

A COMPARATIVE STUDY OF ADVERBIAL USAGE IN MANDARIN CHINESE AND IGBO LANGUAGES

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Abstract

This study employed a comparative analysis to examine the adverbs of Chinese and Igbo languages, adopting a descriptive approach to identify similarities and differences. Data collection relied on secondary sources, including textbooks, journals, and online materials, with qualitative analysis focusing on Mandarin Chinese and Standard Igbo. The findings revealed that both languages use single-word adverbs, functioning as modifiers providing information on action or quality, but differ in their placement and modification capabilities. Specifically, Igbo manner adverbs cannot occur between subject and verb, whereas Chinese manner adverbs can, and Chinese adverbs typically have fixed sentence positions, whereas Igbo adverbs can be placed for emphasis or meaning. Furthermore, word order differs, with Mandarin Chinese placing adverbs before verbs, while Igbo places them after verbs, and Igbo adverbs modify only verbs, unlike Chinese adverbs which modify adjectives. The study contributes to understanding Chinese and Igbo language structures, highlighting unique adverbial features, and recommends that teachers of Igbo L1 learners of Chinese should be knowledgeable about Igbo to account for errors in spoken Chinese.

Introduction

Language is a structured system of communication that consists of grammar and vocabulary. It is the primary means by which humans convey meaning, both in spoken and written forms, and may also be conveyed through sign languages. The vast majority of human languages have developed writing systems that allow for the recording and preservation of the sounds or signs of language. Human language is characterized by its cultural and historical diversity, with significant variations observed between cultures and across time. Human languages possess the properties of productivity and displacement, which enable the creation of an infinite number of sentences, and the ability to refer to objects, events, and ideas that are not immediately present in the discourse. The use of human language relies on social convention and is acquired through learning. David and Robert (2023:1) opines that "Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves". The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. Every language has a history, and, as in the rest of human culture, changes are constantly taking place in the course of the learned transmission of a language from one generation to another. This is just part of the difference between human culture and animal behaviour. Languages change in all their aspects, in their pronunciation, word forms, syntax, and word meanings (semantic change). These changes are mostly very gradual in their operation, becoming noticeable only cumulatively over the course of several generations. But, in some areas of vocabulary, particular words closely related to rapid cultural change are subject to equally rapid and therefore noticeable changes within a generation or even within a decade. (Encyclopedia Britannica)

This research intends to provide an analysis of Adverbs as a way of examining the possible similarities and differences between Chinese Adverbs and Igbo Adverbs. This, it is hoped, would assist the reader in understanding the application of Adverbial features in Chinese and Igbo Language. The study is in line with aspects of comparative linguistics where systems of different languages are compared. According to Makinde & Aniekwe (2022:260): All human languages have distinct ways of expressing various notions, concepts, beliefs, terms, ideas, as well as word classes. The expression of word classes such as nouns, verbs, adjectives, prepositions, conjunctions, pronouns, and adverbs differ from one language to another. According to Ikegwuonu (2019:5), "All human languages have ways of expressing adverbs and adverbial notions, but there exist some parametric variations in the ways of expressing them that differ from one language to another". For instance, the ways in which adverbs are expressed in Igbo language differ from

the ways in which they are expressed in English language, French language, Spanish language, Portuguese, Chinese language, German language or any other language. Like many other languages, Igbo language consists of several dialects that are mutually intelligible. However, there exist some differences between these dialects which could be seen in the ways in which they express word classes such as adverbs. For example, "sometimes" is expressed as "oge ufodu" in the Obeledu dialect of Igbo, while in the Oji River dialect of Igbo, it is expressed as "oge ughodu". "Now" is expressed as "ugbu a" in the Owerri dialect of Igbo while it is expressed as "kita a" in the Obeledu dialect of Igbo. In the words of Halling, it is well known in linguistics that adverb is an elusive label. It refers to a wide range of items and is used in a variety of senses. In language descriptions, adverbs are often differently described and as a consequence, it is difficult to find cross-linguistically comparable data on any given type of adverb. The term "adverb" refers to a specific word class or lexical category and therefore contrasts with other word classes such as nouns, adjectives, verbs, or prepositions. Adverb is often used as a generic term for leftover items that do not appear to belong elsewhere. Syntactically, adverbs are found on several different levels. Semantically, they can be divided into any number of subtypes, and such classifications can be made in a variety of ways. In view of the foregoing, researches have shown that multiple studies on the dialects of Igbo have focused on a wide range of topics in the linguistics field. However, findings show that only a few studies have been done on adverbs in Igbo language. As a result of the very few researches on the use of adverbs in Igbo and in Chinese language, there are a number of things we do not know about adverbs in both languages. We do not know the peculiarities found in the adverbs of Chinese; we do not know how adverbs as a word class operate and/or are realized in Chinese and Igbo language. Also, our knowledge is limited with respect to what similarities and differences that exist in the use of adverbs in Chinese and Igbo. (Makinde & Aniekwe 2022:260-261)

This study therefore problematized the use of adverbs in Mandarin Chinese and Standard Igbo using a contrastive analysis approach. Since we are dealing with comparative Linguistics here, it might be adequate to explain that the phrase is used in two senses; it may simply mean that branch of linguistics concerned with comparison of various languages. In that sense, contrastive Linguistics which aims at pointing out the typological similarities and differences between languages is part of comparative linguistics. In the view of Amfani (2009), cited in "Chrisantus (2023), A Contrastive Analysis of English and Hausa Proverbs in Selected Texts" African languages can only be adequately classified, analyzed, and described if comparative approach is adopted by all stake-holders in the study of the languages. In this regard, many writers have written on the values of contrastive analysis and among such literature is Lado (1957:2-3).

According to him, the differences that may exist between languages could be the causes of difficulties that speakers of first language(L1) may experience while speaking the Second language(L2) (Lado 1957:2-3). Contrastive analysis pre-occupies itself with two basic formulations namely, finding language differences and language similarities at the phonological, syntactic and lexical levels between two languages. These help to predict the learner's errors in the differences between the (L1) and (L2). Predicting the learners' errors will help researchers in language teaching to make assumptions about possible learning difficulties by anybody learning a second language. It is also expected that once the areas of potential difficulties had been mapped out through comparative analysis, it would be possible to design language courses more efficiently. The variety of Chinese discussed in this research is standard variety called "Mandarin" and the standard Igbo (Chrisantus 2023:6-7).

Syntactical, Chinese and Igbo Language is an SVO Language. S is for the subject. V is for the verb. O is for the object. The basic word order in Chinese and Igbo is Subject + Verb + Object

For example,
Chinese word structure
S + V + O
他打球

Igbo word structure
S + V + O

Tā dǎ qiú
He plays ball

Q toroogologo
He/she is tall

Statement of the Problem

Most Igbo learners of Chinese as a foreign language erroneously assume that the two languages under study have common adverb and that there are no differences between adverbs in Chinese and Igbo languages. These assumptions could be seen as a sweeping generalization that cannot be substantiated. By and large, this assumption creates some kind of confusion which makes learning, and interpretation of Igbo adverbs to Chinese more difficult. The phenomenon of adverbs across languages is often more complex or intriguing than it is as first assumed. The situation is even more difficult to characterize when some assumptions have been made between Chinese and Igbo adverbs. However, only few studies have been carried out on what resemblances or differences the two languages manifest in the use of adverbs. Therefore, this research intends to identify those obstacles faced by Igbo learners of Chinese in the areas of Adverbs. Also, it intends to highlight and discusses the way to difference and similarities between the two of language in their use of adverb.

Objectives of the Study

This research is basically on adverbs, to engage adverbs as a part of speech and to study and analyze the use of the adverbs with referent to Chinese and Igbo Language, also to show the functional significance and the interpretation of the use of adverbs. The study is intended to achieve the following objectives.

1. To find out the similarities between Igbo and Chinese adverbs.
2. To find out the differences that may exist between Igbo and Chinese adverb.
3. To examine the areas of difficulties between Chinese and Igbo adverbs.

Research Questions

This study is concerned with comparative analysis of adverbs in selected Mandarin Chinese and Igbo Language. This study raises and attempts to address the following research questions.

1. What are the similarities between Igbo and Chinese adverbs?
2. What are the differences that may exist between Igbo and Chinese adverb?
3. What are the areas of difficulties between Chinese and Igbo adverbs?

Significance of the Study

The study is significant in two fundamental ways. The findings from the study would be of immense use to the Chinese language learners and Igbo language researchers especially those dealing with Chinese and Igbo adverbs. Closely related to the above is the fact that the study would be of tremendous help to the language teachers dealing with Igbo speakers of Chinese who might find similarities between the two languages. Hence, the study is ultimately significant, for the procedures followed; the findings reached could be applied to study in some other languages apart from these.

Secondly, the research would benefit the textbook writers in the sense that it would reveal the need for reconsideration in the case of language use with particular emphasis on Adverb use especially in situation where such was not applicable in the past, corrections would be done to improve usage and create more effect in production.

Conceptual Studies

Adverb: A Conceptual Overview

Adverb derives from Latin root word ‘adverbium’ which translates as ad- (‘to’), verbum (word ‘verb’) and the nominal suffix -ium. The term implies that the principal function of adverbs is to act as modifiers of verbs or verb phrases. Adverbs are considered one of the main word class along with nouns, adjectives and verbs. They give sentences more clarity and detail, they help one express themselves better and provide extra information that might be important. The word class of adverbs has often been used as a residual category, covering everything not covered by other well established word classes such as verbs, nouns,

adjectives and positions. An adverb is a word class whose most characteristic role is traditionally that of modifying a verb or verb phrase; it modifies a verb, an adjective, another adverb, determiner, noun phrase, clause or sentence. Adverbs typically express time, manner, place, frequency, degree, etc. answering questions such as how, in what way, when, where and to what extent. This function is known as the adverbial function and may be achieved by a single word (an adverb) or a multi-word expression (adverbial phrases and clauses. (<https://www.gingersoftware.com/content/grammar-rules/adverb>).

According to Schachter and Shopen (2001:56), cited in "Peter Oyewole Makinde and, Stephanie Otiodilichukwu Aniekwe (2022), The Use of Adverbs in Obeledu Dialect and Standard Igbo: A Contrastive Analysis" adverbs are often given a definition that is based on exclusion: they are modifiers of everything except for nouns. Adverbs modify verbs, adjectives, and other adverbs as well as a whole sentence. Adverbs are used to denote when an action took place, how an action took place, where it took place, the strength and intensity at which it took place, how often it took place, etc. To Parrot adverbs refer to different kinds of words - quickly, smartly, wrongly, down, below, here, inside, usually, tomorrow, today, then, yesterday, too, very, rather, sometimes, seldom, etc - with quite different functions which occupy a range of positions in the sentence.

Murphy (1995:14) cited in "Christian Ikegwuonu (2019), On the Syntax of manner adverbials in Igbo Language" states that "an adverb tells us about a verb. It tells us in what way someone does something or in what way something happens". An adverb is a word or group of words which have the function of explaining adverbs and adjective which also have a function in a sentence. Parrot also defines adverbs as different kinds of words with quite different functions which occupy a range of positions in a sentence. He believes that choosing where to place them is often a major problem for people having restricted language competence. To Yule, "adverbs are used typically with verbs to provide more information about actions, states and events (slowly, yesterday)". He further points out that "some adverbs (really, very) are also used with adjectives to modify information about things". Adverbs are traditionally regarded as one of the parts of speech. However, modern linguists note that it has come to be used as a kind of catch all category, used to classify words with different types of syntactic behaviour, not necessarily having much in common except that they do not fit into any of the other available categories - nouns, adjectives, and preposition.

Linguists like Collins and Thrainsson and Nesfield (2004:34) cited in "Peter Oyewole Makinde and, Stephanie Otiodilichukwu Aniekwe (2022), The Use of Adverbs in Obeledu Dialect and Standard Igbo: A Contrastive Analysis" also identify what items adverbs could modify, that is, adjectives, adverbs, sentences, verbs, pronouns, prepositional phrases and nouns. However, they mention nothing about how to classify these adverbs as modifier or clause element adverbials when modifying these items. Others like Ehrlich and Murphy; and Strumph and Douglas also explain what functions adverbs may have, that is, modification of adjectives, adverbs, verbs etc. In addition, they give categories of adverbs based on what meaning they convey: manner, place, time, degree, reason or purpose. Again, no reference has been made to the modifier or clause element adverbial category.

Furthermore, Grammarians such as Thomson and Martin, Eastwood and Parrott (1988:56) cited in "Peter Oyewole Makinde and, Stephanie Otiodilichukwu Aniekwe (2022), The Use of Adverbs in Obeledu Dialect and Standard Igbo: A Contrastive Analysis" have approached adverbs in a way somehow similar to Quirk et al. They consider in their classification of adverbs a combination of meaning, function and position. For example, adverbs denoting degree have been viewed with regards to the items they modify and their position in the sentence. However, there is no distinction between clause element adverbial and modifier category. Similarly, Chalker also bases her discussion of adverbs on a mixture of meaning, position and functions. Unfortunately, neither the modifier function nor clause element adverbials are being distinguished. For example, in the discussion of degree adverbs, it is true that Chalker explains the items these adverbs modify such as adjectives, adverbs, verbs, indefinite pronouns and numerals. Still she has not

realized that adverbs modifying verbs are syntactically different from those modifying the other items, since the former is a clause element adverbial and the latter is a modifier.

In conclusion, what distinguished the treatment of adverbs by Quirk et al (1998) from others is that they make distinct the adverbial function from the modifier, elaborating more on what characteristics clause element adverbials have and how to distinguish between their subcategories: adjunct, subjunct, disjunct and conjunct.

Types of adverb

Like other parts of speech such as nouns and verbs, there are several different types of adverbs. For the most part, adverbs are usually separated by what kind of questions they answer or what kind of information they provide to us. Right now, we are going to look at six common types of adverbs:

Conjunctive adverbs

A conjunctive adverb is a special type of adverb that is used to link independent clauses (sentences) together. While most adverbs are used to modify verbs, adjectives, or other adverbs, conjunctive adverbs are used as conjunctions to link one sentence to another. Unlike the other types of adverbs we will look at, conjunctive adverbs play an important grammatical role in sentences. Basically, a conjunctive adverb is an adverb that acts like a conjunction; a conjunctive adverb is used to connect two clauses or two sentences together. There are numerous words that can be used as conjunctive adverbs. Some common conjunctive adverbs include: also, besides, finally, however, furthermore, nonetheless, still and so on.

Example

1. We can't bake the cake **because** we ran out of milk. **Also**, we don't have any eggs left.

In the first sentence, the second sentence begins with the conjunctive adverb also that indicates this sentence is related to the previous sentence. These two sentences are focused around the same topic, and the second sentence provides more information about and builds off of the first sentence.

In the second sentence the conjunctive adverb however tell us that the sentence is related to the one immediately before it. The adverb however acts as a conjunction by linking these two sentences together. (Isgandarova Sabina 2012).

Adverbs of frequency

A number of adverbs are used to describe the frequency of an event. By doing so, these adverbs describe how often something happens. Examples: constantly, frequently, occasionally, sometimes, usually, never, always, rarely, daily, weekly, monthly, yearly.

Examples of adverbs of frequency used in sentences

2. I **usually** put butter and syrup on my pancakes.

3. **Sometimes**, Mark gets coffee for his coworkers.

(cf: Wikipedia <https://www.thesaurus.com/e/grammar/types-of-adverbs>)

Adverbs of time

Some adverbs tell us when something happens. Adverbs of time include words that refer to specific times and more general time periods. Examples: today, yesterday, tomorrow, tonight, soon, later, now, eventually, forever, still, yet, early, late, recently, since.

Examples of adverbs of time used in sentences

4. We are going to see a movie **tomorrow**.

5. **Recently**, Trevor got a job as a construction worker.

(cf: Wikipedia <https://www.thesaurus.com/e/grammar/types-of-adverbs>)

Adverbs of manner

Adverbs of manner tell us how something happens. A huge number of adverbs fall under this type and many of the -ly adverbs formed from adjectives fit into this group. Examples: angrily, cautiously, hungrily, nicely, slowly, deftly, precisely, unknowingly, loudly.

Examples of adverbs of manner used in sentences

6. The clown **skillfully** made animals out of balloons.

7. She **bravely** rescued a kitten from a tree.

(Cf: Wikipedia <https://www.thesaurus.com/e/grammar/types-of-adverbs>)

Adverbs of degree

Generally, adverbs of degree describe the intensity of an action or quality. Adverbs of degree express the intensity or level of an action or state in a sentence, answering the question 'how much?'. They are typically placed before the adjective, adverb, or verb they modify, but this is not always the case. These adverbs are often used as intensifiers to describe adjectives and other adverbs. Examples: very, really, extremely, incredibly, too, quite, barely, deeply, fairly, greatly, hardly, highly, intensely, somewhat, totally, little, less, least, much, more, most

Examples of adverbs of degree used in sentences

8. It is **really** hot in the basement.

9. That book is **much too** expensive.

(Cf: Wikipedia <https://www.thesaurus.com/e/grammar/types-of-adverbs>)

Adverbs of place/Movement/direction

Adverbs of place tell us where something happens. Adverbs of movement modify verbs that imply an activity or movement, indicating where the action is being performed. Adverbs of direction, on the other hand, indicate the direction in which the action or movement is taking place. Examples: here, there, everywhere, nowhere, somewhere, anywhere, in, out, inside, outside, wherever, on, off, over, under, away, left, right, north, south, east, west

Examples of adverbs of place used in sentences

10. I can't find my keys **anywhere**.

11. She loves to spend sunny afternoons **outside** by the pool.

(cf: Wikipedia <https://www.thesaurus.com/e/grammar/types-of-adverbs>)

Adverb of purpose

Adverbs of purpose, sometimes called adverbs of reason, help to describe why something happened. They can come in the form of individual words like so, since, thus, because etc but also clauses like so that, in order to etc. Notice in the examples that the adverbs of purpose are used to connect sentences that wouldn't make sense if they were formed alone. Example

12. I was sick, **thus** didn't go to work today.

13. **Because** I was late, I jogged a little faster.

(Cf: <https://www.gingersoftware.com/content/grammar-rules/Adverb>)

Relative Adverbs

This kind of adverb is more complex in their function to modify verb, adjective and adverb. Additionally, they relate, subordinate and join clause. Adjectival clauses are sometimes introduced by what are called the relative adverbs: where, when, and why. Although the entire clause is adjectival and will modify a noun, the relative word itself fulfills an adverbial function (modifying a verb within its own clause). The relative adverb where will begin a clause that modifies a noun of place:

Example

14. My entire family now worships in the church where my great grandfather used to be minister.

The relative pronoun "where" modifies the verb "used to be" (which makes it adverbial), but the entire clause ("where my great grandfather used to be minister") modifies the word "church."

(cf. Dayne Sherman, and Jayetta Slawson Natasha Whitton and Jeff Weimelt 2011).

Adverbs of Probability

Adverbs of probability indicate the likelihood or certainty of an action or event occurring. They express the speaker's level of certainty or doubt about something. While many adverbs of probability end in '-ly', not all of them follow this rule.

Example

15. **Maybe** he is trying to reconnect.

16. It **certainly** wasn't her fault.

(Cf: <https://langeek.co/en/grammar/course/474/>)

Demonstrative Adverbs

Demonstrative adverbs are adverbs that indicate the proximity or distance of the object or event in relation to the speaker or the listener.

Example:

17. I see a bird over **there**.

'There' refers to a place far from the speaker.

18. I left my keys **here**.

'Here' refers to a close distance from the speaker.

(Cf: <https://langeek.co/en/grammar/course/857/demonstrative-adverbs>)

Interrogative Adverbs

Interrogative adverbs are used to ask questions. These questions may be direct or indirect. There are different types of interrogative adverbs:

Interrogative adverbs of time (when)

Interrogative adverbs of place (where)

Interrogative adverbs of reason (why)

Interrogative adverbs of manner (how)

Example

19. **Why** are they here?

20. **How** is she doing this?

(Cf: <https://langeek.co/en/grammar/course/474/>)

Adverb of Comparison

This is mostly found in English adverbs. There are three types of adverbs of comparison; they are positive, comparative and superlative adverbs. Positive adverbs of comparison are used to make general comparisons without directly comparing two or more things. Some examples of positive comparison are- quick, big, long, deep, strong and cool etc. Comparative Adverbs on the other hand are used to compare two things and end with the alphabets 'er'. For example- quicker, bigger, longer, deeper, stronger and cooler. Superlative adverbs are used to compare two or more things together and end with 'est'. Some examples of superlative adverbs are-quickest, biggest, longest, deepest, strongest and coolest. Adverbs ending in -ly must be used as comparative adverb and the prefix 'most' is used to form a superlative adverb.

Example

Positive	comparative	superlative
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21. Well	better	best
----------	--------	------

22. Quickly	more quickly	most quickly
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(Cf: Kanak Mishra 2020)

Sentence adverb

An Adverb can also modify a whole sentence. These sentences adverb include: fortunately, generally and interestingly. This type of adverb occurs at the start of the sentence and it expresses a general opinion or feeling about the main idea of the sentence. The following are examples of sentence adverb.

23. **Generally**, the I prefer travelling by train

24. **Fortunately**, everyone arrived in time for the school trip.
(Cf: Judith P, 2012)

Focusing Adverbs

Focusing adverbs are used to emphasize a particular part of a sentence. They're typically positioned next to the word they're drawing attention to. Some common focusing adverbs include: "only," "just," "especially," "even," "either," and "neither."

Examples

25. Natalia loves reading, **especially** fiction.

26. Jen had a great time at the party; she **even** danced.

{Cf: <https://www.gingersoftware.com/content/grammar-rules/adverb>}

Adverb of Affirmation or Negation

In some sentences, there is a sense of complete acceptance or denial. Adverb of Affirmation or Negation is used for this purpose.

Example

27. **Surely** He will complete the race.

28. The weather will **certainly** get better.

{Cf: <https://www.gingersoftware.com/content/grammar-rules/adverb>}

Adverb of Comment

Adverbs of comment or viewpoint are unique in that they play their own specific part within a sentence by giving the opinion, thought, or commentary on the verb from the speaker. You can find adverbs of viewpoint at the beginning of a sentence with a comma afterwards. This sets up the sentence right away with a specific tone or attitude. Adverbs of comment can be found within the sentence itself.

Examples:

29. **Unfortunately**, we were unable to go to the party. (viewpoint)

30. **Certainly**, you don't mean to cut there.

{Cf: <https://www.gingersoftware.com/content/grammar-rules/adverb>}

Functions of Adverb

The main function of an adverb is to modify. Traditionally, adverbs are known for modifying adjectives and adverb. Studies Crystal, Green baum, Leech and Svartuick 2008:26 have shown that there has been an extension in the range of the modifier function to cover parts of speech other than adjectives and adverbs. The presumed extension includes nouns or noun phrases, pronouns, prepositions, particles, determiners, etc. For instance, when an adverb functions as a modifying part in a phrase realizing a clause element, it should be distinguished from the same adverb functioning as an adverbial clause element, since the former would be grammatically related in the clause element in question while the latter would be a grammatically separate unit.

31a. I keep a spare bicycle in the garden.

32b. I keep the bicycle in the garden well oiled.

The adverb in the garden is a modifier in (b) and it is grammatically part of a phrase realizing the object the bicycle. On the other hand, in the garden is an adverbial in (a) and it functions as a quite separate element in the sentence structure. Based on the particular element an adverb modifies, the modifier function is divided into the following:

Modifier of Adjectives

Adverbs can modify adjectives and other adverbs. Often, the purpose of the adverb is to add a degree of intensity to the adjective. Such function is described by Sinclair (1999:40] and Cobuild (2008:7) as "sub-modification". Others like Vict (1986:30) describe it as "modifier of modifiers". Such terms are attributed to the fact that by this function, the adjectives (and the adverb as it will be shown later) which is itself a

modifier is being modified. Cobuild (2008:7) states that “when you want to indicate something more about the quality which an adjective describes, you can use a sub-modifier such as “very” and “rather” with it. You do this in order to indicate the amount of the quality or to intensify it. There are many kinds of adjective modifiers and narrowly oriented subjuncts are the majority among them. Still, the most commonly used sub kinds of these subjuncts are intensifiers since pre-modification by an intensifier is a characteristic feature of adjectives and adverbs. It should be noted that adverbs usually pre-modify adjectives not post-modify them. Saying how much or how little of the quality denoted by the adjective depends on the type of intensifier being used (Quirk et al 1998).

Example

33. You look **absolutely** fabulous!

34. The weather report is **almost always** right

(Peter Oyewole Makinde and, Stephanie Otiodilichukwu Aniekwe 2022:263)

Modifier of Adverbs

As it is shown above, an adverb modifier function is similar to that of an adjective modifier due to the fact that the adverb which is itself a modifier is being modified or sub-modified. Still, adverb modifying adverbs differ from those of adjective in that they only intensifying subjuncts that could perform this function, that is, adjuncts or viewpoint subjuncts cannot be adverb modifiers as with the previous function.

35(a) He spoke quietly (assertively).

36(b) He reasoned theoretically (soundly).

37(c) He reasoned extremely (soundly).

The first and second sentences are starred not due to the stylistic objection to two -ly adverbs occurring successively, but due to the claim that it is not possible to convert adjuncts and viewpoint subjunct into adverb modifying intensifiers since in (c), the two -ly adverbs occurring simultaneously and the sentence are grammatical because the modifier word is a subjunct intensifier. In adverb modifier function, there is a combination of the two adverb classes: the adverbial class which is performed by the modifying word and the modifier class which is the word being modified

In adverb modifier function, there is a combination of the two adverbial roles: the adverbial role which is performed by the modifying word and the modifier role which is the word being modified. This can be related to the fact that pre modification by an intensifier is a feature of adverbs. However, adverbial clause elements vary in accepting modification and sometimes there is a variation in the same adverbial kind. (Makinde & Aniekwe 2022:263)

Modifier of Particles, Prepositional Adverbs and Prepositions

In this function, the modifier is again an intensifier subjunct affecting superficially similar items. First, an intensifier tends to pre-modify the particle in a certain kind of multi-word verbs called free combination where the verb and particle can be separated by the insertion of an intensifier adverb.

38a. Go straight on.

39b. Drink right up.

The insertion of straight and right above has been considered as a syntactic criterion separating free combination verbs from phrasal verbs (another kind of multi word verb) where such separation is not possible. (Makinde & Aniekwe 2022:263)

Modifier of Pronouns, Determiners and Numerals

Here, the modifier is an intensifier. Starting with the first element modified, that is indefinite pronouns. Hudleston (1986:23) assumes that such pronouns are devoid of definiteness which is a feature available in other kinds of pronouns like personal, possession and reflexive pronouns. Indefinite pronouns are of two kinds: compounds and of pronouns. The first kind consists of two parts - a determiner morpheme like very, some, any or no and a nominal morpheme one, body, thing. The other kind is of- pronouns which is so called because they can be followed by a partitive of- phrase: many of, some of.

Examples are:

40a. Nearly everybody seemed to be at the party.

41b. We lost almost everything.

Secondly, a determiner or pre-determiner could also be modified by an intensifier. Strumph and Douglas [1990:41] describes determiners as closed-class items which function to determine or restrict the reference of the noun phrase occurring before its pre-modifier. The classes of the determiners have been established on the basis of their order of appearance before the noun.

62a. pre-determiners: half, all, double

63b. central determiners: the articles the, a, an

64c. post-determiners: cardinal and ordinals, many, few

The only order in which these three classes appear is: Pre + central + post, for example:

45(a). All their problems were solved.

46(b). Their all problems were solved.

Examples of the determiners modification are:

47a. There were so many people there.

48b. We have had rather a lot of complaints.

Rather in (b) intensifies the determiner a lot since a pre-determiner does not exist. A distinction has to be drawn between an intensifier modifying a pronoun and the same intensifier functioning as a determiner since many words have two functions: determinative function and pronoun function. (Makinde & Aniekwe 2022:263-264)

Modifier of Noun Phrases

In this kind of the modifier function, a noun phrase modifier could be an intensifier or an adjunct of time or place. To begin with intensifiers, when these modify indefinite noun phrases, they usually precede the indefinite article.

49a. It is rather a pity you won't be there.

50b. He was quite an expert.

It is assumed that with certain of- phrases used as intensifiers of noun phrases, there are various constructions.

This must be sort of a joke.

51(a) A sort of joke.

52(b) A sort of a joke.

53(c) A joke, sort of.

(Makinde & Aniekwe 2022:264)

Modifier of Clause

An adverbial clause (or adverb clause) is a clause containing a subject and verb that acts as an adverb to modify the main clause of a sentence. Adverbial clauses are connected to the main clause of a sentence using subordinating conjunctions (e.g., "because," "since," "before," "although," "so that"). Adverbial clauses are always dependent (i.e., they have a subject and verb, but they can't form standalone sentences).

Example

54. I'll call you **when** I arrive.

55. Shauna is tired **because** she didn't sleep well.

(Ryan 2022),

Modifiers of Adverb Phrase

Adverb phrase modifiers are words and phrases that modify or describe an adverb or adverb phrase. An adverb phrase consists of an adverb plus any other adverbs functioning as adverb phrase modifiers.

Example

56. My daughter **very** nearly fell down.

57. He ran so **not** quickly to get a towel.

(Ryan 2022),

Formation of Adverbs

In English, adverbs of manner (answering the question how?) are often formed by adding -ly to adjectives, but flat adverbs (such as in drive fast, drive slow, and drive friendly) have the same form as the corresponding adjective. Other languages often have similar methods for deriving adverbs from adjectives (French, for example, uses the suffix -ment), or else use the same form for both adjectives and adverbs, as in German and Dutch, where for example schnell or snel, respectively, mean either "quick" or "quickly" depending on the context. Many other adverbs, however, are not related to adjectives in this way; they may be derived from other words or phrases, or may be single morphemes. Examples of such adverbs in English include here, there, together, yesterday, aboard, very, almost, etc.

Where the meaning permits, adverbs may undergo comparison, taking comparative and superlative forms. In English this is usually done by adding more and most before the adverb (more slowly, most slowly), although there are a few adverbs that take inflected forms, such as well, for which better and best are used.

Theoretical Framework

The study of CA was first formulated by Lado who provided a comprehensive theoretical treatment and suggested a systematic set of technical procedures for the contrastive study of languages which involved describing the languages (using structuralist linguistics), comparing them and predicting learning difficulties (Buren and Rustipa). Thus, the theoretical foundations for what became known as the Contrastive Analysis Hypothesis were therefore articulated in Lado's *Linguistics across Cultures*. Lado claimed that "those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult". Therefore, there is need to predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student.

Arjumand (2021:79), describes Contrastive analysis(CA) is concerned with the influence of the native language(NL) in second language acquisition. Contrastive Analysis is carried out by comparing the first language(L1) of the learner's and the target language(TL) to identify potential errors for the primary purpose of sorting out which areas of the TL should be focused on and which areas do not need to be focused on in the context of second language learning. The contrastive analysis hypothesis (CAH) was popularised by Lado with his publication of the book "Linguistics across Cultures"(1957).

Wollacott (2023), defines Contrastive analysis as the study and comparison of two languages. For example, this can be comparing English with Latin or Basque with Iroquois. This is done by looking at the structural similarities and differences of the studied languages. There are two central aims to Contrastive analysis; the first is to establish the inter-relationships of languages in order to create a Linguistic family tree. The second aim is to aid second language acquisition.

Fisiak, Cited in "Ralph and Coonor-Linton (2006), *An Introduction to language and language*". Contrastive Analysis (CA) is as the systematic study of two or more languages with the aim of identifying their areas of differences and similarities. It is a very important tool in second language teaching and learning because it accounts for the basis of transfer of linguistic habits from the mother tongue to the target language. When the linguistic habits transferred to the target languages aid in the learning of the language, the transfer is said to be positive but when the linguistic habits interfere with what is grammatical and acceptable in the target language, there is a negative transfer.

Tajareh (2015:1), Contrastive analysis hypothesis is an area of comparative linguistics which is concerned with the comparison of two or more languages to determine the differences or similarities between them, either for theoretical purposes or purposes external to the analysis itself. It implies a belief in language universals, if there were no features in common, there would be no basis for comparison. Broadly defined, CA has been used as a tool in comparative historical linguistics to establish language genealogy, in

typological linguistics to create language taxonomies, in translation theory to investigate problems of equivalence to create bilingual dictionaries.

Discussing the concept, Gast (2016) cited "Udemmadu and Chinyeaka (2017), A Contrastive to Study of English and Igbo structures: A challenge to an Igbo ESL". That contrastive studies mostly deal with the comparison of languages that are 'socio-culturally linked', that is languages whose speech communities overlap in some way, typically through (natural or instructed) bilingualism. Narrowly defined, contrastive analysis investigates the differences between pairs (or small sets) of languages against the background of similarities and with the purpose of providing input to applied disciplines such as foreign language teaching and translation studies. With its largely descriptive focus, contrastive linguistics provides an interface between theory and application. It makes use of theoretical findings and models of language description but is driven by the objective of applicability (Gast, 2016). Some writers are of the opinion that contrastive analysis hypothesis has both strong and weak versions.

Pickvance (2001) sees contrastive analysis alongside error analysis as some of the approaches adopted in the examination or study of errors and challenges involved in second language learning. Umaru (2005) asserts that contrastive analysis has four names that are used to refer to it, thus: "linguistic a priori", "strong hypothesis", "predictive linguistics" and "preventive linguistics". She maintains that a contrastive analysis is made up of statements relating to the similarities and differences between two languages. Contrastive study/analysis is a product of the audio-lingual theorists who normally get their foundation from the behaviorist's theory.

Empirical studies

Although there is limited articles written and published around the area of Chinese and Igbo Adverb. However, some scholars have done research on adverb of Igbo, Chinese and other languages but no previous work has been done on the comparative analysis of Adverb in Chinese and Igbo language.

According to Onruqa (2008:21) in his work 'The Igbo and French Adverbs: A comparative sketch'. He examined the Igbo and French Adverbs and he found out that the most outstanding difference between the two languages is based on openness. The Igbo adverb is widely accepted to be closed. Emenajo (1978:161) claims strongly that adverbs do not exist in Igbo as a syntactic category. As he puts it, "it is now generally agreed to be that there is no syntactic class of adverb in Igbo. However, adverbial notions do exist and these are expressed by nominal's among other structures". However, the extent some Igbo scholars dissociate themselves from Emenajo's position. The for instance, the Uba-Mgbemena (2006:54-56) identifies Igbo Adverbs and classified them, as is traditionally accepted into place adverb, time adverb, manner adverb, degree adverb, comparative adverb and situation adverb. Noteworthy to the fact that the identification and classification do not reveal wide membership and this evidences that it is closed category.

Examples of Igbo adverbs as identified and classified by Uba-Mgbemena are as follows:

58. Nne ha lotara ugbo a (time adverb)

Mother they come-past-back now

'Their mother came back now'

59. Butere anyi nri ahụ ọsịsịō (manner adverb)

Carry-to us food that quickly

'Serve us food quickly'

60. Uche ọ gara ebee? (Place adverb)

Uche he go-past where?

'Where did Uche go?'

61. Nwata ahụ Bere akwa hinne (degree adverb)

Child that cry-past cry much

'The child cried much'

62. Anyị chorọ enyemeka tumadi n'oge nsogbu. (Situation adverb)

We want help especially in time trouble

'We need help, we especially in time of trouble'

On the other hand, the French adverb is evidently open. It has wide membership and has the mechanism of creating and accepting more members (Trask, and 1995). Its openness has an implication for more syntactic roles of member adverb. Igbo adverbs modify only verb. There are no instances where they modify adjectives it other adverbs as in French.

According to Zhang (2016), Chinese adverbs adds to the meaning of verb, an adjective, another adverb or a whole sentence. They can add additional information about the action, event, or situation mentioned such as how, when and so on. Chinese is a rich language, and it has a lot of adverbs that one can use to add a different degree of emotion to adjective Example

63A. 我偶尔看书

wǒ ǒu ěr kàn shū

Isg sometime read book

'I read a book sometimes'

64B. 我从不抽烟

Wǒ cóng bù chōu yān

Isg never neg smoke

I will never smoke

65C. 你一个人吗?

Nǐ yī gè rén ma?

2sg one clf person int

Are you alone?

Makinde & Aniekwe (2022:9) stated in their article "The Use of Adverbs in Obeledu Dialect and Standard Igbo: A Contrastive Analysis" that it can be observed that adverbs are identifiable in Standard Igbo and Obeledu dialect of Igbo language. In the two varieties concerned, adverbs are used in the same way in the sense that they function as adverbial clause elements and modifiers of adjectives, prepositional adverbs, prepositions, pronouns, determiners, numerals and noun phrases. Also, some of the adverbs in the two varieties are very much identical. Although the ways in which these adverbs are used in the Obeledu dialect of Igbo language are similar to the ways in which they are used in Standard Igbo, there exist some differences in the words used to express these adverbs. For instance, adverbs like "K̄ita a" in the Obeledu dialect which is used to express "now" is very much different from "ugbu a" in the Standard Igbo which is also used to denote "now". Standard Igbo uses "ugbu a" to denote "now" as in "Obinna gburu agwo ugbu a" while the Obeledu dialect uses "k̄ita a" to denote "now" as in "Obinna gbulu agwo k̄ita a". Although these words have different forms, they are synonymously related in that they share the same meaning. Another noticeable difference apart from lexical differences is the difference in morphemes. Some of the adverbs in the two varieties being compared are identical but are differentiated by a morpheme. For instance, the adverbs "ad̄ikari" in Standard Igbo and "ad̄ikal̄i" in Obeledu dialect are identical but differentiated by the morphemes "r" and "l" in the sentences "ha na ad̄ikari ocha" and "ha na ad̄ikal̄i ocha". It can therefore be seen here that contrastive analysis has served as a tool for identifying the structural similarities and differences that exist between SI and OD. The identifiable similarities and differences are found at the lexical, phonological, semantic and morphological levels, all projecting the use and function of adverbs as adverbial clause elements and modifiers of adjectives, prepositions, pronouns, determiners, numerals and noun phrases in both varieties under investigation.

HongzhiXu, Dingxu, and ChuRen (2015:2) cited in 'A New Categorization Framework for Chinese Adverb' that Categorization of Chinese Adverbs is difficult due to the fact that their functionalities cover many different semantic components of a sentence, e.g. modality, aspect, speakers subjective evaluation etc. By now, there is no effective standard according to which Chinese Adverbs can be categorized such that their

syntactic and semantic properties can be consequently explained and predicted. Previous studies on Chinese adverb Categorization largely depend on subjective judgments and intuition. This has led to a trend that different researchers have proposed different categories according to their own considerations and criteria. For example, Chao discriminated nine categories for Chinese adverbs; Zhu discriminated four categories; Li and Thompson discriminates three categories according to the syntactic position of adverbs: movable (time, attitude), non movable (manner, non-manner), post-verbal; divided Chinese Adverbs into seven categories; Zhang discriminates ten semantic categories. In the newest Chinese reference grammar, adverbs are firstly divided into two categories: descriptive and functional. Descriptive adverbs are content and open, while functional adverbs are closed. Functional adverbs are further divided into four categories: temporal, degree, scope and attitudinal.

Ikegwonu (2019:3) said all human languages have ways of expressing adverbs and adverbial notions, but there exist some parametric variations in the ways of expressing them differ from one language to another. Adverbs and adverbials are universal phenomena. An adverb is a word that modifies the verb, another adverb, an adjective or a whole sentence. An adverbial is a word, phrase or clause that modifies a verb or a verb along with some other parts of the sentence. Both of them perform modification functions in the sentence and provide information about how, where, when, why the actions are performed in the sentences. Adverbial meanings are expressed by means of several sets of grammatical units in the language. The same adverbial meaning may be coded as bound grammatical morpheme in one language, an independent word in another, or a whole syntactic construction in another (Givón, 2001;Schachter, 1985). Traditionally, manner adverbials belong to the group of adverbials in the natural human languages. The manner adverbials are used to specify the manner or way in which an eventuality or an action unfolds or how an action was performed or is intended to be performed. They answer the question how? They neither contribute to the temporal interpretation of the sentence (as temporal adverbial) nor do they link the sentence to the context surrounding it (example, by showing the speaker's attitude). Blake (2008:16) maintains that in English "a very large number of manner adverbs are formed from adjectives by the addition of the suffix *ly*. Igbo language does not have overt morphological marker for expressing manner adverbial notions as in English form such as clumsily, surprisingly, cleverly, carefully and so on. The language employs many structural devices for expressing manner adverbials such as incorporation of lexical words, reduplications, use of idiophones, phrases, clauses and suffixes. According to the Recommendation of the Igbo Standardization Committee of the Society for Promoting Igbo Language and Culture (SPILC) in Okaasusu (1985:18 and 240), "adverbial notions in Igbo could be expressed by expanding the verb with suffixes and reduplication of nouns".

Data Presentation and Analysis

Chinese Adverb

Chinese adverb called *fù cí* (副词) in Chinese. Chinese adverbs are descriptive words that can modify verbs and adjectives. They can also modify other adverbs to indicate the degree of the description. Chinese is a rich language, and it has a lot of adverbs that you can use to add a different degree of emotion to adjectives and like in most other languages, the adverbs modify verbs, adjectives, and other adverbs. Adverbs in Chinese form a loosely defined category in which members can differ from one another in their morphology, syntax, meaning, and function. Chinese adverbs can first and foremost be divided into two groups: descriptive adverbs and functional adverbs (also called "restrictive" adverbs). Descriptive adverbs typically have content word characteristics, including having a big number of members in this group and being open to neologism. Descriptive adverbs have a specific meaning that describes a particular aspect of an action or a state, such as the manner or means of carrying out an action (e.g., 高声 *gaosheng* 'loudly,' 亲自 *qinzi* 'in person'). Functional adverbs typically have functional word characteristics, including being a small closed group with versatile high-frequency grammatical features. Compared to functional adverbs, descriptive adverbs are more lexical, more of the "content" or "open-class" word type, and the majority of them are

disyllabic or longer. Functional adverbs, on the other hand, are more of the “function” or “closed-class” word type. (<https://www.chineseclass101.com/blog/2020/10/19/chinese-adverbs/>)

There are four main types of Chinese adverbs:

Chinese Adverbs of time

Chinese Adverbs of time tell when something happen. Any expression of time can functions as an adverb, meaning that such words as 明天 míngtiān (“tomorrow”), 昨天 zuótiān (“yesterday”), and 后天 hòutiān (“the day after tomorrow”) 去年 Qù Nián "Last Year", 今晚 Jīn Wǎn "Tonight", 现在 Xiàn Zài "Now", 前天 Qián Tiān 'The Day Before Yesterday', and so on, are all technically adverbs of time.

Example

63. 昨天 zuó tiān (yesterday)

我昨天看了那部电影。

wǒ zuó tiān kàn le nà bù diàn yǐng.

I watched that movie yesterday.

64. 今天 jīn tiān (today)

你今天作吗?

Nǐ jīn tiān gōng zuò ma?

Do you work today?

Chinese Adverbs of frequency

Chinese Adverbs of frequency give details relating to how often something happen. These Chinese adverbs are used to express how often or how little a certain event happens. They are: 从不 Cóng Bù 'Never', 经常 Jīng Cháng 'Often', 总是 Zǒng Shì 'Always', 每天 Měi Tiān 'Every Day', 每周 Měi Zhōu 'Weekly', 每月 Měi Yuè 'Monthly', 每年 Měi Nián 'Annually', 有时 Yǒu Shí 'Sometimes', 很少 Hěn Shǎo 'Rarely', 偶尔 Ōu'ěr 'Occasionally', and so on.

Example

65. 从不 cóng bù (always)

他从不喝啤酒。

tā cóng bù hē pí jiǔ

He never drinks beer.

66. 经常 jīng cháng (often)

我经常去中国。

wǒ jīng cháng qù zhōng guó.

I often go to China.

Chinese Adverbs of place

Chinese adverbs of place are adverbs that describe the location of an action or a state. Moreover, many adverbs of place can be used as prepositions when they modify nouns, but their primary role as an adverb is to modify verbs. Common adverbs of place: 这里 zhè lǐ 'here', 那里 nà lǐ 'there', 在那边 zài nà biān 'over there', 到处 dào chù 'everywhere', 任何地方 rèn hé de fāng 'anywhere', 无处 wú chù 'nowhere', 回家 huí jiā 'home', 走开 zǒu kāi 'away', 离去 lí qù 'out'

Example

67. 这 (zhè lǐ) (here)

我在这上学。

wǒ zài zhè lǐ shàng xué

I go to school here.

在那 nà lǐ (there)

我在那作。

wǒ zài nà lǐ gōng zuò
I work there.

Chinese Adverbs of manner

Adverbs of manner are used to explain how you do an action. These are the words that describe how an action was done. These adverbs refer to how an action is done. Chinese Adverb of manner many can be formed from the original adjectives by adding the particle 地 'de' after the adjective. They are: 慢 Mǎn 'Slowly', 快 Kuài 'Quickly', 轻轻地 Qīng Qīng De 'Gently', 轻松地 Qīngsōng De 'Easily', 礼貌地 Lǐmào De 'Politely', 相当 xiāng dāng 'quite' 几乎 jī hū 'almost', 几乎不 jī hū bù 'barely' 很 hěn 'very', 非常 fēi cháng 'very', and so on.

Example

68. 常 fēi cháng (very)

她唱歌唱得常好。

Tā chàng gē chàng de fēi cháng hǎo.

She sings really/extremely well.

69. 真 zhēn (really)

你说得真好。

Nǐ shuō de zhēn hǎo.

You speak really well.

Other types of Chinese adverb are:

Chinese Adverbs of Degree

Chinese Degree adverbs are words or phrases that are used to describe the extent of something, or the intensity of something. Adverbs of degree indicate the intensity of an action or condition. Known as 程度副词 chéngdù fùcí in Mandarin Chinese, adverbs of degree can modify verbs, adjectives, or even other adverbs. They are: 相当 Xiāng dāng 'fairly', 有点 Yǒudiǎn 'a little bit', 极其 Jí qí 'extremely', 太 Tài 'too', “hěn” (很) meaning “very,” “fēicháng” (非常) meaning “extremely,” and “jīngcháng” (经常) meaning “often.” gèng” (更) meaning “even more,” and “bùrú” (不如) meaning “not as good as.”

Example

70. 很 Hěn (very)

她很漂亮。

Tā hěn piàoliang.

She is very pretty

71. 最 zuì (most)

他是最好的老师。

Tā shì zuì hǎo de lǎoshī.

Chinese Adverbs of mood or attitude

Besides Chinese Adverbs of manner, time, and frequency, other adverbs convey the attitude or sentiments of the person speaking. These are “sentence adverbs” in English, as they do not modify verbs. Instead, they modify the tone of the entire sentence or clause. In the Chinese language, sentence adverbs that convey the speakers attitude are called 语气副词 yǔqì fùcí, meaning “tone adverbs. Chinese Adverb of attitude are: 到底 – Dàodǐ 'after all', 幸亏 xìng kǔi 'luckily', 最好 Zuìhǎo, 明明 Míngmíng 'obviously'

Examples

72. 也许 yě xǔ (perhaps)

也许是你误解了他。

Yě xǔ shì nǐ wù jiě le tā.

“Perhaps you misunderstood him.”

73. 简直 jiǎn zhí (simply)

你简直不可理喻。

Nǐ jiǎn zhí bù kě lǐ yù.

You are simply inexplicable

Chinese adverbs of range

Adverbs are not required to make a sentence grammatically correct, but they sure can change the meaning. Adverbs of range suggest the scope of action and the circumstances under which it applies. So, while “I care about my son” is a complete sentence, adding the word “only” to it changes the scope of the verb “to care,” implying that you only care about your son and no one or nothing else. The Chinese adverb of range include: 只 / 只是 – Zhǐ / Zhǐshì 'only or just', 仅仅 Jǐnjǐn 'not that much', 完全 Wánquán 'completely', 都 Dōu 'every' (quán), 只 (zhǐ), 共 (gòng), 总 (zǒng), 就 (jiù), 光 (guāng), and 总共 (zǒng gòngpppppp)

Example

74. 最好 Zuihǎo (had better)

你最好坐车吧

Nǐ zuì hǎo zuòchē ba

You'd better go by bus/train

75. 简直 Jiǎnzhí (absolutely)

我简直不能想象有这种事

Wǒ jiǎnzhí bùnéng xiǎngxiàng yǒu zhèzhǒng shì.

I simply can't imagine such a thing.

How to Use Chinese Adverbs

Chinese adverbs work the same as English adverbs. However, they can be tricky because they do not always end with “ly,” like in English. But there's a way to tell if a word is an adverb or not by looking at its position in a sentence!. In Chinese, adverbs are usually placed before the main verb of a sentence. So, if a word comes after the subject (noun) and before the verb, it's probably an adverb. It follows this structure: Subject + Adverb + Verb + Object. However, this is not always the case. Given the flexibility of the language, many Chinese adverbs are sometimes placed at the very beginning of the sentence or even after the verb. It generally follows this structure: Adverb + Subject + Verb + Object. Moreover, when an adverb modifies a verb, you can often identify it by the particle 地 (de). This is practically the same meaning as the English suffix -ly. (Brooke Bagley 2023),

The most common sentence structure when using adverb in Chinese is

“Subject + Adjective + 地 (de)+ Verb.”

Example:

76. 男孩跑得很快。

Nánhái pǎo dé hěn kuài.

The boy ran quickly.

In the example above, the adverb 'quickly' is modifying the verb ran.

(Anna Marie Datinginoo-Goco 2023)

Adverb of frequency is structured

Subject + Adverb of Frequency + Verb + Object

As illustrated in the above sentence (96), (97),(98), (99), and(100) the adverb of frequency ‘cóng bù, jīng cháng, yì bān, tōng cháng, ǒu ěr’ preceeds the verb following the object.

Adverb of Time is structured

There are two positions adverbs of time can take when forming sentences—before the subject or after the subject, and both are very common.

Subject + Adverb of Time + Verb + Object

As illustrated in example (91), (92), (93) and (94), the adverb of time *jīn tiān*, *zuó tiān*, *xiàn zài*, *mǎ shàng* occur after the subject.

Adverb of Time + Subject + Verb + Object

In example (95) the adverb (*Míng tiān*) occurred before the subject, that is to say that in Chinese, adverb of time can occur in the initial position before the subject or in the middle position after the subject. But Unlike the other adverbs of time, as in *已经* (*yǐ jīng*) ‘already’ and *已经, 还* (*hái*) ‘still’ can’t be placed before the subject, it can only come after.

Adverb of Place is structured

The adverb of Place follows this simple formula:

Subject + Adverb of Place + Verb + Object

As illustrated in (101), and (103) the adverbs of Place precedes the verb.

Or, adverbs of place can simply follow the verb *在* (*zài*) — to be located, to show location.

As illustrated in (102), (104) and (105), the adverb of Place follow the verb *zài*.

Other times, the adverb of place can become the subject, coming at the beginning of the sentence like this:

Adverb of Place + Verb + Object

Example

77. 到处 *dào chù* (everywhere)

到处都是人。

(*dào chù dōu shì rén.*)

There are people everywhere.

Adverb of Manner is structured

Adverb of manner is positioned before the verb.

Subject + Adverb of Manner + Verb + Object

As in example (108), and (110), the adverb of manner *jī hū* and *jī hū bù* precedes the verb.

Sometimes, Chinese adverbs from the original adjectives by adding the particle *地* *de* after the adjective.

As in example (109)

But some adverb of manner occurs after the verb as illustrated in example (106), (107).

Adverb of degree are structured

Subject + Adverb of Degree + Adjective/Adverb + Verb" or

As in example (112)

"Subject + Adjective/Adverb + *地* (*de*) + Adverb of Degree + Verb"

Example:

78. 她跑得最快

(*Tā pǎo de zuì kuài*)

She runs the fastest.

Adverb of range is structured

These adverbs of range are usually placed before the main verb of a sentence, which is after the subject, but in some cases, they can come at the very beginning of a sentence or after the main verb due to the flexibility of the Chinese language

Formation of adverb in Chinese

In Chinese in Mandarin many adverbs are formed from adjectives, you can easily convert most Chinese adjectives into adverbs with the particle *地* (*de*). we put the character “*地*” between the verb and the

adjective. This usage is very similar to the suffix -ly in English. In Chinese, we place the structural particle 地 (de) after the adjective to make it function as an adverb.

Subj. + Adj. + 地 + Verb

Example

79. 他顺利地通过了考试了

Tā shùnlì de tōngguò kǎoshì le.

2sg (m) successfully pass exam pass

'He passed the exam successfully'

As example, the adjective “shùnlì + 地” is used to describe the verb after it. In other words, it acts like adverbs in the sentence.

Therefore, what you need to do is determine whether an adjective can be converted into an adverb to describe the action. Then you can add the “地” after it.

Finally, in Chinese adverbs cannot be reduplicated (although reduplicated adjectives can be converted into adverbs).

Igbo adverbs

Adverbs also called "nkwuwa" in the Igbo language are used to talk about when, how, or where an action (verb, adjective, or another adverb) happened. They add color, rhythm, and emotion to narratives and performances, making them captivating and engaging for listeners. Adverbs in Igbo, just like in English, modify verbs, adjectives, and other adverbs. They provide additional information about how, when, where, why, or to what extent an action or quality occurs. Adverbs can add depth and nuance to sentences, allowing us to convey a more vivid and accurate description of events and states.

Types of Igbo adverb

In Igbo, adverbs can be classified into different categories based on their specific role or function. Some common categories of adverbs include adverbs of manner, adverbs of time, adverbs of place, adverbs of frequency, and adverbs of degree.

Adverb of place (nkwuwa keebe)

Adverbs of place indicate where an action or event takes place. They provide information about the specific location or direction of an action. Adverb of place are: ebe a, n'ala, n'ime, n'elu, n'ihì, n'akụkụ, n'azụ and so on.

Examples

80. **Ada o gara ebee?**

Ada 2sg go-rvpst where?

'Where did Ada go?'

81. **Uche b́jara ebe a**

Uche come-rvpst here

'Uche came here'

Adverb of manner (nkwuwa keagwa)

Adverbs of manner describe how an action is performed or how a quality is expressed. They provide information about the way in which something happens or is done. They are: ọsọ ọsọ 'quickly', iche iche 'differently', nwayọọ 'slowly', n'ezie 'definitely' and so on.

In Igbo, adverbs of manner are typically formed by adding the suffix "-rọ" to the corresponding adjective.

Examples

82. **Ichèichè kà ụmụakā nọ n'ụle ahù.**

Differently those children sit pre-examination Det.

'The children sat differently in that examination'

83. **Ijē ugbō gboo dị mma.**

To go farm early be good.

‘To go to farm early is good’.

In this sentence, the adverb of manner "n'ezie, icheiche, gboo, kpm modifies the verb "kuru, no, ugbo, kpm" providing information about the manner in which the action is performed.

In the examples above, the adverbs of manner are formed by adding the suffix "-ro" to the corresponding adjectives. For instance, the adjective "ocha" (beautiful) becomes "ocharo" (beautifully) when transformed into an adverb of manner.

Adverbs of Time (nkwuwa keoge)

Adverbs of time indicate when an action or event takes place. They provide information about the specific time or duration of an action. They are: Taata (Taa) 'today', Ugbu a 'now', Ūnyaahu 'yesterday' echi 'tomorrow', 2023 mgbe niile 'alway', ozo and so on.

In Igbo, adverbs of time are typically formed by adding the suffix "-na" or "-n'ime" to the corresponding noun or pronoun.

Examples

84. **Nna m ga-alota taà.**

Father me shall return today.

‘My father will return today’

85. **Anyi gara ahia unyahu**

We go-rvpst yesterday

‘We see you tomorrow

Adverbs of interrogation (kenjūajūjū)

Adverb of interrogation is an adverb use in asking questions. They are ginī 'what', olee 'how', Ebee 'where', kedū 'what', 'aghaa' and 'how', and so on.

Examples

86. **Ginī ka i gwara chike unyahu?**

What do 3sg tell-rvpst Chike yesterday

‘What did you tell Chike yesterday?’

87. **kedū aha nna gi?**

What name Father 3sg

‘What is your father's name?’

Adverb of degree (kenha)

Adverbs of degree indicate the intensity, extent, or quality of an action or quality. They provide information about the level or degree to which something happens or is done. They are: ma oḷi 'at all', chaachaa 'at all', nnukwu 'big', oḅuladi, dum, nwatakiri 'a little', naani, beriri 'slicely', hinnē 'much', niile 'all', kari 'more than', Rie Nne 'Very much', and so on.

In Igbo, adverbs of degree are typically formed by adding the suffix "-nū" to the corresponding adjective.

Example

88. **O tufuola nnukwu ego**

3sg throw-pst big money

‘He lost big money

89. **O beghi akwa chaachaa mgbe a mūruya**

3sg do-Neg cry at all when burn-pst 3sg

‘He did not cry when he was born’

How adverbs are used in Igbo

The Igbo adverbs are unstable in terms of their position in sentence they have the greatest mobility among all the elements of or sentence structure as they can occur:

Sentence initial

Sentence medial

Sentence final Examples

90. **Ọsịjịsō kà o jì si nrī.**

Quickly that 3sg hold cook food.

'He cooked the food quickly'

91. **Ọ jì ọsịjịsō si nrī.**

3sg hold quickly cook food.

'She quickly cooked the food'

92. **Ọ sirì nri ọsịjịsō.**

3sg cook-rvpst food quickly.

'She cooked the food quickly'

Though adverbs can occur in these positions, ideally, they occur in sentence final position. At some point, some adverbs have a way they occur in a sentence.

Adverb of place are positioned

To use adverbs of place in a sentence, place them either before or after the verb to indicate the specific location or direction of the action. As in example (130), (131) the verb *osimiri* and *ulo* come after the adverb of place *n'ime* and *n'ihu*. In (132),(134),

As in example (130), (131) the *n'ime* and *n'ihu* come before the verb *osimiri* and *ulo*. In (132),(134), the adverb *Ebee* and *ebe* comes after the verb *bjara* and *gara*.

Adverb of time are positioned

To use adverbs of time in a sentence, place them either at the beginning or end of the sentence to indicate the specific time or duration of the action.

As in example 139), (140). Here the adverb of time 'taa'. How to *unyaahu* and *echi* is placed at the end of the sentence.

93. **Taa, a ga-eme ka i ga-gbuo.**

Today, go-make will 3sg go early

Today, you will come early.

In this sentence, the adverb of time "taa" (today) is placed at the beginning of the sentence, to indicate the specific time when the action of coming early will occur.

Adverb of manner are position

To use adverbs of manner in a sentence, simply place them after the verb or adjective they modify. As in example (134), (135).

Adverb of degree are positioned

To use adverbs of degree in a sentence, place them before the adjective or adverb they modify.

Example

94. **Ọ di mkpa mma**

It is extremely beautiful.

In this sentence, the adverb of degree "di mkpa" (extremely) modifies the adjective "mma" (beautiful), indicating the high degree or intensity of the quality.

Formation of adverb in Igbo

In Igbo, adverbs can be formed from adjectives by adding specific suffixes. The choice of suffix depends on the specific category of adverb and the corresponding adjective. The common suffixes used to form adverbs from adjectives in Igbo:

For adverbs of manner: add the suffix "-rọ" to the corresponding adjective.

Example

The adjective "ọcha" (beautiful) becomes "ọcharọ" (beautifully) when transformed into an adverb of manner.

In Igbo, some adverbs of place and degree are typically formed by adding the suffix "-na" or "-n'ime" to the corresponding noun or pronoun. As in example (130) and (132).

Adverbs in Igbo can also be formed using suffixes to the verbs.

Example

95. **John na arụsi ọrụ ike**

John is work-adv suff work hard

John works very hard

96. **Nnụnụ feliri elu**

Bird flew-adv suff high

The bird flew very high

Ọ legharịrị anya

3sg look-around-adv suff eye

He looked around very well

Igbo language employs reduplication in order to express manner adverbial meanings or ideas

Examples

97. **O bèrè akwa nwayọ̀n wà yọ̀.**

3sg cry-rvpst cry slowly/gently.

'He/She cried slowly/gently'

98. **Ha pùrù ngwangwā n'èzi.**

3pl go-rvpst quickly prep-outside.

'They went outside quickly'

Similarities between Chinese and Igbo Adverb

They both have the SVO word order at sentences structure and they form their adverbs using this other.

Example

Mandarin Chinese

Igbo

99. 我吃火锅。

Wǒ chī huǒguō.

3sg chī hotpot.

I eat hotpot

O ri nri

3sg eat food

'He eat food'

2. Adverbs in both languages can indicate time, manner, place, degree, or frequency.

3. Just like Igbo language, some Chinese adverb are formed through compounding.

Example

Mandarin Chinese

Igbo

100. 我在那里工作

Wǒ zài nà lǐ gōng zuò

I loc there work

'I work there'

O dèrè nkè ọma

3sg write-rvpst well

'He wrote well'

4. Adverbs in both languages function as modifiers that provide additional information about how, when, where, why, or to what extent an action or quality occurs, t

5. Chinese and Igbo use single word to form their adverb

Difference between Chinese and Igbo Adverb

1. The Igbo manner adverbs cannot occur between the subject and the verb but Chinese manner adverb can sometimes occur between the subject and the verb.

Example

Mandarin Chinese

101. 我在那里工作

Wǒ zài nà lǐ gōng zuò

I loc there work

'I work there'

2. Word Order: Mandarin Chinese typically places adverbs before the verb, while Igbo generally places adverbs after the verb.

Example

Mandarin Chinese

103. 你已经吃饭了吗?

Nǐ yǐ jīng chī fàn le ma?

2sg already eat food Asp int

'Have you already eaten'

3. The time adverb in Chinese can't occur at the final position. As in example (91-95). Unlike the Igbo time adverb which occurs at the sentence initial or final position. As in example (138- 140).

4. Many Chinese adverbs are derived from adjectives by converting adjectives into adverb with the particle 地 (de).

Example

104. 他顺利地通过了考试了

Tā shùnlì de tōngguò kǎoshì le.

2sg (m) successfully pass exam pass

'He passed the exam successfully'

5. The derivation of adverbs of manner in Igbo is never by affixation. What is possible is reduplication.

Example

105. **Qsọ + qsọ qsịsọ 'quickly'**

Ngwa + ngwa = ngwangwa 'fast'

Kịtāà + kịtāà = kịtāàkịtāà 'now'

Ichè + ichè = ichèichè 'differently'

6. In terms of position, the in Chinese, adverbs generally have a fixed position in a sentence. However, Igbo Adverbs can be placed at the beginning, middle or end of a sentence for emphasis or to convey a specific meaning.

7. Igbo Adverb modify only verbs, they don't modify adjectives as in Chinese.

Example

Mandarin Chinese

106. 你也太冲动了

Nǐ yě tài chōng dòng le

2sg too very impulsive Asp

'You are too impulsive'

Igbo

Emeka erichala nri ahù niile

Emeka eat finish-pst food the all

'Emeka has finished eaten all the food'

8. Igbo adverbs are primarily formed from adjectives, while Mandarin Chinese adverbs can be formed from various words depending on the context.

Implication for Igbo speakers learning Chinese and Chinese speakers learning Igbo

From the analysis of the data of adverbs used for this study, as translated by the Researcher, through which it was found that there are many adverbs in Chinese but few are in Igbo, has invaluable implications for Igbo (language) learners and teachers as well. The total number of adverbs used for this research was only few, but there are far more than adverbs in Chinese. Therefore, the first task for teachers of Igbo and Igbo linguists in order to increase the use of more Adverbs in the language is to list all the adverb in Chinese and translate them into Igbo. After the translation exercise, the translated text should be carefully examined to ensure that it is devoid of any equivalent error. Then the new adverbs should be added to the existing

curriculum, and the teaching and learning of them should begin immediately in all the primary, secondary and tertiary institutions in Igbo land where Igbo language is taught as a subject or course. By this, the fewness of adverbs recorded over the years will be a thing of the past, and this is the dynamic nature of language.

Summary of Findings

This study investigated Mandarin Chinese and Igbo language adverbs. The descriptive research design was adopted in the study. The data collected were analyzed with the use of contrastive analysis. Adverbs describe verbs, adjectives, and even other adverbs. Without their beautiful polish for your sentences, conversations can become raw and lifeless. Adverbs are very useful in creating an interesting and well-structured sentence. Chinese and Igbo adverbs are words that modify verbs, adjectives, and even other adverbs. They are very useful in creating an interesting and well-structured sentence. Chinese adverbs are usually placed before the main verb of a sentence, which is after the subject. However, in some cases, they do come at the very beginning of a sentence (or after the main verb) due to the flexibility of the Chinese language. When an adverb is used to modify a verb, you can usually spot the adverb by the particle "地" (de), which is very similar to the suffix "ly" in English. Some common types of Chinese adverbs include adverbs of time, frequency, mood or attitude, manner, and degree. Some common Chinese adverbs include "很" (hěn) meaning "very", "非常" (fēicháng) meaning "very much", "挺" (tǐng) meaning "quite", and "太" (tài) meaning "too". Igbo adverbs are widely accepted to be closed and modifies only verbs. Generally, the Igbo language has very few adverbs. As a result, the language employs many different strategies for expressing adverb meanings in the sentences. The Igbo adverbs are unstable in terms of their position in sentence; they have the greatest mobility among all the elements of sentence structure as they can occur: Sentence initial, Sentence medial and Sentence final. The results obtained showed that, they have areas of similarities and difference and these differences in the formation of adverbs in Chinese and Igbo languages create problem for people who wants to either learn or use adverbs in the languages, both language differ and also similar in some of their uses, its function and word order. Based on their adverb usage, some of the adverb words are formed through compounding. It could also interest us to know that some of these languages adverb words can co-occur with other adverbs. In addition, they differ in the use of the particle 地 (de) in deriving some adverb from adjective and this is one of the characteristics Chinese adverbs have which does not exist in Igbo language. Based on position, Chinese adverbs involve certain rule that control their position in sentence while Igbo adverbs are unstable in their position in sentence as they can occur in sentence initial, sentence medial, sentence final. Finally, based on the word order, both have the same word order at sentence structure and the word order is what they use in the formation of their adverb and the word order is the SVO word order.

Conclusion

In this research, attempts have been directed at studying the use of adverb in Chinese and Igbo through contrastive analysis. Based on the findings as a result of this study, the researcher arrives at the conclusions. Firstly, the study established that in Chinese and Igbo languages, adverbs are used to modify verbs, adjectives, and other adverbs. In Chinese, adverbs are called "副词" (fù cí) and are usually placed before the main verb of a sentence, which is after the subject. However, in some cases, they can come at the very beginning of a sentence or after the main verb. There are different types of Chinese adverbs, including adverbs of time, frequency, manner, place, and degree. In Igbo, adverbs are known as "nkwuwa" and are used to modify verbs. They can be formed from adjectives and are placed after the verb they modify.

Secondly, in terms of position, in both languages, adverbs can be placed in various positions within a sentence, such as before the main verb, after the main verb, or at the beginning of the sentence. Their placement depends on the type of adverb and the specific context of the sentence. Igbo adverbs are generally placed after the verb they modify. However, there are some flexibility in the placement of adverbs in Igbo sentences. Adverbs can also be placed at the beginning or end of a sentence for emphasis or to convey a

specific meaning. The specific position of an adverb in a sentence can depend on the adverb itself and the context of the sentence. In Chinese, adverbs generally have a fixed position in a sentence. Most adverbs are placed before the verb they modify. However, there are some adverbs that can be placed at the beginning or end of a sentence for emphasis. It's important to note that the position of adverbs can vary depending on the specific adverb and the context of the sentence.

From the analyses, it was discovered that, the adverb which is a word that modifies a verb, an adjective, another adverb or a whole sentence operates in both languages with significant areas of differences and similarities; adverbs in both languages function as modifiers that provide additional information about how, when, where, why, or to what extent an action or quality occurs, that Chinese and Igbo use single word to form their adverb; that Igbo adverbs modify only verbs while Chinese adverbs modify verbs, adjectives and other adverbs. This research work can be used as a source of information or rather reference material to subsequent studies in Chinese and Igbo languages in various components of linguistic structures. It would also provide a premise for the study and analysis of use of adverb in Chinese and Igbo.

Recommendations

In the light of the findings of this study, the following recommendations are made:

1. Students should be educated on how adverb are formed in Chinese and Igbo
2. Teachers of Igbo L1 learners of Chinese should have a good knowledge of Igbo. This will enable them to know the differences between Igbo adverbs and Chinese adverbs. With this, they will be able to account for the errors they observe in spoken Chinese.
3. The native speakers of Igbo learning Chinese as a second language (SL) should learn how to use adverbs in Chinese language.
4. Chinese native speakers learning Igbo should learn how Igbo adverbs are used.
5. The students should be made to note the difference between Chinese and Igbo especially as they concern the adverbial class. This will help them in using the adverb correctly.
6. Igbo learners of Chinese should know how to structure Igbo adverb to be able to make a statement.
7. Researchers who want to further studies on the comparative analysis of these two languages adverb can use this material as a source of reference and can even use a different method.

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