

A STUDY ON THE PLACEMENT OF ADVERBS

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for Master of Education in English**

**Submitted by
Narendra Kumar Giri**

**Faculty of Education
Tribhuvan University Kirtipur,
Kathmandu, Nepal**

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RECOMMENDATION FOR ACCEPTANCE

This is certified that **Mr. Narendra Kumar Giri** has prepared this thesis entitled **A Study on The Placement of Adverbs** under my guidance and supervision.

I recommended the thesis for acceptance.

.....
Dr. Bal Mukunda Bhandari

Reader

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

Date: 2068-01-02

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following 'Research Guidance Committee.'

Signature

Dr. Chandreshwar Mishra

Professor and Head,
Department Of English Education
T.U., Kirtipur, Kathmandu

.....
(Chairperson)

Dr. Jai Raj Awasthi

Professor
Department of English Education
TU, Kirtipur

.....
(Member)

Dr. Bal Mukunda Bhandari (Guide)

Reader
Department of English Education
TU, Kirtipur

.....
(Member)

Date : 2068-01-04

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following ,“Thesis Evaluation and Approval Committee.”

Dr. Chandreshwar Mishra Signature
.....
Professor and Head, (Chairperson)
Department Of English Education
T.U., Kirtipur, Kathmandu

Dr. Jai Raj Awasthi
Professor and (Member)
Chairperson
English and Other Foreign Languages
Subject Committee
TU, Kirtipur, Kathmandu

Dr. Bal Mukunda Bhandari
Reader (Member)
Department of English Education
TU, Kirtipur

Date: 2068 - 01 -08

DECLARATION

I here by declare to the best of my knowledge that this thesis is original: no part of it was earlier submitted for the candidature of research degree to any university.

Date : 2067-12 -30

.....
Narendra Kumar Giri

DEDICATION

*Dedicated to
my grandfather, parents, uncles, teachers and
all who directly and indirectly
supported in my study*

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Narendra Kumar Giri.

ABSTRACT

This research entitled 'A Study on the Placement of English Adverbs' was carried out to find out how well the students of grade ten of Rukum district use adverbs. It was also aimed to provide some pedagogy for teaching adverbs. Seventy five students of three schools were selected randomly as sample population. A set of test items was used to collect the required data and the placement of English adverbs in different situations was analyzed and interpreted by using tables, diagrams and statistical tools (percentages, average). Holistic, item-wise and school-wise analyses were done separately. They had wrong concept about the form of adjectives and adverbs .

This thesis consists of four chapters. Chapter one discusses general background of the English language and different perspectives of the use of adverbs, review of the related literature, objectives of the study along with the significance. Chapter two deals with the methodology applied to carry out the research. It includes sources of data, population of the study , procedure, tools for data collection, process of data collection and limitations of the study . Chapter three analyses and interprets of the data collected from the students. Chapter four presents findings and recommendations based on the study. The references and appendices are given at the end.

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SYMBOLS AND ABBREVIATIONS

%	Percent
Adj.	Adjectives
Adv.	Adverb
CUP	Cambridge University Press
CR	Correct Responses
Dr.	Doctor
e.g.	Example
FM	Full Marks
HHSSK	Himalaya Higher Secondary School Kholagaun
i.e.,	That is
Lg.	Language
Ltd.	Limited
M.Ed.	Master in Education
Mr.	Mister
Ms.	Misses
No.	Number
OUP	Oxford University Press
P.	Page
Pvt.	Private
Q.N.	Question Number

CHAPTER ONE

INTRODUCTION

1.1 General Background

Linguists and philologists have been trying for centuries to describe language. About origin of language, Yule (2009, p. 1) mentions, "We do not usually think of speaking as similar to chewing, licking and sucking but like speaking all of these actions involvement of the mouth, tongue and lips in some kind of controlled way. So, perhaps this connection is not as improbable as it first sounds. It is an example of the type of observation that can lead to interesting speculation about the origins of spoken language. They remain, however, speculations, not fact. We never find any direct evidence or artifacts relating to the speech of our distant ancestors that might tell us how language was back in early stages." Language is human phenomenon by which every human being expresses his feelings, establishes social relationship and recognizes himself as a rational figure.

Language itself is the identity of nationality and culture. Language allows human beings to communicate with their thoughts, norms, values, desires, different emotions, experiences and share ideas on the basis of social contact.

On the other hand, language can be considered as purely human property because only human beings can speak or talk using language. Language is systematic and non-instinctive means of communication. Human language is different from animal communication because it is voluntary and vocal with script in writing form of it. Additionally, it has unlimited set of sentences out of finite list of words. It also has special pattern of structure. Actually, human language is produced due to complex involvement of the different parts of human brain.

1.1.1 Aspects of Language

Harmer J. (2006, p. 66) has mentioned three aspects of language. They are grammar, vocabulary and pronunciation. These aspects of language are presented in the following sub-headings.

a. Grammar

Every language has certain pattern structures. One structure depends for its completeness, putting a number of elements in the correct order. Thornbury (2009, p.1) states that grammar is the description of rules for forming sentences, including an account of meanings that these forms convey and it adds meanings that are not easily inferable from the immediate content. One sentence structure consists of subject, verb, complement or object and adverbials. The elements have to go in the right order for the sentence to work. If we say a structure, 'It here in warm is', the sentence would not work. In the same way, we should be careful about the types of words we can put in the slots (subject, verb etc.). We can not, for example, put an adjective or an adverb in the subject slot (not stealthily is warm in here.) or a verb in the adverbial position (not Is it warm go.)

However, we can change word order to make statements or questions. Some structures are formed with only two words. Intransitive verb does not take objects. Some other verbs can be either transitive or intransitive. Some sentence structures may have two objects, direct or indirect. Direct object refers to persons or things affected by the verb, e.g. He sang a *song*. She loved *him*.

An indirect object refers to the person or thing that benefits from the action e.g. He sang *me* a song. She painted *him* a picture.

Not all sentences consist of just one clause (e.g. subject-verb-adverbial or subject-verb-object) in this way. We can make things considerably more complex by joining a number of different clauses. For example, the following sentences:

The girl met the woman
The woman was standing by the canal
They went to a cafe
They had meal
They enjoyed very much

Can be amalgamated into a multi-clause sentence such as:

'The girl met the woman who was standing by the canal and they went to a cafe and had a meal which they enjoyed very much.'

It is possible also to convert some elements of the separate sentences into phrases; e.g. The girl met *the woman standing by the canal...*, etc. but whether we are dealing with a single clause or multi clause sentence, our choice of what we can say is governed by what is appropriate or permissible in the various slots that make up the sentence.

b. Vocabulary

Vocabulary is another aspect of language. A speaker or a writer has chosen a word on purpose to express a particular meaning. What a word is also defined by its relationship to other words. He or she could have chosen 'hot' or 'cold' instead of 'warm' in the sentence 'It's warm in here' and as a result, the sentence mean something different. For example, we can say that the word 'hot' is the antonym (opposite) of the word 'cold'. For similar meanings we use the term 'synonyms' for pairs of word.

A speakers' knowledge of a word also includes an understanding of how the shape of that word can be altered so that its grammatical meaning can be changed. We call the system of rules that determine how these meaning changes can be made morphology. Simple change in derivations and inflections markers may change the entire meaning change to a word or words.

Using words appropriately means knowing these things and, crucially, knowing which grammatical structures they can go into.

c. Pronunciation

Other important aspect of language is pronunciation. In English, the way the sentence is spoken will also determine exactly what is spoken will also determine exactly what it means. Intonation goes up and down to convey meaning of structures. Intonation encompasses the moment at which we change the pitch of our voices in order to give certain messages. Pitch describes the level (high or low) at which we speak. Changing our pitch in an utterance is absolutely crucial for getting our meaning across. The word 'yes' for example, can be said with falling voice, a rising voice or a combination of the two. By changing , the direction of the voice, we can make 'Yes' mean 'I agree' or 'perhaps it's true' or 'you can't be serious' or 'wow, you are right etc.

Stress on the word also change word classes. For example 'import' (verb) 'import' (noun).

There are two main categories of sounds: Vowel sounds and consonant sounds. Vowel sounds can either be single like (/ :/): in 'warm', /æ/ in 'cat' or combination of two or more sounds (diphthongs - like / ei / in late / au / in 'now'. Consonants can sometimes be joined together to make sounds like / ts/ in 'child' /dz/ in 'judge'. They are voiceless or voiced too.

Celce Murcia and Larsen Freeman (1999, p.1) have taken 'discourse structure' as a forth integrated aspects of the English language. Discourse is a behavioral unit which constitutes any recognizable speech event, e.g. a conversation, a joke, a sermon or an interview. In other words, discourse refers to the stretches of language perceived to be meaningful, unified and purposive. This aspect of language helps to be able to use language according to situations.

For language skills should be considered as important elements of language: Listening, speaking reading and writing. Listening and speaking skills of language are acquired skills and reading and writing are productive skills. To be perfective in using language, a speaker or writer needs to master over these skills too.

1.1.2 Word Classes

Words can be grouped into major and minor classes. Carter and McCarthy (2008, p. 296) have illustrated open and closed classes of words. Open words can be changed into other word classes by adding suffixes. But close words can not be formed into other word classes. Nouns are open words because new nouns can be created by adding plural marker (-s). So they belong to closed classes of word groups. All suffixes are either word class change markers or inflections. For example -ed can change a verb from present to past, '-s' can indicate third person singular concord with the subject. Inflections do not change word classes. Quirk et al. (2010, p. 67) have made two division of words as closed classes and closed classes of word. Closed classes of words include preposition, pronoun, determiner, conjunction, modal verb and primary verbs. Similarly, in open classes, noun, adjective, full verb and adverb. Besides open and closed classes of words, numerals (one, two, three, first, second third), interjections (oh, ah, ugh, phew), negative particle 'not and the indefinite marker 'to' which do not easily fit into any of these classes.

According to Carter and McCarthy (2008, p. 296), nouns, verb, adverb, preposition and conjunction are the main word classes. Minor word classes include interjections (ouch, oi, oh, ah etc.).

Aarts and Aarts (1986, p. 22) illustrate that in English there are four major words classes: nouns, adjectives, adverbs and verbs and the minor class words are: preposition, conjunction, article, numerals, pronouns, quantifiers and interjections.

Word classes can be identified on the basis of their meaning and their relationship with other word, classes. For example 'a verb is doing word' and it is dynamic because it is fitted to indicate actions, activity and temporary or changing conditions. Adjectives attribute stable properties to the reference of noun etc. Adverbs work as adjuncts, subjuncts, conjuncts and disjuncts according to role of meaning relationship.

Carter and McCarthy (2008, p. 296) state a particular word class may consists of more than one word. For example, the phrasal verb 'take off' (as in take off your coat / take your coat off) consists of two words but operates syntactically and semantically as a unified item.

Underlying forms are called lexemes. Water, waters, watering and watered are grammatically distinct forms of the some lexeme, the verb water.

Sometimes difference in pronunciation distinguishes words with identical forms. For example, refuse / ri'fju:z/ verb, meaning to decline and refuse /'refju:z / noun, meaning household rubbish or row / r u/ noun, and row /rau/, verb.

Within the word, classes, adverbs are a class of words which perform a wide range of function. They can be identified on the basis of typical derivational suffixes. Some adverbs inflect for comparison.

Aarts and Aarts (1986, p. 20) state that, words can be grouped into word classes they are called parts of speech. They are of the same word classes if they shave a number of properties on the basis of syntactic and morphological and semantic properties.

(i) Morphological Criterion

The class to which a word belongs to can be established on morphological ground if the word in question has inflectional or derivational characteristics that are typical of that class. Verbs take the inflectional endings -s, -ing, -ed.

Nouns take possessive marker ‘-s’, and plural marker ‘-s’. Typical endings of adjectives are the comparative (-er) and superlative (-est). Some adverbs also take comparative and superlative marker (e.g harder, faster). Words ending in ‘-ify’ and ‘-ize’ are verbs, words ending in ‘-action’, ‘-ity’, ‘-ness’ are nouns and words that are formed by the suffixes ‘-able’, ‘-ish’ and ‘-less’ are adjective. Typical suffixes of the class of adverbs are ‘-wards’, ‘-wise’, ‘-ly’, etc.

(ii) Syntactic Criterion

Words can be grouped on the basis of syntactic relationship in the sentences and phrases. Verbs are typically associated with the sentence function predicator, nouns with subject and object, adjectives with the function subject attribute and object attribute, and adverbs with the function adverbial. On the other hand, adjectives play a characteristic role in the structure of noun phrases, adverbs in the structure of adjective and adverb phrases.

(iii) Semantic Criterion

Further classification of words can be made on the basis of semantic criteria. The nouns are defined as words denoting persons, animals, plants, objects, etc. Verbs denote actions, states and processes. Adjectives refer to qualities. Semantic criteria, however, are, on the whole, less reliable indicators of word class membership than morphological and syntactic ones. For example, if we were to apply the above definitions to words like ‘hand shake’ and ‘death’, we would have to assign them to the class of verbs (rather than to the class of nouns) since they may be said to refer to an action and a state, respectively. Similarly, words like roundness and strength would have to be called adjectives (rather than nouns), since they denote qualities.

It is necessary to consider syntactic criteria to take precedence over morphological ones since the morphology of English words does not always enable us to assign them to a particular class. English words whose morphological shape does not provide a clue to their possible classification. Examples are words like

brief, fly, lack, tear and walk. Secondly, there are several affixes which can unambiguously be associated with a particular word class. Thus, the suffix '-ly' does not necessarily mark a word as belonging to the class of adverb (e.g. adjectives like lively, lovely and seemly) nor does a suffix like '-er' 'character' a word as a compared adjectives (e.g. words like cooler and drier, which are either adjectives or nouns).

Many English words have multiple memberships with word classes. One word may not particularly denote the noun or verb. For example, answer and desire are not confined as verb or noun by direct observation there must be considered situation.

1.1.3 Adverbs

Adverbs are one of the fourth major open world classes. They can be identified on the basis of typical derivational suffixes, i.e. - 'ly' -ward(s) - 'wise'. But it should bear in mind that not all words ending in-ly are adverbs. For example costly, deadly friendly, lonely are adjectives with-'ly' ending.

According to Carter and Mc McCarthy (2008,p.453) adverbs are: Gradable, Can be modified by other degree adverbs, include comparative forms and similar in their structural characteristics to adjective phrases while forming adverbs phrases. They typically function as adjunct in the clause structures of adverb phrases. Sometimes they occur as complements, e.g

I ate my super very slowly.

Her brother is here.

Adverb phrase modify verb phrases adjectives and other adverbs some adverb modify whole clauses or sentences too.

Adverbs normally do not have inflected forms, but a few, most of which are identical in form to adjectives, inflect for comparing (e.g. for, fast, hard, high long, low, near, soon)

Richards et al. (1985) define, "A word that describes or adds to the meaning of a verb, an adjective, another adverb or a sentence, and which answers such questions as how? Where? Or when? In English, many adverbs have an '-ly' ending". In addition, Aarts (1997,p.42) asserts that English adverbs modify verbs, adjectives or other adverbs as in:

- (a) Our colleague from Paris merrily marks student essays in his path.
- (b) The teachers are extremely unimpressed by his effort.
- (c) Our new professor works very hard.

Adverbs are of three types, of three types: place, time and manner as illustrated in these examples given by Azzaro,(1994,p.2)

- (a) Let's stay *here* (place)
- (b) We're going *now* (time)
- (c) She speaks *well* (manner)

Celce Murcia and Larsen Freeman (1999, p.18) define adverbs as modifier of verbs and contribute meaning of various sorts to sentences and particularly common adverbs are adverb of direction, location, manner, time, and frequency e.g.

Direction: Jim pointed *there*.

Location: Isable shops *locally*.

Manner: The choir sang *joyfully* at the orientation

Time: *Soon* Rachel will retire.

Frequency: We visit our friends in Detroit occasionally.

Leech and Svartvik (1991p202) claim, "most adverbs are formed from adjectives with the suffix '-ly': frank/ frankly, happy/ happily, etc". With regard to function, adverbs can modify adjectives, adverbs, verbs and clauses.

We can come in conclusion that adverbs can be defined and classified by different point(s) of view; according to their functional, syntactic or morphological points of view. They fall on the fourth major classes of words.

1.1.3.1. Formation of Adverbs

Most of the English Adverbs are formed adding, adverbs markers '-ward(s)', '-wise', '-ways', '-ly' known as suffixation after adjectives, e.g.

(i) Adverb with -ly ending

friendly	slowly
masterly	rapidly
lovely	slowly
woolly	

(ii) Adverbs with '-ward(s)', ending

homewards
towards
forwards
upward
downwards etc.

(iii) Adverbs with '-wise' ending

anywise
clockwise, etc.

(iv) Adverbs with '-ways' ending

sideways
always etc.

(v) Adverbs having comparative form '-er'

Soon	sooner
Fast	faster
Well	better
Near	nearer etc.

(vi) Adjectives and Adverbs Homomorphs

Some adverbs have common form with adjectives and there is no need of suffixation and prefixation while making adverbs. e.g:

Adj.	Adv.
fast	fast
early	early
likely	likely
hourly	hourly
daily	daily
weekly	weekly
yearly	yearly
fine	fine
slow	slow
wide	wide
sharp	sharp

(vii) Some adverbs are formed by using prefixation with '-a' ,e.g:

ahead, aloud, away, abroad, along, anew

(viii) Some compounds made of preposition and a noun are adverbs.

today, tomorrow

a foot (on foot)

(ix) Some compounds made of an adverb and a preposition are also adverbs,

e.g.:

here after, hereby, herein, their, thereupon, therein, henceforth.

1.1.3.2 Classification of Adverbs

Adverbs have very wide range of forms and functions, so they can be classified in different points of view .Generally, they are:

i) Semantic classification of adverbs

ii) Morphological classification of adverbs.

I. Semantic classification of adverbs

Adverbs are classified on the basis of meaning they express in different syntactic relationships.

According to Cowan (2009, p.49), English adverbs are of eleven types based on the meaning they express. They are as follows with example sentences.

a) Manner adverbs

Manner adverbs describe how the action expressed by the verb is carried out. Example of manner adverbs include erratically, hesitatingly, loudly, methodically, quickly and slowly, e.g.:

He walked quickly across the plaza.

b) Degree adverbs

Degree adverbs describe how much or the degree to which the verbal action is carried out. These adverbs include awfully, barely, completely, dreadfully, enormously, extremely, greatly, hugely, slightly, some what etc. Degree adverbs that modify only objectives and other adverbs include rather and very, e.g:

The price of stocks has increased *highly*. I agree *completely* with you.

c) Duration adverbs

Duration adverbs answer the question. How long does the action go on? These adverbs include briefly, momentarily, permanently and temporarily etc.

She is *temporarily* staying with her uncle.

d) Frequency adverbs

Frequency adverbs like always, often, continuously, occasionally, regularly, usually, sometimes, answer the question how often does the action occur, e.g:

She *always* comes in over an hour late.

e) Time adverbs

Time adverbs, like already, earlier, later now, subsequently, how and then, answer the question when did the action occur. e.g:

He had *already* spoken to her about it.

f) Instrumental adverb

Instrumental adverbs answer the question. By what means was this done? And instrumental adverbs are formed by adding '-ly' suffix to a corresponding adjective (e.g., Mechanical, mathematically, hydraulically etc) e.g:

It has been *scientifically* proven to be correct.

g) Place adverbs

Place adverbs answer the question where did the action occur? They are a diverse set consisting of forms created by adding 'ly' to an adjective (e.g. local, locally) and of others such as abroad, inside, here and there.

The grapes are grown *locally*.

(h) Additive and restrictive adverbs

Additive adverbs show that something was done or something was added to something else. They include also, as well, even, and too exclusively just, merely, only, purely and solely are referred to as restrictive focus adverb because they restrict the meaning of action or proposition

The thief also took VCR *too*. (Additive adverb)

You can *only* get off at this stop. (Restrictive adverb)

(i) Act- related adverbs

Act related adverbs provide background or motive for the action expressed by the verb. They include deliberately, expressly, knowingly, voluntarily and willfully. e.g:

She *deliberately* left the gas on.

(j) Stance adverbs

Stance adverbs constitute a special category of act-related adverb. They express the speaker or writer's attitude or judgment about the content of a clause. The stance adverbs (foolishly, regrettably, etc.) indicate the speaker or writer's attitude about the actions described in these sentences.

Alice *foolishly* tried to have John fired.

Stance adverbs can indicate a degree of certainty or doubt that the speaker or writer's attitude about the content of a clause.

Other stance adverbs of certainty are arguably, assuredly, decidedly, definitely etc. Additional examples of adverbs that express a degree of doubt include imaginably, may be, perhaps, possibly etc.

Stance adverbs like illegibly, apparently, or reportedly, are used in academic reports and in journalism to indicate that something is supported by evidence while at the same time taking an objective stance toward that evidence or declining to reveal its source, e.g:

The king *reportedly* refused to eat his asparagus.

Stance adverbs such as generally in general, mainly in the main, and typically limit the generality of a proposition, e.g:

- (i) Young children *typically* utter their first words near their first birth day.

- (ii) New assistant professors *generally* have a teaching load of two courses per semester.

A small number of stance adverbs, such as in fact, for a fact, really and truly, express the idea that a proposition reflects reality,

There is no scientific evidence that any one race is superior to any other.

Phrases such as in our opinion, in our view, and from our perspective are considered stance adverb because they indicate that proposition is true or accurate in the opinion of the speaker or writer.

Stance adverbs such as sort of, kind of, and roughly are referred to as hedges because they express a degree of impression and allow the speaker to avoid making a definitive statement. The hedge comes from a conversation, e.g:

I haven't seen this series. I just *sort of* remember from the last series.

(k) Connective adverbs

Adverbs that link sentence to other sentence, such as additionally, alternatively, moreover, therefore etc. are often referred to as an connecting or linking adverb, or discourse, connectors. They express wide range of meanings, including addition e.g.

- (i) The use of hydrogen would reduce the price of fuel for vehicle, *additionally*, it would be good for the environment.
- (ii) It has reported that the company has received several new orders from Asian countries. *However*, company officials would not confirm this.

Adverbs can be listed down on the basis of affirmation, negation, reason and interrogative and other three types:

i) Adverbs of affirmation or negation:

Adverbs of affirmation state confidently that something is true or correct whereas adverbs of negation show its absence. No, not, yes, not at all, nor, definitely, luckily, perhaps etc. come under adverb of affirmation or negation e.g.,

He certainly got the money.

Luckily, Hari passed in the first division.

- (ii) Adverb of Reason: Adverb of reason shows the cause of something or somebody doing something. Hence, therefore, etc comes under adverb of reason, e.g:

Hence, the snake was killed.

He wants to go to Japan, so he is learning Japanese language.

- (iii) Interrogative Adverbs: Interrogative adverbs are used for asking questions How? When? Where? Come under interrogative adverbs. For example

When did you go back home?

How do you do it?

Some other types of adverbs are identified on the basis of their functions in different language usage:

a. Adverbs used as short responses

Some adverbs occur very frequently as single-word responses indicating the respondent's attitude stance. For example,

A. That's a good idea, isn't it ?

B. *Absolutely*.

Some other adverbs of this category are: definitely, possibly, precisely, exactly, quite, probably etc.

b. Disjunct adverbs

Often adverbs are fully integrated in the clause structure. However, some adverbs may be less integrated in the clause and modify the whole sentence or utterance. Evaluative and view point adverbs are referred to as disjunct adverbs. Some disjunct adverbs are: oddly, personally, frankly, fortunately, probably, wisely etc.

c. Conjunct adverbs

Adverbs of logical relationship (e.g., cause and consequence, sequence in time, contrast) between two clauses and sentences are conjunct adverbs. Some conjunct adverbs are: however, anyway, so, yet, then etc.

d. Reaction signal and initiator as adverbs

Some certain adverse like items occur in speaking writing English and they take initial position in the sentence structure. they are frequently used. For example,

- i) 'Reaction signals' e.g. no, yes, yeah, yep, m, hm, mhm
- ii) 'Initiators' e.g: well, oh, then, why etc.

II. Morphological Classification of Adverbs.

Quirck et al.(2010,p.438) say that English adverbs can be classified in terms of word formation or morphological form, adverbs fall into these groups:

- (a) Simple adverbs
- (b) Derivative adverbs
- (c) compound adverbs

a) Simple adverbs

Simple adverbs are those that consist of only one morpheme; they are mostly identical in form with corresponding adjectives. Simple adverbs are of position and direction adverbs e.g. just, only, well, slow, right etc.

b) Derivative adverbs

Derivative adverbs are those that are derived from adjectives by adding the suffix. 'ly' e.g., Carefully, slowly, hardly, politely, considerably shortly etc.

There are some rules for forming derivative adverbs from adjectives.

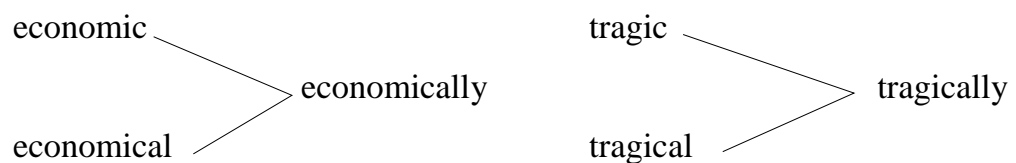
Rules for forming open-class '-ly' adverbs from adjectives

(i) Adjective ending with in consonant '-le'

Simple ~ simply but whole wholly

(ii) In adjective ending in consonant '-y', 'y' is always replaced by (i) before '-ly'. e.g. happy ~ happily
shy ~ shyly

(iii) Adjectives ending in both '-ic' - and , '-ical' have corresponding adverbs in '-ically'. e.g.



(iv) -ed particles from adverbs in '-edly' with pronunciation /ɪdli/

marked / ma:kt / → markedly / ma: kɪdli/

learned / lɜ: nid/ → Learnedly / lɜ: rntdli/

(v) Adjectives in '-ary' form adverbs in '-arly' with shift of stress, in AmE to the antepenultimate syllable. This stress shift is now frequent also in BrE.

Secondary	- ɪseco'ndarily	
	- 'secondary	(Esp. AmE)
Primary	- ɪpri'marily	
	- primary	(Esp. AmE)

c) Compound adverbs

Compound adverbs are those adverbs which are formed by combining of two adverbs

For example; moreover, somehow, somewhere, hereby, whereupon etc.

Simple and compound adverbs are closed class adverbs and derivational adverbs are open class adverbs.

1.1.3.3 Syntactic Placement of Adverbs

An adverb can take different positions in different situation; generally position of adverb depends on what constituent the adverb modifies. Here, I am going to elaborate placement of adverbs in phrases and clauses or sentences.

According to Swan, (2010, p. 17). Different kinds of adverbs go in different positions in a clause or sentence. They are as follows:

- i) Front- position placement of adverbs.
- ii) End - placement of adverbs
- iii) Mid- position placement of adverbs
- iv) Placement of emphasizing adverbs

These aforementioned position and placement of Adverbs are dealt as follows:

i) Front-position placement of adverbs

Adverbs that usually go in front position: connecting adverbs (e.g. then, next, any way); comment adverbs (e.g. fortunately, stupidly); adverbs of indefinite frequency (e.g. sometimes, usually, adverb of place; adverbs of time.

Connecting adverbs join a clause to what came before. For example

Next, I want to say something about the future.

Suddenly, the window closed

Some of us want a new system. *However*, not everyday agrees.

Comment adverbs such as fortunately, surprisingly stupidly etc. most often to in front position. For example,

Fortunately, she had decided to help us.

Stupidly, I forgot my keys.

Indefinite frequency adverbs (e.g. usually, normally go in front position. For example

Sometimes I think I'd like to live somewhere else.

Usually I get up early.

Certainty denoting adverb like may be and perhaps usually come at the beginning of a clause .e.g.

Perhaps her train is late.

Place adverbs most often go in end position and front position is also possible, e.g.

At the end of the garden, stood a very tall tree.

Here and *there* often begin clauses.

Here comes your boss.

There is a garden

Pronoun subjects come directly after here and there

Front position is common if the adverb if the adverb is not the main focus of the message.

Today I'm going to London.

Afterwards, we sat round and talked.

Soon everything will be different.

Time expressions beginning *every* go in front position.

But other expressions of definite frequency (e.g. daily, weekly, normally go in end position.

Every week, she has a new hair style.

ii) End- position placement of adverbs

Adverbs of manner, place and time usually go in end position. Similarly, adverbs of indefinite frequency (i.e. occasionally) sometimes go in end position.

Adverb of Manner e.g. angrily, happily, fast, slowly, well, badly, nicely, noisily.

He drove off *angrily*.

She read the letter *slowly*.

Some adverbs of places go in end position

The students are playing *upstairs*.

Come and sit *here*.

Similarly, adverbs of time and definite frequency such as today, afterward, last year, finally, before, eventually, already, soon still.

I am going to Kathmandu *today*.

What did he do *afterwards*?

Most often, adverbs of manner, place time go in that order

Put the salt in the curry at *once*

I worked hard *yesterday*.

She sang *beautifully* in the room

Adverb of indefinite frequency can go end position and they are more common in mid position.

iii) Mid- position placement of adverbs

Adverbs that go in mid position: adverb of indefinite frequency (e.g. sometimes, certainly (e.g. probably) and completeness (e.g. almost) adverbs that can go in mid-position: focusing adverbs (e.g. just) adverb of manner (e.g. angrily) comment adverbs (e.g. fortunately).

Mid position adverbs usually go before main verb and after auxiliary verb (be). Before one-part verb (main verb without auxiliary verb), adverbs like, always certainly nearly go. For example

I *always* play volleyball

She *certainly* looks beautiful etc.

After auxiliary verbs, adverbs like probably, obviously, always go

I was *probably* too late go

I am *obviously* not welcome here.

When there are two or more auxiliary verbs, the adverbs usually goes after the first.

They would *never* have been working too hard.

When an auxiliary is used alone instead of a complete verb phrase, a mid position adverb comes before it.

Are you working? I *certainly* am.

I *never* will.

Adverbs which denote indefinite frequency (how often) occur in mid position. Such adverbs are: always, ever, seldom, rarely, usually, often sometimes, occasionally never etc. For example,

They *sometimes* go for picnic.

You can *always* come here.

My boss is *often* bad-tempered.

I'm *seldom* late for exam.

Adverbs of certainty (e.g. probably, certainly, definitely, obviously, take mid position while placing. For example:

He *probably* thinks you don't like that.

There is *clearly* something wrong.

I *definitely* feel better today.

Adverbs of completeness also take mid position. i.e.,

I have *completely* forgotten your name.

Sally can *practically* read.

It was *almost* dark.

Adverbs which give the speaker's opinion of an action sometimes go in mid position.

I *stupidly* forgot my keys.

She has *fortunately* passed her exam.

Hewings, (2008, p.196) adds, 'focusing adverb (i.e. also, just, even, only, mainly mostly either, either, not) take mid position but if they refer subject, they come before it,. e.g.

Your bicycle *just* needs some oil.

She *neither* said thank you *nor* looked at me.

She is *also* my friend.

Adverbs of manner say how something happens or is done. They are placed in mid position while they are with '-ly' endings and adverbs are not the main focus of the message.

She *angrily* tore up the letter.

We have *suddenly* decided to go.

The driver has been *seriously* injured.

Adverbs with negative verbs generally come before not if they emphasize the negative. Otherwise, they come after. For example,

I *certainly* do not agree. But I do not *often* have headaches.

Before contracted negatives, adverbs are placed before it for example.

Probably won't be there.

He *probably* doesn't know.

When we emphasize auxiliary verbs *am / is / are / was / were*, we put most in mid position before them instead of after.

She has *certainly* made him angry.

Polite people *always* say thank you.

I'm *really* sorry.

When the first part of the verb phrase is a modal auxiliary 'used to' or 'have to', mid-position adverbs can come before or after the auxiliary

They *sometimes* must be bored or,

They must *sometimes* be bored.

She could have *easily* been killed.

In American English, mid-position adverbs are often put before auxiliary verbs if they are not emphasized

He *probably* has arrived by now.

iv) Emphasizing adverbs

Some adverbs go directly before the words that they emphasize or point to. Such adverbs are very, extremely, terribly, just, almost really right etc. For example,

The novel is *very* interesting

She is *extremely* annoyed with him.

I'm *terribly* sorry about it

I am *really* tired today.

1.4.3.4 Functions of Adverbs

On the basis of syntactic functions of adverbs, they can be identified as modifier of adjectives, adverbs, particle, prepositional adverbs, preposition, pronouns, predeterminers, numerals and noun phrases. Aarts and Aarts (1976,p.31) state that we can distinguish three major functions of adverbs on the basis of syntactic role. Adverbs are either constituents of the sentences, in which case they function as adverbials or they modify the head in adjectives and adverb phrase

When functioning as sentence constituents, adverbs express such meaning as time, place, manner, degree and attitude of speaker. For example,

The plane arrived yesterday.

Peter is waiting outside.

The children were behaved cruelly.

He *absolutely* refused to come.

Honestly, I don't have any money.

Adverbs also have linking function between one sentence and another

She will ill. *Nevertheless*, she turned of for the meeting.

He is very kind hearted. *However*, he is not a fool .

An adverb has the following functions on the basis of basis of syntactic relationship with other word classes. Accordind to Quirck et al.(2010,p.445),adverbs can be categorized as follows:

i) Modifier of adjectives

As in the treatment of adjectives, it may possible to distinguish another class of adjective modifiers called EMPHASIZERS, which add to the force (as distinct from the degree) of the adjectives. e.g.,

She has a *really* <beautiful> face

The play is <very good> *indeed*.

That's *just* <impossible>. He looked all <confused>.

Adjunct adverbs are sometimes converted into premodifiers of adjectives:

an *easily* <debatable> proposition

an *openly* <hostile> attack.

On the other hand, disjunct adverbs tend to become intensifiers e.g.

surprisingly < good >

incredibly < beautiful >

unnaturally < long >

unusually < easy >

Apart from intensifiers, premodfying adverbs may be 'view point' subjuncts, e.g.,

Politically < expedient >

artistically < justifiable >

economically < weak >

technically < possible >

ii) Modifier of adverbs

An adverb may premodify another adverb. Similar set of intensifiers are used for adverbs and adjectives.

I expect them *pretty* < soon >

I have seen _ so <very> many letters like, that one

As with adjectives, the only post modifiers are *enough* and *indeed*.

He spoke < clearly > enough.

She spoke very clearly indeed.

Adverbs modifying other adverbs can only be intensifiers. Thus, though we have the manner modification by *quietly assertive*, we can not have it in.

* He spoke *quietly*.

And, similarly, the modification by a view point adverbs in *theoretically sound* does not have a corresponding.

* he reasoned theoretically < soundly >.

Notice that this is not merely a stylistic objection to the juxtaposition of two words ending in '-ly', since the following sentence, where extremely is and intensifier, is acceptable. e.g.,

He reasoned *extremely* soundly.

iii) Modifier of particle, prepositional adverb and preposition

A few intensifying adverbs, particularly *right* and *well*, can premodify particles in phrasal verbs, as well as prepositions or prepositional phrases. e.g.,

He knocked the man right < out >.

They left her well < behind >

The nail went right < trough > the wall.

He attends his application well < within > the time.

Her parents are dead < against > the trip < in formal >.

iv) Modifier of pronoun, predetermine and numeral

Intensifying adverbs (including) down toners can pre modify.

a) Indefinite pronouns

Nearly < everybody > came to our party

b) Pre determiners

They recovered roughly < half > their equipment.

He received about < double > the amount he expected.

c) Cardinal numerals

They will stay fully < ten > weeks.

Over / under < two hundred > deaths were reported.

I paid more / less than < ten > pounds for it.

d) Noun phrases with the indefinite article can be intensified when a(n) is equivalent to the unstressed cardinal one.

I don't have more *than* < a dollar > on em

They will stay for *about* < a week >

e) With the ordinals and superlatives a definite determiner is obligatory for premodification. e.g.,

We counted *approximately* < the first > thousands votes.

She gave me *almost* < the largest > piece of cake.

f) Modification can also apply to largest units. e.g.,

The acceleration fell to less *than* < ten metres per second >

v) Modifier of noun phrase

A few intensifiers may premodify noun phrases and precede the determiner in doing so. The most common of these among adverbs are *quite* and *rather* especially, BrE. e.g.,

We had *quite* < a party >

They will be here for *quite* < some time >

He was *quite* < some player >.

Though, not adverbs but predeterminers *such* and *what* have a similar function. e.g.,

He is *such* < a fool >.

They are *such* < fools >.

What < a mess > they made.

Ever can be an intensifier. It normally occurs as separate word and only with interrogative wh-words, for example < why > over should she apply for such a past.

vi) Post modifying adverbs

Past modifying adverbs appear to be limited to those denoting time position or *time* duration.

Time

the meeting yesterday.

The meal afternoon.

The day before

Their stay overnight

Place

The way *ahead*

The direction *back*
His trip abroad
The sentence below
Your friend here
The players offside

There is no premodification possible *with, for*

Example: *home* in
His return home

no, his home return.

In other cases, both positions are available.

The downstairs hall - The hall downstairs

The backstage noise - The noise backstage

His home journey - The journey home

The above quotation - The quotation above

vii) Premodifying adverbs

Only a very few adverbs premodify nouns within the noun phrase. There is, for example, an inside job which is not the same as a job inside.

An away game.

Inside information.

An outside door

In after years.

Else can post modify.

< Somebody > else must have done it.

< Anybody > else for tennis?

-Wh pronoun and wh-adverb in interrogative clauses

< who > else would do such a thing

< who > else did you meet ?

viii). Adverbs as complement of preposition

A number of adverbs signify place and time function as complement of a preposition. Of the place adverbs, 'here' and 'there' take the most prepositions, e.g.,

Come *over here*.

Do you live *near here*?

Yes, I live *over there*.

How do we get *out of here*?

Other preposition that take here and there as complements are

along, around, down, from in, on, round, through, under, up

Home can be the complement of at (away) from close to, near, towards e.g.,

I want to stay at home tonight,

The other place adverbs are restricted to the preposition from e.g.,

You have got letter from abroad.

Other adverbs that functions as complement of from *are*

behind

above (below / beneath / underneath)

downstairs / upstairs

indoors / outdoors / with in / without

ix) In embedded clauses

According to Cowan (2009,p.255), adverbs can also modify verbs in that clause and infinitive clause called complements. these adverb complements split the rule that writer should not never insert an adverb between to 'to' and the verb in an infinitive since the second half of the eighteenth century but splitting an infinitive usually does not affect the meaning of a sentence. For example,

John hopes to event usually have his own business.

John hopes eventually to have his own business.

John hopes that he will eventually have his own business.

1.1.3.5 Comparison of Adverbs

Adverbs of time, degree and manner only have degree of comparison. The positive, comparative and superlative are used in comparing that is why it is called comparison of adverbs. When comparing two things, we must use comparative and when we compare more than two things, we must use the superlative degree.

The different degrees of comparison are formed in different ways:

- (A) Short adverb having just one syllable from the comparative and the superlative by the addition of '-er' and '-est' to the positive,

Almost all adverbs which are also used as adjectives belong to this class.
e.g., soon, well, fast.

- (B) Adverbs ending in '-ly' take 'more' for comparative and most for superlative degree. e.g.,

Interesting more interesting most interesting,

Quickly more quickly most quickly

The adverb 'early' is an exception to this rule.

Early (positive) earlier (comparative), earliest superlative

- (C) Some adverbs from their comparative and superlative degrees in an irregular manner.
- (D) Adverbs such as now, not, ever, every can not be formed in comparative and superlative degrees.

1.1.3.6 Problems in Placement of Adverbs

It seems problematic to place English adverbs for English second language learners. Cowan (2008, p. 258) has illustrated influence of other languages as a cause of placement problem in English adverbs. For example, the frequency adverbs 'always' cannot occur sentence initially : the equivalent in Spanish 'Siempre' can. So, Spanish can use ungrammatically.

Always the teachers talk in English

Similarly in French, frequency adverbs occur between verbs and adjectives, but they can not be in English.

Jean regarde souvent la television. (French)

(Jean watches often the television English Equivalent sentence) is ungrammatical here.

The right use is, Jean often watches television.

In Romance languages (e.g. Portuguese, Spanish, Italian), sentences that begin with negative adverbs like 'never', seldom, rarely and hardly do not undergo subject - aux inversion. As the Portuguese examples illustrate

Raramente Jorge esquece de fazer o seu dever de casa

rarely Jorge forgets to do his work at home.

(Rarely does Jorge forget to do his homework).

In our context, the Nepali language structure takes adverb (Kirya Bishesana) before verb it is different than English structures. So, Nepali speaker of the English language misplace the use of English adverbs, i.e.:

Ma ramrari bolchhu. (Nepali)

I well speak. (English)

(I speak well).

Subjects-verb-adverb' structure of English is violated in Nepali here.

Similarly, time adverbs in Nepali go in mid position but in English they go sentence initially or in end position. For example

Ma bhola ghara j nchhu. (in Nepali)

I go to house tomorrow. (in English)

Adverbs of degree also differ in their occurrence in Nepali from English. In Nepali, it comes just after subject (naam). For example,

U bistarai hidchha. (in Nepali)

Sab + adverb + verb

But in English

He walks slowly. (not, he slowly walks)

S + V + adv.

Adverb of place also comes after subject but it is not true in English. For example

Uni tyaha chhan (in Nepali)

There she is (in English)

In above sentences, the first sentences follows the structure, subject + adverb + verb (In Nepali) and second sentence follow the structure,

Adverb + Subject + auxiliary verb

Secondly, problems in placing adverb occur due to confusion between adjective and adverb. Swan (2010, p. 24) has pointed that adverbs with '-ly' ending and adjectives ending in '-ly' create confusion. Adjectives like costly, deadly,

friendly, likely, lively, lonely, silly seem adverbs like. But they are not adverbs. Daily, weekly, monthly, yearly, early and leisurely are both adjectives and adverbs. For example,

It's a daily paper (adjective use)

It comes out daily (adverb use)

Thirdly, adjective and adverb with the same form may be problematic. It depends on the situation either they are adjectives or adverbs in use. Such words are clean, direct, easy, fair, fast, fine, free, flat, hard, high, just, late, loud, low, most, quick, pretty, real, right, sharp, short, sound, straight sure, well, wide wrong.

Fourthly, comparatives and superlatives forms of adjectives and adverbs are common of some words. So, it creates problems in placing. For example,

Can you drive a bit slower? (Slower is used as adverb)

Let see who can do it quickest. (Quickest is also used as adverb)

Finally, in informal American English many other adjectives forms can also be used as adverb of manner. He looked at me strange. Think positive.

1.2 Review of Related Literature

Several researches have been carried out in the field of English language and its grammar in the Department of English Education, no attempt has been made to investigate placement of English adverbs. Therefore I would like to conduct my own study to pinpoint major issues in using English adverbs according to changing concept of them. To make this academic work feasible, the findings of related researches which consulted during the study are regarded as related studies as below.

Kumar, R. (1996, p. 1) states, "People have long been concerned to come to grips with their environment and to understand the nature of the phenomena it presents to other senses. The meant by which they set out to achieve these ends

may be classified into three broad categories, experiences, reasoning and research (Mouldy 1978). Far from being independent and mutually exclusive, however, these categories must be seen as complementary and overlapping features most readily in evidence sheer solutions to complex modern problems are sought."

Research is the manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that knowledge aids in the construction of theory or in the practice of an art. Certainly, we are living in this world where there is explosion of new area of knowledge to be tested and verified according to the changing concepts of human thinking and judgment over events, things, values and norms which are established by human race. Many research works have been ascertained on different fields of English language.

Shrestha (1980) carried out a research entitled " A study of Errors in the use of the prepositions made by Grade 10 students of Having Nepali and Newar as first language". He compared Nepali, Newari and English preposition and found out influence of mother tongue in using English preposition correctly. His finding showed that teaching English prepositions should start from the concepts rather than the word giving the equivalent Nepali and Newari, meaning of it.

Karna (2002) carried out a research on "A study of Errors committed by Grade XII students in the use of Adverbs". His findings showed that the students of public school had low proficiency and committed more errors than the private schools. On the other hand the proficiency of girls was better than that of boys. Boys were found to commit more errors than girls in the use of adverbs.

Neupane (2004) carried out a research to find out the proficiency of BBS and B.Ed. 2nd year students in the use of adverbs and adjectives. He compared in terms of campus and sex diversity. He had found that overall proficiency of the students was satisfactory since they secured 50% marks. The students of educa-

tion faculty were more proficient than the BBS students. On the other hand the proficiency of boys was higher than that of girls in totality.

Saud (2004) has carried out a research entitled "A comparative study on the use of Adjectives and Adverbs by students". He attempted to find out the proficiency of students in the use of adverbs and adjective. He compared the status of proficiency in terms of item, campus and sex. He found in his research that overall proficiency of B.Ed. 2nd year students in the use of adjectives and adverbs was found satisfactory and performance of students in adjectives was better than adverbs.

Upreti (2008) has conducted a research entitled "Proficiency in the use of Adverbs by Different Linguistic Groups" He attempted to find out proficiency in the use of adverbs by month graders from different linguistic background groups in terms of items and schools. It was found that there was a great variation among various linguistic groups using in adverbs, especially, Nepali, Newari, Tamang Gurung and Maithili communities. He also found that the speakers of Nepali mother tongue were most proficient where as the speakers of Gurung mother tongue were the least proficient in using adverbs among five different linguistic groups.

All the foregone conclusions convey the proficiency of using adverbs of different groups. No one of them raised major issues of English Adverbs placement and their implication in the field of ELT in context of secondary level in Nepal.

1.3 Objectives of the study

The proposed study had the following objectives.

- a. To find out the use of adverbs by grade ten students.
- b. To list and compare problematic English adverbs in placement in sentence structures.
- c. To suggest some pedagogical implications.

1.4 Significance of study

The present scientific era is being changed due to innovations in the different field of human life. Language is also going on with time and task of modern era. Traditional grammatical rules are revised and being used in accordance with human needs when they have to interact with different cultures and societies among themselves. Influence of globalization lies on in the field of language use.

This academic work is significant because it will shed light on what are the adverse of difficulties in placing English adverb in the sentence structures and how we minimize these difficulties in the English language classroom, especially in secondary level.

As a whole, I am sure that it will be significant to language users especially, teachers, text book writers, grammarians, curriculum and syllabus designers, mythologists and all types of language learners.

CHAPTER TWO

METHODOLOGY

The following methodology has been adopted in order to achieve the objectives of this research.

2.1 Sources of Data

Both primary and secondary sources were used to collect data for the research.

2.1.1 Primary Source of Data

The primary sources of data for this study were the answers provided by 75 students of different schools studying in grade ten in Rukum district namely, Shital Higher Secondary School, Chaurjahari, Himalaya Higher Secondary School, Kholagaun and Shree Secondary School, Kotjahari

2.1.2 Secondary Sources of Data

The researcher consulted grammar books of Leech and Svartvik (1975), Quirk et al.(1985), Horrocks(1989), Celce-Murcia and Larsen-Freeman (1999), Carter and McCarthy(2009), Cowan(2009) and research reports, dictionaries, journals related to the topic, English textbook of grade ten and websites.

2.2 Sample Population

The sample population were grade ten students and the total sample was seventy-five. Twenty five students of each secondary schools were selected for sampling.

2.3 Sampling Procedure

Underlying the sampling procedure, I selected three secondary schools of Rukum districts and schools on the basis of judgmental sampling. Judgmental sampling is purposive sampling by which the researcher can decide whom to

select and whom to discard as the sample of study as to who can provide the required information to achieve the objectives of the research.

2.4 Tools for Data Collection

A set of test items on the use of English adverbs was the tools for data collection. The test items set consisted of different types of questions according to the objectives of the study. For example, multiple choice questions, and short-yes/ no questions, filling in the gaps and writing short essay type of questions contained on.

The tasks set were:

- a. Placement of adverbs in the sentences from the given options.
- b. Transformation of adjectives into adverbs from the given adjectives.
- c. Selection of the correct form of adverb from the options given.
- d. Completion of the sentences writing the correct comparative and superlative forms of adverb.
- e. Writing an essay using the adverbs given.

Each item was targeted to elicit the correct placement and user of adverbs. The test items were prepared on the basis of questions asked in the SLC and other annual examinations of the school. The items were based on controlled writing activities and free writing activities considering the level of students and their possible performance.

2.5 Process of Data Collection

The following procedures were adopted to collect the primary data

- a. At first the researcher visited the selected schools with official letter from the Department of English T.U., Kirtipur and talked to the authority (Head Masters/Principals) to get permission and explained them the purpose of the visit.

- b. After getting permission, the researcher talked to the English teachers and went to the classroom and gave necessary information to the students for each part of the test they took.
- c. Then he distributed the test papers. While administering the test, he checked the class and helped the students where necessary.
- d. Then, he collected the answer papers.
- e. Finally, he checked the answer sheets and collected the required data for this research study.

2.6 Limitations of the Study

The limitations of the present study were as follows:

- a) The study restricted to three secondary schools of Rukum district.
- b) It was confined to only seventy-five respondents of the related schools.
- c) The test items were limited to the using and placement of English adverbs only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with tabulation and interpretation and analysis of data obtained with the help of the test items consisting of five different relations

The analysis and interoperations of the data has been carried on the basis of following headings.

- 3.1 Holistic Analysis
- 3.2 Item-wise Analysis
- 3.2 School-wise Analysis

3.1 Holistic Analysis

Holistic analysis refers to the analysis of the placement of adverbs in five different items as a whole.

Table No. 1

Total placement of adverbs of all the schools in different items.

Total Sample	Schools	Items	Total Marks	Percentage
75	Three selected schools of Rukum district	Item-1	595	59.5%
		Item-2	675	67.5%
		Item-3	695	69.5%
		Item-4	405	40.5%
		Item-5	535	53.5%
	Total		2905	58.1%

The above table shows the total use of adverbs by the students of three different government aided schools of Rukum district. The total sample of the students was 75 and total average was 58.1%. All the students of selected school place adverbs in the right position and changed adverbs forms accordingly .Total correct placement of students of all the schools was 58.1%. In item no.1, 59.5%

students inserted adverbs correctly out of seventy five, and 67.5% students transformed adjective into adverbs. Total obtained percent in item no.3 was 65.5%. Similarly, the least of obtained percent was 40.5 in item no.4 and in item no. 5, total average percentage was 53.5 .To sums up, students found the use of superlative and comparative degree of adverbs more difficult than other uses of adverbs. Adverb use in discourse level is difficult task for English as second language learner.

3.2 Item-wise Analysis

Item-wise analysis has been presented on the basis of placement of English adverbs and use of them as follows:

3.2.1 Analysis of Placing Adverb

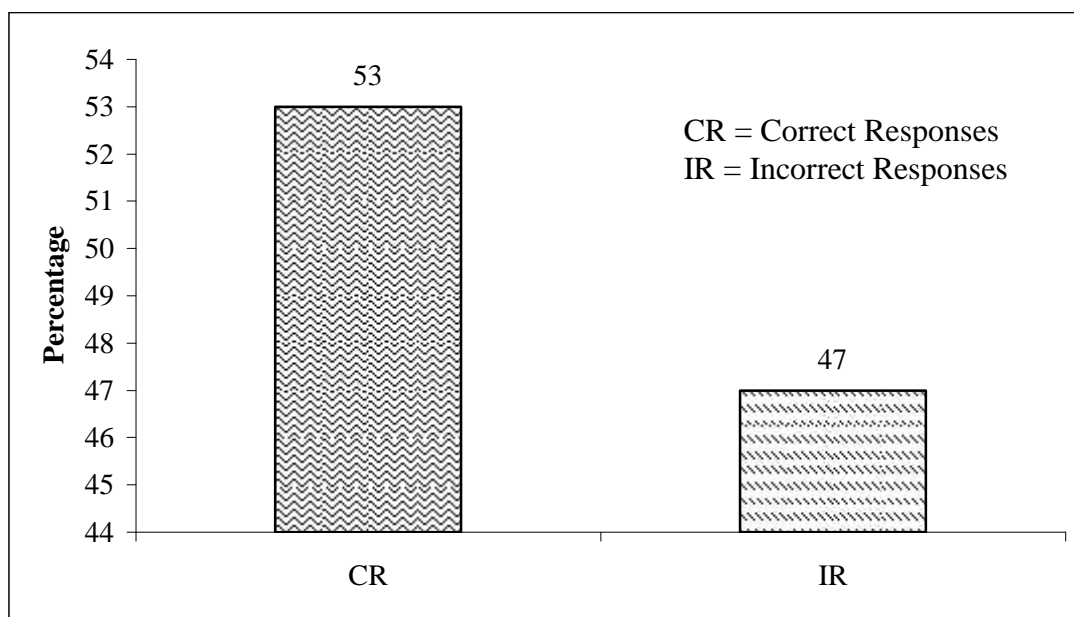
Regarding the analysis of the placement of adverbs, they are analyzed on the basis of students performances on given test tasks on the following sub- headings.

1. Sentence Initial positional adverbs

As asked in test items, 53% students placed adverbs in initial position of the sentences correctly, and 47% could not in item no. 2. Adverb of manner, frequency and time were asked for placement. In Item No. 5, 52% informants placed adverbs sentence- initial position correctly adverbs of affirmation 'certainly', adverb of manner such as 'suspiciously' and 'childishly' were placed in correct initial position of sentences. Forty-eight percent of the students felt problematic to place adverbs sentence-initial position. It can be shown in the following bar diagram.

Diagram No. 1

Placement of Adverbs in Sentence-Initial Position



2. Sentence mid - position of adverbs

After analyzing the collected data, it was found that students have more information about adverb as preverbal and post verbal use in a sentence Seventy-three percent of the students placed preverbal adverbs correctly and 23% of students couldn't do so. Sixty-five percent of the students placed preverbal adverbs correctly and 23% of informants could not do so. Sixty-five of students placed post verbal adverbs correctly in sentence mid-position. Adverbs like additionally, loudly, happily, dangerously, enjoyable, carefully broadly, cruelly, and disorderly were used as post modifier adverbs. About 35% of the students couldn't place in mid position of sentence which can be depicted vividly in the following diagram.

Diagram No. 2

Adverbs Placement in Sentence-medial Position(Item no.1)

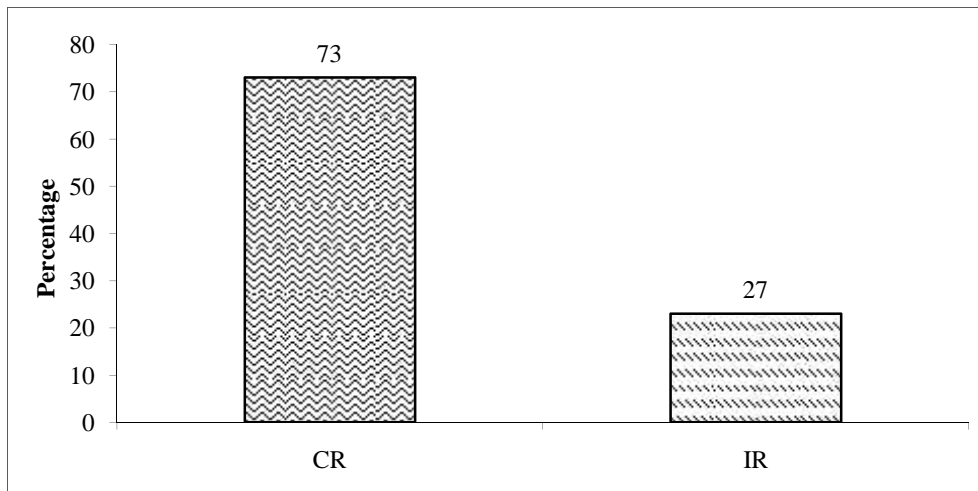
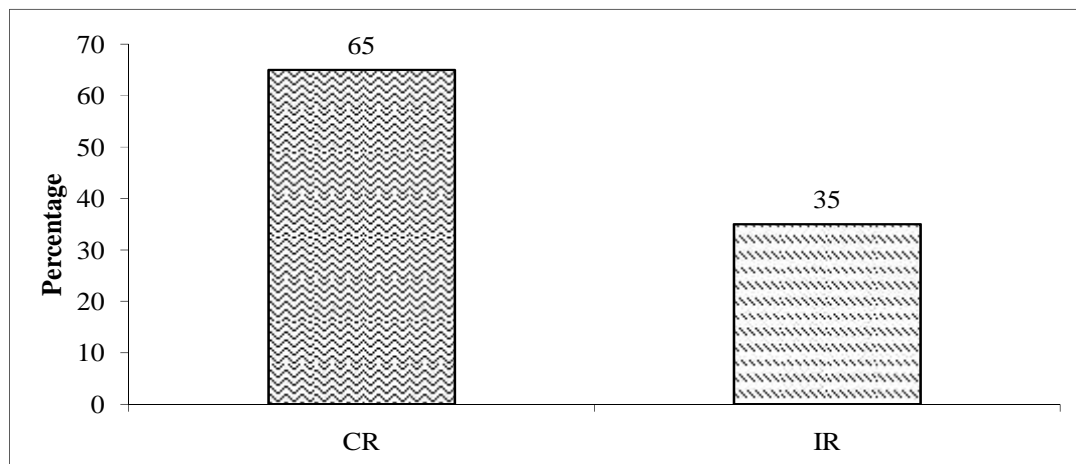


Diagram No. 3

Adverbs Placement in Sentence-medial Position (Item no.5)

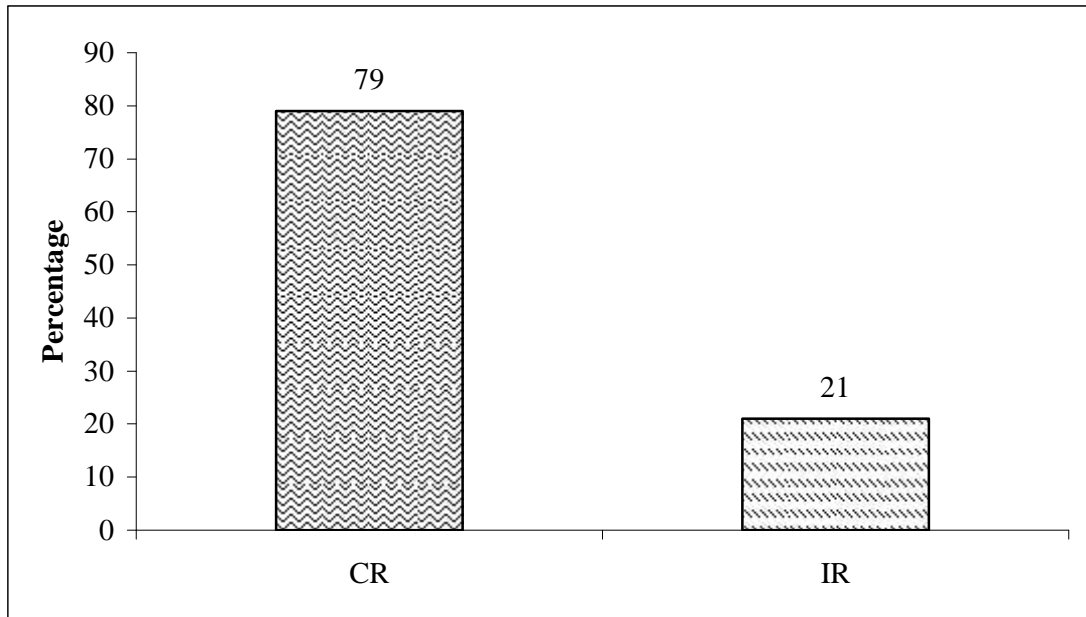


3. Sentence Final Positional Adverbs

Time adverbs, adverbs of manner, adverbs of degree were used as test item for sentence final positional adverbs. Adverbs like angrily, early, emotionally, en-

joyably, carefully, too, sometimes were used. Seventy-nine percent of the students placed adverbs in the final position of the sentence 21% informants could not do so. This is presented in the following diagram.

Diagram No. 4
Adverbs Placement in Sentence-final Position



3.2.2 Analysis of Using Adverbs

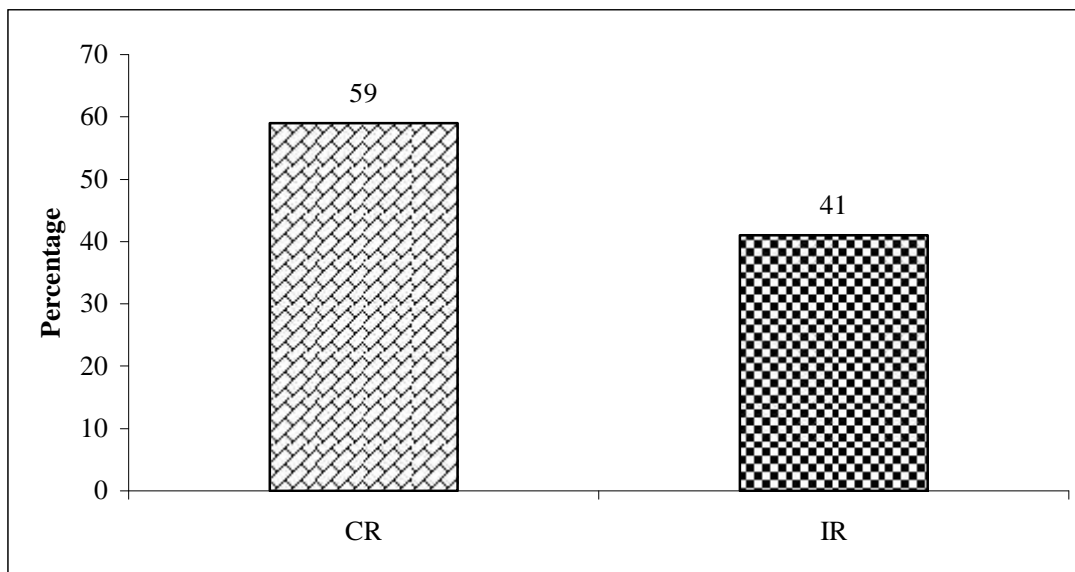
The first test item was about inserting adverbs in the given sentences. Adverbs of manner and adverb of quantity were used as test items. Regarding the inserting of adverbs, 59.5% of students placed adverbs in the right position and 40.5% of students placed in wrong position out of 75 students. Total placement of this test item is presented using the following table.

Table No. 2
Item-wise Placement of Adverbs

Total sample	Items	Total marks		Total correct percentage
		CR	IR	
75	A) always	70	30	70%
	b) additionally	45	55	45%
	c) too	55	45	55%
	d) loudly	65	35	85%
	e) fast	85	15	85%
	f) really	85	15	55%
	g) sometimes	45	55	65%
	h) already	65	35	65%
	i) seldom	30	70	65%
	j)unfortunately	50	50	30%
Total		595		59.5%

The above table shows that adverb insertion in the sentences correctly by the 10th graders is hard a task in language use, especially adverbs of frequency i.e., seldom, never, rarely and adverb as adverbials. They seemed problematic for the students to insert in sentences. Other adverbs of frequency (always, often, usually), adverbs of manner (fast, loudly) are not so problematic. In totality, majority of the students inserted adverbs correctly and minority of the students inserted adverbs incorrectly as shown below in the bar graph:

Diagram No. 5
Placing adverbs



In Item no.2, adverbs of frequency, manner and time were used as test items and it was found that majority of the students changed adjectives into their corresponding adverb forms out of hundred. This can be shown in the following table.

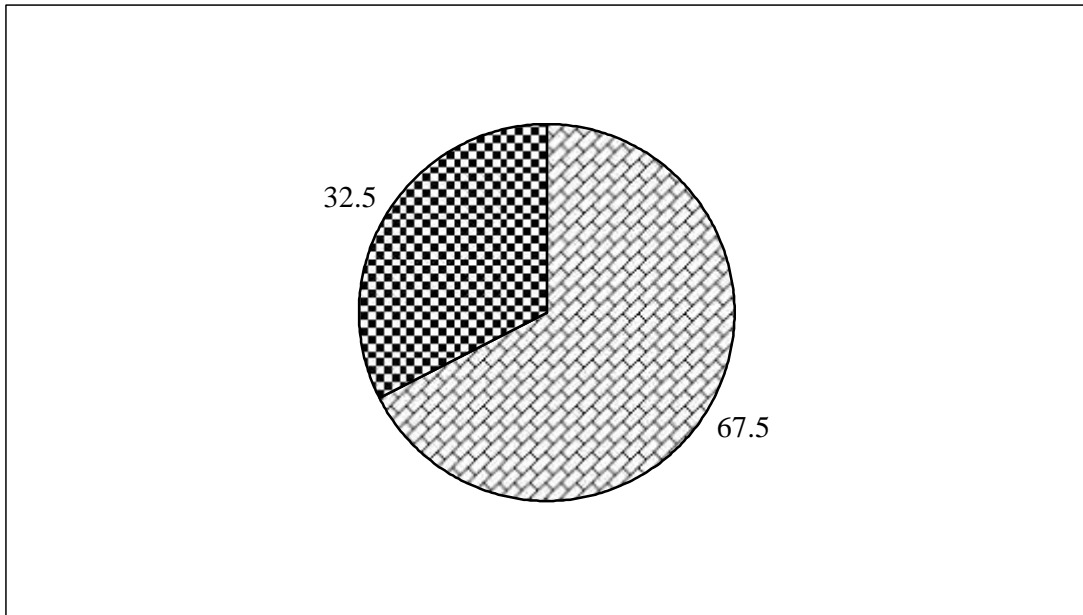
Table No.3
Item-wise Placement of Adverbs

Total sample	Schools	Items	Total Correct Responses	Percentage
75	1) Shital H.S. Chaurjahari, Rukum 2) Himalaya H.S school Kholagaun, Rukum 3) Secondary School Kotjahari Rukum	a) acrossly	60	60%
		b) appropriatly	75	75%
		c) audibly	80	20%
		d) briefly	90	90%
		e) fast	60	40%
		f) cleanly	55	55%
		g) deeply	75	75%
		h) tenderly	90	90%
		i) slowly	90	90%
		j) moreover	90	90%

The above table shows that majority of the students changed adjectives. Adverbs and adjective form of the same word seemed a little bit problematic for

changing them in to their corresponding forms. It can be shown in the following pie chart.

Chart No.1
Changing Adjectives into Adverbs



After analyzing Item No.3, it was found the majority of students i.e.69.5% selected correct form of adverbs from options given whereas 31.5 could not do so. in the brackets, it was 69.5% and 31.5% in formants couldn't do so.

To be more specific above percent can be broken down in the following table.

Table No. 4
Item-wise Placement of Adverbs

Total sample	Item description	Responses		Percentage	
		CR	IR	CR	IR
75	a) happily	50	50	50%	50%
	b) angrily	75	25	75	25%
	c) early	85	15	85%	15%
	d) so	90	10	90%	10%
	e) enough	60	40	60%	40%
	f) dangerously	55	45	55%	45%
	g) emotionally	60	40	60%	40%
	h) enjoyably	75	25	75%	25%
	i) more pretty	65	35	65%	35%
	j) carefully	80	20	80%	20%
	Total in average	69.5	30.5	69.5%	30.5%

The above presented table shows that adverbs like ‘happily’, ‘enough’ and ‘emotionally’ were selected to fill the gaps in the given sentences with difficulty than other adverbs. It is shown that adverbs of manner and quantity are problematic for the students.

After analyzing Item no.4, it was found the most problematic item to use comparatives and superlative forms of adverbs in the sentences. Especially, it was seen the most problematic items list to use ‘more’ or ‘most’ before ‘interesting’, ‘quickly’, ‘talent’. Some of the students used comparative form of ‘good’ as ‘better’ but other didn’t use it. It is shown in the following table vividly:

Table No. 5
Item-wise Placement of Adverbs

Total sample	Items	Total		Percentage of CR
		CR	IR	
75	a) more quickly	35	65	35%
	b) most total	25	75	25%
	c) harder	55	45	55%
	d) earliest	35	65	35%
	e) more quickly	25	75	25%
	f) better	45	55	45%
	g) slower	55	45	55%
	h) wiser	40	60	40%
	i) loudest	30	70	30%
	j) more over	60	40	60%

Regarding the use of comparative and superlative form of adverbs, students lack the knowledge about correct form of degree of adverbs, so minority of students provided correct form of adverbs. The was not satisfactory.

Finally, after analyzing Item no.5, it was concluded that the use of adverbs in discourse level was problematic to the students of grade ten. They used most of the adverbs given in the test item no.5 but not almost all. Majority of the students (59.5%) used correctly and minority of students (40.5%) used incorrectly. It can be shown in the following table.

Table No. 6
Item-wise Placement of Adverbs

Total sample	Test Items	Total marks		Total correct per- cent
		CR	IR	
75	a.certainly	60	40	60%
	b.childishly	50	50	50%
	c.broadly	60	40	40%
	d.cruelly	75	25	25%
	e.disorderly	40	60	40%
	f.suspiciously	45	55	45%
	g.backward	70	30	30%
	h.behind	75	25	95%
	i.ahead	60	40	60%
	j.about	60	40	60%

After analyzing the above table, adverbs like childishly, disorderly, suspiciously were somehow difficult adverbs to deal with discourse level of language use. Other adverbs were used correctly and it was found that students of grade ten had not adequate knowledge about the use of adverbs in discourse level.

3.3 School wise Analysis of Adverb placement

After analyzing data from different point of view, it was finally analyzed on the basis of school wise. It is shown in the following table:

Table No. 7
Total Performance of Adverb Placement

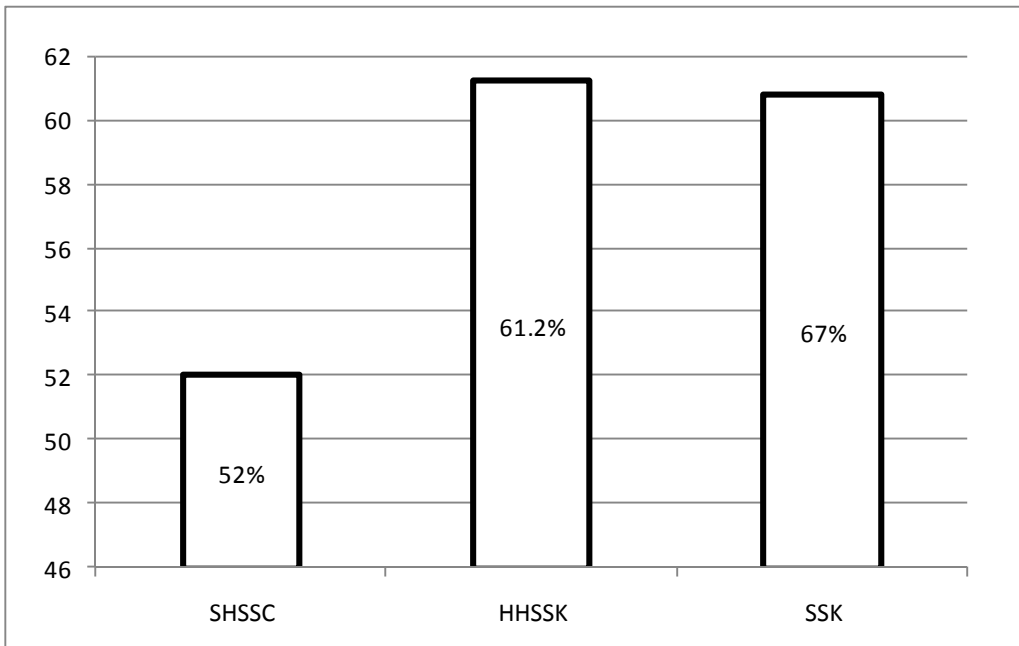
SN	School's name	Items					Total	Percent
		1	2	3	4	5		
1	Shree Shital Higher Secondary School, Chaurjahari, Rukum	120	165	120	100	145	650	52%
2	Shree Himalaya Higher S. Kholagaun Rukum	140	175	180	135	135	765	61.2%
3	Shree Secondary School Kotjahari Rukum	150	195	165	100	150	760	60.8%
	Total	150	685	695	435	595	3015	58.8%

The above table shows that the total performance of the students of all school is 58.8% Among them, the students of Shree Himalaya Higher Secondary School Kholagaun obtained the highest percentage and Shree Shital Higher secondary school Chaurjahari obtained the lowest percentage 52%.

On the other hand, the above table shows that item no. 4, which was related to comparative and superlative degree of adverbs was problematic to all students of four selected schools and items no3 was answered more correctly than other items. Other items were answered correctly with more or less correctly in average.

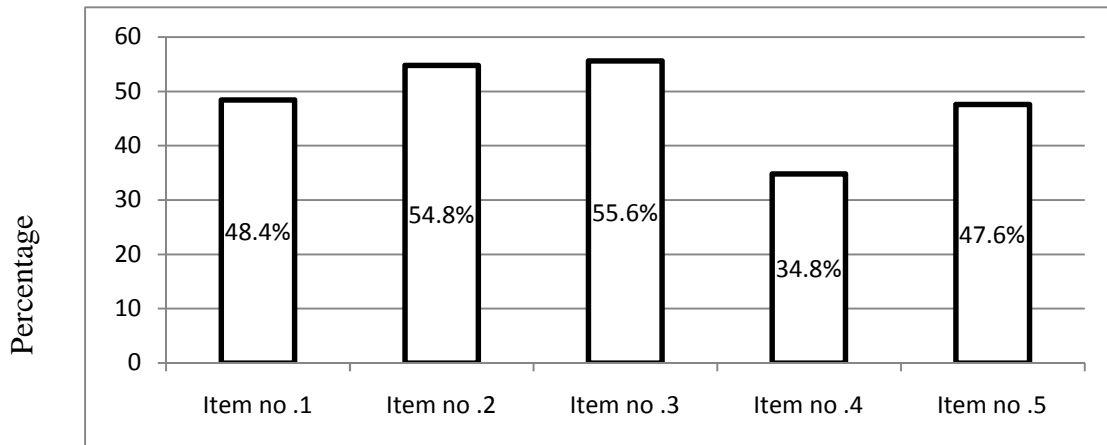
It is shown vividly in two different categories. On the basis of school-wise performance as shown in the following diagram:

Diagram No. 6
School-wise Placement of Adverbs



After analyzing school-wise performance on the placement of adverbs in total, it is also shown item-wise performance of three selected schools clearly in the following diagram:

Diagram No. 7
Item-wise Placement of Adverbs



The above presented table shows that adverb placement on the basis school-wise and item-wise analysis . Adverb placement was seen problematic to the government aided school where there is not so much exposure of the English language.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The main purpose of this research was to find out the use of adverbs by grade 10 students. For this purpose, the researcher prepared a written set of test items carrying 100 marks including five different items. The test items were related to adverb insertion, selection, formation and use in discourse level. The researcher administered the test among seventy-five students of three selected schools of Rukum district. The data was taken from 25 students of each school. Thereafter collected data were marked and tabulated very systematically. On the basis of tabulated marks, analysis and interpretation was done by using simple statistical tools of average and percentage.

4.1 Findings

On the basis of the analysis and interpretation, the findings of the research have been presented as follows:

1. The average total correct placement of adverbs of all the students was 53.5 percent.
2. Common adverbs, adverbs with regular forms, degree of adverbs were correctly formed and placed.
3. Adverbs used in mid position in the sentences were more problematic than initial and final position.
4. Post and pre-verbal correct placement of adverbs was not satisfactorily done by the students.
5. Time, manner, frequency, degree and stance adverbs were mostly misplaced by the students. In totality, it was 40.5 percent out of 100 marks.

6. Adjectives and adverbs with –ly ending and having same forms were used with confusion, i.e. fast, clean and slow.
7. Comparative marker ‘–er’ and superlative marker ‘–est’ or ‘more’ and ‘most’ were the most problematic in placing and using. Only 34.8 per-cent students could use and place them correctly.
8. Adverbs which are not frequently used and having long forms were misplaced due to students correspondence level. Such adverbs were 'dangerously', 'emotionally', 'childishly', 'disorderly', 'suspiciously' and 'certainly'.

4.2 Recommendations

On the basis of the findings derived from the analysis and interpretation of data, the following recommendations have been made:

- i) Adverbs should be taught by exposing the students as much as structures with meaningful situations.
- ii) Adverb placement should be taught with regular and irregular form of adverbs.
- iii) Superlative and comparative degree of adverbs can be taught by creating meaningful situation. Teaching adverb should be use based.
- iv) Adverb placement with different innovative techniques should be taught in the context appropriately and clearly.
- v) Teaching should be based on citing adverb placement problem and solution of them.
- vi) Adverb placement should be taught in discourse level too. Teachers should create situation and make students use adverbs in the context.
- vii) Interaction, discourse, description and narration should be conducted using adverb placement.
- viii) Curriculum and course book designers, teacher, writers and other concerned persons should develop teaching materials and methodology integrated with adverb placement which is not strongly focused till now.

ix) Teachers should be familiar with modern trend of language use.

If these above mentioned recommendations are taken seriously into consideration by the concerned officials and persons, the capacity of students to place adverbs correctly will be strengthened.

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APPENDIX-A

LIST OF STUDENTS OF ALL SCHOOLS

Shree Shital Higher Secondary School, Chaurjahari Rukum

Sn	Students	Marks obtained					Total marks 100
		Item 20	Item 20	Item3 20	Item4 20	Item5 20	
1	Subhadra Gautam	18	12	6	8	14	48
2	Shusila Bista	6	12	6	6	6	36
3	Mamata Malla	8	12	8	8	12	48
4	Saraswati Sunuar	8	10	6	6	16	44
5	Bikram Gautam	12	18	16	4	6	56
6	Roshani DC	10	12	12	10	8	52
7	Prem Giri	8	12	8	10	14	52
8	Indra Bhandari	12	12	10	8	12	54
9	Resham KC	10	14	12	10	8	54
10	Tilak Prasad LC	12	12	10	8	14	56
11	Bikram Bista	8	12	8	8	12	48
12	Bhuvan Acharya	10	12	8	8	14	50
13	Lok Raj Lamichhane	12	12	14	12	14	64
14	Dilli Raj Lamichhane	14	12	12	10	14	62
15	Chitra Bahadur Nepali	10	10	10	12	12	64
16	Laxmi lamichhane	10	12	12	10	12	56
17	Ram Prasad Gautam	12	10	14	10	12	58
18	Bhima Sharma	8	10	12	10	12	52
19	Bal Bahaddur Chand	10	8	8	10	10	48
20	Sunita Regmi	10	8	10	8	10	46
21	Urmila Shah	12	14	12	8	10	56
22	Sarita Sunar	14	10	12	10	8	54
23	Sunita Acharya	15	10	12	12	13	62
24	Khimsara Khadka	16	15	14	16	16	77
25	Man Badur Budhathoki	8	10	8	12	12	50
		233	291	236	234	293	1337
		46.6%	58.2%	47.2%	46.8%	58.6%	53.48%

APPENDIX B

Shree Himalaya Higher Secondary School, Kholagaun Rukum

Sn	Students	Marks obtained					Total
		Item 1	Item2	Item3	Item4	Item5	
1	Juddha Bdr.Pun	14	10	12	10	14	60
2	Deepak Oli	10	8	16	10	10	54
3	Dharma Lal Pun	16	14	12	8	14	64
4	Santosh Rana	14	10	12	16	10	62
5	Shib Raj Basnet	14	18	18	12	14	76
6	Bijay Bhat	14	16	14	6	12	62
7	Gopal Pariyar	14	12	14	8	14	62
8	Phanendra Oli	12	12	12	8	10	54
9	Sarmila Rokaya	14	10	12	8	12	50
10	Binita Khadka	14	12	14	6	14	60
11	Anjana Sharma	16	14	14	10	12	66
12	Yamuna K.C.	10	10	12	6	12	50
13	Gopal Oli	14	14	12	8	14	62
14	Mansara Oli	12	12	14	10	16	58
15	Sardha Bista	14	8	12	6	12	52
16	Lalita Rokaya	16	10	16	12	12	66
17	Rekha Devkota	12	14	16	6	12	60
18	Samita Sharma	14	14	14	10	12	64
19	Rudra Bahadur B.K.	14	12	16	10	14	66
20	Purna Prasad Adhikari	12	16	12	4	10	48
21	Anit Oli	12	10	10	8	16	56
22	Mahesh Bohara	14	16	14	10	14	68
23	Gonga Ram Bohara	14	12	12	10	14	60
24	Menuka Pun	16	14	14	12	12	68
25	Sunita Regmi	16	12	14	8	14	64
	Total average						61.2

APPENDIX D

Shree Secondary School, Kotjahari, Rukum

Sn	Students	Marks obtained					Total
		Item 1	Item2	Item3	Item4	Item5	
1	Sujata Malla	18	18	14	8	12	70
2	Binita Bohara	12	16	14	6	12	58
3	Raju Pariyar	14	16	10	2	8	54
4	Laxmi Joishi	8	16	10	6	12	52
5	Sabita Kanwar	14	14	12	10	14	64
6	Puspa Shahi	10	16	10	8	10	54
7	Puspa Shahi	10	16	10	8	12	56
8	Sangita Budhathoki	8	16	12	6	12	54
9	Sarmila Budhathoki	14	18	16	8	12	68
10	Bikash Shahi	12	16	14	8	10	60
11	Menuka Kanwar	14	16	16	8	8	52
12	Khumbu Kanwar	14	16	14	8	12	64
13	Kali Bahadur Nepali	16	18	16	8	14	72
14	Sarmila Shah	16	16	14	10	12	68
15	Karisma Bohara	14	16	16	10	14	70
16	Bishnu Mahatara	12	14	12	8	14	60
17	Kamala Bohara	12	12	16	10	18	68
18	Tara Budhathoki	14	16	16	8	16	70
19	Utsav Sharma	12	12	14	10	16	64
20	Purva Bahadur Rana	12	10	12	10	14	58
21	Bikash Bhat	14	14	10	10	14	62
22	Saraswati Budhathoki	12	14	10	8	10	54
23	Rohan Giri	10	16	18	10	16	70
24	Tara Budhathoki	12	12	10	10	12	56
25	Rudra Giri	14	14	16	8	12	64

APPENDIX E

LIST OF SCHOLL CHOOSEN FOR THE STUDY

Sn	Name of schools	Address	Principle/headmaster	Total study	Total students of grade 10
1	Shital Higher Secondary School	Chaurjahor Bijayshwori-5,Rukum	Ganesh Rijal	1468	238
2	Hmalya Higher Secondary School	Kholagaun-4, Rukum	Bhim Bahadur Oli	865	117
3	Secondary School	Kotjari-2, Rukum	Narendra Kumar Giri	679	87

TEST ITEMS

School's Name: FM: 100

Your Name: Time : 1.30 minutes

Class : Sex:

Q. No. 1) Insert the adverbs in the right place in these sentences.

- a) I go to school. (always)
- b) It would be good for the environment. (additionally)
- c) The thief took our VCR. (too)
- d) She plays her guitar every morning .(loudly)
- e) He is a worker .(fast)
- f) It was a beautiful ceremony. (really)
- g) She reads detective novels. (Sometimes)
- h) She has done that. (already)
- i) Does John forget to do his work on time .(seldom)
- j) He is not available just now .(unfortunately)

Q, No. 2) Transform the following adjectives in adverbs.

Cross	-
Appropriate	-
Audible	-
Brief	-
Fast	-
Clean	-
Deep	-

Tender -

Slow -

Moreover -

Q. No. 3) Choose the correct word to complete the sentences.

- a) He provided the award----- to the student (happily/happy).
- b) He looked at him..... (angry/angrily)
- c) You should come school..... (early/earlier).
- d) I can't met him because he walks.....quickly (so/such).
- e) The room was big.....for 3 persons (quite/enough)
- f) The car..... passel the road (danger/dangerously).
- g) She put her opinion..... (emotion/emotionally).
- h) The party ended (enjoy / enjoyably).
- i) The girl seemsthan she. (prettier /more pretty)
- j) Ramesh drove I the narrow road.....(careful/carefully).

Q. No. 4) Complete the following sentences with the appropriate comparative or superlative forms of of adverbs.

- a) Gita speaks than Sita. (quick)
- b) Shyam is by in the class .(talent)
- c) Jeevan works..... than Shyam. (hard)
- d) Sita get's up..... of all .(early)
- e) The news last night was..... (interest) than now.
- f) My teacher speaks than me. (good)

- g) The tortoise was..... than the hare. (slow)
- h) She is than him. (wise)
- j) He screamed of all of them. (loud)

Q.No.5) Write an essay about “Child rights” using the following ad-verbs in your own sentences.

- a) certainly
- b) childishly
- c) broadly
- d) cruelly
- e) disorderly
- f) suspiciously
- g) backward
- h) behind
- i) ahead
- j) about