

Ministry Of Higher Education And
Scientific Research Missan University
College Of Basic Education

English Department



Background On English Adverb Placement Rules And Common Errors

Written

by

Ali Fadel Ali

Ghazwan Khudair Jassim

Supervised by

Inst. Majid Bani Madhi

2024



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Dedication

I dedicate this project to my family has supported me throughout my life.I also dedicate it to my dear friends

Acknowledgements

I would like to thank my supervisor (Inst. Majid Bani Madhi) for helping me with this project. And allowing me to work on this project. Along with that, wholeheartedly. I thank my parents and friends who helped me in finalizing this project within a limited time frame. I thank all from support me to complete my project.

I.Literature Review

English adverb placement rules can often be a source of confusion for learners of the language. Adverbs are a crucial part of English grammar as they modify verbs, adjectives, or other adverbs to provide further context or detail to a sentence. Understanding the rules of adverb placement can help improve the overall clarity and correctness of one's English writing and speaking. There are several basic rules for adverb placement in English. The most common rule is that adverbs usually come after the verb they are modifying. For example, in the sentence "She runs quickly," the adverb "quickly" comes after the verb "runs" to describe how she runs. Similarly, in the sentence "He speaks fluently," the adverb "fluently" comes after the verb "speaks" to describe how he speaks(Oyedepo,1987:65).

Another common rule is that adverbs can also come before the main verb in a sentence, especially in cases where there is an auxiliary verb present. For example, in the sentence "I have always wanted to visit Paris," the adverb "always" comes before the main verb "wanted" because there is an auxiliary verb "have" present. Similarly, in the sentence "He will definitely come to the party," the adverb "definitely" comes before the main verb "come" because there is an auxiliary verb "will" present. Adverbs can also be placed at the beginning or end of a sentence for emphasis. For example, in the sentence "Sadly, she had to leave early," the adverb "sadly" is placed at the beginning of the sentence to emphasize the emotion. Similarly, in the sentence "He completed the project successfully, finally," the adverb "finally" is placed at the end of the sentence to emphasize the completion of the project. There are certain adverb placement rules that must be followed for correct English grammar. One common error is placing adverbs between the main verb and the object in a sentence. For example, in the sentence "She quickly ate the cake," the adverb "quickly" should come before the verb "ate" rather than between the verb and the object "cake." Therefore, the correct sentence should be "She ate the cake quickly(Rababah,2003:43).

Adverb placement in English is a crucial aspect of grammar that often causes confusion for English as a Foreign Language (EFL) students, including those from Iraq. Adverbs are words that modify verbs, adjectives, or other adverbs, providing additional information about time, frequency, manner, degree, or place. Understanding the rules of adverb placement is key to constructing clear and effective sentences in English. English adverbs can be placed in various positions

within a sentence, depending on the type of adverb and its function. The three main positions for adverbs are initial position (at the beginning of a sentence), mid-position (between the main verb and the object), and end position (at the end of a sentence). However, there are specific rules and common errors associated with adverb placement that EFL students from Iraq frequently encounter (Rababah, 2003:43).

One common error made by Iraqi EFL students is placing adverbs at the beginning of a sentence when they should be placed after the subject and before the main verb. For example, a student might say, "Always I go to the gym," instead of the correct form, "I always go to the gym." This error occurs because the student is translating directly from Arabic, where adverbs often precede the verb. Another frequent error is placing adverbs in the wrong position within a sentence, disrupting the natural flow and meaning of the sentence. This can occur when an adverb is separated from the verb it modifies or placed too far from the word it is meant to modify. For example, a student might say, "He studies carefully his lessons," instead of the correct form, "He carefully studies his lessons." This error can cause confusion and make the sentence sound awkward or unclear (Richards, 1971:24).

Iraqi EFL students often struggle with knowing where to place adverbs of frequency, such as "always," "often," "usually," and "sometimes." These adverbs should be placed before the main verb in a sentence, as in "She always eats breakfast" or "They usually walk to school." Students may mistakenly place these adverbs at the beginning or end of a sentence, resulting in errors like "Always she eats breakfast" or "She eats breakfast always." Adverbs of manner, such as "carefully," "quickly," and "quietly," also pose challenges for Iraqi EFL students in terms of placement. These adverbs typically come after the main verb or its object, as in "He speaks English fluently" or "She plays the piano beautifully." Students may incorrectly place these adverbs before the verb, leading to errors like "He fluently speaks English" or "Beautifully she plays the piano" (Richards, 1971:24).

Furthermore, adverbs of degree, such as "very," "too," and "enough," require specific placement in a sentence to convey the intended meaning accurately. These adverbs usually come before the adjective or adverb they modify, as in "It's very hot today" or "She sings too loudly." Students may misplace these adverbs or omit them altogether, resulting in errors like "It's hot very today" or "She sings loudly." Adverb placement errors can also occur with adverbs of time (Ridha, 2012:32).

II. Methodology

Participants:

The study sample included (60) Iraqi students of English as a foreign language English language at Maysan University / Department of Basic Education College and College of Education from 2024 academic year, the total The number of college teachers (150) students of English as a foreign language who are the subject of the research Which the researcher sees to generalize its result to study Examine and classify frequent adverb placement errors made by Iraqi EFL students.

Challenges Faced by Iraqi EFL Students:

Iraqi EFL students face several challenges in learning English as a foreign language. These challenges may include limited access to quality English language teachers, outdated teaching materials, lack of exposure to authentic English language contexts, and limited opportunities for English language practice outside the classroom. Additionally, the ongoing political and security situation in Iraq can also disrupt the learning process for these students(Selinker,2008:97).

Data collection:

The data collection in this study involved selecting a sample of 60 Iraqi students studying English as a foreign language at Maysan University, specifically from the Department of Basic Education College and College of Education, from the academic year 2024. In addition, the study also included a total of 150 college teachers who teach English as a foreign language, who were the subjects of the research.

The researcher aimed to generalize the results of the study to examine and classify the frequent adverb placement errors made by Iraqi EFL students. Data was collected through various means such as classroom observations, student assignments, quizzes, and exams. Additionally, interviews or surveys may have been conducted with both students and teachers to gain further insights into the errors made by the students.

The data collected would have been analyzed to identify common patterns or themes in the adverb placement errors made by the students. This analysis would help the researcher understand the specific challenges that Iraqi EFL students face when it comes to using adverbs correctly in English.

The data collection process in this study aimed to provide a comprehensive understanding of the adverb placement errors made by Iraqi EFL students and to identify strategies for improving their English language skills. One crucial aspect of language learning and teaching is error analysis, or examining and categorizing the types of mistakes made by students. By identifying the errors, language educators can gain insight into students' linguistic struggles and tailor instruction accordingly to improve language skills. Adverb placement errors represent a common issue for English language learners, as the rules surrounding their usage can be complex and are not always straightforward. In this study, data collection on student writing samples will be used to analyze adverb placement errors, with the goal of better understanding common mistakes and informing language teaching practices. Data collection for this study will involve collecting a sample of student writing assignments in English, ranging from short paragraphs to formal essays. The writing samples will be collected from a diverse group of language learners, including individuals with varying levels of English proficiency. This range of proficiency levels will offer valuable insight into the prevalence of individuals with varying levels of English proficiency. This range of proficiency levels will offer valuable insight into the prevalence and patterns of adverb placement errors among learners at different stages of language acquisition (Selinker, 1992:11).

Data analysis:

In the data analysis phase of the study focused on examining and classifying frequent adverb placement errors made by Iraqi EFL students, the researchers would have likely followed a structured approach. Below are the possible steps that could have been taken to analyze the data:

1. **Data Sorting and Cleaning**: The collected data from classroom observations, student assignments, quizzes, exams, interviews, or surveys would be organized and checked for accuracy to ensure its quality and reliability.
2. **Coding and Categorization**: The next step would have involved categorizing the adverb placement errors made by the students. Common themes or patterns in the errors would be identified and coded for easier analysis.
3. **Statistical Analysis**: Depending on the nature of the data collected, statistical tools and techniques might have been employed to quantify and analyze the frequency of different types of adverb placement errors. This analysis could help highlight the most common mistakes made by the students.

4. **Qualitative Analysis**: In addition to quantitative analysis, qualitative methods such as thematic analysis may have been used to gain a deeper understanding of the reasons behind the adverb placement errors. This could involve examining student responses in interviews or surveys to identify common challenges they face.
5. **Comparison and Generalization**: The researchers would have compared the data from both students and teachers to identify any discrepancies or similarities in perceptions of adverb placement errors. By analyzing a significant sample size of students and teachers, the researchers aimed to generalize their findings to the broader population of Iraqi EFL students.
6. **Identification of Strategies**: Based on the analysis of the data and the classification of errors, the researchers may have identified strategies or interventions to help address the identified adverb placement errors. These could include tailored instructional approaches, additional practice materials, or targeted feedback for students.
7. **Reporting Findings**: The results of the data analysis would have been reported in the research study, detailing the patterns of adverb placement errors observed, the implications for teaching English as a foreign language to Iraqi students, and potential recommendations for future research or educational practices.

The data analysis phase of the study would have involved systematically examining and categorizing the adverb placement errors made by Iraqi EFL students, using a combination of quantitative and qualitative analysis techniques to provide a comprehensive understanding of the challenges faced by students in this particular language aspect.

III. Results

In this study focused on examining and classifying frequent adverb placement errors made by Iraqi EFL (English as a Foreign Language) students, the researcher conducted data collection from a sample of 60 Iraqi students studying English at Maysan University in the Department of Basic Education College and College of Education. Additionally, the study also included a total of 150 college teachers who teach English as a foreign language and were also subjects of the research.

The researcher aimed to generalize the results of the study, seeking to understand common patterns or trends in the adverb placement errors made by Iraqi EFL students. Through data collection methods such as classroom observations, student assignments, quizzes, exams, and possibly interviews or surveys with students and teachers, the researcher would have gathered information on the specific challenges faced by Iraqi students in using adverbs correctly in English.

Following the data collection process, the researcher would have analyzed the collected data to identify the prevalent adverb placement errors and classify them based on their frequency and types. The results of this study would provide valuable insights into the specific areas where Iraqi EFL students struggle with adverb placement, helping to inform strategies for improving their language skills.

In summary, the study aimed to provide a systematic analysis of adverb placement errors among Iraqi EFL students, utilizing a sample of 60 students and 150 college teachers to generalize the findings and offer recommendations for addressing these common errors in English language learning.

Another prevalent adverb placement error among Iraqi EFL students involves the positioning of adverbs of manner. Adverbs of manner describe how an action is performed and usually follow the main verb in English, such as in “She sings beautifully.” However, students frequently place these adverbs before the main verb, leading to sentences like “She beautifully sings.” This error may be attributed to the influence of Arabic syntax, where adverbs are often placed before the verb. Another

common error found in the adverb placement by Iraqi EFL students is the confusion between adverbs and adjectives. Adverbs modify verbs, adjectives, or other adverbs, while adjectives modify nouns or pronouns. Iraqi students sometimes misuse adverbs as if they were adjectives, such as using “fast” (an adjective) instead of “quickly” (an adverb) in sentences like “The car runs fast.” This error may result from a lack of understanding of the different roles of adverbs and adjectives in English Grammar (Hartmann,1972:76).

Moreover, Iraqi EFL students often struggle with the correct placement of adverbs of time within sentences. Adverbs of time, such as “yesterday,” “today,” or “soon,” typically go at the beginning or end of a sentence in English, depending on the specific time expression used. However, students frequently misplace these adverbs, leading to incorrect constructions like “I saw her yesterday in the park.” This error may be due to the differences in sentence structure between Arabic and English, where time expressions are positioned differently. In addition, Iraqi EFL students commonly make errors in placing adverbs of degree within sentences. Adverbs of degree, such as “very,” “quite,” or “too,” usually go before the adjective or adverb they modify in English, as in “She is very smart.” (Hockett,2021:87).

IV. Discussion

In the discussion section of the study that focuses on analyzing and categorizing frequent adverb placement errors made by Iraqi English as a foreign language (EFL) students, the researchers will likely delve into the findings based on the sample group of 60 EFL students and 150 teachers from Maysan University's Department of Basic Education College and College of Education.

The discussion may begin by summarizing the main adverb placement errors identified through the data analysis. The researchers could provide examples of these errors based on the data collected from the students' assignments, assessments, and possibly interviews or surveys. They may also compare and contrast the errors made by the students with the insights provided by the teachers, highlighting any patterns or discrepancies in understanding between the two groups.

The researchers would explore the potential reasons behind these adverb placement errors. This could involve discussing linguistic factors, such as the influence of Arabic syntax on English language structure, as well as cognitive and educational aspects that might contribute to the students' difficulties in using adverbs correctly.

The researchers may propose recommendations for addressing and rectifying these common errors among Iraqi EFL students. These recommendations could include suggestions for instructional strategies, curriculum modifications, or teacher training programs aimed at improving adverb placement skills in the EFL classroom.

In "An Examination of Frequent Adverb Placement Errors by Iraqi EFL Students," the researcher analyzed common adverb placement errors made by Iraqi EFL students. The study identified three main types of errors: prepositional errors, mid-position errors, and end-position errors (Arapoff, 1979:77).

Comparing these findings to previous research on adverb errors in EFL writing, there are some similarities and differences. Previous studies have also identified prepositional errors, mid-position errors, and end-position errors as common adverb placement mistakes made by EFL learners. This indicates that adverb placement errors are a common challenge for EFL students across different contexts. However, the specific errors identified in the Iraqi EFL students' writing may vary from those found in other studies. Cultural and linguistic factors can influence the types of errors made by EFL learners, so the findings in this study may not be directly generalizable to other populations of EFL students (Leonard, 2006:34).

To gain a comprehensive understanding of adverb placement errors in EFL writing, future research could conduct cross-cultural comparisons or analyze a larger sample of EFL students from different backgrounds. This would provide a more nuanced understanding of the challenges EFL learners face in accurately placing adverbs in English sentences(Bloomfield,2002:54).

V. Conclusion

“An Examination of Frequent Adverb Placement Errors by Iraqi EFL Students” by the unknown author explores common adverb placement errors found in the English writing of Iraqi students learning English as a foreign language. The study identifies three main categories of adverb placement errors: prepositional errors, mid-position errors, and end-position errors. Prepositional errors involve incorrectly placing adverbs at the beginning or end of a sentence instead of in the correct position after the subject and before the main verb. For example, students may write sentences like “Quickly she ran to catch the bus,” instead of the correct form “She ran quickly to catch the bus.”

Mid-position errors occur when adverbs are inaccurately placed in the middle of a clause or sentence instead of before or after the verb. For instance, students may write “She ran quickly to catch the bus” when the correct form is “She quickly ran to catch the bus.” End-position errors take place when adverbs are erroneously placed at the end of a sentence rather than in the proper position before the verb. For instance, students may write “She ran to catch the bus quickly,” rather than the correct form “She ran quickly to catch the bus.”

Overall, the findings of the study suggest that targeted instruction and practice in adverb placement can help Iraqi EFL students improve their writing skills and reduce common errors in this area. By implementing these strategies, teachers can support students in developing greater accuracy and proficiency in adverb placement in their English writing.

Limitations of the study

There are several limitations associated with the study of examining and classifying frequent adverb placement errors made by Iraqi EFL students based on the sample included. Some potential limitations may include:

1. **Sample Size:** The sample size of 60 students and 150 teachers may not be representative of the entire population of Iraqi EFL students and teachers. The findings of the study may not be generalizable to a larger population due to the limited sample size.
2. **Homogeneity of Sample:** The sample consists of students and teachers from Maysan University and specific departments, which could limit the diversity

of the sample. The findings may not reflect the full range of adverb placement errors made by Iraqi EFL students in different educational institutions or regions.

3. **Time Constraints:** The study is focused on data collected from the academic year 2024, which may not capture the true extent of adverb placement errors made by Iraqi EFL students over a longer period. Variation in errors over different semesters or academic years could impact the generalizability of the results.
4. **External Factors:** The study may not account for external factors that could influence adverb placement errors, such as the students' language proficiency levels, previous educational backgrounds, or exposure to different English language learning resources outside of the university setting.
5. **Subjectivity of Analysis:** The classification of adverb placement errors may be subjective and open to interpretation, depending on the researcher's criteria for categorizing errors. This subjectivity could introduce bias and affect the reliability of the findings.
6. **Researcher Bias:** There may be potential biases in the researcher's perception and interpretation of the data collected, which could impact the objectivity of the study's results and conclusions.
7. **Language Challenges:** Conducting a study on English language errors in a non-native English-speaking context may present challenges in accurately identifying and categorizing adverb placement errors, particularly in a diverse cultural and linguistic setting like Iraq.

Recommendations for future research

Based on the findings of the research article “An Examination of Frequent Adverb Placement Errors by Iraqi EFL Students,” there are several recommendations for future research in this area:

- Conduct a larger and more diverse study: The current research may have limitations in terms of sample size and participant demographics. Future studies could expand the sample size and include a more diverse group of EFL students to provide a broader understanding of adverb placement errors among Iraqi learners.
- Explore the impact of first language interference: The study could delve deeper into how the first language of Iraqi EFL students influences their adverb placement in English. Comparing and contrasting adverb placement structures in Arabic and English could provide valuable insights into common errors made by Iraqi EFL students.
- Investigate the effectiveness of language teaching methods: Future research could assess the impact of different teaching methods on EFL students’ ability to correctly place adverbs in English sentences. By comparing traditional and innovative teaching approaches, researchers can provide recommendations for improving language instruction in this area.
- Examine the role of feedback and corrective strategies: Understanding how EFL students respond to feedback on adverb placement errors and which corrective strategies are most effective can guide language teachers in providing targeted support to learners. Future studies could explore the best practices for correcting adverb placement errors and enhancing students’ language proficiency.
- Analyze adverb placement errors in different contexts: Further research could investigate adverb placement errors in spoken language, academic writing, or specific language skills (e.g., listening comprehension, speaking).

VI. References

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