjuncts 24.66 %", "Subject adjuncts 26.21%", "Place adjuncts 37.38%", "Manner adjuncts 38.76%", "Time adjuncts 39.52%", and "focusing adjuncts 50.83 %". The results also indicated that there are statically significant differences in adverbial errors attributed to classification, gender and to the way of translation. On the other hand, there are not any statistically significant differences in students' adverbial errors attributed to marital status.

Based on the study findings, the researcher recommended a reconsideration of Arabic teaching objectives and curricula to be IUG first priority since deficiencies in English translation are not only the responsibility of English teachers. The problem already exists Arabic. Also, instructors should focus on points of similarities and dissimilarities in both Arabic and English when teaching grammar and translation.

ملخص الدراسة

هدفت الدراسة إلى التعرف على الأخطاء في ترجمة الظروف لدى طلبة المستويين الثاني والثالث المسجلين في الفصل الدراسي الثاني للعام 2006-2007 المتخصصين في اللغة الإنجليزية بالجامعة الإسلامية في غزة وتحليلها وتفسير مسبباتها. وللإجابة عن أسئلة الدراسة قام الباحث باستخدام المنهج الوصفي التحليلي وأعد اختباراً تشخيصياً يتكون من 59 جملة (عربية وإنجليزية) تقع في 7 حقول للظروف ثم وزع الاختبار عشوائياً على عينة الدراسة والتي تكونت من 145 طالباً ما يشكل 25% من مجتمع الدراسة الكلي. تألفت العينة من (61) طالباً و(84) طالبة منهم (62) في المستوى الثاني و (83) في المستوى الثالث.

تم تحليل بيانات الدراسة باستخدام برنامج SPSS واستخدم الإحصائي (اختبار - t) وطريقة ANOVA أحادية الاتجاه لقياس الفروق الإحصائية في الوسيط فيما يتعلق بالجنس والمستوى والحالة الاجتماعية عند الطلبة.

إستناداً إلى النتائج، فقد رتبت الظروف من الأكثر صعوبة في الترجمة إلى الأقل صعوبة كآلاتي: احتلت ظروف التوكيد الرتبة الأكثر صعوبة في الترجمة بوزن نسبي مقداره % 19.62، ثم ظروف وجهات النظر في المرتبة الثانية بوزن نسبي % 24.66، واحتلت ظروف الفاعل المرتبة الثالثة % 26.21، واحتلت ظروف المكان المرتبة الرابعة في هرم الصعوبات بنسبة % 37.38، ثم تلاها ظروف الأسلوب بنسبة % 38.76، ثم ظروف الزمان بنسبة % 39.52، وأخيراً احتلت ظروف الحصر الدرجة الأقل صعوبة في الترجمة بنسبة % 50.83.

وخلصت الدراسة أيضاً إلى وجود فروق ذات دلالة إحصائية في أخطاء ترجمة الظروف تعزى إلى المستوى الدراسي، الجنس واتجاه الترجمة ولكن لم تشير النتائج وجود فروق ذات دلالة إحصائية تعزى لمتغير الحالة الاجتماعية.

وأوصت الدراسة بإعادة النظر في مناهج وأهداف تدريس النحو العربي في الجامعة حيث أن نواحي القصور في الترجمة الإنجليزية لم تكن فقط مسؤولية مدرسي اللغة الإنجليزية. وأوصت الدراسة أيضاً بوجوب التركيز على نقاط التشابه والاختلاف في كلا اللغتين عند تدريس النحو والترجمة.

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In the Name of Allah, The Most Gracious, The Most Merciful.

All praise be to Allah, the one to whom all dignity, honor and glory are due to. Peace and blessing of Allah be upon all the prophets and messengers. As Prophet Mohammad, peace of Allah be upon him, said "Who does not thank people, will not thank God". I therefore gratefully acknowledge all those who have always been supportive and inspiring.

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Dedication

To my beloved father and mother,

Wife and daughters,

And Brothers and sisters

Whose limitless support and encouragement made my education possible.

Abbreviations and symbols

Adjective	Adj
Adverb	Adv
Adverbial	ADV
Adverb Phrase	Adv-P
Auxiliary	Aux
Clause	Cl
Complement	COMP
Determiner	Det
Finite	F
Infinitive	INF
Main Verb	MV
Modifier	Mod
Nominal	Nom
Non-Finite	NF
Noun	N
Noun Phrase	NP
Past Form	V-ed
Past Participle	v-en
Predicate	Pred

Preposition	Prep
Prepositional Phrase	Prep-P
Verb	V
Verbless	V-less
Verb Phrase	VP

Symbols

- * A preceding asterisk indicates an unacceptable structure.
- () Parentheses indicate optional elements.

Transliteration standard

Arabic letter	name	translation	Arabic letter	name	translation
ا	alif	aa	ع	*ayn	*
ب	ba'	b	غ	ghayn	Gh
ت	ta'	t	ف	faa'	f
ث	tha'	th	ق	qaaf	q
ج	jiim	j	ك	kaaf	k
ح	Haa'	H	ل	laam	l
خ	khaa'	Kh	م	miim	m
د	daal	d	ن	nuun	n
ذ	dhaal	dh	ه	haa'	h
ر	raa'	r	و	waaw	w/uu
ز	zay	z	ي	yaa'	y/ii
س	siin	s	ة	taa' marbutta	a
ش	shiin	sh	ء	hamza	‘
ص	Saad	S	ى	alif maqSuura	aa
ض	Daad	D	َ	fatHa	a
ط	Taa'	T	ُ	Damma	u
ظ	Zaa'	Z	ِ	Kasra	i
			أ	Tanwiin al-fatH	an

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I.

INTRODUCTION

This chapter starts with an introduction, and then proceeds to state the research problem, the research questions, and the research hypotheses. Next, it covers the purpose of the study, significance of the study, limitations of the study, and finally the definitions of operational terms.

Learners make mistakes. Therefore, it is important to differentiate between two terms: “mistakes” and “errors” in terms of self-correctability. A mistake is a random performance slip caused by fatigue, excitement. It is self-corrected. An error, on the other hand, is a systematic deviation by learners who have not yet mastered the rules of grammar and, often, difficult to correct by its author. Consequently, errors in this sense are considered to be more serious.

An error, however, can be positive aids to learning and according to Corder (1973) “errors provide information”. Since Corder, errors gained much attention in the field of language learning as the making of errors can be regarded as “a device the learner uses in order to learn”. (Selinker, 1992, p.150).

Selinker (1992, p. 152) highlighted the two important contributions that Corder made that errors of learners are: a) not random, but rather systematic, and b) not negative, but are necessary positive factors.

Therefore, they tell the teacher for example, something about the source of errors, the success of teaching materials and teaching techniques. So the most practical way to reveal this is to conduct an error analysis and provide the information necessary for suitable solutions.

According to Amer (2006, p. 62), it is believed that Arabic and English are asymmetrical. Whereas Arabic is synthetic (agglutinating), English is analytic

(isolating). Therefore adverbs in Arabic and English can be an area of special difficulty when translating from one language to the other.

Fehri (1997, p.1) states that "Although there is a quite rich literature on adverbs in other languages (typically Romance and German), Arabic adverb constructions have not been even preliminary described".

Hence, the researcher strongly believes that there is a need to fill this gap. Since the topic of adverbs is very extensive one, the researcher will tackle the adjuncts category comparatively syntactically and semantically. Adjuncts are subdivided into the following main adverbs: *viewpoint, focusing, intensifier, manner, subject, place, and time*.

The constituents which convey the meaning of adverbs in English are basically realized in three categories; AP, NP or PP which can be adverbs of *viewpoint, focusing, intensifier, manner, subject, place, and time*. On the other hand, "in terms of morpho-syntactic properties, Arabic constituents which function as adverbs do not appear to have any specifics or unifying characteristics, which would set them as a category apart". (Fehri, 1997, pp. 2-3)

In Arabic, there are three basic kinds of adverbs; first, particles (partly inseparable, partly separable), second, indeclinable nouns ending in "-u" suffix, and nouns in the accusative which are marked by the "-an" ending. (Wright, 1974, p. 282)

Moreover, there are other types of adverbials which serve the function of adverbs (e.g. the absolute object, Haal-construction or circumstantial accusative, the adverbial of purpose- *maf'uul lahu*, Adverbial of specification- *tamyiiz*, in addition to the Locative and Temporal Objects: (Adverbs of Place and Time) or *al maf'uul fihi* in Arabic. Thus, "the accusative is a major mark of adverbs in Arabic". (Wettstein, 1996)

In English, while some adverbs can be identified by the affixation of the "-ly" suffix to adjectives, this is not always the right way to know whether a word is an adverb since an -ly ending is not restricted to adverbs only (of course there are other suffixes indicating adverbs such as -wise, -fashion, -style endings), and there are many words and phrases not ending in -ly suffix serve an adverbial function. Also, "the words *motherly, fatherly, neighborly, lovely, friendly, lonely, lovely*, for example, are adjectives". (Amer, 2007, p.154)

So, one should keep in mind that there are some adjectives and adverbs that have nonstandard endings.

Therefore, English adverbs must be identified by understanding the grammatical relations within the sentence or clause as a whole since they can be found in various places in sentences.

One main distinction between Arabic and English adverbials is that most adjuncts tend to occur sentence finally in Arabic after verb (V), subject (S), and object (O), whereas they prefer initial position in English.

Thus, it is important to understand the functions of adverbs and adverbial constructions in both languages syntactically and semantically when translating from one language to another.

According to Ramat and Ricca (1994, p. 6) "adverbs are the most problematic major word class because they are extremely heterogeneous in all languages, and unlike nouns, verbs and adjectives, no semantic prototype can be identified easily for them".

This research is based on contrastive analysis and error analysis of adjuncts (viewpoint adjuncts, focusing adjuncts, intensifier adjuncts, manner adjunct, subject adjunct, place adjuncts and time adjuncts) and the equivalent adverbial constructions in

Arabic and English. The value of this study is to show similarities and dissimilarities of adjuncts systems between the two languages. This research also sheds light on the negative interference resulting from the dissimilarities between the two languages. To achieve this, a diagnostic test was applied on English department sophomore and junior students of the Islamic University of Gaza.

Contrastive analysis functionally compares between two languages with the aim of highlighting a language features, characteristics, similarities and dissimilarities which would lead to locating sources of difficulties whether internal or external (that one that comes from L1 interference).

Error analysis, on the other hand, is concerned with focusing on errors committed by learners. Such comparison between these errors and the target language gives information that can help interpreting these errors (interlingual or intralingual) in a meaningful way.

(Ryding, 2005) considers that Arabic has complex morphological systems and is highly inflected compared to English. For example, there are three different cases (nominative, genitive and accusative) and there are eight different noun declensions). Moreover, word order in sentences is normally V-S-O rather than S-V-O.

It is worthy saying that the meaning and the function of a certain word in English is determined by the position this word occupies in a sentence. In Arabic, however, the meaning and function of a word is determined by the "markers of parsing".

Consequently, "ظهر" is a noun and means "noon" in English, but "ظهراً" ending in -an suffix became an adverb meaning "at noon" in English. (Najeeb, 1995, p. 56)

Furthermore, the scope of adverbs in English is wider than that of Arabic as not only they modify the verb or its time and place of occurrence, but also they modify the adjectives, whole sentences or even other adverbs.

It is also assumed that sometimes it is easy to use an adjective as an adverb and vice versa. To avoid this kind of error, special attention should be paid to what adjectives and adverbs do. Adjectives only modify nouns and pronouns. Whereas, adverbs can modify verbs, adjectives, and other adverbs. When translating or writing, one should consider what he/she is trying to modify and then select the appropriate modifier.

Also, one should not use a double superlative or comparative. For example: That was the most stupidest book that I've ever read. [Notice that "most" must be deleted]

Moreover, adverbs should be used appropriately (e.g., correct comparative and superlative forms, adverb phrases and clauses, conjunctive adverbs).

It is also essential to use prepositions and prepositional phrases appropriately (e.g., recognize them as adjective or adverb modifiers and place them properly within the sentence).

Need for the study

Few studies were carried out to show what errors the Palestinian Arab students of English as a foreign language make when they translate from Arabic to English and vice versa. Only informal evaluations have been made. Therefore, Formal studies are needed on adverbs and adverbials because they are problematic since they serve different functions and modify different parts of speech.

Palestinian EFL learners need to be aware of adverbs and the sources of difficulty (interlanguage, intralanguage or both of them) and the types of errors they make which affect the quality of translation and cause ambiguity and misunderstanding. This study is an attempt to clarify this important topic linguistically and methodologically.

Purpose of the study

The purpose of the proposed study aimed at achieving the following objectives:

- 1- Identifying, analyzing and classifying adverbial errors in translation made by the Palestinian EFL learners at the sophomore and junior level students of the Islamic University of Gaza (IUG).
- 2- Finding out if these students are aware of these errors in terms of type and frequency.
- 3- Familiarizing the translation teachers with the causes of these errors; due to internal difficulties or to external ones.
- 4- Giving suggestions and solutions to their errors.

Statement of the problem

Having taught English for years in preparatory and secondary stages, the researcher observed that Arab learners of English as a foreign language make serious mistakes when they translate adverbs into English and Arabic at the sentence level and this is due to the dissimilarities between the two languages. Consequently, these kinds of errors will affect the quality of writing and cause a lot of ambiguity and misunderstanding.

The researcher believes that educators should provide students with opportunities to develop their awareness of adverbs in Arabic-English translation and

vice versa. This study is conducted to show to what extent awareness of adverbs affects students' translation and writing quality.

Research questions

To achieve the purpose of the study, the research sets the following questions:

- 1- What are the common adverbial errors made by IUG English sophomore and junior students?
- 2- Are there any statistically significant differences in adverbial errors between sophomore and junior students?
- 3- Are there any statistically significant differences in adverbial errors between male and female students?
- 4- Are there any statistically significant differences in adverbial errors between married and single students?
- 5- Are there any statistically significant differences in students' errors in translation from English to Arabic and Arabic to English?
- 6- Is there a correlation between students' errors in translation from English to Arabic and their errors in translation from Arabic to English?

Significance of the study

This study may prove to be significant for the following reasons:

- Apart from Kharama and Hajjaj's (1989), few studies identified errors in translating and using adverbs.
- Most of the studies, which identified adverbial errors, made by Arab students focused generally on grammatical errors made when Arab students write in English. For example:

Noor, Hisham H. (1996), AbiSamra, N. (2003), and Mourtaga, K. (2004).

- These studies did not investigate why and how Arab learners make adverbial errors in translating. Furthermore, these studies did not investigate whether Arab learners were aware of the types of adverbial errors.
- Therefore, this study is driven by the need to identify the types of adverbial errors made by Palestinian learners when they translate adverbs and adverbial structures at the Islamic University of Gaza.

Identifying, analyzing and classifying students' errors would help the researcher propose relevant suggestions.

Definition of Terms

The following terms are operationally defined for the purpose of this study:

1. Error

A systematic deviation by learners who have not yet mastered the rules. Errors are usually more difficult to correct.

2. Mistake

Random performance slip caused by fatigue, excitement, carelessness, distraction and anxiety. It is readily self-corrected.

3. Translation

The process of changing something that is written or spoken into a language into another language. (Hornby, 2000, p. 1382)

Translation in this study was concerned with written translation in both bidirections (from Arabic into English and vice versa).

4. Adverb:

Refers to viewpoint adjuncts, focusing adjuncts, intensifiers, process adjuncts, subject adjuncts, place adjuncts, and time adjuncts.

5. Interlanguage:

Refers to the errors made due to the interference from first language (L1) with second language (L2) learning.

6. Intralanguage:

Deals with those errors caused by the target language itself. Intralanguage errors occur because of overgeneralization of L2 rules.

7. Contrastive Analysis:

" ... is a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in second language learning situation.." (Gass & Selinker, 1983, p. 72)

8. Error Analysis:

A procedure for analyzing second language data which begins with the errors that learners make and attempts to explain them. It uses the target language as the point of comparison.

II.

Theoretical Framework & Literature Review

Introduction

This chapter covers two sections: (1) description of adverbs in English and then description of adverbs in Arabic. In the former section, the researcher reviewed thoroughly adverbs and adverbial constructions which serve the function of adverbs in English such as adverbs, adverbial phrases and adverbial clauses. The researcher focused on the main seven classes of adverbs/ adjuncts: viewpoint, focusing, intensifiers, process, subject, place, and time. The researcher conducted a contrastive study on these seven classes syntactically and semantically in order to highlight similarities and dissimilarities aiming at pointing areas of transfer.

Then, the researcher described adverbs and adverbial constructions which function like adverbs in Arabic. The researcher conducted a contrastive analysis on adjuncts comparatively syntactically and semantically. (2) In the literature review, the researcher focused on two types of previous studies: (a) contrastive analysis studies, and (b) error analysis studies.

Description of Adverbs in English

An adverb is usually defined as a word which expresses qualities in relation to verbs (e.g. Water runs deeply), adjectives (e.g. He is very smart), other adverbs (e.g. She treated her guests so warmly), or even the whole sentence (e.g. Frankly, everyone was embarrassed).

The adverb is considered to be one of the most important parts of English grammar. They do not only modify or add more information about verbs, but they also can modify adjectives, phrases, sentences and even themselves. Moreover, adverbs can

also be placed anywhere (initial, middle, final position) in a sentence according to its category. Adverbs have various complex grammatical functions in sentences. (www.grammaratation.com)

In this section, the researcher will heavily depend on Quirk and Greenbaum's "A University Grammar of English" (1983, pp. 125- 142, 209- 242) in forming the grammatical framework in describing adverbs and adverbial structures in English, especially adjuncts (viewpoint, focusing, intensifier, manner, subject, place, and time)

Syntactic characteristics of adverbs

As mentioned above, an adverb is a word which answers one of the questions: how, when, where, to what extent, or in what circumstances something is done. The following examples will illustrate these characteristics:

- 1- Mona answered the tricky question quickly.
- 2- The student sat quietly and listened to instructions.
- 3- Luckily, they managed to catch the thief.
- 4- She is going to school now.
- 5- Omar never goes to bed early.
- 6- I do not think you can see well from here.
- 7- It is very hot today.
- 8- He is singing sadly.
- 9- This country is economically poor.
- 10- She is good at maths as well.
- 11- Strategically, it is a mistake.

12- He does not like her at all.

13- I totally agree with you.

14- Adam can play more quickly than Sam.

As shown in the examples above, one can notice that adverbs are not considered a homogenous group in terms of form and position in sentences. Morphologically, many adverbs are derived from adjectives by means of – ly suffix: e.g. swift-swiftly, quick-quickly. Other adverbs, however, are not derived from other parts of speech such as: here, never, soon, quite, etc. In addition, many adverbs allow comparison using certain constructions such as [more+ adv+ than] (e.g.: more practically than, the most practically).

In terms of form, "some adverbs are simple (made up of one word) such as (very, and never) whereas others are made up of two words (e.g. as well). (Muqattash & Kharma, 1996, p.216)

Since adverbs can occupy initial position, middle position or final position in a sentence, "it is possibly true to say that the adverb is the most difficult word-class to describe and characterize. Indeed some grammarians have suggested the following definition for adverb 'The adverb is an item that does not fit the definition of other word-classes' ". (Muqattash, & Kharma, 1996, p. 217)

According to Quirk and Greenbaum's A University Grammar of English (1983, p. 125), adverbs in English have two syntactic functions. They are used as:

- 1- Adverbial: She often dances beautifully. Or,
- 2- Modifier of adjectives, adverbs, prepositional phrases, (determiner, predeterminer, postdeterminer), noun phrases, and as complement of prepositions).

Adverb as modifier

(i) Modifier of adjective

An adverb can premodify an adjective. For example:

Last winter was very cold.

The adverb "very" comes immediately before the adjective.

One adverb which is "*enough*" postmodifies adjectives, e.g. (good enough).

Adverbs as premodifiers of adjectives can be *intensifiers* (adding more emphasis) that can modify adj., adv. and verbs alike. For instance: very (the most commonly used one), so, pretty, rather, unusually, and quite.

Adverbs as premodifiers of adjectives can be "*viewpoint*" adverbs. For example:

- A politically great decision.
- A militarily weak country.
- Ethically questionable.

(ii) Modifier of adverb

An adverb can premodify other adverbs and then should occur immediately before them. For instance:

- They eat very quickly.

The only postmodifier of adverb is *-enough-*, for instance: fairly enough.

(Right and well) are intensifying adverbs that can premodify particles in phrasal verbs:

- He kicked the football right out.

(iii) Modifier of prepositional phrase

- "The nail went right through the wall".

(iv) Modifier of determiner, predeterminer, postdeterminer

Intensifying adverbs can premodify indefinite pronouns, predeterminers, and cardinal numerals:

- Nearly everybody came to the meeting.
- Over three hundred prisoners were released.
- He paid more than a hundred dollars to get it.

(v) Modifier of noun phrase

A few quantifiers premodify noun phrases such as: quite, rather and the predeterminer "*such*" and the exclamatory "*what*". The noun phrase is normally indefinite and the intensifiers precede any determiners. "Rather" requires the head to be a singular count noun.

a) She tells such a (funny) story.

(funny) stories.

b) It is rather a (mess).

c) She is quite some singer.

d) What a (big) brother he is.

"So" and interrogative and exclamatory "*how*" also precede the indefinite article, but the Noun Phrase (NP) should contain a gradable adjective and the head of the NP should be a singular count noun. This makes the adjective move in front of the article:

a) I don't think that she is so big an idiot.

(so/adj/article)

b) How tall a girl is she?

- c) How tall a girl she is?

"Rather" could be intensifying the adjective. In this case, it may precede or follow the determiner.

- a) It is rather a car.
 d) It is rather a big car.
 e) It is a rather big car.

In informal style, "ever" and certain phrases may intensify wh-interrogatives:

- a) Where ever did they park their car?
 b) Who on earth stole my bookcase?
 c) Who the hell is he?

Those intensified by "ever" have got to be distinguished from wh-subordinators which are written as one word with "-ever":

Wherever I go, I have to show my ID.

There are some adverbs signifying place or time may postmodify NP:

Place: the way ahead, the neighbor upstairs, the sentence below,

Time: the meeting yesterday, the day before.

Else postmodifies indefinite pronouns, wh-adverbs such as: someone *else*, *all else*, *who else*, *what else*. It also postmodifies compounds with where:

Somewhere else, *anywhere else*, *everywhere else*.

In some of the phrases previously mentioned the adverb can also be used as a premodifier, for example:

His home journey, the above box, the upstairs neighbor.

A few other adverbs can also be used as premodifiers: the away parties, the then prime minister, in after months. “Then” and “above” are the most common used ones.

(vi) Adverb as complement of preposition

Some place and time adverbs function as complement of a preposition. Among the place adverbs, “here” and “there” take the most prepositions: along, around, down, from, in, near, on, out (of), over, round, through, under, up.

Home can be the complement of the prepositions at, from, near, toward(s). However, others are restricted to the preposition from:

Above, abroad, below, downstairs, indoors, inside, outdoors, upstairs, within, without.

"Grammarians recognize that words traditionally grouped together as adverbs serve a number of different functions. Some would go so far as to call adverbs a "catch all" category that includes all words that don't belong to one of the other parts of speech". (www.Wikipedia.com)

For example, some adverbs can qualify a whole sentence, whereas others can not. However, when the sentence adverb changes position, it will have different class with different meaning. For instance:

- 1- Naturally, he walks.
- 2- He walks naturally.

In examples (1 and 2), the adverb "naturally" has different connotations even though that "naturally" is categorized in the same group ending in (-ly) suffix in both sentences.

In sentence (1), naturally modifies the entire sentence, whereas it modifies the verb in sentence (2).

"Naturally" as a sentence adverb means "Of course", but when it comes as a verb-modifying adverb then it means in a natural way or manner. This means that the class of the sentential adverbs is a closed class i.e. "(function words): a word class whose membership is fixed or limited, such as the class of determiners, pronouns, prepositions, auxiliary verbs, or conjunctions), whereas the class of adverbs that modify verbs is not. For example:

3- Unfortunately, she arrived at the meeting late.

4- Lina quietly answered the question.

In sentence (3) the adverb modifies the entire sentence, whereas in (4) the adverb modifies the verb. In fact (3) but not (4) can be paraphrased according to this formula: (X is adjective)

For example:

(3).a That I could not arrive at the meeting on time is unfortunate.

(4).a *That Lina answered the question is quiet.

On the other hand, (4) but not (3) can be paraphrased by (... in an X manner).

For example:

(4).b Lina answered the question in a quiet manner.

(3).b *She arrived at the meeting late in an unfortunate manner.

(Muqattash & Kharma, 1996, p. 217)

Consequently, although the two adverbs "unfortunately" and "quietly" are morphologically similar and that they are both inflected from adjectives, they are different on the syntactic level.

In spite of the differences among adverbs morphologically and syntactically, grammarians still consider them as one part of speech. But still it is essential to highlight that these characteristics do not apply to each adverb.

Morphological characteristics of adverbs

In English, adverbs of manner which usually answer the question how, are often derived from adjectives using the –ly suffix.

The –ly is a common signal of a word being an adverb. However, this usually poses a problem, since many adjectives for example (fatherly, motherly, brotherly, sisterly, friendly, lovely, lively) also have the same ending suffix. Furthermore, many adverbs such as (very, rather, soon, here, there, now, then, even, never, so) do not have this suffix.

Thus, while many adverbs can be characterized by their ending suffix –ly, many of them also should be identified by successfully understanding the grammatical relationships within a sentence or clause. For example:

- That lovely teacher always treats his students honestly.

Notice here that "lovely" is an adjective which describes the noun "teacher". Here honestly is an adverb that modifies the verb "treats".

One remarkable thing is that those adjectives which end in –ly suffix can not be used as adverbs: the following examples are quoted:

- (a) Susan is [a friendly girl].

(b) Susan always treats people in [a friendly manner].

(c) *Susan always meets people friendly.

(Maqattash & Kharma, 1996, p.218)

Some -ly words can be both adjectives and adverbs, for instance (daily, weekly, monthly, bimonthly, seasonally, and yearly).

The -ly word "early" though it can be an adjective and an adverb, it is not derived from an adjective using an -ly suffix. For example:

(a) This newspaper is published daily. (Adv.)

(b) It is a daily newspaper. (Adj.)

(c) He arrived early. (Adv.)

(d) It was an early arrival (Adj.)

Again, an -ly ending is not a criterion that a word is always an adverb. In some cases the suffix "-wise" can be used to change certain nouns into adverbs: e.g. clock - clockwise. The following suffixes, in addition to -ly, can be markers of adverbs:

-wise: clockwise, lengthwise, moneywise, ladywise

-ward(s): onward(s), afterwards(s), upward(s), northward(s), westward(s)

-fashion: ladyfashion, studentfashion, Frenchfashion

-style: artist-style, cowboy-style, Chinese-style

Comparison and Intensification

Like adjectives, adverbs in English are inflected in terms of comparison. Many adverbs are also indicated by using "more" and "most".

The comparative and superlative forms of adverbs are inflected by adding –er and –est. However, many adverbs are indicated by the use of "more" and "most".

There are three degrees of comparison:

- *Absolute*: old / quickly
- *Comparative*: older / more quickly
- *Superlative*: oldest / most quickly

The comparative degree is always used to compare two persons or things, and the superlative degree is used where more than two are involved. Sometimes the superlative is used for a comparison between two;

- She is the eldest (of two sisters),

However, many grammarians consider this style as informal. Comparison can be expressed by one of the following:

- (a) the inflected forms in –er and –est, and
- (b) their equivalents in more and most,

Notice that there are many adverbs, such as *sometimes, never, here, there, now, then, first, again, and daily* which have no comparative or superlative forms.

- "*Too*" can give the sense of more than enough. For example: It is too heavy (meaning that heavier than it should be).
- "*More*" and "*Most*" can be used to give other senses i.e. not equivalent to the comparison inflections:

- (a) He is more than elegant (He is elegant to a degree that goes beyond the word elegant)

(b) Alan is more rich than poor. (It is more accurate to say that he is rich than that he is poor).

(c) The actress was most beautiful (this means that she was extremely beautiful and not just more beautiful than others).

The basis of comparison can be realized by the following constructions:

(A) Adverbs used with the endings –er and –est.

Adverbs which have the same positive form as corresponding adjectives generally have the same comparative and superlative forms of the corresponding adjectives. For example:

	<u>Positive</u>	<u>comparative</u>	<u>superlative</u>
a.	fast	Faster	fastest
b.	early	Earlier	earliest

(B) Adverbs used with More and Most

The –er and –est inflections cannot be added to –ly adverbs that are derived from other words. Instead, they are modified by more and most":

	<u>Positive</u>	<u>comparative</u>	<u>superlative</u>
a.	quickly	* quicklier	* quickliest
b.	quickly	more quickly	most quickly

Notice that the adverb "soon" can use the endings –er and –est:

Soon – sooner – soonest.

However, "soonest" is less used. (Quirk et al, 1983, p. 135).

It is worth saying that adverbs formed by adding the –ly suffix to adjectives of one syllable are sometimes used with ending –er and –est. For example:

(a) She spoke slower and slower.

(b) She spoke the most eloquently / politely.

(C) Irregular adverbs

The irregular adverbs are similar to irregular adjective in which they have the same comparative and superlative form:

Absolute	comparative	superlative
badly	worse	worst
far	farther or further	farthest / furthest
little	less	least
much	more	most
well	better	Best

(D) The construction [As ... As]

Like adjectives, positive forms of adverbs can be used in comparisons by the use of as... as construction.

When used in comparative degree, the absolute form of an adverb is usually preceded and followed by [as + positive form of adverb + as], as in:

- He can speak as fluently as an American.
- She can run as fast as a deer.

Also, an adverb can be placed before "as + adverb + as" for example:

- He can run twice as fast as she can.

Ellipsis often takes place in comparisons using adverbs. For example:

- He can swim as brilliantly as a fish (can).
- He fought as fiercely as a lion (did).

Notice that instead of repeating the verb at the end of the sentence, the first auxiliary can be used or the verb can be omitted entirely.

The verbs to be omitted are put in square brackets.

(E) The construction with "Than"

"Than" can be used in making comparison, hence, it always follows the comparative form of an adverb. For example:

[Comparative form of an adverb + than]

- He can swim more swiftly than his colleagues do.

"As is the case with comparisons using adjectives, comparisons using adverbs can be combined with phrases or clauses for instance:

- She performs better in front of audience than she does in rehearsal.

- They walked faster when they were on their way to school than they did when they were on their way home.

Comparison is realized in the first example by the *phrases* (in front of audience) and (in rehearsal); whereas, comparison is realized in the second example by the *clauses* (when they were on their way to school) and (when they were on their way home). *Ellipsis* here is noticeable, in the first example, the auxiliary (does) is used instead of repeating the verb performs; whereas, in example (2) the auxiliary (did) is used instead of repeating the verb walked.

(F) Progressive comparisons

The progressive comparison of adverbs ending in –er can be realized by the following structure:

[Comparative form of adverb –er + and + comparative form of adverb –er]

For example:

The train left faster and faster.

This meaning can be expressed in the following construction:

[increasingly + positive form of adverb]

For example:

- The train left increasingly fast.
- The students played increasingly well.

As for adverbs of comparison associated with more, the following construction is used:

- She solved the sum more and more easily.
- They behaved more and more warmly.

These two sentences can also be expressed using increasingly:

- She solved the sum increasingly easily.
- They behaved increasingly warmly.

(G) The construction with The ..., the ...

This construction comes at the beginning of two clauses separated by comma to show a cause and affect relationship between two events or things. A comparative form of an adjective or an adverb should be there in each clause:

[The + comparative form of adverb or adjective, the + comparative form of adverb or adjective]

- The more you practise a foreign language, the better you become.
- The earlier you do your homework, the higher you get.
- The more carefully you drive the car, the more quickly you arrive.

(H) The construction with The

This construction uses the superlative form of an adverb. *The* always precedes the superlative:

[the + superlative form of adverb]

- She scored the highest of all the students in the class.

As for adverbs ending in *-est*, a possessive adjective substitutes the definite article "The":

- I will do my best.
- jumped his highest.

(I) The construction with The Least

Adverbs can be preceded by the expression the least:

[the + Least + positive form of adverb]

- He works the least noisily of all the workers.

Syntactic characteristics of Adverbs

Syntactically, an adverb may function as an adverbial. An adverb expresses quality in relation to verbs (He ran quickly), adjectives (He is very big), another adverb (So smoothly), or the rest of the sentence (Fortunately, everyone got a seat).

Whereas, an adverbial is "a group of words that does the same job as an adverb; the same as adverb phrase or adverb clause". (Swan, 1996: p. xii)

Thus an adverb can be a constituent of both the sentence (clause) or the phrase.

"On the sentence level, adverbs and adverbial phrases typically realize the function adverbial". (Muqattash & Kharma, 1996, p. 219)

On the sentence level, an adverb and an adverbial phrase can function in a way that it is not a subject, predicator, object or complement.

Adverbial can fall into three subclasses:

Adjuncts: Jane came home yesterday.

Disjuncts: Jane is remarkably a talented singer.

Conjuncts: Though, it is still useful.

On the phrase level, an adverb can be a modifier of: 1) adjective phrase (Adj-P) (the lion is extremely dangerous), 2) adverb phrase (Adv-P) (She speaks very loudly), and 3) noun phrase (NP) (It was quite a party).

An adverb can be defined with the following properties:

- a) An adverb can be inflected by the *-ly* suffix; however, it can not inflect for number and case, as is the case with nouns.
- b) An adverb cannot function as a subject complement (Cs) or object complement (Co), as is the case with adjectives and nouns.
- c) It cannot function as the head of a NP like adjectives and nouns.
- d) An adverb does not inflect for number and person, as is the case with verbs.
- e) Unlike noun, verbs and adjective in certain contexts, an adverb can be an optional element. (Muqattash & Kharmah, 1996, p. 219).

Though, sometimes it is a must, for instance:

- They are [here]

Notice that the adverb "here" is an essential part of the sentence.

The adverb Phrase

Structure

The adverb phrase is a group of words not containing a subject and verb and usually contains an adverb as a head word, and acts as an adverb. It may be preceded by premodifiers and followed by postmodifiers.

However, many head adverbs do not take either premodifiers or postmodifiers. Thus, it is normal for an adverb phrase to have only the head adverb. Intensifying adverbs can realize the premodifier of the adverb in an adverb phrase. For example:

- She went home quite soon.
- He visits his parents very seldom.
- He drives his car so carefully.
- She speaks English perfectly / surprisingly well.
- She behaves rather / too / very nervously.

"Adverbial phrases with postmodification are rare. But there are some cases of postmodification, namely postmodification by enough and indeed":

- He paid (fairly enough).
- He paid (very fairly enough). (Muqattash & Kharma, 1996, p. 221)

In comparative constructions, the adverb can be followed by a finite clause:

- She cleans much (carefully) than you do.

In other cases in comparative constructions the adverb is followed by an ellipted clause:

- He finished (earlier) than you.

Sometimes, in comparison, the adverb is followed by a finite ellipted clause:

- She spoke so (quickly) that we couldn't understand her.
- She studied so (hard) that she got A+.

As shown in the examples above, one can observe that most adverbial phrases are made up of one adverb. Intensifiers are adverbs premodifying other adverbs (very, pretty, rather, too, so).

Like adjectives, intensifiers can premodify the head of an adjective phrase. Hence, premodification can only be realized by intensifiers. Whereas postmodification is rare. It is worth saying that the realization of premodification and postmodification at the same time of a head adverb is not usual. Though there are some exceptions:

- She speaks very positively indeed, (where very is a premodifier, positively is the head adverb and indeed is the postmodifier).

The term "adverb" is appropriately used instead of "adverbial" phrase" since the adverbial phrase is often made up of one head adverb.

Notice that sometimes the intensifier can be premodified by another adverb:

- Drive (much more carefully)

Positions of adverbs

It is a fact that adverbials can appear nearly anywhere within a sentence and often not so close to the words they modify, whereas adjective modifiers usually appear adjacent and often immediately preceding the word they modify. (Eggo, 2006, p. 4)

"Although some adverbials can only occur in fixed position, most adverbials are mobile, i.e. they can come at different places in the sentence." (Leech & Svartvik, 1988, p 197)

Hence there is a need to highlight the three different positions:

Front-position (Initial position), for example: Happily the father kissed his daughter.

Mid-position (Medial position), for example: The father happily kissed his daughter.

End-position (Final position), for example: The father kissed his daughter happily.

As demonstrated in the examples, one can notice that:

- Front-position: before the subject:

Only Ali spoke to me yesterday.

- Mid-position:

Immediately before the main verb if no auxiliaries are present: He never speaks foreign languages.

After the first auxiliaries if there is more than one: He has never been to Rome.

After forms of Be when it is a main verb: He is never at school now.

- End-position:

After an object or complement:

He took his son to the hospital.

After the verb:

He spoke very politely.

The position of adverbs depends partly on their structure (adverbs, prepositional phrases, noun phrases, finite verb clauses, non-finite verb clauses, Verbless clauses). It also depends partly on its meaning (viewpoint, focusing, intensifier, manner, subject,

place, time). Long adverbials (such as clauses, prepositional and noun phrases) normally occur in the final position, though the initial position is common, especially for emphasis or contrast. For example:

- He went to Sana'a on Friday.
- On Friday he went to Sana'a.
- She was a brilliant as far as philosophy is concerned.
- As far as philosophy is concerned, she was a brilliant.

Long adverbials are not common in medial position. Medial position is usually used for short adverbs such as sometimes, never, almost, hardly, just:

- I sometimes go for sightseeing.
- They've just finished exercising.

The ability of adverbials to move around in a sentence is also restricted or conditioned by the function of the adverbial; whether it is an adjunct, conjunct or disjunct. For example, the position of adjuncts "depends mainly on the semantic role of the adjuncts. For instance, place adjuncts favor end positions irrespective of their function or role". (Muqattash & Kharmah, 1996, p. 224)

For example:

- We shall have English class upstairs.
- We went to Haifa.

Likewise, adverbs of manner tend to take end positions, whereas, one-word adverbs of manner can come in medial position. Notice the flexibility of adverbs of manner in the following two examples:

- He treated her gently.
- He gently treated her.

Compare this to the following sentences:

- She advised him to go there.
- *?? She there advised him to go.

Thus, adverbs of manner are, especially flexible in this regard.

Syntactic functions of Adverbials

Adverbs that function as adverbials fall into three major subclass: *adjuncts*, *conjuncts* and *disjuncts*.

Adjuncts

When the adverb is integrated into the flow of a sentence, as it is almost always true, then the adverb is called adjunct. Adjunct in some cases are obligatory and can be represented by a prepositional phrase. For example:

- I bought a house in Paris.
- We will meet tonight.

The adjunct is obligatory with intransitive verbs and after the verb Be:

- Mona isn't there.
- Ali is here.

The adjunct is obligatory with some transitive verbs as well. For example:

- Huda put her keys on the shelf.

Conjuncts

Conjuncts, on the other hand, are not integrated in the flow of the sentence. A Conjunct serves as connectors and almost always signals a transition between ideas:

- She has been studying English for nine years, and she doesn't speak it well yet.
- He earns a high salary. So he can change the furniture every year.

There is also a pure conjunctive device known as the conjunctive adverb or adverbial conjunction:

- I love this sport car; however, I cannot afford its price.

Disjuncts

A disjunct is an adverbial which is peripheral to a sentence structure and usually adds meaning to the entire sentence. They typically convey the speaker's comment or evaluation of the sentence:

- Frankly, she doesn't want to leave her house.
- Naturally, truth will prevail.
- By and large, sometimes the adverb may occur as a subject of the sentence:
 - Here is the land of miracles.
 - Now is the harvesting season.

Units realizing adverbial functions

An adverbial can be realized by one of the following:

1- Adverb phrases:

- They'll camp here.

2-Noun phrases:

- Nouri was playing yesterday morning.

3- Prepositional phrase:

- Mona was driving in a careful manner.

4- Finite verb clauses:

Infinitive:

- He was ready to fight.

-ing participle:

- Failing to convince him, they delayed the party.

-ed participle:

- If convinced by friends, he will go swimming.

b- Verbless clauses:

- He was swimming, unaware of the danger.

Classes of Adverbials

Adverbials can be categorized into two classes, distinguished by whether or not they are integrated to some extent into the structure of the clauses or the flow of the sentence. These adverbials are called ADJUNCTS. On the other hand, those that are peripheral to clause structure are subdivided into DISJUNCTS or CONJUNCTS. In this

sense discussion will be concentrated on adjunct which is the scope of this research. The distinction between these two classes is that conjuncts have primarily a connective function.

An adverbial is integrated to some extent in clausal structure if it is affected by clausal processes as negation and interrogation. (Quirk et al, 1983, p. 207)

Three criteria have been set as diagnostic of adjuncts. If the adverbial meets one or more of the criteria it is an adjunct.

- 1- If an adverbial cannot appear initially in a negative declarative clause, it is an adjunct:

Quickly, they left for home.

Notice that although "quickly" can appear initially in a positive clause, it cannot take initial position in negative declarative clause with the negative particle not or -n't, as in:

* Quickly, they didn't leave for home.

Thus "quickly" is an adjunct. On the other hand, *perhaps* is unaffected by whether the sentence is affirmative or negative. For example:

Perhaps they left for school.

Perhaps they didn't leave for school.

- 2- If an adverbial can be contrasted with another adverbial in alternative interrogation showing that the adverbial is the focus of clause interrogation. For example, the adverbial clause in

He writes to his parents because he wants to.

It is an adjunct because it can be contrasted with another adverbial in alternative interrogation.

Does he write to his parents because he wants to or does he write to them because he needs money?

On the other hand, it is not acceptable to contrast two since - clauses in this way when the since – clauses express reason and not time:

* Does he write to his parents since he wants to or does he write to them since he needs money?

3- If an adverbial can be contrasted with another adverbial in alternative negation, it shows that the adverbial is the focus of the clause negation. For example:

They went to the cinema on Thursday.

On Thursday is an adjunct because it can be contrasted with another adverbial in alternative negation.

They didn't go to the cinema on Thursday, but they did go there on Friday.

On the other hand, the following two prepositional phrases cannot be contrasted:

* They didn't go the cinema, to Simon's amazement, but they did go there, to Adam's amazement.

Semantic Roles of adjuncts:

Adjuncts can be semantically classified under the following classes:

viewpoint adjuncts

Viewpoint adjuncts can be paraphrased by "if we consider what we are saying from a [adjective phrase] point of view" or "we consider what we are saying from the point of view of [noun phrase]".

These adverbs are most often derived from adjectives by the addition of a –ly suffix, as:

- English: Medically, this cannot be proved.

Arabic: لا يمكن إثبات هذا طبيًا.

Viewpoint adjuncts derived from nouns by the addition of the suffix –wise are considered to be informal: for instance: weatherwise, and bussinesswise.

- English: Weatherwise, this city is wonderful.

Arabic: هذه المدينة رائعة من ناحية ظروفها المناخية.

All –ly viewpoint adverbs have a corresponding participle clause with speaking:

- English: Politically speaking, children shouldn't be used as a football.

Arabic: يجب ألا يستغل الأطفال كرة قدم من ناحية سياسية.

Sometimes, _ly viewpoint adjuncts have a corresponding prepositional phrase such as: [from a (adjective phrase) point of view,] e.g. linguistically- from a linguistic point of view. For instance,

- English: From a linguistic point of view, this translation is ambiguous.

Arabic: هذه الترجمة غامضة من وجهة نظر لغوية.

Other examples of viewpoint adjuncts:

- As far as (philosophy) is concerned, ...
- Looked at (ethically), ...

We notice that viewpoint adjuncts are usually in initial position whereas these viewpoint adjuncts can be translated into Arabic using a NP in the accusative case such as (أخلاقياً، إقتصادياً، علمياً، ...) or by using a prepositional phrase or some other forms according to the necessity of translation such as (من وجهة النظر، من الجانب، من حيث، إذا أخذنا) (بنظر الاعتبار ...).

We also notice that the viewpoint adjunct most often takes an initial position in the English sentence while they prefer final position or after the subject in Arabic. (Aziz, 1989, p 195)

"Viewpoint adjuncts in initial position are often separated from the rest of the sentence by a comma". (Allsop, 1986, 244)

Focusing adjuncts

Focusing adjuncts indicate that what is being communicated is limited to a part that is focused- Limiter Adjuncts- or that a focused part is an addition- Additive Adjuncts. It is worth saying that most focusing adjuncts are adverbs.

a) Limiters

- Exclusives: restrict what is said to the part focused e.g.: *alone, just, merely, only, purely, simply*
- Particularizers: restrict what is said or mainly to the part focused. For example: *chiefly, especially, mainly, mostly, at least, in particular*

b) Additives

Also, either, even, neither, nor, (too; as well as), in addition

Only can occur in different places in a sentence, but when it refers to the subject, it normally comes before it e.g.:

Only you can understand me.

When only refers to another part of the sentence, it usually takes mid-position, for instance:

I only like people who like others.

Sometimes these sentences seem to be ambiguous so if we want to express the meaning more precisely, only should be put directly before the object, complement, or adverbial expression. For example: (Swan, 1996, pp 443- 444)

He repairs only Mercedes cars in the workshop.

In Arabic, only (فقط، فحسب، إنما) could function as focusing adjuncts, as:

- English: We came only to thank you.

Arabic: إنما جئنا لنشكرك. Or

فقط جئنا لنشكرك. Or

جئنا لنشكرك فحسب.

Sometimes, in Arabic, focusing is realized by first negating the sentence using (ما) then using (إلا) which is an Exceptive Particle. For instance:

- English: We came only to thank you.

Arabic: ما جئنا إلا لنشكرك

- English: She loves particularly the sea foods.

Arabic: هي تحب الأَطعمة البحريّة خاصة.

- English: I love the village, especially in the spring.

Arabic: أحبُّ القرية لاسيما في الربيع.

- English: At least twenty militia men were captured in the clashes.

Arabic: أُسِرَ ما لا يقل عن عشرين مسلحاً في الاشتباكات. Or

أُسِرَ عشرون مسلحاً في الاشتباكات على الأقل.

Focusing adjuncts may indicate an addition to the part that is focused in a sentence. For example:

- English: Even my little daughter went to Makkah.

Arabic: ذهب الجميع إلى مكة حتى ابنتي الصغيرة.

- English: She also speaks a little French.

Arabic: وتحدّث الفرنسية قليلاً.

- English: He refused a new proposal as well.

Arabic: كما رفض عرضاً جديداً.

- English: He said too that he was absolutely right.

Arabic: ثمّ ذكر أنه كان محقاً تماماً.

We also notice that (و), (كما) and (ثمّ) in Arabic fulfill the function of Additives in English.

Intensifiers

Intensifiers can be divided into three semantic classes: *emphasizers*, *amplifiers*, and *downtoners*. Intensifiers are not limited indicating an increase in intensity; they indicate a point on the intensity scale which may be high or low. Emphasizers always

have a general heightening effect; amplifiers scale upwards from an assumed norm; downtoners have a lowering effect, usually scaling downwards from an assumed norm.

a) *Emphasizers* include: actually, certainly, clearly, definitely, indeed, obviously, plainly, really, surely, for certain, for sure, of course. For instance,

- Arabic: إِنَّ اللَّهَ هُوَ الْخَالِقُ.

English: Certainly, Allah is the Creator.

- English: we appreciate your attitude indeed.

Arabic: إِنَّا نَقْدَرُ مَوْقِفَكَ.

Notice the usage of (إِنَّ) in Arabic to emphasize the effect of the verb and the equivalent English translation.

Look at the following example:

- English: They actually arrested ten criminals.

Arabic: لَقَدْ إعتقلوا عشرة مجرمين.

Notice that (لقد), which is the equivalent translation of actually, is used to emphasize the effect of the verb in the past.

According to the Arabic tradition, sometimes two adjectives are used for the purpose of emphasis, as in:

- Arabic: كان الشاهدان صاديقين مصيبين.

English: The two witnesses were both perfectly right.

Notice that Arabic used two adjectives to fulfill the sense of intensification or emphasis whereas [an -ly adverb (perfectly) + an adjective] were used in English translation.

Also, Arabic repeats the same noun that is being intensified to convey the sense of emphasis, for instance:

- Arabic: هذا هو السلام السلام الذي ننشده.

English: This is definitely the peace we are seeking for.

We notice that most emphasizees normally precede the item they emphasize (medial positions for verb phrase) but *for certain* and *for sure* are exceptional in being postponed.

b) Downtoners: these adverbs have a lowering effect on the force of the verb. These are divided into:

1. Compromisers: which have only a slight lowering effect such as: kind of/sort of, quite/rather, more or less

E.g. I kind of like her.

- English: I more or less understand what the manager is saying.

Arabic: أنا أفهم على وجه التقريب ما يقوله المدير.

2. Diminishers: scale downwards considerably (e.g. partly, slightly, somewhat; in part, to some extent, a little)

- English: I know her a little.

Arabic: أعرفها قليلاً.

3. Minimizers: these indicate a very low point on the downwards scale. They scale downwards semantically to a degree close to negation (e.g. a bit, barely, hardly, little, scarcely, in the least, in the slightest, at all). For example:

- English: She little knew what awaits her.

Arabic: لم تعرف ما ينتظرها. (البته)

- English: They scarcely know the taste of freedom.

Arabic: لا يعرفون طعم الحرية إلا ما ندر.

Notice that four of the minimizers- barely, hardly, little, scarcely- are themselves negatives and cannot be negated.

- English: The wounded soldier can hardly walk.

Arabic: لا يستطيع الجندي الجريح المشي.

- English: I can scarcely ignore his views. [In fact I can't ignore his views.]

Arabic: لا أستطيع أن أتجاهل آرائه.

- English: I didn't enjoy the party at all.

Arabic: لم أستمتع بالحفلة على الإطلاق.

Notice how negation, in the latter example, is emphasized by using (at all; in any way, to any degree).

Emphasis in Arabic can be realized through two syntactic functions: 1) using modifiers, and 2) using adverbials:

[1] The following are *modifiers*, used for emphasis in Arabic and their equivalent translation in English using: (Aziz, 1989, 186)

- a) The Emphasis with the use of the particle (kul) with the noun derived from the adjective should be emphasized:

- Arabic: هو عاجز كل العجز أن يقاوم.

English: He is completely unable to resist.

- b) The Emphasis with the use of (aHsan):

- Arabic: هي تحاول أن تؤدي عملها على أحسن وجه.

English: She tries to do her job perfectly well.

c)Arabic uses two synonymic adjectives in a sentence:

- Arabic: كان الشاهدُ صادقاً مصيباً.

English: The witness was perfectly right.

d)Arabic sometimes uses a verb instead of an adjective:

- Arabic: ثق كل الثقة أنني لم أراه منذ شهر.

English: Be completely confident that I have never seen him for a month.

e)Arabic also uses a word, which is emphasized by its nature:

- Arabic: كانت واثقة.

English: She knew full well.

f)The absolute object is also used in Arabic to serve emphasis:

- Arabic: وأحبها حباً.

English: He loved her greatly.

[2] These *adverbials* which are independent in sentences and these should be paid special attention from students because they have a lot of meanings; they are commonly used in English and remarkably used differently between the two languages: (Aziz, 1989, p. 188)

a)A verb+ object construction, for example:

- Arabic: وجد مشقة في إقناع أصدقائه.

English: He convinced his friends with difficulty.

Notice that Arabic uses a verb+ object construction (وجدَ مشقَّةً), whereas English uses an adverbial phrase consisting of a preposition+ a noun.

b)Arabic uses a verb, for instance:

- Arabic: يجتهد في أن يحفظ دروسه.

English: He would try hard to keep his lessons by heart.

We notice that Arabic uses a verb (يجتهد), whereas English uses a verb+ adverb construction. We also notice that (يجتهد) is emphasized by itself consists of two elements; a verb and an adverb. The adverb here is covert.

c)Arabic uses a verb+verb construction, as in:

- Arabic: لا تكاد تجد شخصاً يحبه.

English: You would no sooner get someone likes him.

Look how Arabic uses two verbs (تكاد تجد) for emphasis, whereas English uses an adverb+ verb construction.

Manner adjuncts

Manner adjuncts define in some way the way denoted by the verb. They usually favor final position and no other position is likely if the manner adverb is obligatory for the verb: for example,

- He treated his friend badly

*He badly treated his friend

But notice that when the verb is in the passive voice, manner adverbs are commonly placed in mid-position rather than finally since the passive is used to focus attention on the verb. For instance:

- Machine gunfire was indiscriminately opened at the protesters.

An adverb manner adjunct can usually be paraphrased by [in a ... manner or in a ... way] with an adjective base in the vacant position. (e.g. badly- in a bad manner or in a bad way).

The main method of forming manner adverbs is by adding an -ly suffix to an adjective. Moreover, there are three minor methods which are:

-wise, -style, or -fashion.

Look at the following examples:

- English: She entered the house quickly.

Arabic: دخلت المنزل مسرعة. (بسرعة)

- English: They are speaking loudly.

Arabic: يتكلمون بصوت مرتفع.

We notice that these adverbs in English have taken the form of a PP (Preposition+ noun) such as (بسرعة، بصوت عالٍ) or an accusative noun such as (مسرعة) in Arabic. The latter could be a circumstantial adverbial or an absolute object derived from its own verb, for instance: (Aziz: 1989, p 198).

- English: I swim skillfully.

Arabic: أَسِيحُ سِبَاحَةً مَاهِرَةً. (بمهارة)

- English: The earth was shaken violently.

Arabic: رُجَّتْ الأَرْضُ رَجًا.

It is worth saying that Arabic, especially traditional Arabic uses a lot of verbs in which adverbs of manner are embedded in them. Adverbs in this case are rendered as covert adverbs. Examples are quoted from (Aziz: 1989, p 198):

- He spoke frankly	صارحه
- He treated him roughly	خاشنه
- He treated him kindly	حاسنه
- He treated him gently	لاينه
- He treated him cruelly	قاساه
- He went quickly	أسرع
- The wind blew violently	عصفت الريح
- He spoke eloquently	أبلغ
- He spoke correctly and precisely	أفصح
- He went slowly	أبطأ
- He studied the matter carefully	تتین
- He swallowed mouthfuls	تجرع
- They followed one another closely	تتابع
- He behaved humbly	إستكان
- He ran quickly	هرول

Process adjuncts realized by units other than adverb phrases often occur initially, that position is preferred if the focus of information is required on another part of the sentence:

- English: By pulling the red handle you can open the emergency exit.

Arabic: تستطيع فتح مخرج الطوارئ بسحب المقبض الأحمر.

Notice that the PP manner adjunct occurs initially in English while its preferred position in Arabic is sentence final position.

Some manner adverbs are means adverbs and instrumental adverbs. Most of these adverbs are prepositional phrases, but some are adverb phrases, for instance:

- English: They decided to treat the man surgically.

Arabic: قرّروا أن يعالجوا الرجل بعملية جراحية.

Subject adjuncts

Subject adjuncts relate to the referent of the subject in an active clause or the agent in a passive clause as well as to the process or state denoted by the verb. Thus they show the relationship between the subject and the verb in the sentence. For example:

- English: Resentfully, the workers took to streets.

Arabic: نزل العمّال إلى الشوارع وهم مستاءون.

The subject adjunct (resentfully) shows its relationship to the subject by the paraphrase it allows, for example: (the workers took to streets and they were resentful about it). So this subject adjunct semantically provides a manner adjunct and a booster intensifier.

- Bitterly, he buried his daughter (He was bitter when he buried his daughter).

Subject adjuncts require an animate subject, as in:

- Ali resentfully packed their luggage.

*The water resentfully boiled.

Volitional subject adjuncts include: deliberately, (un)intentionally, purposefully, reluctantly, voluntarily, willfully, (un)willingly, on purpose, with reluctance. For instance:

- English: On purpose, he used strict words.

Arabic: إِسْتَخْدَمَ كلمات صارمة عن قصد.

- English: "Manfully, we advanced towards the enemy positions.

Arabic: تقدّمنا نحو مواقع العدو تقدم الرجال.

We notice that subject adjuncts can be translated into Arabic using an absolute object construction (e.g. تقدم الرجال), or circumstantial adverbial clause (وهم مستاءون). In conclusion, we notice these adjuncts take initial positions in English, whereas they are placed finally in Arabic.

Formulaic adjuncts

Except for *please*, formulaic adjuncts tend to be restricted to mid-position between the subject and the verb. They are a small group of adverbs used as markers of courtesy. All except *please* are modifiable by *very*. For example:

- English: He kindly offered me help. ('He was kind enough to ...')

Arabic: اقترح مشكوراً أن يساعدي.

- English: Kindly, allow me.

Arabic: اسمح لي من فضلك.

- English: She cordially invites you to her party. ('She expresses her cordiality to you by inviting ...')

Arabic: تدعوكم بكل الود لحضور حفلتها.

- English: They humbly offered their apologies. ('They were humble enough to offer ...')

Arabic: قَدِّمُوا إِعْتِذَارَهُمُ الشَّدِيدَ.

- English: Switch off the TV please.

Arabic: أطفأ التلفاز من فضلك.

- English: Kindly sit down.

Arabic: تفضل واجلس.

In the latter example, notice that Arabic uses the verb (تفضل) to serve this sense.

Kindly and *please* are the only formulaic adjuncts to appear freely before imperatives. *Kindly* is restricted to initial position in imperatives.

- Kindly leave me alone.
- Please leave me alone.
- Leave me alone please.

Place adjuncts

Place adjuncts denote static position and movement; direction, and passage. Most place adjuncts are prepositional phrases, but clauses, adverb phrases and noun phrases are frequently used:

- They are not here.
- She is there.
- He lives a long way from here.

Position adjuncts can normally be an answer to a where question. Here are the adverbs commonly used for both position and direction: *above, along, anywhere, around, away, back, below, by, down, east (and other compass points), elsewhere, everywhere, far, here, home, in, locally, near, off, opposite, out, over, past, round, somewhere, there, through, under, up, within.*

On the one hand, there are a few adverbs denoting direction only: *aside, backward(s), downward(s), forward(s), inward(s), left, outward(s), right, sideways), upward(s).*

Some place adjuncts are obligatory, providing verb complementation to verbs other than *be*:

- They don't live there.
- You should put that table in the middle.
- He put the car out.

Moreover, place adjuncts are used non-literally in phrasal verbs:

- The electricity is off.
- She turned down the proposal.

Concerning the adverb (up), it is particularly used as an intensifier or perfectly:

- Please drink up quickly. ('finish drinking')
- English: They closed up the petrol station. ('closed completely')

Arabic: أغلقوا محطة الوقود تماماً.

Place adjuncts usually favor end position:

- English: I'll meet you upstairs.

Arabic: سأقابلك في الطابق الأعلى.

Position adjuncts, particularly prepositional phrases often take initial position in order to avoid end-focus, misinterpretation, or to avoid clustering of adjuncts at final position.

- English: On the other side of the river there happened a fierce battle.

Arabic: وقعت في الجانب الآخر من النهر معركة ضارية.

It is noticed that the PP in English appears in initial position whereas it takes a mid-position (after the verb) in Arabic.

Time adjuncts

Time adjuncts can be divided semantically into four main classes: a) Time *when* adjuncts

b) Time *duration* adjuncts

c) Time *frequency* adjuncts

d) Other time relationships

a) Time *when* adjuncts

Most time *when* can be an answer to a when question:

- When did she come? – Last week.

- While you were abroad.

They are divided into two groups:

[A] Those denoting a point in time

[B] Those denoting a boundary of time, i.e. a point in time from which that time is measured.

Common examples of adverbs of group [A]:

Again (on another occasion), *just* (at this very moment), *late* (at a late moment), *now* (at this time), *nowadays* (at the present time), *presently* (at the present time), *then* (at that time), *today*

- English: I was in Doha last year and am now living in the UAE.

Arabic: كنت في الدوحة السنة الماضية وأنا الآن أعيش في الإمارات العربية.

- We are just finishing our project.
- I got my B.A. degree in 1998.
- I'll visit you when I get back home.

Common examples of adverbs in group [B]:

Afterwards, before, eventually (in the end), formerly, just (a very short time ago), momentarily (in a moment), previously (before), presently (soon), recently (a short time ago), since (after that), soon, then (after that).

- I'll see you soon.
- Prepare your self then go to the interview.
- I'll see you after dinner.
- English: I haven't gone there since Monday.

Arabic: لم أذهب إلى هناك منذ الإثنين.

Notice that *since* denotes a point of time but also implies the point from which that time is measured. Thus, it has a meaning close to *for*. For instance:

- English: I haven't received any letters for the last ten days.

Arabic: لم أتلقَ أي رسائل منذ عشرة أيام.

Most time *when* adjuncts in group A favor final position except *just* which is restricted to mid position (after the first auxiliary verb), for example:

- I've just heard that you won the case.

Nowadays and presently normally occur initially, e.g.

- Nowadays, most girls prefer watching TV to reading stories.

Those in group B usually take initial position or mid position

Ago used after an expression of time, not before it. It is also used with the simple past tense to show how far in the past something happened. (Swan, 1996, p 32)

- I met him two years ago.
- *I met him ago two years.
- *I met him before two years.

Look the ungrammaticality of the latter two sentences.

Most adverbs in Group B are used as correlatives to show temporal sequence and hence they occupy initial or medial positions: (First, then, next, finally).

b) Time *duration* adjuncts

Time duration adjuncts can be divided into two groups:

[A] Those denoting length of time

[B] Those denoting duration from some preceding point of time

Time duration in Group A can be considered as a response to a (*for*) how long question:

It is noticed that these adverbs in group B co-occur with perfect tense. They usually take final position; except for three adverbs which normally take mid position.

For instance:

Momentarily, permanently, temporarily.

- We regret this service is temporarily unavailable.

c) Time frequency adjuncts

Most frequency adjuncts can serve as a response to a "how often" question:

- How often do you visit you parents? - Daily

- Every Friday.

- Whenever I find spare time.

Time frequency adjuncts are usually adverb phrases or noun clauses, and can be divided semantically into two subclasses:

[I] *Definite Frequency*: those naming explicitly the times by which the frequency is measured.

[II] *Indefinite Frequency*: those not naming explicitly the times by which the frequency is measured.

[I] Definite Frequency

[A] Period Frequency

Common adverbs: *hourly, daily, weekly, monthly, annually, per week, per month.*

- English: She can't go to work daily.

Arabic: لا تستطيع الذهاب إلى عملها كل يوم.

[B] Number Frequency

Common adverbs: *again* (for a second time), *once* (one time only), *twice*, *three times*, *five occasions*, etc. For example:

- She again demanded a meeting.

These adverbs can answer the question: *How many times?*

[II] Indefinite frequency

[C] Usual Occurrence

Common adverbs: *commonly*, *generally*, *invariably*, *normally*, *usually*, *as usual*.

For instance:

- I normally never wake up late.

[D] Continuous/Continuing Frequency

Common adverbs: *always*, *constantly*, *continually*, *continuously*, for example:

- She is continually complaining about her job.

[E] High Frequency

Common adverbs: *frequently*, *often*, *regularly*, *repeatedly*, *many times*. For instance:

- The doctor has often advised you not to smoke.

We can add to this group some items that are used as intensifiers:

Much, *a lot*, *a good deal*, *a great deal* (all equivalent to *often* or *very often*).

[F] Low or Zero Frequency

Common adverbs: *infrequently*, *occasionally*, *rarely*, *seldom*, *sometimes*, *never*, *ever* (at any time), *on several occasions*. For example:

- We sometimes go to restaurant.

We can add to this group some items that are used as intensifiers:

A little (very occasionally), little (hardly at any time), less (less frequently), least (least frequently), a bit (occasionally); barely, hardly, scarcely, E.g.

- I don't visit him very much. (very often)

Time *frequency* adjuncts in Groups A and B usually come finally. However, those in Groups C-F are normally positioned at mid position (after the first auxiliary verb or between the subject and the verb).

Phrases consisting of an adverb are normally initial for Group C (e.g. as usual, as a rule, for the most part) and final for Groups D-E (e.g. at all times, many times, now and again).

Another group consists of adjuncts similar to time duration adjuncts in that they express duration up to or before a given or implied time; they are related by assertive /non assertive contrasts:

Assertive forms: already, still, by now

Non-assertive: yet, any more any longer

Negative forms: no more, no longer

- English: She still remembers her village.

Arabic: ما تزال تذكر قريتها.

لا زالت تذكر قريتها.

- English: They have already finished their homework.

Arabic: قد إنتهوا من واجبهم المنزلي.

Notice that (already), in English, is used with the present perfect tense, whereas its equivalent in Arabic is (قدّ) which is used in the simple past tense.

It is worth saying that a number of Arabic verbs denote time duration and action at the same time as in the verbs: (طال، أصبح، أمسى) for example: (Aziz, 1989, p. 202)

- Arabic: أطالَ الجدلَ.

English: He argued for a long time.

Look how the time duration adjunct is covert within the verb itself.

Relative Position of Adjuncts

The basic order in which adverbs will appear when there is a string of adverbs in final order is:

Manner – place – time

(manner) (place) (time)

E.g. He walks enthusiastically to university every morning.

In Arabic, on the other hand, "the order of these adverbial phrases depends on what you want to emphasize. The most important comes last".

(Jiyad, 2005, p. 41)

For example:

- Arabic: جلست في مكنتبي وحيداً طوال اليوم.

English: I sat by myself in my office all day long.

Adverbial Clauses

Definition of Adverbial clauses

"A clause is" a part of a sentence which contains a subject and a verb, usually joined to the rest of the sentence by a conjunction". (Swan, 1996, p. xii)

For example:

Mona said that she was excited.

Therefore, an adverbial clause is a clause that functions as an adverb. This means that it contains subject (explicit or implicit) and predicate and it modifies a verb.

An adverbial clause may modify a verb, an adjective or another adverb located in the main sentence clause by answering When? Where? How? Why? Under what condition? or to what degree an action occurred. Adverbial clauses often begin with a subordinating conjunction. (Eggo, 2006, p. 8).

A simple sentence usually consists of one independent clause which is usually referred to as the main clause or the matrix sentence.

On the other hand, the complex sentence is a sentence that contains more than one clause, independent or main clause and at least one dependent or subordinate clause.

So that a complex sentence is one that one or more of its constituents (S, D, C) is realized by a clause. Consequently, a complex sentence can have a nominal, an adverbial or both of them. For example:

1- We all know that she is friendly. (Nom)

2- She left after she ended speech.

- 3- Although I find Tom courageous (ADV), many classmates think that he is light – headed.

The status of Adverbials

As previously mentioned, the adverbial can be either optional or obligatory. On the other hand, 'adverbial clauses are characterized by the fact that they are optional elements in clause structure. However, there are contexts where they are obligatory'.

It is noticed that the adverbial clauses in the (b) sentences are obligatory:

- 1) a.? The meeting will begin.
b. The meeting will begin when she arrives.
- 2) a.? She looks.
b. She looks as if she is a queen.

Hence the (a) examples in 1 and 2 are not meaningful and, therefore, need adverbial clauses to complete their meanings.

Types of Adverbial Clauses

Adverbial clauses may be realized by finite structure, non-finite clauses i.e. to-infinitives, -ing, -ed participles and bare infinitives and verbless adverbial clauses.

1. Finite Clauses

"Finite clauses are clauses whose verb element is a finite verb phrase, i.e. where the first word of the verb phrase is finite, and (in general) alters its form for past tense". (Leech and Svartvik, 1988, p. 213)

For example:

1. Sami won't come to the party, because he has guests tonight.

Finite adverbial clauses always have a subject and are usually introduced by such subordinating conjunctions: after, before, since, until, when, where, wherever, if, unless, provided (that) as long as, on condition that, if only, though, although, while, whereas, even if, whether ... or, whatever, whoever, as, because, so, so that, in order that. (Muqattash, 1996, p. 135).

Here are some representative examples of finite clauses:

2. a. When you are at Rome, do as the Romans do.
- b. If he gets money, he will travel abroad to study.
- c. They won't help you, unless you go to them.
- d. She doesn't work because she is rich.
- e. However smart she is, he will not love her.

One can notice that the adverbial clauses can occupy initial positions or final positions.

Of the three types, the finite clauses are the most important "because a complete sentence has at least one independent finite clause". (Leech and Svartvik, 1988, p. 213)

2. Non – Finite Clauses

Unlike finite clauses, the non-finite clauses are those whose verb element is a non-finite verb phrase, i.e. consists of non-finite elements such as:

- a- an –ing participle
- b- an –ed participle
- c- an infinitive

Non-finite clauses can be realized with a subject.

a) The -ING Participle Clause

The -ing participle clauses that function as ADV are mainly subjectless. Moreover they have corresponding finite clauses. Examine these sentences:

4. a. He fell down has corresponding finite clauses. Compare these sentences:

4. a. He fell down while he was climbing a tree.

b. He fell down while climbing a tree.

In this case, the non-finite -ing clauses in (b) is derived from the finite clause in (a) since the subject of the clause (he) and the auxiliary be are deleted. This process of transformation is called S-AUX Deletion.

This deletion of the subject can take place only because it is coreferential with the subject of the matrix sentence.

Sometimes, the -ing clause can be derived from the finite clause through the following transformations:

- 1- S-Deletion (since it is coreferential with the subject of the main clause)
- 2- V-Participillizatoin (i.e. be becomes being) as instanced in the following examples:

5. a. As Mona was the co-coordinator, she made very good progress.

b. Being the co-coordinator, Mona made very good progress.

As shown above, the tense of the main clause in sentence (a) is simple past, whereas sentence (b) does use the verb (be) in the progressive aspect this is because the verb (b) is stative.

Here are more examples of these two transformations:

1. a. As they didn't prepare well, they failed to agree on primary issues in the meeting.
- b. Not preparing well, they failed to agree on primary issues in the meeting.
2. a. As he discovered the whole story, he put an end to his relations with her.
- b. Discovering the whole story, he put an end to his relations with her.

In most cases, the –ing participial clauses contain no expressed subject. However, there are cases where an expressed subject appears. In fact, the subject of the adverbial clause cannot be omitted if it is a) definite and b) not coreferential with another noun in the matrix sentence. (Muqattash, 1996, p. 137)

The following examples are representatives:

3. a. As the doctor was absent, the surgery was delayed.
- b. The doctor being absent, the surgery was delayed.

The –ing clause in (8.b) is derived from the finite clause in (8.a) through v-Participialization. But notice how (8.c) is ungrammatical since the subject was deleted.

* Being absent, the surgery was delayed.

Additionally, notice that –ing clauses may or may not have subordination conjunctions. For example, the –ing clause in (4.a) above has a subordinator (i.e. while), whereas the others in (5), (6), (7) and (8) do not have such.

b) Infinitival Clauses

The Infinitival clauses, like –ing participial clauses, can function the adverbial in many contexts. In most cases, Infinitival clauses are subjectless (9.a and b), whereas in other cases they have subjects (10.a and b). Notice the following examples:

4. a. She learnt English to get a better job.
- b. To write well, one should study grammar well.
5. a. They took up arms (in order) for the people to live in dignity.
- b. For your witness to be accepted, you should take the oath.

From the above example, one can notice that Infinitival clauses which function as adverbials may not be introduced by subordinators.

Moreover, the subject of the Infinitival clause, if it is overt, should be preceded by the preposition "for". (Leech and Svartvik, 1988, p. 214) As shown in (10.a and b).

It is important to notice that most Infinitival clauses functioning as adverbials can be replaced by finite clauses, for example:

6. a. To be honest, I do respect him.
- b. If I may be honest, I do respect him.
7. a. To begin with, let's put all papers on the table.
- b. If I may begin with, let's put all papers on the table.
8. a. We learn foreign cultures to be in a better position.
- b. We learn foreign cultures so that we may/might be in a better position.

When transforming a finite clause into a non-finite one, the following transformations should take place:

1. Subject Deletion (S – Deletion): the subject of the adverbial clauses is deleted when it is coreferential with another noun in the matrix clause as instanced in (11), (12) and (13) above.

2. V – Infinitivalization: in which an infinitive phrase replaces the VP by placing the infinitive marker "to" in front of the VP, and deleting (modals) which cannot appear in a non-finite VP.

c) –ED Participle Clauses

The –ed participle clauses functioning as adverbial are always derived from passive finite clauses. For example:

9. a. Beaten up hard, the prisoner died before reaching hospital.
 b. As/ Because he was beaten up hard, the prisoner died before reaching hospital,

As shown in examples (9.a and b) above, the finite clause in (9.b) is transformed into the –ed participial clause through what is called S + AUX Deletion. This style is most commonly used in English. (Muqattash, 1996, p. 140).

The –ed clauses may be realized with or without a subject.

A) Without a Subject:

9. a. Cheered by the audience, he left the podium.
 b. Reinforced by the collage, she was awarded a scholarship.
 c. This machine, if kept out of dust, can last for years and years.
 d. When looked at from a personal point of view, this is a miracle.
 e. She raised eye brows, as if she was shocked by their appearance.

As shown in the examples above, -ed clauses often take initial position, however, they can also be found in mid-position or final-position. In most cases, -ed

clauses do not take a subordinator, whereas, in some texts, a subordinator can precede an –ed clause.

B) With a Subject:

10. a. The game finished, we left the club soon.

b. His mission completed, he came home and retired.

The –ed clauses in (10.a and b) can be transformed into finite clauses without changing the position of clauses. For example:

11. a. As his mission was completed, he came home and retired.

3. Verbless Clauses

Verbless clauses are clauses which do not contain verbs or subjects. They are considered clauses because they behave as finite and non-finite clauses. It is usually assumed that a form of the verb Be is deleted. For example: (Leech & Svartvik, 1988, p. 214)

12. a. His hand on the Holy Book, he took oath.

b. As his hand on the Holy Book, he took oath.

One can notice that the verbless clause in (12.a) is transformed from the finite clause in (12.b). This shift is done through V-Deletion. Like non-finite clauses, the verbless clauses can be realized with or without a subject.

A) Subjectless Verb Clauses

13. a. When in Rome, do as the Romans do.

b. If in doubt, go and check it up in your dictionary.

c. Full of hope in his future, he entered the armed forces.

For example, the verbless clause in (13.a) above can be transformed into a finite clause:

When you are in Rome, do as the Romans do.

One can notice that the deleted subjects in the verbless clauses above are coreferential with the subject of the matrix sentence (main clauses).

B) Verbless Clauses with subject

14. a. His clothes torn and dirty, he broke into the hall and began shouting.

The verbless clause in (14.a) can be transformed into a finite clause through retaining the deleted elements:

14. b. As his clothes were torn and dirty, he broke into the hall and began shouting.

The syntax of Adverbial Clauses

An adverbial clause can modify a verb phrase or a whole sentence. Like adverbial, adverbial clauses are categorized into three main groups depending on their syntactic roles within the main clause or matrix sentence. These three main categories are:

- 1) Adjuncts
- 2) Disjuncts
- 3) Conjuncts

According to Quirk and Greenbaum, adverbial clauses function mainly as adjuncts or disjuncts; they may have the subordinators, so these are not a distinguishing factor, and both may be in initial or final position. The main difference is that disjuncts are peripheral to the main clause.

Adjuncts are either predication (obligatory) or sentence adjuncts (optional).

Sentence adjuncts are either obligatory or optional and are usually in the final position.

Obligatory (predication) adjuncts usually complement the verb such as:

15. a. He spent a lot of money and behaved as if he had a fortune.

On the other hand, the following example has an optional adjunct:

15. b. Come lunch hour on that day and the meal is eaten as if there is a famine.

Sentence adjuncts clauses are always optional because they don't depend on the verb, and they may come in initial or final position. For example:

When you take that decision, you should know that I will withdraw.

Adjuncts

An adjunct is a closely integrated part in the sentence structure or it is an integral part of the matrix sentence within which it occurs. Adjunct clauses can be realized by finite structures, non-finite-structures or verbless structures.

a) Finite clauses

16. a. If you study hard, you will pass the exam.

b. I'll talk to you when we meet.

c. She phoned because she wanted to invite you.

b) Non-Finite Clauses:

-ING Clauses

17. a. He fell down while climbing the tree.

b. Being in an executive position, he is held responsible for that corruption.

c. Trying to flee from the police station, the criminal injured himself badly.

-INF Clauses

18. a. He was born to kill.

b. She worked day and night to support her family.

c. You have to be a physician to read this medical prescription.

-ED Clauses

19. a. Wounded badly, the driver died before reaching hospital.

b. Besieged and bombarded, the people fled their village.

c) Verbless Clauses

20. a. When in doubt, consult a dictionary.

b. Full of confidence in his future, he joined the armed forces.

Adjuncts adverbial clauses can always be identified by asking and answering by one of the six questions: How? Why? Where? When? Under what conditions? To what degree?

For example, the adverbial clauses in (16) above answer the following questions:

21. a. Under what condition will you pass the exam?

b. When will I talk to you?

c. Why did she phone?

The Semantic Functions of Adverbial Clauses

Adverbial clauses like adverbials in general can be distinguished on a semantic basis. Adverbial clauses can operate as adjuncts or Disjuncts. In this part, discussion will be limited to the semantic role of adjuncts which is the focus of this research.

According to Quirk et al. (1983) the main semantic functions of adverbial clauses are: *time, place, condition, concession, reason or cause, circumstance, purpose, result, manner* and *comparison* and clauses of *proportion* and *preference*.

Adverbial clauses are able to occur in an initial, medial or final position and can be realized by finite clauses, non-finite clauses (i.e. to-infinitive, -ing, -ed) or by Verbless clauses.

1- Clauses of time

Finite adverbial causes of time are introduced by such subordinators as *after, before, since, until, when*, for example:

- English: When we last met, I was living in Jenin.

Arabic: كنت أسكن في جنين عندما التقينا آخر مرة.

The -ing clause may be introduced by *after, before, since, until, when(ever)*, and *while*: for instance

- English: He graduated from university while working as a newsboy.

Arabic: تخرج من الجامعة بينما كان يعمل بائعاً للجرائد.

The -ed clauses maybe introduced by *once, until, when(ever)*, and *while* as in:

- English: Once approved, the decision will have a political deterioration.

Arabic: سيكون للقرار تداعيات سياسية متى تم المصادقة عليه.

And Verbless clauses can be introduced by *as soon as*, *once*, *when(ever)*, and *while*:

- English: When in trouble, we should go to aged people.

Arabic: في المعضلات نذهب إلى كبار السن.

Notice that temporal clauses in English are common in initial position while they favor final position in Arabic.

2- Clauses of place

Adverbial clauses of place are introduced by *where* or *wherever*:

- English: Where the massacre took place, there is now a big forest.

Arabic: هناك الآن غابة كبيرة حيث وقعت المجزرة.

3- Clauses of condition and concession

The adjuncts of condition are usually realized by as subordinate clauses in which it states the dependence of one circumstance on another:

- English: If you treat others kindly, then they will respect you.

Arabic: سيحترمك الآخرون إذا عاملتهم بلطف.

Concessive clauses usually denote a contrast between two circumstances; i.e. the main clause is surprising in light of the dependent one. They are introduced by (*even*) *though* or its more formal variant *although*, *while*, *whereas*, *even if*. For example:

- English: Although he hadn't slept for days, he was active.

Arabic: على أنه لم ينام لعدة أيام، إلا أنه كان نشيطاً.

- English: Even if you are busy, you should go.

Arabic: ينبغي أن تذهب وإن كنت مشغولاً.

Notice that Arabic uses (إن) or (لو) whereas English uses (even) though or even if.

4- Clause of reason or cause

Clauses of reason or cause are commonly introduced by the conjunctions because, as, or since:

- English: As he was tired, he couldn't go out.

Arabic: لم يستطع الخروج لأنه كان متعباً.

More often Arabic connects the clauses using the causative (fa):

Arabic: كان متعباً فلم يستطع الخروج.

- English: Because his leg was bad, he walked slowly.

Arabic: أبطأ (سار ببطئ) لأن رجليه كانت مصابة.

Non-finite and Verbless clauses can be used for cause, but without conjunction:

- English: Being a laborer, he didn't understand most of the candidate's speech.

Arabic: لم يفهم أغلب خطاب المرشح لأنه كادح.

5- Clauses of circumstance

Clauses of circumstance express a fulfilled condition or a relation between a premise (in the subordinate clause) and the conclusion drawn from it (in the main clause). Because, since, and as convey this meaning in addition to the special circumstantial compound conjunction, seeing (that): (because of the fact that)

- English: Seeing that she has been sick all week, she is unlikely to visit us.

Arabic: من غير المرجح أن تأتي لزيارتنا نظراً لأنها كانت مريضة طوال الأسبوع.

6- Clauses of purpose

Clauses of purpose are adjuncts, usually infinitival, introduced by (*in order*) (*for N*)

to, so as to:

- English: They went to bed early to get up early.
- English: All countries must abide by the international law so that peace would prevail.

Arabic: على جميع الدول أن تلتزم بالقانون الدولي كي يسود السلام.

- English: They left the house open in order for me to enter.

Arabic: تركوا البيت مفتوحاً لي كي أدخل.

In the purpose clause, which has "putative" meaning, the modal auxiliaries *should* and *may* (past tense might) are used.

7- Clauses of result

Result clauses (Disjuncts, placed finally in superordinate clauses) are factual rather than 'putative'; hence they may contain an ordinary verb form, without a modal auxiliary. They are introduced by *so that*, informally *so*:

- English: She got high scores in the interview, so that she won the job.

Arabic: حصلت على درجات عالية في المقابلة ففازت بالوظيفة.

8- Clauses of manner and comparison

These clauses are usually introduced by (*exactly*) *as*, (*just*) *as*:

- English: Please do it (exactly) as I told you (in the way that ...)

The adverbial clauses of comparison are introduced by *as if*, *as though* which correspond (كأن) in Arabic:

- English: The man looks as if (as though) he is sick.

Arabic: يبدو الرجل وكأنه مريض.

Notice that *as if* and *as though* when used with simple present tense this means (that he may be sick); something real. Whereas if they are followed by simple past tense, then the adverbial clauses of comparison denote unreal past, for instance:

- English: He behaves as if he was (were) a rich.

Arabic: يتصرف وكأنه ثري.

We notice that using the past tense after *as if* and *as though* distinguishes between what is possible and impossible.

9- Clauses of proportion and preference

Proportional clauses denote a 'proportionality' or equivalence or degree between two circumstances and are either introduced by *as* (with or without a formal correlative *so*) or by fronted correlative *the ... the* plus comparatives:

- English: The harder he worked, the happier he felt.

Arabic: كلما عملوا بجد أكثر زاد شعورهم بالسعادة.

Clauses of preference are introduced by *rather than*, *sooner than*, with a bare infinitive structure; but *rather* is less restricted:

- English: *Rather than go by train, we would take a taxi.*

Description of Adverbs in Arabic

Following (Wright, 1974, pp. 282-290), there are three basic types of adverbs in Arabic. The first class consists of *particles* (partly inseparable, partly separable). Second, *indeclinable nouns* ending in u. The third class of nouns is in the *accusative*.

Particles

The inseparable adverbial particles are:

- اَ , interrogative, the particle of questioning. The form اَ occurs dialectically , for example in

Arabic: اَذا الذي هذا الذي

Eng. Is this he who...?

When اَ is followed by another *alif* with *hamza*, an اَ is inserted between the *hamzas* as اَانتَ , also written اَانتَ

- سَ , it is an abbreviation of سَوفَ , and is prefixed to the Imperfect of the verb to express real futurity, as

Arabic: سَيَكْفِيكَهُمُ اللهُ

Eng. God will suffice thee against them.

- لَ , affirmative, certainly, surely. This may be:

a) the "la" that corresponds to, or is the complement of, an oath, لام جواب القسم , as
as

Arabic: والله لأفعلن

Eng. By God, I will certainly do (it).

b) the "la" that soothes the way for the oath, اللام الموطئة للقسم , as

Arabic: والله لئن أكرمتني لأكرمك

Eng. By God, if indeed you show me honor, I will certainly show you honor.

c) the affirmative "la" , لام التوكيد , as

Arabic: لأنتم أشد رهبة في صدورهم من الله

Eng. Verily you are more feared in their breasts than God.

The most common separable adverbial particles are the following:

- أجل , yes, certainly, of course; confirming a previous statement, as in: Ali has left, أجل yes (he has).

- إذ and إذا in the sense of suddenly, lo! See! Behold! إذ is used after بينا and بينما , while, and is followed by a verb stating a fact, as

Arabic: فبينما العسر إذ دارت مياسير

Eng. For while (there has been) adversity, lo, prosperity has come round.

Arabic: بينما أحمد يدرس إذ دخل أخوه

Eng. While Ahmed was studying, suddenly his brother came in.

- إذا is called إذا الفجائية this is to say "itha" indicating something unexpected, is followed only by nominal proposition, and refers to the same time as the preceding statement; as

Arabic: خرجت فإذا زيدٌ بالباب .

English: . I went out, and lo, Zeid was at the door.

- إذن or إذأ , well then, in that case, therefore, as

Arabic: إذن فهو سعيد .

English: In that case he is happy.

- إِنَّ certainly, surely, truly; literally lo! See!, It is joined to the accusative of a following noun, as

Arabic: إِنَّ اللَّهَ لَكَبِيرٌ.

English: Certainly/ Verily, God is great.

- إِئِمَّا restrictive, only, but once, as

Arabic: إِئِمَّا تَأْتِي الْفُرْصَةُ مَرَّةً وَاحِدَةً.

Eng. A chance comes (but)/ only once.

- بَلَّ rather, not so, on the contrary, but, as

Arabic: بَلَّ إِنَّهُ حَلِيفٌ.

Eng. On the contrary, he is an ally.

- بَلَى is used to an affirmative answer to a negative question; as

Arabic: أَلَسْتُ بِرَبِّكُمْ قَالُوا بَلَى.

Eng. Am I not your Lord? They said, Yes, (Thou art)

- فُؤُ with the perfect already, really. It expresses that something uncertain has really taken place, that something expected has been realized, that something has happened in agreement with, or in opposition to, certain circumstances, as

Arabic: كُنْتُ أَرْجُو مَجِيئَهُ فَقَدْ جَاءَ.

Eng. I was hoping that he would come, and he has really/ already come.

With the Imperfect it means , perhaps sometimes, as

Arabic: إِنَّ الْكُذُوبَ قَدْ يَصْدُقُ.

Eng. The (habitual) liar sometimes speaks the truth.

In this case, it is said to indicate rarity.

- **قَط** never, ever; always with Perfect or Jussive and a negative, as

Arabic: ما رأيتَه قط .

Eng. I have never seen him.

- **كلا** not at all, by no means; the particle of repelling **حرف الردع** ; as

Arabic: ربي أهانني كلا

Eng. My Lord has humbled or despised me; by no means.

- **هكذا** thus; meaning as a result of something just mentioned, as

Arabic: وهكذا كسبنا الحرب .

Eng. Thus, we won the war.

- **هنا** and **هناك** : demonstratives here and there; as

Arabic: سنبقى هنا .

Eng. We will stay here.

Indeclinable nouns

The same substantives of which the accusatives serve as prepositions, can in general be used as adverbs in which they take the termination *u* , and are indeclinable.

The most common indeclinable adverbs are:

- **بَعْدُ** [yet, mostly in negative phrases; **بَعْدُ**], as

Arabic: لم أقرّر بعدُ .

Eng. I have not decided yet.

- من قَبْلُ , before; as

Arabic: لم أفعل هذا من قبل.

Eng. I had never done this before.

- حسبُ enough; as

Arabic: حسبك هذا.

Eng. That is enough.

The accusative

The accusative is the adverbial case in Arabic. A few of the most common examples representing this case are:

- أبداً never; referring to present or future time;

Arabic: لن نخون وطننا أبداً.

Eng. We will never betray our homeland.

- البتة decidedly; usually with a negative, as

Arabic: لا أفعله البتة.

Eng. I will not do it, decidedly.

- جميعاً together; indicating two or more, as

Arabic: عادوا إلى اللعب جميعاً.

Eng. They returned to play together.

- إلى اليمين to the right, إلى الشمال to the left;

Arabic: اذهب يميناً

Eng. Go to the right.

- ليلاً by night, نهاراً by day; as

Arabic: وصلنا ليلاً.

Eng. We arrived by night.

- بيتَ بيتَ (literally house to house) meaning next door. The rule is that when two nouns are made one, they lose their *tanween* and become indeclinable, ending in *fetha* as صباحَ مساءً

Arabic: هو جاري بيتَ بيتَ.

Eng. He is my next- door neighbor.

- ليتَ would that...! And لعلَّ or علَّ , perhaps, seem to be, not nouns in the accusative, but verbs. They are construed with the accusative, and take pronominal suffixes; as

Arabic: ليتني

Eng. Would that I ...! And

Arabic: لعلي

Eng. Perhaps I ...

Moreover, there are other types of adverbials. The most common of these are:

a) The Absolute Object- *maf'uul muTlaq*

According to the Arabic grammar, the *absolute object* is defined semantically and syntactically as: "An accusative noun phrase (NP) that takes the form of its *masdar* (participle) or its substitute (what can function as a verb). It is used to emphasize the action of its governor (its verb), its kind or number". (Alrajhi, 1988, p. 227)

Thus, an absolute object also called (cognate accusative) or (*maf*uul muTlaq*) in Arabic is a construction where the verb is followed by its own verbal noun, as

- Arabic: أحببته حباً كبيراً

*(I) loved him a great love

Eng. I loved him a lot.

The absolute object (AO) is always assigned accusative case and therefore carries the suffix (-an) in the indefinite form. It usually functions as a modifier of the verb; a function which is normally termed "adverbial".

The AO may consist of a verbal noun alone or may occur with an adjective, a demonstrative pronoun, a genitive or a subordinate clause. In some cases, the verbal noun itself is deleted, leaving an adjective alone as an absolute object. For example,

- Arabic: Darabtu-hu Darban

*(I) hit him hit

Eng. I hit him hard.

First let us take an example to elaborate on in English and Arabic:

- Arabic: Darabtu-hu Darban Shadiidan

*(I) hit him a hard hit

Eng. I hit him very hard.

The example above demonstrates that the verb (Darabtu) is the governor, whereas the underlined phrases (Darban & very hard) are the absolute object in Arabic and its equivalent English translation. It is worth saying that the absolute object in Arabic takes the form of an adverbial phrase (very+ hard) in English which can be

rendered as an adverbial phrase of manner. Thus, students should be aware of this; especially when they translate these structures from Arabic into English and vice versa.

- Arabic: Darabtu-hu Shadiidan

*(I) hit him a hard hit

Eng: I hit him hard.

- Arabic: yaZiid-u Hajm-u l-istithmar fil bilad ziyaadatan kabiiratan

*increases amount the investment in the country increases big

Eng. The amount of investment is increasing in the country considerably.

- Arabic: aHtarem-u walidayya kull al-iHtiram

*respect (I) parents-my all the respect

Eng. I respect my parents very much.

- Arabic: istaqbalat-na ummi aHsan istiqbaal

*received-us mother-my best reception

Eng. My mother received us with the warmest welcome. Or

My mother received us perfectly well.

Arabic: ba*da an ya*mal yanaamu *amiiqan

*after to work (he) sleeps deep

Eng. After working, he sleeps deeply.

It is concluded that an absolute object in Arabic is translated into an adverbial phrase of manner in English.

b) Circumstantial Adverbial: The *Haal*-Construction or Condition

The Arabic *Haal*-construction also called (Circumstantial accusative or accusative of state of condition) expresses a temporary circumstance of the noun to which it refers (Cantarino, II, p.186) cited in Nielsen & Hansen (2001). For example,

- Arabic: kharaja min al manzil-i mubtasiman

*(he) came out from the house smile

Eng. He came out of the house smiling. Or

- Arabic: shahadtuu-hu wa famii-hi maftuuH

*(I) saw-him and mouth-his open

Eng. I saw him his mouth open.

Hence, this construction always refers to the subject of the sentence. However, it can refer to objects, objects of prepositions and occasionally to a whole sentence. This construction usually answers the question of (how) or (*kayfa* in Arabic).

The *Haal* abbreviated to (*Ah*) is always assigned accusative case, which is the case used for objects in Arabic and usually ends with the suffix –an in the indefinite form. "According to the traditional Western grammar, however, it has an adverbial meaning, so in order to catch the western notion of adverbial as well as the Arabic notion of object, we have labeled the term "Adverbial: *Haal*". Nielsen & Hansen (2001).

Thus, the *Haal* describes the status or the circumstances at the time when an action happens. It can usually be an active participle, a verbal noun (both grammatically undefined) or a full clause introduced by *wa* (and). For instance,

- Arabic: dakhala al-rajulu baitahu Haamil-an Haqibatahu

*entered the man house-his carrying briefcase-his

Eng. The man entered his house carrying his briefcase.

The underlined verb (dakhala) is the governor and the underlined phrases (Haamilan & carrying) are the circumstantial adverbials in Arabic and its equivalent in English.

- Arabic: dakhala al-rajulu baita-hu wa fii yaddi-hi Haqibatahu

*the man entered his house and in his hand his briefcase

Eng. The man entered his house with his briefcase in his hand.

- Arabic: dakhala al-rajulu baitahu wa huwwa yaHilu Haqibatahu

*the man entered his house and he carries his books, meaning:

Eng. The man entered his house carrying his books.

- Arabic: ja*a muhaddidan

*(he) came threaten

Eng. He came threatening.

- Arabic: ra*a baitahu maftuuhan

*(he) saw house-his open

Eng. He saw his house open.

- Arabic: Raj*a faja*atan

*(he) came suddenly

Eng. He came back suddenly.

We conclude that the Haal-construction in Arabic is translated into an active participle (gerundive structure), adjective or a full clause introduced by (and). The students should be aware of these facts when translating this structure.

c) Adverbial of purpose- *maf*uul lahu*

An adverbial of purpose (Ap) explains the purpose of the action of the main verb. It is also called (accusative of reason or object of result or *maf*uul lahu* in Arabic). It always shows the reason or why the verbal action takes place. It usually comes as an answer to the question (why) or (*limaadha* in Arabic).

Grammarians define the adverbial of purpose as the following:

"It is an accusative NP masdar form (participle form) used to explain the reason of its governor (usually the verb), though there are other forms; and it should associate with it the same time and subject (*faa*il*)". (Alrajhi, 1988, p. 236)

The *maf*uul lahu*, like objects in Arabic, is in the accusative case, so that they always end in the suffix *-an*. It always functions as a modifier of the verb, which is characterized by English grammar as (adverbial).

The object of purpose is usually a verbal noun followed by a prepositional phrase, for example:

- Arabic: *haraba khaufan*

*(he) ran fear

Eng. He ran away (out of) fear.

- Arabic: *Haraba khaufan min al-maut*

*(he) ran fear from the death

Eng. He ran away (*out of*) *fear of death*. Or:

He ran away (*for*) *fear of death*.

- Arabic: *saafara 'ilaa faransa Talaban l-il-*ilm hunak*

*(he) travelled to France liking in learning there

Eng. He travelled to France wanting to learn there.

The governor of the object of result may include the following:

a) a verb, for instance:

- Arabic: dhahab-tu iHtiraam-an li-akhii

*(I) went respect to brother-my

Eng. I went in respect of my brother.

The governor is the verb (dhahabtu). We notice that the object of the result in Arabic (iHtiraaman) takes the form of prepositional phrase in the English translation, i.e. (in respect of).

b) The masdar (participle form)

- Arabic: hiiya muHtaarama-tun ikraaman li *ummiha

*she is respected for the sake of mother-her

Eng. She is respected for the sake of her mother.

The underlined NP (muHtaarama-tun) is the governor and the underlined NP (ikraam-an) and the prepositional phrase (for the sake of) are the object result in both Arabic and English respectively.

It is conclude that the accusative object of result in Arabic can be translated into a PP in English. This point should be taken in consideration when translating this structure from Arabic into English and vice versa.

d) Adverbial of specification- *tamyiz*

Syntactically and semantically, the adverbial of specification is defined as "an accusative NP (in the indefinite form) used to clarify an ambiguous word of its governor which is usually the verb or to clarify ambiguity included in a sentence which is called specification of sentence". (Alrajhi, 1988, p. 272)

An adverbial of specification mostly consists of a noun in the accusative case, which carries the suffix –an in the end of the indefinite form and sometimes it is a noun followed by preposition group. The adverbial of specification specifies the action of the verb expressed by the sentence.

Unlike the absolute object or maf'uul mutlaq and most other adverbials of specific Arabic constructions, the adverbial of specification is not necessarily derived from a verb, for example:

- Arabic: filisTiin bilaad muhimma *istratiijiyan*

*Palestine country important strategically

Eng. Palestine is a strategically important country.

- Arabic: ja'a ishruuna *rajulan*
- Arabic: al-sa*uudiyya 'akthar '*intaajan l-il-bitruul* min al -kuwait
- Arabic: 'anaa 'aqall min-ka tajribatan

An important distinction of the adverbial of specification is that nouns associated with numerals in this case are considered adverbials of specification. Thus, a noun specifies a number in a sentence, for instance:

- Arabic: HaDara ishruuna *Taliban* faqaT

*showed up twenty students only

Eng. Only twenty students showed up.

Like nouns specifying numerals, adverbial of specification may specify weights and measures like *raTl* (a pint), *jubb* (a pot) etc. (Nielsen & Hansen: 2001)

The adverbial of specification also includes the accusative after the interrogation *kam* in Arabic (how many, how much in English), for instance:

- Arabic: *kam kitaaban qara*t?*

*how many books you read

Eng. How many books did you read?

This case clearly shows how Arabic and English are asymmetrical in terms of adverbs and adverbial constructions.

e) The Locative and Temporal Object: (Adverbs of Place and Time) al maf*uul fihi

The locative object is the adverb of place and the temporal object is adverb of time. In Arabic, they are called objects since they receive accusative case from their governor (verb) in the sentence.

The *maf*uul fihi* normally expresses the time or the place or both in which an action is taking place in the sentence. For example:

- Arabic: *sawfa azuuruhu ghadan*

*Will-I visit-him tomorrow

Eng. I will visit him tomorrow.

- Arabic: *mataa qaabalta ahmed*

*when met-you Ahmed?

Eng. When did you meet Ahmed?

- Arabic: lam yedhhab ali ilaa akhiihi

*did not go ali to brother-his

Eng. Ali did not go to his brother.

This type of objects is characterized by the fact that these objects are in the accusative case, they express time and place and their governor is mainly the verb. For instance:

- Arabic: yasilu akhii ghadan

*arrive brother-my tomorrow

Eng. My brother arrives tomorrow.

In the Arabic sentence the underlined verb (yasilu) is the governor and (ghadan) is the temporal object (adverb of time). Other governors may take the form of:

a) The participle (al masdar), as in:

- Arabic: al siibahatu naharan mu*ziyatun

*the swim day harmful

Eng. Swimming at night is harmful.

As shown the example above, the English language should use a gerund when translating this structure from Arabic into English.

b) The active participle (ismu l-faa*il)

- Arabic: ali musaafiirun ghadan

*Ali traveling tomorrow

English: Ali is traveling tomorrow.

In this case, the underlined verb (musaaafirun) is the governor and the underlined phrases are the adverbs of time.

c) The participle (ismu l-maf*uul)

- Arabic: al Hadiiqat-u maftuuhat-un masaa*an

*the garden opened evening

Eng. The garden is opened in the evening.

The underlined NP (maftuuhat-un) is the governor, and the underlined prepositional phrase (in the evening) is the adverb of time.

The adverb of time also performs the function of exaggeration (Siighatu l-mubalagha), for instance:

- Arabic: alkariim-u kariim-un Tawaala Hayaati-hi

*the generous generous all life-his

Eng. The generous is generous all his life.

The NP (alkariim) is the governor whereas the underlined (Tawaal) and what meets it in English (all) are the adverbs of time.

To conclude with, structures containing objects (adverbs of time and place) are usually translated into equivalent adverbial clauses in English. In Arabic, these adverbs are assigned accusative case therefore Arab students should be aware of this when they translate from English into Arabic. Furthermore, the governor of these structures in Arabic is mainly the verb, the gerund (active participle) or (almasdar) the participle in Arabic.

Summary

Adverbs are used less commonly in Arabic than in English and, except for adverbs of time, they do not have a fixed pattern. Adverbs of manner are often expressed in a phrase: quickly is expressed "with speed", and dangerously as "in a dangerous way." There is frequent confusion between the adjective and adverb forms in English, and the adjective form is usually overused e.g. He drives very dangerous.

Review of Literature

To the researcher's best knowledge, few studies have been carried out on adverbs in Arabic and English. These studies touched this topic partially and generally. This section surveys such studies thoroughly in an attempt to avoid shortages and build upon what they have reached when describing and analyzing adverbial constructions in English and Standard Arabic (SA).

In this section, the researcher focuses on two kinds of studies: 1) studies related to contrastive analysis, and 2) studies related to error analysis.

Contrastive Analysis Studies

1. Al- Dilaimy (2006) conducted a contrastive study of English and Standard Arabic on reference as a universal semantic phenomenon that holds between an expression and its reference. The researcher discussed, compared and analyzed the relationships of the interacting factors of semantics and syntax in the use of various referring expressions. The researcher used two main principles as a basis for the discussion. In the first principal, he notes that a successful identification is mainly realized by definite reference, and that indefinite reference has the ability to identify items but at a lower power. The second one is that both definite and indefinite categories of reference and their subtypes have varying degrees of identifying power.

The study aimed at describing the nature of reference in English and Arabic as a semantic concept and tried to find out any definite or indefinite differences that are realized in both languages. In an attempt to investigate the study semantically and syntactically, the study was divided into two main parts; a theoretical part and an empirical part. The theoretical part used a survey of the notion of reference in the literature of semantic and linguistic studies. It also provided a detailed description and analysis of the definite and indefinite referring expressions in each language separately. The second part was a contrastive analysis conducted to manipulate the different views and findings of prominent scholars in both languages. Compared to Arabic, the results showed that Arabic tends to use the definite article more frequently than English to express both generic and specific reference. Whereas, English tends to employ pronouns, pro-forms, deletion of some noun phrases, and the use of one- anaphoric expression when there is a second mention of a referent. In Arabic, on the other hand, a referent is adequately identified when it is repeated in a written or spoken discourse or more information is provided by noun modifiers for its description. Moreover, generic reference in English is expressed by the use of both definite and indefinite expressions, whereas in Arabic the definite referring expressions are basically employed in this respect.

2. Almaghary (2005) referred briefly to variety of points such as clarification of the notion of translation, semantic obstacles, structure, word for word translation, the use of scientific expression, dealing with literary language, the difficulty of subtitling, and the problem of syntax. He tackled the subject of verb complement adjuncts and adverbial prepositional phrases briefly without conducting a comparative or descriptive study or referring to pedagogical implications or difficulties learners may face in learning such

constructions. He concluded that translators should understand both semantics and syntax because they are the basics for a better translation.

3. Al-Hassnawi, Ali (2004) tackled the aspects of scientific translation between English and Arabic. He shed light on the problems that may encounter translators in English-Arabic scientific translation and also tried to establish certain possible factors that may lead to a theory of scientific translation. The author compared and identified certain differences that exist between scientific texts and literary ones. He also compared and identified briefly and descriptively English and Arabic. However, he touched adverbs constructions in English and Arabic very briefly in an attempt to provide guidance for translating English scientific texts into Arabic. The author also proposed a model for English- Arabic scientific translation in an attempt for further extensive study.

4. Mukattash, L., et al. (2000) In their book "Freshman English Course (For Arab Students)", the authors theoretically referred to some common mistakes Arab students often make when they use English. They reviewed, among other types of mistakes, coordination, adverbs, such as (and, then, but) and adverbial clauses. They give types of these mistakes and along with their correct forms in English in order for students to avoid these mistakes in speaking and writing. However, they did not address adverbs formally and briefly touched these mistakes without carrying out a deep study that could identify, analyze, and classify the problems Arab learners encounter in learning such constructions and their source of difficulty.

5. Khalil (1999) In his book A Contrastive Grammar of English and Arabic, the writer refers briefly to adverbs and adverbial constructions which function like adverbs (prepositional phrase, circumstantial accusative/ Hall, cognate accusative/ absolute object, place and time adverbials/ al-mafuul fiih, object of accompaniment/ al-mafuul ma'ahu, object of purpose/ , and specification) in Arabic syntactically and semantically.

He tackled the subject comparatively and descriptively without conducting an empirical study or referring to pedagogical implications or difficulties learners may face in learning such constructions.

6. Al-Khuli (1997) In his book *Comparative Linguistics: English and Arabic*, the writer conducts a comparative study on adverbs in Arabic and English. Therefore, he refers syntactically very briefly to adverbs theoretically and comparatively.

7. Kharma and Hajjaj (1989) in their book "Errors in English among Arabic Speakers: Analysis and Remedy", the authors conducted a contrastive analysis study on Arabic and English phonetically, semantically, morphologically and syntactically. They also took and analyzed actual students' corpora as a basis for investigation and provided practical teaching suggestions to overcome language learning difficulties.

However, they touched adverbs very briefly and predicted errors Arab learners' may face within learning adverb and adverbial constructions without conducting a thorough case study that could precisely locate the problems Arab learners encounter in learning such constructions and their causes.

8. Homeidi (1997) In his paper, the author discussed two main points. First, he launched a syntactic analysis of some of the verb complements in Arabic in the Government and Biding framework very briefly and only descriptively. These include the following items: the Object, the Absolute Object, the Causative Object (maf*uul lahu), the Comitative Object (maf*uul ma*ahu), the Locative Object (adverb of place), and the Temporal Object (adverb of time). Second, he touched very briefly how these structures might be translated from Arabic into English and whether they keep their syntactic categories as in Arabic or they should undergo some syntactic changes in form but with the same meaning. The author did not mention Circumstantial Adverbial (Hall) or

Adverbial of Specification (tamyyiz). According to Homeidi, with the exception of the direct object, other objects in Arabic including the absolute object, the causative object and the comitative object should be translated as adverbial phrases.

9. Kamel (2004) conducted a linguistic study in search for a methodology for the translation of English nominal compounds into Arabic. The reason for investigating such phenomena is both linguistic and pedagogic. The author argued that Arabic has no such completely- packaged constructions and that Arabic learners find it difficult to cope with these constructions in English due to their semantic compactness which might lead to mistranslation. This semantic ambiguity strongly influences students' translating negatively. The purpose of this paper was to suggest two a two-way strategy for translating these nominal constructions through intralingual disambiguation (using valence theory), and an interlingual search for translation equivalence. He also tried to offer a set of generalizations or guidelines with the aim of building a methodology for compounds translation based on observations in translation practice and comparative stylistics tutorials.

Error Analysis Studies

1. Dissosway and Hartford (1984) In their study of "Errors and Adverbs: What We Teach and What ESL Students Actually Do", the authors examined the misuse and misunderstanding of adverbs by nonnative speakers of English and discussed the approaches of commonly-used grammars texts to these problems. The researchers conducted two separate studies that provide information for examining adverb use: a) a longitudinal study of the written work of 23 adult students in two low-intermediate level intensive classes of English as a second language (ESL), and b) a cross-sectional study of 22 of 123 students taking a placement exam for an ESL program. Three categories of adverb errors were studied: misplacement, confusion with other form classes (e.g.,

adjectives) and inappropriate usage. Results of the study and a comparison of four major approaches to teaching adverb usage indicate that the most common adverb error, confusion between adverbs and other syntactic constituents, receives the most attention in textbooks and also seems to increase the incidence as proficiency increases. It was suggested that current methods for teaching adverbs need to be either substantially revised or re-doubled at an early stage of instruction, because they appear to be encouraging errors.

2. Jadallah (2003) In his paper *Translating English Adverbials into Arabic*, the researcher states that English adverbs are not easily rendered into Arabic because they are usually formed in different ways, occupying various positions in sentences and having a variety of functions. Therefore, he assumes that the better we realize such facts about adverbs and their use, the easier it will be for us to find the appropriate equivalence for them in the target language (Arabic). Moreover, he argues that our knowledge of Arabic in general and Arabic adverbials in particular will certainly be useful in this regard. Thus, the paper attempts to deal with the difficulties and complexities related to this issue.

3. Mukattash and Kawar (2002) In their paper *Manner Adverbials in English and Arabic*, published in Vol.3/2002 of the *International Journal of Arabic-English Studies* (pp. 201-214), the authors compared briefly and informally only manner adverbials in English and Arabic. They concluded that the contrastive analysis utilized in this paper points to the fact that manner adverbials in English and Arabic are remarkably more similar than different and that Arabic and English manner adverbials show similarities in the following respects:

- The function manner in both English and Arabic is realized by a variety of structures (one word adverb at one end and clauses at the other) and if a certain

unit, for example an adverb is not available to express this function in a given context, the two languages make available other units that is phrases or clauses to facilitate communication and expression of meaning.

- Like English manner adverbials, Arabic manner adverbials are characteristically optional elements in clause structure. However, there are certain contexts where the deletion of the manner adverbial is inadmissible in both languages.
- In both languages tense and aspect seem to be the most important factors that determine whether a manner adverbial is optional or obligatory. The semantic grammatical class of the main verb also imposes restrictions on the occurrence of manner adverbials in both English and Arabic. For example, manner adverbials cannot co-occur with stative verbs, nor can they co-occur with intensive verbs.
- English and Arabic manner adverbials cannot occur initially in negative declarative sentences and, generally, they do not co-occur with inanimate subjects.
- In both languages adverbs of manner are derived from other word classes, in particular adjectives.

However, the writers point out that although the similarities between manner adverbials in Arabic and English are remarkable there are some differences between the two types of grammatical function and that further research is still needed in this area.

4. Hashim (1996) in this research paper "English Syntactic Errors by Arabic Speaking Learners: Reviewed", the author conducted an error analysis study on the most common syntactic errors made by native Arabic-speaking learners of English as a second language.

The study distinguished and described seven categories of errors: verbal errors (use of tense, phrase, aspect, voice, verb formation, concord, finite, non-finite verbs); relative clauses (interlingual and intralingual errors, structural misrepresentation, simplification); adverbial clauses (comparison, purpose, result, concession, manner); sentence structure; articles (deletion, substitution, redundancy); and conjunctions. The researcher concluded that most common sources of these deviations were the influence of the native language (negative transfer), and that in processing English Syntactic structures; Arabic speakers adopted certain strategies similar to those of first-language learners; for example simplification and overgeneralization. The researcher referred only to adverbial clauses very briefly in which he tried to investigate the ability of Saudi students to manipulate English adverbial clauses. The findings of this study supported Noor's research in 1987 which resulted in a hierarchy of difficulty when constructing these clauses. He found that adverbial clauses of comparison, purpose, result, concession, and manner were, respectively the most problematic clauses for students.

5. Bataineh (2005) studied and analyzed compositions written by Jordanian first-, second-, third- and fourth-year university EFL students. The purpose of the study was to identify the kinds of errors they make in the use of the indefinite article. The author identified nine types of error. These errors are: (1) deletion of the indefinite article, (2) writing a as part of the noun/adjective following it, (3) substitution of the indefinite for the definite article, (4) substitution of the definite for the indefinite article, (5) substitution of a for an, (6) use of the indefinite article with unmarked plurals, (7) use of the indefinite article with marked plurals, (8) use of the indefinite article with uncountable nouns, and (9) use of the indefinite article with adjectives. Their frequency were computed and then compared across the four levels. The author stated that the

Arabic article system is similar to the English one semantically; however, form is highly different.

Unlike previous error analyses, it was found that the impact of the subjects' native language transfer played minimal role. The analysis revealed that all errors, except one, are independent of the learners' native language. The researcher found that the only type of error which could be attributed to the influence of Arabic was the deletion of the indefinite article. However, developmental factors and common learning strategies like simplification and overgeneralization were found to account for the majority of learners' errors. The use of these strategies was evident among the learners of the four levels who were found to do well on certain items and to have difficulty with others. The researcher recommended that although the results achieved in study were significant, more research is needed. She maintains that a longitudinal study using the same subjects over the period of their study might prove invaluable for these purposes, including oral written data in the analysis as well.

6. Mahmoud (2005) studied and analyzed EFL learners' lexical errors and collocation errors. The researcher tried to present empirical data exceeding the theoretical observations when explaining EFL learners' production of unnatural word combinations. His sample consisted of 420 collocations found in 42 essays written by Arabic-speaking university students majoring in English. He briefly tackled adverbs in terms of collocation types (adverb+ adjective) semantically. The results were that about two thirds of these collocations (64%) were incorrect and 80% of these were lexical collocations but not grammatical ones. It was observed that sixty one percent of the incorrect combinations could be attributed to negative transfer from Arabic. Due to the fact that post-intermediate and advanced students of EFL have a relatively large stock of vocabulary might have encouraged interlingual transfer when trying to find EFL

equivalents of the Arabic lexical items. Based on the findings, the researcher suggested that there is a necessity to teach collocations directly and there should be an inclusion of bilingual glossaries in the EFL course books. He also asserted the necessity of designing bilingual collocation dictionaries.

7. Mourtaga (2004) made an error analysis study aiming at investigating, analyzing, and classifying the writing errors of Palestinian EFL university students and finding out if these students and their instructors were aware of these errors. The researcher depended on three sources of data: first, data were collected from written samples of 35 female and 35 male freshman students at the Department of English, the Islamic University of Gaza (IUG) in the spring semester, 2004. Students were given one hour to write on one of 18 different topics related to the student writers' life and culture. Second, a questionnaire was distributed to student writers directly after they finished their writing in order to discover whether they were aware of their writing errors. Third, another questionnaire was distributed to writing instructors at the IUG in order to discover whether these instructors were aware of their students' errors regarding type and frequency. The results of the two types of questionnaires were matched with the results of the written samples. To get reliable results, the researcher and two of his colleagues investigated using contrastive analysis to detect interference errors and error analysis to detect other types of errors that have nothing to do with the mother tongue. The analysis of error revealed that while students committed huge errors in all error categories, errors in verbs punctuation, and articles were the most frequent in the corpus, whereas, errors in conjunctions, adjectives and adverbs were the least frequent.

Moreover, the results showed that Arabic interference was not the only source of errors, but that English was a source of many errors as well. The results of the questionnaires showed that both the instructors and students were aware that students

made a lot of errors, both of them were not aware of which error types were more frequent or serious than the other. Therefore, one could find that the researcher referred very briefly to adverbs and adverbial constructions in Arabic and English. Only two sub-categories were detected: a) use of other forms as adverbs, and b) wrong adverbs. Hence, there should be a need to explore this topic intensively and extensively in terms of translation from Arabic into English and vice versa.

8. AbiSamra (2003) conducted an error analysis study with an attempt to identify, describe, categorize, and diagnose the errors made by Arabic speaking students. She collected data from 10 students in grade 9 who were asked to write about "What are your plans for the future?" They were given sufficient time to write an outline, a first draft and a final draft. The researcher identified the errors and classified them in five categories: grammatical (prepositions, articles, reported speech, adjectives, singular/plural, relative clause, irregular verbs, tenses, and possessive case), syntactic (coordination, sentence structure, nouns and pronouns, and word order), lexical (word choice), semantic and substance (mechanics: punctuation & capitalization, and spelling), and discourse errors. She found that the total errors in the 10 essays were 214.

One third of the students' errors were attributed to transfer errors from L1, and the highest categories were in semantics and vocabulary. The rest of errors (64.1%) were due to the overapplication of the target language; namely spelling, syntax, and grammar. AbiSamra recommended that students should speak English at home and with their friends instead of Arabic and should also be taught more effectively the rules and conventions of writing.

9. Khuwaileh and Al Shoumali (2000) conducted an error analysis study. The aim of this paper was to investigate the relationship between writing problems in both Arabic and English. They collected 150 written samples produced by Jordan University of

Science and Technology (JUST) students (chosen randomly) who wrote about the same topic in English and Arabic. The samples were assessed by ELT specialists and Arabists. The results revealed that poor writing in English significantly correlates with poor writing in Arabic. The researchers concluded that there was a strong relationship between L1 and L2, and that weaknesses in writing English were not solely the responsibility of English teachers. They stressed the need for learners of English to be taught and encouraged to think in English when writing in English, rather than translating literally, ignoring the linguistic and the cultural side in their translation. For future research, they recommend researchers to investigate aspects such as the style of writing in both L1 and L2 or the use of metaphoric expressions in writing.

10. Lakkis and Abdel Malak (2000) conducted a study on 55 Arab university students. The purpose of the study was to examine the extent to which Arab students rely on L1 prepositional knowledge in understanding the prepositional usage in English. The data obtained from a test of 40 sentences. Each sentence consisted of one error in prepositional usage. Errors in these sentences were categorized into three parts: adding a preposition, dropping a preposition, using the wrong preposition. The researcher concluded that in general all students had similar errors and the students relied on transfer to judge the appropriate usage of prepositions. The researchers recommend that instructors should point out differences between L1 and L2 in terms of the use of prepositions to their students.

11. Salebi (2004) conducted an error analysis study on 32 Saudi female college students at the fourth academic level who made 207 errors. The purpose of this study was to highlight the students learning strategies through their comments on their errors in written English extracted from the answer sheets of their midterm exam. When they were asked to comment on their errors, they attributed them to test anxiety,

concentration on content rather than form and the limited time allotted to the test. They also claimed that they know the rules that underlie these deviant structures they produced. The main implication of their comments was that, as second or foreign language learners, they should be made aware of the differences between their native language and target languages. Another implication was that the drills and exercises based on contrastive analysis should not be used excessively in the classroom because learners will be oversensitive and confused concerning these differences, and consequently unintentional errors would be made.

12. Diab (1996) conducted an error analysis study with the purpose of showing the interference of the mother tongue (Arabic) in the English writings of Lebanese students which leads to language transfer. Her sample consisted of 73 English essays written by Lebanese sophomore students studying at the American University of Beirut. The author stated that since she is an Arabic-speaking instructor she could easily spot the transfer errors made by these students. She concluded that the transfer of Arabic linguistic structures influenced the English writings of Lebanese students grammatically, lexically, semantically and syntactically. She briefly tackled errors with the use of adverbs and the influence of Arabic on their word order.

13. Saeed and Fareh (2006) launched an error analysis study to investigate the problems that translators and Arab learners of English as a foreign language encounter when they translate sentences containing the Arabic discourse marker 'fa' into English. The researchers surveyed several types of texts with the purpose of identifying the main functions of this marker in Arabic discourse. They could identify five functions of 'fa': Explanatory, Consequential, Causal, Sequential, and Adversative. Their sample of the study was 50 Arab students majoring in English studying at the University of Sharjah. The difficulties that Arab learners faced in translating Arabic 'fa' into English were

identified and ranked in terms of difficulties. The findings of the study showed that the translation of the connective 'fa' was not easy. 63% of responses were correct. Consequently, 37% of the total responses were erroneous. They found that the explanatory and sequential were more difficult to translate than the other three functions. The researchers suggested the following recommendations:

- Translators and translation students need to be aware of the multiplicity of functions that each connective may signal in discourse.
- Discourse markers and connectives should constitute a major component in the syllabus of translation and students should have sufficient training to identify the role of connectives in signaling logical relations between clauses and sentences in discourse.
- These difficulties might be helpful in teaching writing. Students should focus on the use of intrasentential, intersentential, interparagraph relations and the devices used to create these connections.

14. Abed El-Raheem (1999) conducted an error analysis study in order to identify, classify, and analyze the most common errors among the students of English departments at the colleges of education in Gaza Governorates. First the researcher applied a preliminary study on 20 students. A group of 10 students was asked to write an essay on "unemployment", whereas the other ten students were asked to translate some sentences from Arabic into English. The analysis of the two writing tasks revealed that "the tenses" and "articles" were the most problematic grammatical areas faced by the subjects. As a result, the researcher developed a special test of tenses and used Kharma's test of the articles. Some items of the test were modified after receiving the responses. The researcher tested statistically the validity and reliability of the test. Then

it was administered to a random representative sample of (150) students. The results showed that 36% succeeded. The overall mean of the scores was 54.7 out of 100 with a standard deviation of 11.71 forty three students got the degree of "pass", (11) students got the degree of "good" and only one student got the "very good". The researcher recommended that instructors should concentrate on the semantics of tenses and articles when embarking on the teaching of these syntactic areas and special attention should be paid to the similarities between the systems of English and Arabic.

Commentary on the Previous Studies

Having studied the literature review, the researcher could conclude that a little attention was devoted to adverbs and adverbial constructions in both Arabic and English.

One could also notice that most contrastive and error analysis studies focused on writing errors and grammatical mistakes in writing in English, whereas, a few studies concentrated on translation in one or both directions.

In the contrastive studies; Almaghary (2005), Mukattash, L., et. al. (2000), Khalil (1999), Al-Khuli (1997), and Kharma and Hajjaj (1989) theoretically referred to some common mistakes that Arab students often make when they use English. They reviewed, among other types of mistakes, coordination, adverbs, such as (and, then, but) and adverbial clauses. They classified these mistakes and along with their correct forms in English in order for students to avoid these mistakes in speaking and writing. However, they did not address adverbs formally and briefly touched these mistakes without carrying out a deep study that could identify, analyze, and classify the problems Arab learners encounter in learning such constructions and their source of difficulty. Unlike the current study, they did not tackle the subject of translating adjuncts in both directions comparatively or referred to pedagogical implications or difficulties learners may face in learning such constructions.

In the error analysis studies; Mukattash and Kawar (2002), Jadallah (2005), and Hashim (1996) touched adverbs briefly and predicted difficulties Arab learners may face within learning adverb and adverbial constructions without conducting thorough case studies that could precisely locate the problems Arab learners encounter in learning such constructions and their causes. Unlike this study, they did not refer to the translation of adjuncts and adverbial constructions formally in both Arabic and English, nor did they refer to the pedagogical implications or difficulties students may encounter when they translate adjuncts from Arabic to English and vice versa. Furthermore, no single study showed which is more difficult for each branch of adjuncts to translate; from English to Arabic or Arabic to English.

III.

METHODOLOGY

Introduction

This chapter covers the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, a description of the diagnostic test used in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

Research Design

The study attempted the descriptive analytical approach which describes the errors that sophomore and junior students majoring English at the IUG make when they translate adverbs from Arabic into English and vice versa. A diagnostic test was specially designed for the purpose of this study.

The population of the study

The population of the study consisted of all sophomore and junior (male and female) students at the IUG enrolled in the academic years (2005 – 2006) and (2004-2005) consecutively. The population of the study was (561) students; (117) males and (444) females. Table (3.1) shows the distribution of the population of the study.

**Table (3.1): The distribution of the population of the study
According to gender**

Gender	Male	Female
Sophomore	48	213
Junior	69	231
Total	117	444

The Pilot Study

To examine the appropriateness of the items of the test as well as their validity and reliability, the test was applied on a random sample of (30) students; 15 male students and 15 female students. The results were recorded and statistically analyzed. The necessary revisions and recommendations were made in light of the statistic results.

The sample of the study

The data were collected from (145) students constituting (25.85 %) of the whole population. They were randomly chosen from a purposive sample of the English Department at the IUG who registered in the second term (2006- 2007). When the diagnostic test was applied, the subjects had already studied several specialized courses; Translation I and Translation II. All the subjects are native speakers of Arabic and had graduated from public schools, which means that they had studied English as a Foreign Language for about 8- 11 years. Table (3.2) shows the distribution of the sample.

Table (3.2): The distribution of the sample according to gender

Gender	No.	%
Male	61	42.07
Female	84	57.93
Total	145	100

Table (3.3): The distribution of the sample according to level

Classification	No.	%
sophomore (second year of college)	62	42.76
junior(third year of college)	83	57.24
Total	145	100

Table (3.4): The distribution of the sample according to age

Age	No.	%
18-20	56	38.62
Above 20	89	61.38
Total	145	100

Table (3.5): The distribution of the sample according to marital status

Marital Status	No.	%
Married	14	9.66
Single	131	90.34
Total	145	100

The Instrumentation

To achieve the aims of the study, the data were collected through a diagnostic test on translation. This three-point Likert scale diagnostic test was specifically designed for the purpose of the study. The subjects were asked to translate 59 sentences in both directions; from Arabic into English and vice versa. These sentences in Arabic and English, though appeared decontextualised, extracted from books, articles, magazines, and mono and bilingual dictionaries. However, the functions of adjuncts remained clear.

The subjects were given enough time to perform the translation task. Also, they were allowed to use bilingual dictionaries. In the correction of the translation test, the researcher focused only on the translation of specified adverbs (adjuncts), ignoring all other types of grammatical or lexical errors since they are not the focus of the study. Each item was given a weight through a three-point Likert scale (2, 1, 0) in which 2 stands for an accurate translation, 1 stands for inaccurate translation and 0 stands for a wrong answer. Therefore, the students' scores would range from (0- 118), Appendix (A) shows the test in its final version.

The translation task consisted of 59 sentences (see Appendix C) representing seven domains of adverbs i.e. viewpoint adjuncts, focusing, intensifiers, manner, subject, place and time. Each of the seven domains was represented by different number of sentences.

The functions or items of the test were classified as follows:

1. *Viewpoint adjunct*: items 1-6 , represented in 6 tokens
2. *Focusing adjunct*: items 7- 11, represented in 5 tokens.
3. *Intensifiers*: items 12- 21, represented in 10 tokens.
4. *Manner adjuncts*: items 22- 36, represented in 15 tokens.
5. *Subject adjuncts*: items 37- 44, represented in 8 tokens.
6. *Place adjuncts*: items 45- 49, represented in 5 tokens.
7. *Time adjuncts*: items 50- 59, represented in 10 tokens.

When designing the diagnostic test, the functions of adjuncts in some English and Arabic grammar references were examined. "*A University Grammar of English*" and "*Alatbiiq Al-nahawi*" are examples of such sources. The functions identified in the data were found to be the most common ones. The researcher handed the test to 11 referees (see Appendix B), nine of them were Ph.D. holders and the remaining were M.A. holders in both English and Arabic. Their recommendations were implemented and then the instrument was administered to 30 students to check the validity and reliability.

Validity of the Diagnostic Test

Al Agha (1996, p.118) states that a valid test is the test that measures what it is intended to measure. The study used the referee validity and the internal consistency validity, and the construct validity.

The referee validity

The test, in its first draft, was introduced to a panel of specialists in English language and methodology in Gaza universities, and experienced linguists in Arabic language. The items of the test were modified according to their recommendations in terms of relevancy of each item in every domain to the others. After modification, there were 59 items classified into 7 domains (see appendix C) as shown in table (3):

Table (3.6): The number of items representing each domain

NO.	DOMAIN	NO. OF ITEMS	NO. OF ITEMS REPRESENTING ITEMS
1	VIEWPOINT ADJUNCTS	1-6	6
2	FOCUSING ADJUNCTS	7-11	5
3	INTENSIFIER ADJUNCTS	12-21	10
4	MANNER ADJUNCTS	22-36	15
5	SUBJECT ADJUNCTS	37-44	8
6	PLACE ADJUNCTS	45-49	5
7	TIME ADJUNCTS	50-59	10
TOTAL			59

The internal consistency validity

Al Agha (1996, p.121) maintains that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation coefficient of the average of each scope with the total average. To verify this validity, the test was applied on a pilot group consisting of 30 students excluding the population of the study. This validity was calculated by using Pearson Equation. The SPSS was used.

Table (3.7): The correlation coefficient of each item of the first domain with the total degree of this domain

No.	Correlation Coefficient with the domain	sig. level
A1	0.369	Sig at 0.05
A2	0.350	Non Sig.
A3	0.457	Sig at 0.05
A4	0.648	Sig at 0.01
A5	0.625	Sig at 0.01
A6	0.757	Sig at 0.01

(R) table value at degree of freedom (28) and sig. level (0.01)= 0.463

(R) table value at degree of freedom (28) and sig. level (0.05)= 0.361

Table (3.8): The correlation coefficient of each item of the second domain with the total degree of this domain

No.	Correlation Coefficient with the domain	sig. level
A7	0.591	Sig at 0.01
A8	0.581	Sig at 0.01
A9	0.671	Sig at 0.01
A10	0.712	Sig at 0.01
A11	0.801	Sig at 0.01

Table (3.9): The correlation coefficient of each item of the third domain with the total degree of this domain

No.	Correlation Coefficient with the domain	sig. level
A12	0.366	Sig at 0.05
A13	0.358	Sig at 0.05
A14	0.360	Non Sig.
A15	0.517	Sig at 0.01
A16	0.678	Sig at 0.01
A17	0.531	Sig at 0.01
A18	0.393	Sig at 0.01
A19	0.405	Sig at 0.05
A20	0.689	Sig at 0.01
A21	0.369	Sig at 0.01

Table (3.10): The correlation coefficient of each item of the fourth domain with the total degree of this domain

No.	Correlation Coefficient with the domain	sig. level
A22	0.657	Sig at 0.01
A23	0.365	Sig at 0.05
A24	0.407	Sig at 0.05
A25	0.367	Sig at 0.05
A26	0.611	Sig at 0.01
A27	0.495	Sig at 0.01
A28	0.414	Sig at 0.05
A29	0.637	Sig at 0.01
A30	0.672	Sig at 0.01
A31	0.367	Sig at 0.05
A32	0.667	Sig at 0.01
A33	0.534	Sig at 0.01
A34	0.372	Sig at 0.05
A35	0.381	Sig at 0.05
A36	0.435	Sig at 0.05

Table (3.11): The correlation coefficient of each item of the fifth domain with the total degree of this domain

No.	Correlation Coefficient with the domain	sig. level
A37	0.545	Sig at 0.01
A38	0.715	Sig at 0.01
A39	0.368	Sig at 0.05
A40	0.498	Sig at 0.01
A41	0.518	Sig at 0.01
A42	0.505	Sig at 0.01
A43	0.368	Sig at 0.05

Table (3.12): The correlation coefficient of each item of the sixth domain with the total degree of this domain

No.	Correlation Coefficient with the domain	sig. level
A45	0.794	Sig at 0.01
A46	0.750	Sig at 0.01
A47	0.714	Sig at 0.05
A48	0.367	Sig at 0.05
A49	0.751	Sig at 0.01

Table (3.13): The correlation coefficient of each item of the seventh domain with the total degree of this domain

No.	Correlation Coefficient with the domain	sig. level
A50	0.733	Sig. at 0.01
A51	0.759	Sig. at 0.01
A52	0.804	Sig. at 0.01
A53	0.502	Sig. at 0.01
A54	0.256	Non Sig.
A55	0.587	Sig. at 0.01
A56	0.651	Sig. at 0.01
A57	0.736	Sig. at 0.01
A58	0.645	Sig. at 0.01
A59	0.628	Sig. at 0.01

As shown in the tables above, the correlation coefficient of each item within its scope is significant at levels (0.01) and (0.05). Therefore, it can be concluded that the test was highly internal consistent and valid as a tool for the study.

The construct validity

To verify the construct validity of the test, the researcher calculated the correlation coefficient of every domain with the total degree and every domain with the other domains as well. Table (11) shows this:

Table (3.14): Correlation coefficient of the domains with the total degree of the test and of every domain with others

	TOTAL	VIEWPOINT	FOCUSING	INTENSIFIER	MANNER	SUBJECT	PLACE	TIME
TOTAL	1							
VIEWPOINT	0.406	1						
FOCUSING	0.595	0.382	1					
INTENSIFIER	0.725	0.371	0.377	1				
MANNER	0.844	0.369	0.420	0.579	1			
SUBJECT	0.696	0.365	0.344	0.515	0.427	1		
PLACE	0.821	0.372	0.424	0.370	0.623	0.686	1	
TIME	0.900	0.368	0.304	0.590	0.723	0.675	0.786	1

A close look at table (11) we notice that the correlation coefficient of all domains are significant at level (0.01) and this also proves that the test is highly internally consistent.

The reliability of the test

A reliable test is that one which gives similar results if it is reapplied in the same conditions. (Al Agha, 1996, p.118). As far as the study is concerned, the researcher used the pilot study to calculate the reliability of the diagnostic test which was measured by the Split- half and Alpha Cronbach methods.

The Split- half method

The split-half method was calculated by using Spearman-Brown formula:

$$R = \frac{2r}{1+r}$$

In which the correlation between the two halves was (0.769).

The reliability of the test was applied on the pilot group by using the Split-half and Alpha Cronbach methods.

The researcher used the degrees of the pilot study to calculate the reliability by using the split-half. Then, the researcher calculated the correlation between the first and the second half of each domain of the diagnostic test and the whole of the test. The Spearman Brown Formula was used to modify the length of the test to find out the reliability coefficient as shown in table (3.15).

Table (3.15): Correlation coefficient between the two halves of each domain before modification and the reliability after modification

Domain	Number of Items	Correlation	Reliability After modification
VIEWPOINT	6	0.719	0.837
FOCUSING	5	0.606	0.616
INTENSIFIER	10	0.532	0.695
MANNER	15	0.762	0.767
SUBJECT	8	0.720	0.837
PLACE	5	0.505	0.515
TIME	10	0.746	0.855
TOTAL	59	0.769	0.781

* The researcher used Gutman coefficient for unequal halves

As shown in table (3.15), the reliability coefficient by the split-half method after modification is above (0.513) which indicates that the diagnostic test is highly reliable and can satisfy the researcher to apply it on the sample of the study.

The Alpha Cronbach Method

The researcher used another method to determine the reliability of the test in which Alpha Cronbach coefficient was used. The Alpha Cronbach coefficient of every domain was above (0.504) and this indicates that the test was highly reliable i.e. satisfying the researcher to apply it on the sample of the study. Table (3.16) shows this.

Table (3.16): Alpha Correlation Coefficient for the domains of the test

Domain	Number of Items	Alpha Cronback
VIEWPOINT	6	0.504
FOCUSING	5	0.698
INTENSIFIER	10	0.622
MANNER	15	0.676
SUBJECT	8	0.597
PLACE	5	0.633
TIME	10	0.839
TOTAL	59	0.900

Statistical Styles

In order to analyze the data, the researcher used the SPSS statistical packages as a statistical technique. The following statistics were used:

1. The data were collected and computed by using Spearman correlation, Alpha Cronbach and Split-half techniques to confirm the validity and reliability of the test.
2. Means, frequencies and percentages were used to present quantitative description of data.
3. T-test paired sample and One Way ANOVA were used to measure the statistical differences in means among students in terms of gender, classification and marital status.

4. To determine the reliability of the test, the Spearman Brown formula for equal split-halves, Gutman coefficient for unequal halves and Alpha Cronbach method were used.

10. Limitations of the study

This study was applied only on the sophomore and junior (male and female) students majoring in English enrolled in the academic year 2006-2007 at the Islamic University of Gaza.

The study was concerned with the errors made by the IUG sophomore and junior students in translating adverbs.

It was also concerned with the causes of such errors according to the contrastive analysis, error analysis and the students' diagnostic exam.

The researcher used the Traditional Arabic and Modern Standard Arabic and the standard British English as his criterion.

11. Procedures of the Study

Studying contrastive analysis and error analysis researches and studies conducted on grammatical errors made by Arab students when they write in English.

Designing the diagnostic test.

Consulting experts in English language, Arabic language and methodology to assure the test statistical validity.

Applying the pilot study on 30 students to assure its validity.

Applying the test and interpreting the results.

Presenting recommendation and suggestions in the light of the study findings.

IV.

RESULTS: ANALYSIS OF DATA

Introduction

The purpose of this study was to identify, analyze and classify adverbial errors in translation made by the Palestinian EFL learners at the sophomore and junior level students of the Islamic University of Gaza (IUG). The sample consisted of 145 students majoring in English at the IUG. This chapter also introduces the statistical treatment of the results and data analysis as well as its statistical significance. T- test and One Way ANOVA in addition to mean, standard Deviation were used to test the hypotheses of the study.

Data Analysis

The First Question

"What are the common adverbial errors made by IUG English sophomore and junior students?"

To investigate the first question, the researcher used the frequencies, the sum of responses, the means, the standard deviation, the percentage weight and rank of each item of the test. Table (4.1) shows this.

Table (4.1): Frequencies, the sum of responses, means, standard deviation, the % weight and rank of each item of the test

Domain 1	0	1	2	Sum	Mean	Std. Deviation	% weight	rank
A1	42	80	23	126	0.869	0.659	43.45	1
A2	144	1	0	1	0.007	0.083	0.34	6
A3	114	24	7	38	0.262	0.540	13.10	5
A4	103	13	29	71	0.490	0.809	24.48	4
A5	96	11	38	87	0.600	0.877	30.00	3
A6	78	28	39	106	0.731	0.860	36.55	2

Domain 2	0	1	2	Sum	Mean	Std. Deviation	% weight	rank
A7	58	73	14	101	0.697	0.638	34.83	5
A8	22	86	37	160	1.103	0.632	55.17	3
A9	55	26	64	154	1.062	0.907	53.10	4
A10	61	7	77	161	1.110	0.973	55.52	1
A11	63	3	79	161	1.110	0.987	55.52	2

Domain 3	0	1	2	Sum	Mean	Std. Deviation	% weight	rank
A12	139	3	3	9	0.062	0.317	3.10	10
A13	138	2	5	12	0.083	0.382	4.14	8
A14	71	59	15	89	0.614	0.669	30.69	4
A15	120	9	16	41	0.283	0.653	14.14	5
A16	79	13	53	119	0.821	0.940	41.03	2
A17	58	73	14	101	0.697	0.638	34.83	3
A18	136	8	1	10	0.069	0.280	3.45	9
A19	129	5	11	27	0.186	0.553	9.31	7
A20	39	80	26	132	0.910	0.666	45.52	1
A21	128	5	12	29	0.200	0.573	10.00	6

Domain 4	0	1	2	Sum	Mean	Std. Deviation	% weight	rank
A22	85	15	45	105	0.724	0.909	36.21	9
A23	70	72	3	78	0.538	0.540	26.90	12
A24	124	6	15	36	0.248	0.629	12.41	13
A25	90	21	34	89	0.614	0.843	30.69	10
A26	66	17	62	141	0.972	0.942	48.62	6
A27	37	19	89	197	1.359	0.863	67.93	2
A28	43	13	89	191	1.317	0.903	65.86	3
A29	33	63	49	161	1.110	0.746	55.52	4
A30	73	23	49	121	0.834	0.905	41.72	7
A31	38	9	98	205	1.414	0.879	70.69	1
A32	144	1	0	1	0.007	0.083	0.34	15
A33	75	19	51	121	0.834	0.921	41.72	8
A34	59	28	58	144	0.993	0.901	49.66	5
A35	134	6	5	16	0.110	0.410	5.52	14
A36	103	4	38	80	0.552	0.881	27.59	11

Domain 5	0	1	2	Sum	Mean	Std. Deviation	% weight	Rank
A37	81	62	2	66	0.455	0.527	22.76	5
A38	74	71	0	71	0.490	0.502	24.48	3
A39	119	3	23	49	0.338	0.738	16.90	6
A40	82	59	4	67	0.462	0.553	23.10	4
A41	50	16	79	174	1.200	0.925	60.00	1
A42	73	1	71	143	0.986	1.000	49.31	2
A43	135	6	4	14	0.097	0.379	4.83	8
A44	126	14	5	24	0.166	0.457	8.28	7

Domain 6	0	1	2	Sum	Mean	Std. Deviation	% weight	Rank
A45	32	89	24	137	0.945	0.621	47.24	2
A46	45	88	12	112	0.772	0.586	38.62	4
A47	62	22	61	144	0.993	0.924	49.66	1
A48	126	5	14	33	0.228	0.609	11.38	5
A49	80	14	51	116	0.800	0.932	40.00	3

Domain 7	0	1	2	Sum	Mean	Std. Deviation	% weight	rank
A50	45	76	24	124	0.855	0.677	42.76	4
A51	75	16	54	124	0.855	0.935	42.76	5
A52	43	10	92	194	1.338	0.907	66.90	2
A53	93	39	13	65	0.448	0.655	22.41	9
A54	135	4	6	16	0.110	0.427	5.52	10
A55	78	46	21	88	0.607	0.729	30.34	7
A56	85	19	41	101	0.697	0.884	34.83	6
A57	43	70	32	134	0.924	0.718	46.21	3
A58	101	6	38	82	0.566	0.880	28.28	8
A59	34	4	107	218	1.503	0.851	75.17	1

As demonstrated in table (4.1), it is concluded that:

1- The first domain: viewpoint adjunct

This domain was represented by six tokens. We notice that item No. (2) was the most difficult as the translation of 144 students out of 145 were wrong. Only one student got one mark. No one got the ultimate score i.e. (2). The sum of the correct answers was (1), the mean was (0.007). The standard deviation was

(0.083) with a percentage weight of (0.34). Students were asked to translate a sentence containing a viewpoint adjunct from Arabic into English.

The second most difficult item in this domain was No. (3). The sum of the correct answers was (38), the mean was (0.262). The standard deviation was (0.540) with a percentage weight of (13.10). Students were asked to translate this sentence from Arabic into English. One hundred and fourteen students were wrong, twenty four students got one point, and only (7) students translate it correctly i.e. got (2) points.

The least difficult one was sentence No. (1), though constituted percentage weight of (43.45) in which (42) students were wrong, eighty students got one point, and (23) were correct. The sum was (126), the mean was (0.869) and the standard deviation was (0.659).

2- The second domain: focusing adjunct

This domain was represented by five tokens. Sentence (7) was the most difficult one as students were asked to translate from Arabic into English. Fifty eight students got zero, seventy three got one, and (14) got the full mark. The sum of the correct answers was (101) and the mean was (0.697). The standard deviation was (0.638) with a percentage weight of (34.83).

The second most difficult item was sentence (9). The students were asked to translate from Arabic into English. Fifty five students got zero, twenty six students got one point and 64 students got two points. The sum of the correct answers was 154, the mean was 1.062 and the standard deviation was 0.907. The percentage weight was (53.10).

Sentence No. (10) constituted the least difficult one to translate, though it got low percentage weight (55.52). Students were asked to translate from English into

Arabic. Sixty one students failed the translation, seven students got one point, and only (77) translated it correctly. The sum of the correct answers was (161), the mean was (1.110), and the standard deviation was (0.973). We notice that items 10 and 11 were of the same difficulty approximately.

3- The third domain: intensifier adjunct

The third domain was represented by ten tokens. Sentence No. (12) was the most difficult. Students were asked to translate from Arabic into English. One hundred and thirty nine subjects were wrong, three students got one point, and (3) subjects got two points. The sum of the correct answers was (9), the mean was (0.062), and the standard deviation was (0.317). The percentage weight was (3.10).

Sentence No. (18) was the second most difficult item in this domain in which students were asked to translate from Arabic into English. We notice that (136) students gave wrong translations, eight students were inaccurate, and only (1) student was accurate. The sum of the correct answers was (10), the mean was (0.069), and the standard deviation was (0.280). The percentage weight was (3.45).

The least difficult sentence was No. (20), though got very low percentage weight of (45.52). Students were asked to translate from English into Arabic in which (39) students got zero, eighty got one point, and only (26) translated correctly. The sum of the correct answers was (132), the mean was (0.910), and the standard deviation was (0.666).

4- The fourth domain: manner adjunct

The fourth domain was represented by 15 tokens. Item No. (32) ranked No. one in the hierarchy of difficulty. Students were asked to translate it from Arabic into English. The result was that (144) translated it incorrectly i.e. got (0), one student got (1), and no

one got (2). The sum of the correct answers was (1), the mean was (0.007), the standard deviation was (0.083), and the percentage weight was (0.34).

The second most difficult sentence was No. (35); English sentence should be translated into Arabic. One hundred and thirty four students failed to translate it and got (0), six students got (1), and five students only got (2). The sum of the correct answers was (16), the mean was (0.110), the standard deviation was (0.410), and the percentage weight was (5.52).

The third most difficult item was No. (24) with a percentage weight of (12.41). Students were asked to translate it from Arabic into English. The result was that 124 students got (0), six students got (1), and fifteen students got (2). The sum of the correct answers was (36). The mean was (0.248), the standard deviation was (0.629), and the percentage weight was (12.41).

The least difficulty encountered students was sentence No. (31) in which it should be translated into English. Thirty eight students got (0), nine students got (1) point, and 98 students got (2) points. The sum of the correct answers was (205), the mean was (1.414), and the standard deviation was (879). The percentage weight was (70.69).

5- The fifth domain: subject adjunct

This domain was represented by 8 tokens. Sentence No. (43) was the most difficult. Students were asked to translate it from English into Arabic. One hundred and thirty five students got (0), six students got (1), and four students only got (2). The sum of the correct answers was (14), the mean was (0.097), the standard deviation was (0.379), and the percentage weight was (4.83).

The second most difficult item was No. (44) with a percentage weight of (8.28). Students were asked to translate it from English into Arabic. One hundred and twenty six students got (0), fourteen students got (1), and five students only got (2). The sum of the correct answers was (24), the mean was (0.166), and the standard deviation was (0.457).

We also notice that items (37) and (38) were of special difficulty as only two students managed to translate sentence (37) accurately and no one could translate item (38) accurately.

The least difficult item was No. (41) with a percentage weight of (60.00). Students were asked to translate it from Arabic into English. Fifty students got (0), sixteen students got (1), and 79 students got (2). The sum of the correct answers was (174), the mean was (1.200), and the standard deviation was (0.925).

6- The sixth domain: place adjunct

This domain was represented by five tokens. The most difficult item was No. (48) in which students were asked to translate from English into Arabic. 126 students got (0), 5 students got (1), and 14 students got (2). The sum of the correct answers was (33), the mean was (0.228), the standard deviation was (0.609), and the percentage weight was (11.38).

The second most difficult was sentence No. (46). Students were asked to translate it from Arabic into English. Forty four students got (0), eighty eight students got (1), and only 12 students got (2) points. The sum of the correct answers was (112), the mean was (0.772), the standard deviation was (0.924) and the percentage weight was (38.62).

The least difficult sentence in this domain was No. (47) in which students were asked to translate from Arabic into English. Sixty two students failed to translate it completely. Twenty two students were inaccurate and 61 students translated it accurately and got (2). The sum of the correct answers was (144), the mean was (0.993), and the standard deviation was (0.924). The percentage weight of this sentence was (49.66).

7- The seventh domain: time adjunct

The seventh domain was represented by 10 sentences. The most difficult one was No. (54). Students were asked to translate from Arabic into English. The results were that 135 students failed and got (0), four students got (1), and six students got (2). The sum of the correct answers was (16), the mean was (0.110), the standard deviation was (0.427), and the percentage weight of this sentence was (5.52).

The second most difficult item was No. (53). Students were asked to translate it from Arabic into English. Ninety three students got (0), thirty nine students got (1), and only 13 students got (2) points. The sum of the correct answers was (65), the mean was (0.448), the standard deviation was (0.655), and the percentage weight was (22.41).

Item No. (58) ranked the third most difficult sentence in this domain. Students were asked to translate it from English into Arabic. One hundred and one students failed to translate it completely; got (0), six students got (1), and 38 students got (2) points. The sum of the correct answers was (82), the mean was (0.566), the standard deviation was (880), and the percentage weight was (28.28).

On the other hand, sentence No. (59) was the least difficult item among them in which students were asked to translate from English into Arabic. Thirty four students got (0), four students got (1), and 107 students got (2) points on the scale.

To conclude the results, the researcher used the sum of responses, means, standard deviation, the % weight and rank of each domain of the test and table (4.2) shows this:

Table (4.2): Sum of responses, means, standard deviation, the % weight and rank of each domain of the test

Domain	No. of items	Sum	Mean	Std. Deviation	% weight	rank
VIEWPOINT ADJUNCT	6	429	2.959	2.114	24.66	6
FOCUSING ADJUNCT	5	737	5.083	2.621	50.83	1
INTENSIFIER ADJUNCT	10	569	3.924	2.438	19.62	7
MANNER ADJUNCT	15	1686	11.628	4.863	38.76	3
SUBJECT ADJUNCT	8	608	4.193	2.358	26.21	5
PLACE ADJUNCT	5	542	3.738	2.351	37.38	4
TIME ADJUNCT	10	1146	7.903	4.583	39.52	2
TOTAL	59	5717	39.428	16.015	33.41	

As shown in table (4.2), one can notice that the third domain "**intensifier adjuncts**", represented by 10 tokens, occupied the **first** rank of difficulty with a percentage weight of (19.62 %). The sum of the correct answers was (569), the mean was (3.924), and the standard deviation was (2.438).

The first domain "**viewpoint adjuncts**", represented by 6 tokens, rank ordered the **second** most difficult domain to translate with a percentage weight of (24.66 %). The sum of the correct answers was (429), the mean was (2.959), and the standard deviation was (2.114).

The fifth domain "**subject adjuncts**", represented by 8 sentences, occupied the **third** rank on the hierarchy of difficulty with a percentage weight of (26.21%). The sum of the correct answers was (608), the mean was (4.193), and the standard deviation was (2.358).

The sixth domain "**place adjuncts**", represented by 5 sentences, rank ordered the **fourth** most difficult domain to translate with a percentage weight of (37.38%). The sum of the correct answers was (542), the mean was (3.738), and the standard deviation was (2.351).

The fourth domain the "**manner adjuncts**", represented by 15 tokens, rank ordered the **fifth** most difficult domain to translate with a percentage weight of (38.76%). The sum of the correct answers was (1686), the mean was (11.628), and the standard deviation was (4.863).

The seventh domain "**time adjuncts**", represented by 10 tokens, rank ordered the **sixth** most difficult domain on the hierarchy of difficulty with a percentage weight of (39.52%). The sum of the correct answers was (1146), the mean was (7.903), and the standard deviation was (4.583).

Finally, the second domain "**focusing adjuncts**", represented by 5 sentences, occupied the **seventh** rank on the hierarchy of difficulty with a percentage weight of (50.83 %). The sum of the correct answers was (737), the mean was (5.083), and the standard deviation was (2.621).

The Second Question

"Are there statistically significant differences in adverbial errors between sophomore and junior students?" To answer this question, T-test method was used to measure the significance of differences. Table (4.3) shows this:

Table (4.3): Means, std. deviation, t. value, and sig. level to show the difference between sophomore and junior students

Domain	Classification	N	Mean	Std. Deviation	T value	Sig. level
VIEWPOINT	sophomore (second year of college)	62	2.710	2.011	1.228	Non sig.
	junior(third year of college)	83	3.145	2.182		
FOCUSING	sophomore (second year of college)	62	4.919	2.563	0.648	Non sig.
	junior(third year of college)	83	5.205	2.672		
INTENSIFIER	sophomore (second year of college)	62	3.210	2.348	3.142	sig. at 0.01
	junior(third year of college)	83	4.458	2.380		
MANNER	sophomore (second year of college)	62	10.000	4.704	3.627	sig. at 0.01
	junior(third year of college)	83	12.843	4.645		
SUBJECT	sophomore (second year of college)	62	3.855	2.318	1.500	Non sig.
	junior(third year of college)	83	4.446	2.370		
PLACE	sophomore (second year of college)	62	3.371	2.082	1.634	Non sig.
	junior(third year of college)	83	4.012	2.511		
TIME	sophomore (second year of college)	62	7.048	4.355	1.961	sig. at 0.05
	junior(third year of college)	83	8.542	4.670		
TOTAL	sophomore (second year of college)	62	35.113	14.646	2.874	sig. at 0.01
	junior(third year of college)	83	42.651	16.317		

“t” table value at (143) d f. at (0.05) sig. level= 1.96

“t” table value at (143) d f. at (0.01) sig. level= 2.58

As demonstrated in table (4.3), "t" computed value is less than "t" table value in the first, second, fifth and the sixth domains. This means that there are no statistically differences in adverbial translation errors attributed to classification.

On the other hand, it was found that "t" computed value is larger than "t" table in the third, fourth and the seventh domains and in the total degree of the test as well. This

means that there are significant differences attributed to the level of education in favor of junior students (third year of college).

The Third Question

"Are there statistically significant differences in adverbial errors between male and female students?"

To answer this question, T-test method was used to measure the significance of differences. Table (4.4) shows this:

Table (4.4): Means, std. deviation, "t" value, and sig. level to show the difference between male and female students

Domain	Gender	N	Mean	Std. Deviation	T value	Sig. level
VIEWPOINT	male	61	2.951	1.774	0.038	Non sig.
	female	84	2.964	2.341		
FOCUSING	male	61	4.574	2.825	2.014	sig. at 0.01
	female	84	5.452	2.412		
INTENSIFIER	male	61	3.180	2.466	3.231	sig. at 0.01
	female	84	4.464	2.284		
MANNER	male	61	10.033	5.125	3.493	sig. at 0.01
	female	84	12.786	4.338		
SUBJECT	male	61	3.574	2.384	2.756	sig. at 0.01
	female	84	4.643	2.248		
PLACE	male	61	3.328	2.663	1.804	Not sig.
	female	84	4.036	2.062		
TIME	male	61	6.410	4.706	3.470	sig. at 0.01
	female	84	8.988	4.196		
TOTAL	male	61	34.049	16.657	3.585	sig. at 0.01
	female	84	43.333	14.412		

Table (4.4) shows that "t" computed value is less than "t" table value in the first, and the sixth domains. Thus, this indicates that there are no statistically differences due to gender. On the other hand, one can notice that "t" computed value is larger than "t" table value in the second, fourth and the seventh domains and in the total degree of the

test. This means that there are significant differences attributed to gender in favor of female students.

The Fourth Question

"Are there statistically significant differences in adverbial errors between married and single students?"

To answer this question, T-test method was used to measure the significance of differences. Table (4.5) shows this:

Table (4.5): Means, std. deviation, "t" value, and sig. level to show the difference between married and Single students

	Gender	N	Mean	Std. Deviation	T value	Sig. level
VIEWPOINT	married	14	3.000	1.922	0.077	Not sig.
	single	131	2.954	2.141		
FOCUSING	married	14	4.857	2.958	-0.338	Not sig.
	single	131	5.107	2.594		
INTENSIFIER	married	14	4.500	1.912	0.929	Not sig.
	single	131	3.863	2.486		
MANNER	married	14	11.929	5.342	0.243	Not sig.
	single	131	11.595	4.831		
SUBJECT	married	14	3.929	2.674	0.440	Not sig.
	single	131	4.221	2.331		
PLACE	married	14	3.000	1.754	1.238	Not sig.
	single	131	3.817	2.398		
TIME	married	14	6.214	4.854	1.457	Not sig.
	single	131	8.084	4.535		
TOTAL	married	14	37.429	16.901	0.490	Not sig.
	single	131	39.641	15.970		

The table above shows that "t" computed value is less than "t" table value in all domains and in the total degree of the test and this proves that there are no significant differences due to marital status.

The Fifth Question

"Are there statistically significant differences in students' errors in translation from English to Arabic and Arabic to English?"

To answer this question, the researcher calculated the frequencies and percentages of correct translations of the English sentences and the Arabic ones in every domain. Table (4.6) shows this:

Table (4.6) shows the easiness of translation of sentences from English to Arabic and Arabic to English

Descriptive Statistics/ Domains	No. of sentences	Sum	Correct	Correct %	error	error %
Arabic 1	3	870	165	18.97	705	81.03
English 1	3	870	264	30.34	606	69.66
Arabic 2	3	870	415	47.70	455	52.30
English 2	2	580	322	55.52	258	44.48
Arabic 3	7	2030	381	18.77	1649	81.23
English 3	3	870	188	21.61	682	78.39
Arabic 4	11	3190	1325	41.54	1865	58.46
English 4	4	1160	361	31.12	799	68.88
Arabic 5	4	1160	454	39.14	706	60.86
English 5	4	1160	154	13.28	1006	86.72
Arabic 6	3	870	393	45.17	477	54.83
English 6	2	580	149	25.69	431	74.31
Arabic 7	8	2320	846	36.47	1474	63.53
English 7	2	580	300	51.72	280	48.28
Total Arabic	39	11310	3979	35.18	7331	64.82
Total English	20	5800	1738	29.97	4062	70.03
Total	59	17110	5717	33.41	11393	66.59

As shown in table (4.6), the average of easiness in translating the English sentences and the Arabic ones was as follows:

- 1. Viewpoint Adjuncts:** The percentage of the correct translation of the Arabic sentences is 18.97, whereas the percentage of the correct translation of the English sentences is 30.34. This means that the average of easiness in translating the English sentences is higher than translating the Arabic ones in the first domain.
- 2. Focusing Adjuncts:** The percentage of the correct translation of the Arabic sentences is 47.70, whereas the percentage of the correct translation of the English sentences is

55.52. This means that translating focusing adjuncts from English into Arabic is easier than translating them from Arabic into English.

3. Intensifier Adjuncts: The percentage of the correct translation of the Arabic sentences is 18.77, whereas the percentage of the correct translation of the English sentences is 21.61. This means that translating intensifier adjuncts from English into Arabic is easier than translating them from Arabic into English.

4. Manner Adjuncts: The percentage of the correct translation of the Arabic sentences is 41.54, whereas the percentage of the correct translation of the English sentences is 31.12. This means that translating manner adjuncts from Arabic into English is easier than translating them from English into Arabic.

5. Subject Adjuncts: The percentage of the correct translation of the Arabic sentences is 39.14, whereas the percentage of the correct translation of the English sentences is 13.28. This means that translating subject adjuncts from Arabic into English is easier than translating them from English into Arabic.

6. Place Adjuncts: The percentage of the correct translation of the Arabic sentences is 45.17, whereas the percentage of the correct translation of the English sentences is 25.69. This means that translating place adjuncts from Arabic into English is easier than translating them from English into Arabic.

7. Time Adjuncts: The percentage of the correct translation of the Arabic sentences is 36.47, whereas the percentage of the correct translation of the English sentences is 51.72. This means that translating time adjuncts from English into Arabic is easier than translating them from Arabic into English.

The total percentage weight of the correct sentences translated into Arabic is 35.18, whereas the total percentage weight of correct sentences translated into English is 29.97. This means that there are significant differences in adverbial translation errors from English to Arabic and Arabic to English in favor of Arabic. Thus, this contradicts hypothesis 4.

The Sixth Question

"Is there a correlation between students' errors in translation from English to Arabic and their errors in translation from Arabic to English?"

To answer this question, correlation between English sentences and Arabic ones in each domain was computed. Table (4.7) shows this:

Table (4.7): Correlation of translation between English and Arabic sentences

Correlations								
Domain	English 1	English 2	English 3	English 4	English 5	English 6	English 7	Total
Arabic 1	0.218	-	-	-	-	-	-	-
Arabic 2	-	0.431		-	-	-	-	-
Arabic 3	-	-	0.355	-	-	-	-	-
Arabic 4	-	-	-	0.231	-	-	-	-
Arabic 5	-	-	-	-	0.225	-	-	-
Arabic 6	-	-	-	-	-	0.348	-	-
Arabic 7	-	-	-	-	-	-	0.474	
Total	0.648	-	-	-	-	-	-	0.648

As demonstrated in table (4.7), it was found that there is a statistically significant correlation between English sentences and Arabic sentences in each domain. This means that the more the Arabic sentence is easier, the easier the English sentence is and vice versa.

Summary

The previous chapter dealt with data analysis and its results. The results of each question were analyzed statistically using different statistical methods.

The most difficult domains were rank ordered from the most to the least difficult as follows: "**Intensifier adjuncts**" occupied the **first** rank of difficulty with a percentage weight of (19.62 %). "**Viewpoint adjuncts**" rank ordered the **second** most difficult domain with a percentage weight of (24.66 %). "**Subject adjuncts**", represented by 8 sentences, occupied the **third** rank on the hierarchy of difficulty with a percentage weight of (26.21 %). "**Place adjuncts**" rank ordered the **fourth** most difficult domain with a percentage weight of (37.38 %). "**Manner adjuncts**" rank ordered the **fifth** most difficult domain with a percentage weight of (38.76 %). "**Time adjuncts**" rank ordered the **sixth** most difficult domain with a percentage weight of (39.52 %). Finally, "**focusing adjuncts**" were the least difficult domain and occupied the **seventh** rank on the hierarchy of difficulty with a percentage weight of (50.83 %).

V.

FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this study was to identify, analyze and classify adverbial errors in translation made by the Palestinian EFL learners at the sophomore and junior level students of the Islamic University of Gaza (IUG). To collect data, a diagnostic test was applied. A panel of specialists agreed that the instrument was valid. The items of the instrument had an alpha coefficient of (0.954) and Spilt- half coefficient of (0.969) for the test as a whole. The data were tested through the application of T- test and One Way ANOVA in addition to mean, and standard Deviation.

In this chapter, the researcher aims at discussing the findings in relation to giving interpretations and analyzing these findings. The researcher then comes out with overall suggestions and recommendations depending on the study findings, interpretations and analysis.

Findings

In light of the statistical results, the most difficult domains were rank ordered according to the hierarchy of difficulty; from the most difficult adjuncts to translate to the least difficult ones.

1. According to the hierarchy of difficulty, the seven domains of adjuncts were rank ordered from the most difficult to translate to the least ones:

"Intensifier adjuncts" occupied the **first** rank of difficulty with a percentage weight of (19.62 %).

"Viewpoint adjuncts" rank ordered the **second** most difficult domain with a percentage weight of (24.66 %).

"**Subject adjuncts**", represented by 8 sentences, occupied the **third** rank on the hierarchy of difficulty with a percentage weight of (26.21 %).

"**Place adjuncts**" rank ordered the **fourth** most difficult domain with a percentage weight of (37.38 %).

"**Manner adjuncts**" rank ordered the **fifth** most difficult domain with a percentage weight of (38.76 %).

"**Time adjuncts**" rank ordered the **sixth** most difficult domain with a percentage weight of (39.52 %).

"**Focusing adjuncts**" was the least difficult domain and occupied the **seventh** rank on the hierarchy of difficulty with a percentage weight of (50.83 %).

2. Although there are significant differences attributed to the level of education in favor of junior students, both levels (sophomore and junior students) showed remarkable weakness in translating adjuncts and adverbial constructions since the mean of the total correct translations by sophomore students was (35.113), whereas the mean of the total correct translations by junior students was (42.651).

3. There were sentences where the students failed completely to translate, especially from Arabic into English as the students failed to identify the function of some grammatical particles in Arabic and how they can be translated into English such as some viewpoint and manner adjuncts and to a lesser degree some intensifier and focusing adjuncts.

4. The transfer of Arabic structures in the English translations produced a large number of errors on the grammatical, lexical, and syntactic levels. The influence of the native language was obvious.

5. The deficiencies in English translation are not only the responsibility of English teachers. The problem already exists in the native language. There seems to be a

remarkable weakness in the grammar of the native language. Also, there is a widening gap between theory and practice.

Discussion

1. Response to the First Question

"What are the common adverbial errors made by IUG English sophomore and junior students?"

The intensifier adjuncts

Table (4.2) shows that this domain was the most difficult to translate. It was represented by six tokens. We notice that item No. (12) in this domain was the most frequently wrongly translated as 139 students out of 145 erroneously translated it; got (0). Only three students got the ultimate score i.e. (2) and three students got (1). The sum of the correct answers was (9) and the mean was (0.062).

The standard deviation was (0.317) with a percentage weight of (3.10 %). Students were asked to translate the following from Arabic into English:

لقد قتل خمسة أطفال

By examining the faulty translations, one can notice that the subjects seem to have not clearly identified the function of "لقد" this intensifier adverb in Arabic. Hence, almost all the subjects avoided the translation of "لقد" into English. Moreover, some students wrote down a note that there is no equivalent to this separable adverbial particle in English. The following is an illustrative example: *He killed five children.

Whereas the possible translation included the use of (actually, certainly, really), with the perfect verb to express that something unexpected has really taken place or has been realized, for instance: "He actually killed five children".

This serious error is attributed to the fact that the subjects failed to clearly identify the function of "لقد" in the source language which is Arabic i.e. the incomplete mastery of the native language was the main cause behind the failure in translation.

Sentence No. (18) was found to be the second most difficult one in this domain. Out of 145 students, only one student translated it correctly i.e. got (2) points, whereas 8 students were inaccurate; got (1) point. This means that 136 of the responses were wrong. The sum of the correct answers was (10); the mean was (0.069). The standard deviation was (0.280) with a percentage weight of (3.45 %). Students were asked to translate this sentence from Arabic into English:

وجد مشقة في إقناع أصدقائه

Notice that how the Standard Arabic uses (verb+object) as an adverbial for emphasis. The analysis of data revealed that most students underwent the effect of the native language; Arabic. The following is an illustrative example:

*He found difficult to convince his friends;

Whereas the possible equivalent English translation included the use of prepositional phrase (PP) consisting of (a preposition + a noun) at the end of the sentence, for instance:

- He persuaded his friends with difficulty. (Aziz, 1989, p. 188)

The faulty translation suggests that "he failed to convince his friends"; whereas the possible English semantic translation suggests that "he persuaded his friends in a difficult way".

Consequently, the two forms in both languages are syntactically different. It is obvious that negative transfer from the native language has taken place.

Sentence 13 was ranked number three in the hierarchy of difficulty. Only 5 students were correct; got (2) points, 2 students were inaccurate; got (1) point. This means that the translation of 138 students were wrong. The sum of the correct answers was (12), and the mean was (0.083). The standard deviation was (0.382) with a percentage weight of (4.4). Students were asked to translate the following sentence into English:

إِنَّ اللَّهَ لَقَدِيرٌ عَلَىٰ كُلِّ شَيْءٍ.

Notice that the underlined separable adverbial particle adverb (إِنَّ) has the sense of verily, certainly, truly, and surely. It is joined to the accusative of a following noun.

The possible translations of this adverb include:

Verily/ Certainly Allah is Omnipotent.

The analysis of the translation task revealed that the overwhelming majority of students avoided translating this adverb. This may be attributed to the fact that the subjects were not aware of this function semantically in Arabic. Consider the following example from the translation task:

*God is capable over everything.

Notice the absence of the sense of emphasis in the starred sentence. And those who translated inaccurately deleted the comma after the adverb certainly, for instance, which is not available in Arabic. It seems that students failed to identify the semantic function of the intensifier (إِنَّ) due to the lack of competence in the Arabic grammar. Also, this could be attributed to the lack of instructions in English.

The least difficult one was sentence No. (20), though constituted percentage weight of (45.52) in which (39) students were wrong, (80) students got (1) point, and only 26 were correct. The sum of the correct answers was (132), the mean was (0.910) and the standard deviation was (0.666). Students were asked to translate the following sentence from English into Arabic:

We little thought of the danger we were in.

Most students translated it inaccurately, for instance:

*قليلاً فكرتُنا في الخطر الذي كنا فيه

Whereas the possible semantic Arabic translation should be as follows:

لم ندرك الخطر الذي كنا فيه

According to Quirk & Greenbaum (1983, p. 219), "little" is a minimizer that indicates a very low point on the downwards scale. Semantically, it reaches a degree close to negation. They maintain that four of the minimizers - barely, hardly, little, scarcely- are themselves negatives and cannot be negated. One can notice that the subjects seem to have not clearly identified the function of "little" and confused it with "a little" as adverbs. "A little" is a diminisher that scales downwards considerably (e.g. partly, slightly, somewhat; in part, to some extent). Consider the following example and its equivalent translation in Arabic:

English: I know her a little.

Arabic: أعرفها قليلاً.

The faulty translations of this sentence can be attributed to the incomplete mastery of the English language; the difficulty of the target language, English, caused an intralingual impact.

The viewpoint adjuncts

Table (4.2) shows that this domain occupied rank two in the hierarchy of difficulty. It was represented by six tokens. We notice that item No. (2) was the most difficult as the translation of 144 students out of 145 were wrong. Only one student got (1) mark. No one got the ultimate score i.e. (2). The sum of the correct answers was (1), the mean was (0.007). The standard deviation was (0.083) with a percentage weight of (0.34). Students were asked to translate this sentence from Arabic into English:

قرار سياسي حكيم.

The acceptable translations of this viewpoint adjunct include: (a politically wise decision or politically, the decision is wise). It was found that the overwhelming majority of the subjects erroneously used political (adjective) instead of politically (adverb) since adverbs as premodifiers of adjectives can be "viewpoint". An adverb which modifies an

adjective usually precedes that adjective. They also omitted the indefinite article "a" from the sentence. The following is an illustrative example:

*political wise decision

In fact, adverbs which end in -ly suffix are derived from adjectives. In English, viewpoint adjuncts usually come in initial position, whereas they prefer final position in Arabic.

Examining the faulty translations, one can observe that the subjects seem to have not clearly recognized the function of the Arabic sentence. It is also obvious that the subjects encountered incomplete mastery of this structure in English.

The second most difficult item in this domain was No. (3). Students were asked to translate this sentence from Arabic into English. Only 7 students translated it correctly i.e. got (2) points, 24 were inaccurate; got (1) point. This means that 114 subjects translated it wrongly. The sum of the correct answers was (38) and the mean was (0.262). The standard deviation was (0.540) with a percentage weight of (13.10). Students were asked to translate this sentence from Arabic into English:

كان لامعاً بقدر ما يخص الأمر مادة الأدب الإنجليزي.

(Aziz, 1989, p. 196)

The acceptable translations of this viewpoint adjunct include: (with regard to English literature/ as far as English literature is concerned, he was brilliant). It was found that the subjects failed to identify the function of the sentence in the source language and literally translated it without conveying the sense of the original sentence. Students substituted the preposition "in" instead of "as far as English literature is concerned,". The following is an illustrative example:

*He was genius in the subject of the English literature.

We also notice that most the subjects underwent the impact of the mother tongue and tried to translate the viewpoint adjuncts in final position like Arabic. In English, viewpoint adjuncts most often take an initial position whereas they prefer final position or after the subject in Arabic. (Aziz, 1989, p 195)

Also, "viewpoint adjuncts in initial position are often separated from the rest of the sentence by a comma". (Allsop, 1986, 244)

Examining the faulty translation one can conclude that weakness in Arabic and the difficulty of the construction of the target language were the main sources of the faulty translations.

The least difficult one was sentence No. (1), though constituted a percentage weight of (43.45) in which (42) students erroneously translated it, (80) students got (1) point, and (23) were correct; got (2) points. The sum was (126), the mean was (0.869) and the standard deviation was (0.659). The subjects were asked to translate the following sentence from Arabic into English:

بلد فقير من الناحية الاقتصادية.

Notice that Arabic uses a PP at the end of the sentence to serve the function of viewpoint adverb. Whereas the preferred position of viewpoint adjuncts is sentence finally. The acceptable semantic translations of this type of viewpoint adverbs include: "from an economic point of view, it is a poor country or an economically poor country".

The analysis of data revealed that students inappropriately translated this construction and translated it literally. Consider again the following example from the translation task:

*poor country from the economic side

The subjects failed to translate this construction semantically and syntactically; not knowingly that viewpoint adjuncts in initial position are often separated from the rest

of the sentence by a comma or that adverbs as premodifiers of adjectives can be "viewpoint".

One cannot fail to observe the impact of the mother language since students were not aware of this function in Arabic and then lacked the competence to give its equivalent translation in English.

The subject adjuncts

Table (4.2) shows that this domain occupied rank three in the hierarchy of difficulty. It was represented by 8 tokens. We notice that item No. (43) was the most difficult to translate. Only 4 students were correct, got (2) points, 6 students got (1) point. This means that the translation of 135 students out of 145 were wrong. The sum of the correct answers was (14), and the mean was (0.097). The standard deviation was (0.379) with a percentage weight of (4.83). Students were asked to translate this sentence from English into Arabic:

He kindly offered to help us translate these texts.

"Kindly" is a formulaic adjunct; a subclass of the subject adjuncts which relate to the referent of the subject as well as to the process or state denoted by the verb. The formulaic adjuncts are a small group of adverbs (*kindly, cordially, humbly, and please*) used as markers of courtesy.

The possible meaning of this sentence include: "we express our thanks to you/ he was kind enough to ...". It was found that the subjects failed to identify the function of the sentence in the source language and literally translated it without conveying the sense of the original sentence. When translating, the students substituted an adverb of manner, which describes the way an action has taken place, for a formulaic adjunct. The following is an illustrative example from the translation task:

*هو عرض علينا بشكل طيب المساعدة في ترجمة هذه النصوص.

On the other hand, the possible translation should have been:

إقترح مشكوراً أن يساعدنا في ترجمة هذه النصوص.

Also, we notice that the subjects used a PP instead of using an accusative noun in Arabic. This erroneous translation can be attributed to both lack of understanding of the original text and the intralingual impact of the target language i.e. treating "kindly" as a manner adverb, but not a formulaic adjunct.

The second most difficult item was (44). Only 5 students were correct; got (2) points, 14 students got (1) point. This means that the translation of 126 students were wrong. The sum of the correct answers was (24), and the mean was (0.166). The standard deviation was (0.457) with a percentage weight of (8.28). Students were asked to translate this sentence from English into Arabic:

They humbly offered their apologies.

We notice that "humbly" and "kindly" are of the same group; formulaic adverbs or adjuncts. The possible meaning of this sentence include: "they were humble enough to apologize".

It was found that the subjects failed to identify the function of this adverb in the source language and literally translated it without conveying the sense of the original sentence. When translating, the subjects again used an adverb of manner, which describes the way an action has taken place, instead of using a formulaic adjunct as a marker of courtesy. The following is an illustrative example from the translation task:

* قَدّموا إعتذارهم بتذلل

Whereas the possible translation should have been:

قَدّموا إعتذارهم الشديد.

Again, it is noticed that the subjects used a PP instead of using an accusative noun in Arabic. This erroneous translation can be attributed to both lack of understanding

of the original text and the intralingual impact of the target language i.e. treating "kindly" as a manner adverb ending in -ly suffix. It also seems that relying heavily on bilingual dictionaries sometimes may not give the appropriate translation.

As demonstrated in table (4.2), one can notice that items (37) and (38) were of special difficulty. Concerning sentence (37) for example, only 2 students translated it accurately; got (2) points and 62 were inaccurate; got (1). This means that 81 translated it wrongly. Concerning sentence (38), all students failed to translate it, 62 students got (1) point, and 74 students got (0). Take sentence 37 as an example:

ترك الأطفال اللعب وهم مستاءون.

Students were asked to translate this sentence from Arabic into English. In the sentence above, the underlined subject adjunct shows its relationship to the subject. The meaning of this sentence can be paraphrased like this: (the children left playing and they were resentful about that). So this general subject adjunct semantically provides a manner adjunct and a booster intensifier. The possible translation of this type of adverbs is:

Resentfully, the children left playing.

The analysis of the translation task shows that most students translated the subject adverb as a manner adverb. Consider the following example from the translation task:

*The children left playing resentfully.

Notice that resentfully at the end of sentence modifies only the verb and can be paraphrased: (in an X manner). Also, subject adjuncts in English tend to occur in initial position separated by comma from the rest of the sentence, while they prefer end position in Arabic.

Again, this faulty translation can be attributed to intralingual effect of the target language.

The least difficult sentence was (41) where 79 students got (2), 16 students got (1), and 50 students got (0). The sum of the correct answers was (174), the mean was (1.200), and the standard deviation was (0.925) with a percentage weight of (60.00).

Students were asked to translate the following sentence from Arabic into English:

أفسح المجال لي، من فضلك.

The possible translation of this sentence is:

Kindly make way for me.

Please make way for me, or

Make way for me please.

Kindly and please are formulaic adjuncts and are commonly used to tone down the strictness of a command. They can appear freely before imperatives, but kindly is restricted to initial position in imperatives.

Most of those who failed to translate this sentence into English dropped out "من" "فضلك" from translation. The following is an example from the translation task:

*Give me a chance.

Notice that Arabic uses a PP of (preposition+ noun) and its preferred position is at the end of the sentence. Unlike Arabic, English uses either please or (to a lesser extent) kindly in this context. It seems that a large number of subjects were not aware of the translation of this construction into English since they produced a pure command. This faulty translation can be attributed to the difficulty of English language semantically and structurally.

The place adjuncts

Table (4.2) demonstrates that this domain occupied rank four in the hierarchy of difficulty. It was represented by five tokens. The most difficult sentence was (48). The

translation of 14 students was correct; got (2), and 5 students got (1). This means that 126 students got (0). The sum of the correct answers was (33), the mean was (0.228), the standard deviation was (0.609), and the percentage weight was (11.38). Students were asked to translate the following sentence into Arabic:

They closed up the factory.

Notice that place adjuncts like "up" are used not literally in phrasal verbs. Up, in particular, is used as an intensifier or perfectively. So the possible meaning of this sentence can be:

(أغلقوا المصنع تماماً)

The analysis of the translation task revealed that most students were not aware of this adjunct in English because both languages are structurally antipodal. Arabic can translate this perfective adverb into circumstantial adverbial (تماماً) in the accusative case.

Consider the following example from the translation task:

*أغلقوا المصنع.

One can observe that those subjects ignored or avoided translating this place adjunct; thus their equivalent translations were not correct. This error can be attributed to the difficulty of the target language.

The second most difficult item to translate was sentence No. (46). 45 students got (0), 88 students got (1). This means that only 12 students got (2) points. The sum of the correct answers was (112), the mean was (0.772), the standard deviation was (0.924) and the percentage weight was (38.62). Students were asked to translate the following sentence into English:

نسافر إلى خارج البلاد في المناسبات.

Notice that the underlined adverb denotes direction. It has the meaning of direction from one place to another and Arabic uses a PP. The possible translation of this adjunct includes:

We travel abroad on occasions.

The analysis of the translation task revealed that students translated it in different ways. Most students tried to translate this sentence literally unknowing that the adverb (abroad) can be the equivalent translation of the Arabic sentence, for example:

*We travel outside in occasions.

*We travel outside of the country in occasions.

Substituting (outside or outside of) for abroad is not always correct. Outside as in (a) could mean not in a room, building. It is exactly the opposite of (inside). In example (b), outside of is a preposition and could mean not in a particular place, but still it needs a noun.

On the other hand, (abroad) can be the exact adverb in this context, it is the opposite of (at home). This faulty translation can be attributed to the incomplete mastery of English.

The least difficult sentence in this domain was No. (47). 62 students failed to translate it. 22 students were inaccurate and 61 students translated it accurately and got (2). The sum of the correct answers was (144), the mean was (0.993), and the standard deviation was (0.924). The percentage weight of this sentence was (49.66). Students were asked to translate the following sentence from Arabic into English:

الرجل المسن يعيش في الطابق الأعلى.

Like sentence (46), notice that the underlined adverb denotes direction. Arabic uses a PP at the end of the sentence. The possible translation of this adjunct includes:

The old man lives upstairs.

The analysis of the translation task showed that most students translated it literally PP for PP unknowing that the adverb (upstairs) which denotes direction can be the equivalent translation of the underlined Arabic adverbial construction. Consider the following example from the translation task:

*The old man lived in the upper floor.

Again the students substituted the preposition (in) for (on). This error can be attributed to the incomplete mastery of prepositional adverbial constructions in English which begin with prepositions. Also, following literal translation rather than the equivalent structures in both languages is a main cause of this type of errors.

The manner adjuncts

Table (4.2) shows that this domain occupied rank five in the hierarchy of difficulty. It was represented by 15 sentences. It was found that sentence (32) was the most difficult to translate in the hierarchy of difficulty. The result was that (144) students erroneously translated it; they got (0), one student got (1), and no one translated correctly i.e. no one got the ultimate score. The sum of the correct answers was (1), the mean was (0.007), the standard deviation was (0.083), and the percentage weight was (0.34). Students were asked to translate the following sentence from Arabic into English:

بينما أنا أقرأ إذ دخل والدي.

Notice that the underlined adverb (إذ) has the sense of suddenly. It is used after "while" and followed by a verb stating a fact. The possible translations of this adverb include:

While I was reading, suddenly my father came in. Or

While I was reading, lo, my father came in.

The analysis of the translation task revealed that the overwhelming majority of students avoided translating this adverb. This may be attributed to the fact that the subjects were not aware of this function semantically in Arabic.

Consider the following example from the translation task:

*While I was reading my father came.

Notice the absence of the sense of suddenly in the sentence. The one who translated inaccurately deleted the comma before the adverb suddenly which is not available in Arabic. It seems that students failed to identify the semantic function of the sudden (سُدَّ) due to the difficulty of Arabic.

The second most difficult sentence was (35). Only five students translated it correctly i.e. got (2) and six students got (1). This means that 134 students failed to translate it and got (0). The sum of the correct answers was (16), the mean was (0.110), the standard deviation was (0.410), and the percentage weight was (5.52). Students were asked to translate the following sentence into Arabic:

The strongly worded speech angered the audience.

Notice that the underlined adverb is a modifier of the passive participle adjective "worded" which modifies the noun speech. Notice also how the -ly adverb in English can be translated into a PP in Arabic. The possible translation of this adverb includes:

الخطاب المصوغ في عبارات قوية أغضب الجمهور.

The analysis of the translation task revealed that most of the subjects failed to translate this construction of (adv. + adj. + noun) since they considered strongly as an adjective. Consider the following examples from the translation task:

*الكلمات القويّة في الخطاب أغضب الجمهور.

*كلمات الخطاب القويّة أغضبت الجمهور.

Examining the faulty translations, one can observe that the subjects seem to have not clearly identified the adverbial function of "strongly" in the representative source language, English. This faulty translation can be attributed to the difficulty of the English language.

The third most difficult sentence to translate was (24). The result was that only fifteen students translated it correctly; got (2) points, and only six students got (1). This means that the translation of 124 students were wrong; got (0). The sum of the correct answers was (36). The mean was (0.248), the standard deviation was (0.629), and the percentage weight was (12.41). Students were asked to translate the following sentence from Arabic into English:

عصفت الريح.

Notice that the underlined word is a verb which denotes in itself a sense of a booster adverb of manner. It is worth saying that Arabic language uses or employs a lot of verbs which serve the function of an adverb of manner and an action at the same time. Adverbs in this context are covert. And in order to translate this type of verbs, one should understand the semantic role of these verbs. The possible translation of this sentence includes:

The wind blew violently.

The analysis of the translation task revealed that most the subjects dropped the adverb "violently" since they considered the verb "blew" could serve this meaning unknowing that it has a lowering effect of the force of the verb. Consider the following example from the translation task:

*The wind blew.

Examining the faulty translations, one can notice that most students were not aware of the connotation of the verb (عصف) in Arabic and hence substituted it for "blew"

in English. Consequently, the translation was not accurate. It seems that the difficulty of the Arabic language could be responsible for these faulty translations.

The least difficult sentence to translate was (31). Ninety eight students correctly translated it and got (2) points. Nine students were inaccurate and got (1) point, and 38 students got (0). The sum of the correct answers was (205), the mean was (1.414), and the standard deviation was (879). The percentage weight was (70.69). Students were asked to translate the following sentence from Arabic into English:

جاءت هند ياكية.

Notice that the underlined word in Arabic is a circumstantial accusative adverbial- Hall- construction that expresses a temporary circumstance of the noun to which it refers when the action happens. The Haal-construction in Arabic is translated into an active participle, adjective or a full clause introduced by (and). The students should be aware of these facts when translating this structure. The possible translation of this sentence includes:

Hind came crying.

The analysis of the translation task revealed that a large number of students correctly translated it while several students inaccurately translated it. Consider the following example from the translation task:

*Hind came cries/ cried.

It seems that those students have not clearly identified the equivalent translation of the Haal-construction into English due to the differences between the two languages.

The time adjuncts

Table (4.2) shows that this domain occupied rank six in the hierarchy of difficulty. It was represented by 10 tokens. The most difficult one was No. (54). The results were that 135 students failed completely to translate it; got (0), four students got (1) point, and six students got (2) points. The sum of the correct answers was (16), the

mean was (0.110), the standard deviation was (0.427), and the percentage weight was (5.52). Students were asked to translate the following sentence from Arabic into English:

قد انتهت من عملها.

Notice that the underlined word is one of the most common separable adverbial particles in Arabic. It is used with the perfect already to express that something has really been realized. Notice that (qad) which has the sense of emphasis is used with the past tense in Arabic, whereas its equivalent translation (already) should be in the present perfect in English. The possible translation of this adverb includes:

She has already finished her work.

The analysis of the translation task revealed that most students erroneously translated it semantically and syntactically. Semantically, the subjects have not clearly identified the function of this adverb in the source language. Hence, a large number of students avoided translating it. Second, syntactically, as the subjects misused the right tense with already; they literally translated it in the past tense instead of using the present perfect. Consider the following examples from the translation task:

*She has finished her work. Or

*She finished her work.

These faulty translations can be attributed to the fact that the subjects have not clearly identified the function of (qad) in the source language. Also, these can be attributed to the differences between the two languages and to the lack of instructions.

The second most difficult item was (53). Ninety three students got (0), thirty nine students got (1) point, and only 13 students managed to translate it correctly; got (2) points. The sum of the correct answers was (65), the mean was (0.448), the standard deviation was (0.655), and the percentage weight was (22.41). The students were asked to translate the following sentence from Arabic into English:

صلى فأطال.

Notice that the underlined word is a verb containing an adverb of time. In Arabic, there are many verbs that denote adverbs of time in addition to actions. Adverbs in this sense are covert. The possible translation of this sentence includes:

He went praying for a long time.

The analysis of the translation task revealed that most students have not clearly identified the function of this construction so they tried to translate it literally; word for word. Consider the following example from the translation task:

*He prayed a long. Or

*He prayed for long.

It seems that the subjects have not clearly identified the function of these verbs in the native language. These faulty translations can be attributed to the structural differences between the two languages. While Arabic uses a verb containing an adverb of time, English uses a PP to serve this function.

It was found that sentence (58) was the third most difficult sentence in this domain. One hundred and one students translated it wrongly and got (0), six students were inaccurate and got (1) point, and only 38 students got (2) points. The sum of the correct answers was (82), the mean was (0.566), the standard deviation was (880), and the percentage weight was (28.28). Students were asked to translate the following sentence from English into Arabic:

For a long time, they resisted the principle of the partition of Palestine.

Notice that this adverbial construction normally comes sentence initially, whereas its preferred position in Arabic is sentence finally. The possible translation of this sentence includes:

Or قاوموا مبدأ تقسيم فلسطين مدّة طويلة.

قاوموا مبدأ تقسيم فلسطين لمدة طويلة.

Notice that this PP adverbial in English can be translated into Arabic as an accusative noun or even a PP. When translating, most students confused for with since and misused the adverbial position in both languages. Consider the following examples from the translation task:

*قاوموا مبدأ تقسيم فلسطين منذ مدة طويلة.

*منذ فترة طويلة قاوموا مبدأ تقسيم فلسطين.

Studying the faulty translations, one can notice that the subjects seem to have not clearly identified the function of this adverbial construction. Semantically, for a long time, denotes duration or the length of time, while since denotes a point of time but also implies the point from which that time is measured. It seems that most students were not aware of the positions of these adverbials in both languages.

It was found that sentence (59) was the least difficult item to translate. Thirty four students erroneously translated it; got (0), four students got (1), and 107 students were correct; got (2) points. Students were asked to translate the following sentence into Arabic:

She still remembers her village.

Notice that the still is an assertive adverb denoting the duration of a situation up to a given time usually put with the verb in mid position. The possible translations of this sentence include:

ما زالت تتذكر قريتها. Or

لا تزال تتذكر قريتها.

The analysis of the translation task revealed that a large number of students translated it correctly using the form (ما تزال) with the present tense to correspond to that

of the English language. And those who erroneously translated it failed to understand the function of "still" in English. Consider the following example from the translation task:

*لم تنسى قريتها بعد.

Examining the faulty translations, one can notice that the subjects easily substituted still for yet, which is a non-assertive form, when translating into Arabic. It seems that those who failed to translate it correctly were not aware of the semantic role of still.

The focusing adjuncts

Table (4.2) shows that this domain occupied rank seven in the hierarchy of difficulty. It was represented by 5 tokens. It was found that sentence (7) was the most difficult one to translate. Fifty eight students erroneously translated it and got (0), seventy three students translated it inaccurately; got (1) point, and only 14 students translated it correctly and got (2). The sum of the correct answers was (101) and the mean was (0.697). The standard deviation was (0.638) with a percentage weight of (34.83). Students were asked to translate the following sentence into English:

إنما يعيش الإنسان مرة واحدة.

Notice that the underlined adverb (إنما) is one of the most common separable adverbial particles in Arabic. It has a restrictive function and hence limiting the part of sentence that is focused. Notice that (إنما) corresponds to only or but in English. The possible translation of this sentence includes:

Man lives only once/ but once.

The analysis of the translation task revealed that most students erroneously translated it semantically; the subjects have not clearly identified the function of this adverb in the source language and therefore, they avoided translating it into English. Consider the following examples from the translation task:

*A man lives once. Or

*A man lives one time.

These faulty translations can be attributed to the fact that the subjects have not clearly identified the function of (إِثْمًا) in the source language. Also, these can be attributed to the incomplete mastery of the target language

The second most difficult sentence to translate was No. (9). 55 students got (0), i.e. erroneously translated it, and 26 students got (1) point. This means that 64 students translated it correctly; got (2) points. The sum of the correct answers was 154, the mean was 1.062 and the standard deviation was 0.907. The percentage weight was (53.10). The students were asked to translate the following into English:

مَا جِئْنَا إِلَّا لِنْرَاكَ.

In Arabic, focusing is sometimes realized by using the negating (لَا) then comes (لَا) which is an exceptive particle. To serve this function, English usually uses such adverbs: only, merely, just, and simply. Only can occur in different places in a sentence, but when it refers to the subject, it normally comes before it e.g.:

Only you can understand me.

According to Swan (1996, p. 443) if we want to express the meaning more precisely, *only* should be put directly before the object, complement, or adverbial expression.

Since the part being focused on is the object, the possible translation of the Arabic sentence includes:

We came only to see you.

The analysis of the translation task revealed that the subjects seem to have not clearly identified the function of the focusing adverb or the part that is being focused on. Consider the following example from the translation task:

- a) *Only we came to see you. Or,
 b) *We come to see you only.
 c) *We didn't come but to see you.

Examining the faulty translations, one can notice that the subjects did not use only in the proper position. And this faulty translation can be attributed to both the difficulty of the Arabic construction and also the incomplete mastery of the English language. Also, one can easily notice the effect of negative transfer from Arabic into English as in (c).

Sentence No. (10) posed the least difficult one to translate. 61 students failed to translate it correctly, the translation of 7 students were inaccurate; got (1) point, and only 77 students translated it correctly; got (2). The sum of the correct answers was (161), the mean was (1.110), and the standard deviation was (0.973). We notice that items 10 and 11 were of the same difficulty approximately. Students were asked to translate the following sentence into Arabic:

They bought some magazines as well.

Notice that the underlined focusing adverb is an additive i.e. may indicate an addition to the part that is focused in a sentence. *As well* normally follows a focused part wherever in the clause it may be. The possible translation of this sentence includes:

كما اشترى بعض المجلات.
 و اشترى بعض المجلات أيضاً.

The analysis of the translation task revealed that some students ignored translating "as well", whereas others translated it as an adverb of manner. Consider the following examples from the translation task:

*اشترى بعض المجلات.
 *اشترى بعض المجلات جيداً.

*أيضاً اشتروا بعض المجالات.

However, those who inaccurately translated it misplaced the position of (أيضاً) in the Arabic translation. It is an absolute object in the accusative case and it should occur at the end of the sentence. For instance:

حضر علي أيضاً.

Examining the faulty translations, one can notice that the subjects seem to have not clearly identified the function of "as well" in the English context. The difficulty of the English language was the main source of error. The incomplete mastery of Arabic is also responsible for this type of errors.

2. Response to the Second Question

"Are there statistically significant differences in adverbial errors between sophomore and junior students?"

To answer this question, T-test method was used to measure the significance of differences.

The finding of this study showed that there were significant differences attributed to the level of education in favor of junior students. Though the percentage of the correctly translated sentences by junior students was 42.651 vis-à-vis 35.113 of that of the sophomore students. This result could be attributed to the effect of Grammar II junior students study at the third level and not only of the effect of Translation II since it was observed that grammar competence was a helping factor in the translation process, but not the decisive one.

3. Response to the Third Question

"Are there statistically significant differences in adverbial errors between male and female students?"

To answer this question, T-test method was used to measure the significance of differences.

The findings of this study showed that "t" computed value was less than "t" table value in the first, and the sixth; viewpoint, and place adjuncts consecutively. Thus, this indicates that there are no statistically differences due to gender.

On the other hand, "t" computed value was larger than "t" table value in the second, third, fourth, fifth, and the seventh domains; focusing, intensifier, manner, subject, and time adjuncts consecutively and in the total degree of the test. This means that there were significant differences attributed to gender in favor of female students. The mean of the correctly translated sentences by female students was 43.333 vis-à-vis 34.049 of that of the male students.

This result could be attributed to the fact that female students were much industrious, interested, and cooperative with the researcher in applying the tool of this study, especially the junior female students.

4. Response to the Fourth Question

"Are there statistically significant differences in adverbial errors between married and single students?"

To answer this question, T-test method was used to measure the significance of differences. Table (4.5) showed that "t" computed value is less than "t" table value in all the domains and in the total degree of the test and this proves that there are no significant differences due to marital status.

This result could be explained by the fact that married students are considered to be a minority and hence not a representative sample.

5. Response to the Fifth Question

"Are there statistically significant differences in students' errors in translation from English to Arabic and Arabic to English?"

To answer this question, the researcher calculated the frequencies and percentages of correct translations of the English sentences and the Arabic ones in every domain. As shown in table (4.6), the average of easiness in translating the English sentences and the Arabic ones was as follows:

1. Viewpoint Adjuncts: The percentage of the correct translation of the Arabic sentences is 18.97, whereas the percentage of the correct translation of the English sentences is 30.34. This means that translating viewpoint adjuncts from English to Arabic was easier than translating them from Arabic to English.

2. Focusing Adjuncts: The percentage of the correct translation of the Arabic sentences is 47.70, whereas the percentage of the correct translation of the English sentences is 55.52. This means that it was easier to translate focusing adjuncts from English to Arabic than translating them from Arabic into English.

3. Intensifier Adjuncts: The percentage of the correct translation of the Arabic sentences is 18.77, whereas the percentage of the correct translation of the English sentences is 21.61. This means that translating intensifier adjuncts from English into Arabic was easier than translating them from Arabic into English.

4. Manner Adjuncts: The percentage of the correct translation of the Arabic sentences is 41.54, whereas the percentage of the correct translation of the English sentences is 31.12. This means that translating manner adjuncts from Arabic into English was easier than translating them from English into Arabic.

5. Subject Adjuncts: The percentage of the correct translation of the Arabic sentences is 39.14, whereas the percentage of the correct translation of the English sentences is 13.28. This means that translating subject adjuncts from Arabic into English was easier than translating them from English into Arabic.

6. Place Adjuncts: The percentage of the correct translation of the Arabic sentences is 45.17, whereas the percentage of the correct translation of the English sentences is 25.69. This means that translating place adjuncts from Arabic into English was easier than translating them from English into Arabic.

7. Time Adjuncts: The percentage of the correct translation of the Arabic sentences is 36.47, whereas the percentage of the correct translation of the English sentences is 51.72. This means that translating time adjuncts from English into Arabic was easier than translating them from Arabic into English.

The total percentage weight of the correct sentences translated into Arabic is 35.18, whereas the total percentage weight of correct sentences translated into English is 29.97. This means that there are significant differences in adverbial translation errors from English to Arabic and Arabic to English in favor of Arabic. This can be attributed to the fact that the number of the representing Arabic sentences was higher than the number of the representing English sentences. Another reason could be that, wherever students encounter a problematic area in translation, they tend to translate with the Arabic sense and sometimes this could be a factor in translating, but still inaccurate.

6. Response to the Sixth Question

"Is there a correlation between students' errors in translation from English to Arabic and their errors in translation from Arabic to English?"

To answer this question, correlation between English sentences and Arabic ones in each domain was computed. Table (4.7) shows this:

As demonstrated in table (4.7), it was found that there is a statistically significant correlation between English sentences and Arabic sentences in each domain. This means that the more the Arabic sentence is easier, the easier the English sentence is and vice versa. This can be attributed to the fact that where there are two simple constructions in two different languages, then it is easier to translate from one language to the other. Complexities in sentences can easily detract students and translators' attention from giving the correct translations semantically and syntactically.

Conclusion

Based on the findings, derived from the results of this study, the following conclusions were reached:

1. The translation of adjuncts was, on the whole, not easy. It was noticed that translating adjuncts from Arabic into English was more difficult than translating from English into Arabic.
2. English uses adverbs and adverbial constructions more often than Arabic does. However, in many cases adverbs can be covert elements in certain action verbs and the translation of which needs practical knowledge in both Arabic and English grammar since they pose special difficulty in translation. Awareness of these hidden adverbs is essential for the sake of accuracy of translation.
3. In Arabic, adjuncts are less flexible constituents in which they usually come at the end of the sentence. Whereas, they usually come at the beginning of the English sentence or after the subject.
4. Unlike English, Arabic adverbs and adverbial constructions which function as adverbs do not have unifying characteristics that would set them as a category apart morphologically and syntactically. Hence, they can be particles, indeclinable nouns ending in –u suffix, and nouns in the accusative. Whereas, in English, adverbs may be signaled by –ly, -wise, -fashion, and –style suffixes.
5. In Arabic, the constituents which serve the function of adverbs in English come basically in three varieties: AP, NP, and PP. However, English has adverbs and adverbial constructions functioning as adverbs which may be adverbs of time, place, manner, subject, intensifier, focusing, viewpoint, etc.

6. Relying heavily on bilingual dictionaries, apart from context, sometimes may not give the appropriate translation.

7. The transfer of Arabic structures or the influence of the native language in the translation task has produced a number of errors on the semantic, lexical and syntactic levels. It appeared that Palestinian students made more errors in the areas where they felt Arabic and English were rather similar.

8. Correlating the students' abilities in both Arabic and English implies that some of the subjects' problems in translation, especially in Arabic-English, can be attributed to the deep-rooted problems in Arabic grammar.

9. Avoidance of translating unknown constituents to students was largely used to overcome the translation of semantic function of some certain constituents from Arabic into English. For example, ignoring the translation of some Arabic adverbial particles (إِنَّ، قَدْ، لَقَدْ) into English.

Implications

Based on the findings of the study, the results and the preceding observations motivate the formulation of the following implications to foreign language learners, curriculum designers and decision makers and to translation instructors:

1. The deficiencies in English translation are not only the responsibility of English teachers. The problem already exists in the native language. There seems to be a remarkable weakness in the grammar of the native language. Also, there is a widening gap between theory and practice. In light of that, a reconsideration of Arabic teaching objectives and curricula and more focus on Arabic needs to be the first priority at IUG.

2. *Translation and Arabic grammar courses* should be specially designed to meet the students' needs. The *topics* covered in Arabic grammar courses should focus on areas in which students make *errors* when they translate.

3. Mastery of adverbs and adverbial constructions in both languages can be achieved by improving the teaching- learning situation. This requires deepening the students' *transfer competence*.

4. Instructors should focus on points of similarities and dissimilarities in both Arabic and English when teaching grammar and translation courses through meaningful teaching to raise the students' awareness of the strategy of interference.

5. According to Amer (2006), one of the suggested ways for teaching adverbs and adverbial constructions in both languages is to teach them contextually. Teaching in context, he maintains, is assumed to enhance the learning of grammar including adverbials and to be more effective than presenting and explaining such structures deductively. Teaching inductively helps students to get the concept of adverbials and to understand their usage in different contexts. This approach also helps learners understand the situational and cultural use of these constructions in discourse.

6. According to Salebi (2004), one of the important implications of the study is that second or foreign language learners should be aware of the differences between their native and foreign languages. However, teachers should not use drills and exercises which are based on these differences excessively in the classroom. Otherwise, students will be oversensitive and confused concerning the differences between the native and target languages.

7. Adverbs and adverbial constructions should constitute a major component in the syllabus of translation.

8. The findings of the research support the recommendation suggested by Hamdan and Fareh (1999) cited in Saeed and Fareh (2006) that the accuracy of the translated texts should not be superficially evaluated by examining the target language text without matching it with the source language text. In this respect, there is nothing wrong in the sentence 'The witness was right'. But when matched with the source language text, "كان الشاهد صادقاً مصيباً" the use of an intensifier adjunct would be a more appropriate translation equivalent of the source language text in which Arabic sometimes uses double adjectives to serve the emphasis function. Consider the following: "The witness was perfectly right".

Recommendations for further study

In order to extend the findings of this study the researcher recommends the following:

1. A study should be conducted that would compare and contrast the translation of *conjuncts* in English and Arabic semantically and syntactically.

2. A study should also be conducted on *disjuncts* comparatively semantically and syntactically.

3. A follow-up study should be conducted to tackle the question of errors from students' point of view in which the translation works were collected, corrected and presented to students to comment on them explaining the causes that led them to make such errors. This would shed light on the effectiveness of the learning strategies students use and may help EFL instructors improve their teaching methods.

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APPENDICES

Appendix (A): Student Diagnostic Test

Appendix (B): List of Referees and their Titles

Appendix (C): Consultation Form of A Diagnostic Test

Appendix (D): A Sample of Students' Response

Appendix (A)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Student Diagnostic Test

Dear students,

The researcher is carrying out an **M. Ed dissertation entitled "Adverbial Errors in Arabic-English Bidirectional Translation Among English Department Sophomore and Junior Students at the Islamic University of Gaza"**.

You are kindly requested to participate to answer this diagnostic test which doesn't take much time, and is easy to complete. This is the tool that will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teacher. Do not write your name, teacher's name and the course section number.

Your participation will be highly appreciated.

The researcher,

Ashraf B. Badawi

Gender:

Male

Female

Age:

18- 20

20 or above

Level:

Freshman (first year of college)

Sophomore (second year of college)

Junior (third year of college)

Senior (Fourth year of college)

Marital Status:

Married

Single

Please translate the following statements from Arabic into English and those English ones into Arabic. Pay special attention to the underlined adjunct adverbials.

بلد فقير من الناحية الاقتصادية.

قرار سياسي حكيم.

كان لامعاً بقدر ما يخص الأمر مادة الأدب الإنجليزي.

Weatherwise, this village is a suitable place for old people.

How are you doing, moneywise?

Full of confidence in his future, the man joined the armed forces.

إنما يعيش الإنسان مرة واحدة.

كان يحب فرنسا كثيراً لاسيما الغابات الخضراء.

ما جئنا إلا لنراك.

They bought some magazines as well.

She remembers too that they do not drink wine.

لقد قتل خمسة أطفال.

إن الله لقدير على كل شيء.

كان الشاهد صادقاً مصيباً.

هذه - ولا شك - القصيدة القصيدة التي كتبها الشاعر نفسه.

ولكنه عاجز كل العجز أن يتكلم.

ويجتهد في أن يحفظ دروسه أحسن الحفظ.

وجد مشقة في إقناع أصدقائه.

It was quite party.

We little thought of the danger we were in.

I more or less see what you said.

رُجَّت الأرض رجا.

أصبح المشهد في غزة صومالياً.

عصفت الريح.

صارحه.

ضربه ضرباً مبرحاً.

خرج من المكان مسرعاً.

عاملت أختها بقسوة.

غادر العمال بسرعة فائقة.

سيزورنا مغنٍ معروف جداً.

جاءت هند باكياً.

بينما أنا اقرأ إذ دخل والدي.

By pulling the red handle you can open the emergency exit.

This woman must be treated surgically.

The strongly worded speech angered the audience.

The bullet went straight through the car.

ترك الأطفال اللعب وهم مستاءون.

تقدمنا نحو مواقع العدو تقدم الرجال.

On purpose, the manager used a threatening language.

Bitterly, the soldiers buried their comrades.

افسح المجال لي، من فضلك.

تفضل بالجلوس.

He kindly offered to help us translate these texts.

They humbly offered their apologies.

عاش في الجانب الآخر من الجزيرة رجل غريب.

نسافر إلى خارج البلاد في المناسبات.

الرجل المسن يعيش في الطابق الأعلى.

They closed up the factory.

Such parties must be held indoors.

لم أتلقَ أي مكالمة هاتفية منذ يوم الأربعاء.

شاع هذا النبأ في الآونة الأخيرة.

تحدّث باختصار.

صلى فاطال.

قد انتهت من عملها.

زرت الدوحة السنة الماضية وأزور الآن الشارقة.

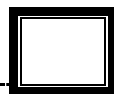
أمسى إلى صديقه.

قبل عشرين سنة وقعت معركة ضارية بالقرب من هذا النهر.

For a long time, they resisted the principle of partition of Palestine.



She still remembers her village.



Thank you for your time and participation.

The researcher,

Ashraf Badawi

Appendix "B"

List of Referees and their Titles

NO.	Referee's name	Position
1.	Dr. Ahmad Al-Nakhala	Lecturer in English Department in the Open University
2.	Dr. Akram Habib	Lecturer in English Department in IUG
3.	Dr. Asa'ad Abu Sharkh	Lecturer in Linguistics Department in Al-Azhar University
4.	Dr. Awad Keshta	Lecturer in Education Department in IUG
5.	Prof. Ezzo Afana	Lecturer in Education Department in IUG
6.	Dr. Hamdan Al-Sofi	Lecturer in Education Department in IUG
7.	Dr. Jihad Al Arja	Lecturer in Arabic Department in IUG
8.	Dr. Kamal Mourtaja	Lecturer in English Department in IUG
9.	Dr. Walid Amer	Lecturer in Linguistics in IUG
10.	Mr. Aa'ed Al Raba'i	Head of research and analytical department in MOEHE
11.	Mr. Jawad Shoblaq	Arabic Language specialist
12.	Mr. Mohammed Attia	Lecturer of English Al Quds Open University

Appendix (C)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Consultation Form of A Diagnostic Test

Dear Mr. / Mrs. / Miss.

The researcher is carrying out an **M. Ed dissertation entitled "Adverbial Errors in Arabic-English Bidirectional Translation Among English Department Sophomore and Junior Students at the Islamic University of Gaza"**.

You are kindly invited to examine and check this diagnostic test which is designed to test and collect data on adverbial errors in Arabic–English bidirectional translation among IUG English second and third level students.

I would be very grateful if you provide me with your comments related to relevance, sentence structure, number of items, and classification of adverbs used in this test.

Any modification, addition, or omissions, will be taken into consideration when processing this test.

Yours,

Ashraf B. Badawi

Referee's name,

.....

Signature

ADJUNCTS

1- Viewpoint:

بلد فقير من الناحية الاقتصادية.

قرار سياسى حكيم.

كان لامعاً بقدر ما يخص الأمر مادة الأدب الإنجليزي.

Weatherwise, this village is a suitable place for old people.

How are you doing, moneywise?

Full of confidence in his future, the man joined the armed forces.

2- Focusing:

إنما يعيش الإنسان مرة واحدة.

كان يحب فرنسا كثيراً لاسيما الغابات الخضراء.

ما جئنا إلا لنراك.

They bought some magazines as well.

She remembers too that they do not drink wine.

3- Intensifiers:

لقد قتل خمسة أطفال.

إن الله لـقدير على كل شيء.

كان الشاهد صادقاً مصيباً.

هذه - ولا شك - القصيدة القصيدة التي كتبها الشاعر نفسه.

ولكنه عاجز كل العجز أن يتكلم.

ويجتهد في أن يحفظ دروسه أحسن الحفظ.

وجد مشقة في إقناع أصدقائه.

It was quite party.

We little thought of the danger we were in.

I more or less see what you said.

4- Manner:

رُجَّت الأرض رجا.

أصبح المشهد في غزة صومالياً.

عصفت الريح.

صارحه.

ضربه ضرباً مبرحاً.

خرج من المكان مسرعاً.

عاملت أختها بقسوة.

غادر العمال بسرعة فائقة.

سيزورنا مغنٍ معروف جداً.

جاءت هند باكياً.

بينما أنا اقرأ إذ دخل والدي.

By pulling the red handle you can open the emergency exit.

This woman must be treated surgically.

The strongly worded speech angered the audience.

The bullet went straight through the car.

5- Subject:

ترك الأطفال اللعب وهم مستاءون.

تقدمنا نحو مواقع العدو تقدم الرجال.

On purpose, the manager used a threatening language.

Bitterly, the soldiers buried their comrades.

أفسح المجال لي، من فضلك.

تفضل بالجلوس.

He kindly offered to help us translate these texts.

They humbly offered their apologies.

6- Place:

عاش في الجانب الآخر من الجزيرة رجل غريب.

نسافر إلى خارج البلاد في المناسبات.

الرجل المسن يعيش في الطابق الأعلى.

They closed up factory.

Such parties must be held indoors.

7- Time:

لم أتلقَ أي مكالمة هاتفية منذ يوم الأربعاء.

شاع هذا النبأ في الآونة الأخيرة.

تحدّث باختصار.

صلى فأطال.

قد انتهت من عملها.

زرت الدوحة السنة الماضية وأزور الآن الشارقة.

أمسى إلى صديقه.

قبل عشرين سنة وقعت معركة ضارية بالقرب من هذا النهر.

For a long time, they resisted the principle of the partition of Palestine.

She still remembers her village.

Thank you for your time and participation.

The researcher,

AShraf Badawi

Appendix (D)
A Sample of Students' Response

Appendix (F)

Curriculum Vitae

Name: Ashraf B. M. Badawi

Contact Information

Address: Tel el-Hawa, Al-Adel Str.
Gaza City, Gaza Strip

E-mail: mrashraf9@yahoo.com

Mobile Phone: 059 9774595

PERSONAL DETAILS:

Nationality: Palestinian

Date & Place of Birth: 25/03/1970- Saudi Arabia

Marital Status: Married +4

EDUCATION:

Dates	Institution & Country	Degree Obtained
2004-	The Islamic University of Gaza (IUG)- Palestine	M.Ed. Curriculum & Teaching Methods- Very Good
1995- 1999	Saba University- Yemen	B.A. English Language- Very Good
1987- 1989	Howara Community College- Jordan	Diploma (TEFL)+ Comprehensive Exam- Very Good

QUALIFICATIONS & TRAINING SESSIONS:

Dates	Educational Establishment	Qualification Obtained
2003	French Cultural Center- Gaza	French Language for Beginners
1999	International Cultural Center- Jordan	Dos, Windows, Internet
1990	International Cultural Center- Jordan	Data Entry (Arabic- English/English- Arabic)

WORK EXPERIENCE:

Dates	Name of Employer	Job
1999-	PNA (Office of the President)	Information Center- Media & Translation (American, British & Israeli media- Newspapers & TVs)
1992- 1999	Ministry of Education- Yemen	Teacher of English (Preparatory & Secondary)

LANGUAGES

Language	Listening	Reading	Writing	Speaking
Arabic	Expert	Expert	Expert	Expert
English	Expert	Excellent	Very good	Very good
French	Beginner	Beginner	Beginner	Beginner

FIELD OF INTEREST:

Written translation from Arabic into English and vice versa. Extensive reading of news analyses and political reports prepared by worldwide think-tanks and good English typing while translating.