



Shendi University



**College of Graduates Studies and
Scientific Research**

**Investigating Difficulties Encountered
by Secondary School Students In Using
Adjectives.**

(A case study of the third class- Shendi locality).

*A Dissertation submitted in fulfillment for the
requirement of M. A. in English language Teaching*

(E L T)

By: Omhany Mansour Abd Elrashman

Supervised by :Dr :Abdullah Alfadh1 Mahmoud

Hamad

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الإهداء

اهدي هذا العمل إلي:

والدي العزيز (منصور) كيف لا وأنت المربي الفاضل رحمك الله
رحمة واسعة وأسكنك فسيح جناته.

والدتي الحبيبة (آمنة) كنت ولازلت وستظلين بحول الله شمعة
تضيء حياتي وزهرة تفوح برائحة ملأت الدنيا بالحب والحنان فلا
خيب الله رجاك ولا رد دعائك.

زوجي العزيز ورفيق دربي (أبو التيمان) موافك نبيلة مليئة
بالتضحية وغزيرة بالدعم المتواصل خلال رحلتي العلمية.

قرة عيني وفلذات كبدي (إيمان- درية - محمد- أحمد) ابنت
الذاكرة إلا أن تضعكم بمسك ختام هديتي المتواضعة فاحفظوا بها
لتصنعوا لي هدية مثلها بإذن الله.

Dedication

this work is dedicated to :

Dear father (Mansour) how not to you and you who oversaw the upbringing, and God's mercy and a wide grant you admittance to and rest in peace.

My mother's beloved (Amna) I was and still be in Grace of God and a candle lights up my life and flower wafting smell filled the world with love and tenderness of God and Ward bless you.

My dear husband and companion Derby (Father of twin) your positions are full of noble sacrifice and heavy continuous support through scientific my trip.

The apple of my eye and metals hepatic (Ayman- Doria - Mohammed, Ahmed)the memory refused, but that puts maintenance of the end of my gift is retained by the modest nor make me a gift like her, God willing.

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I extend my special thanks and appreciation to many of my colleagues at the faculty of arts, Shendi university, who have shared with me and intellectual environment to work with.

Finally, I thank my brothers wives and all my dear friends their traces at each turning point of this journey. special thanks to my aunt daughter for her support and encouragement.

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Abstract

This study aimed at investigating of difficulties facing secondary school students in using adjectives at Shendi locality third class (Shendi secondary School for boys- Abdullah bin Abbas Secondary School For Boys - Kamel Ibrahim Secondary School For Girls - Honey Stone secondary School for girls- Kposhia secondary school for girls) touched on the difficulties facing them in the use of adjectives, as well as to know the real reasons behind the difficulties.

This study deals with the difficulties of the study, hypotheses , the importance of the study- objectives of the study ,descriptive of the study, analysis analytical method adopted by a researcher at the analysis of test results conducted on 100 male and female pupils, as well as the analysis of the results of the survey conducted on 34 teachers. The findings of the researcher come as results are a summary of choice and a sample of students from local teachers at Shendi and confirm that there are factors that have contributed to the occurrence of problems represented in the curriculum, teaching and the student as well as the same adjectives.

In light of the findings of the study, it was recommended that giving adjectives of space of the curriculum and raise awareness and identify and motivate students as well as the importance that it attaches estimated interest when taught.

مستخلص

في هذه الدراسة قام الباحث بأخذ عينة من تلاميذ المرحلة الثانوية بمحلية شندي الصف الثالث (مدرسة شندي الثانوية بنين - مدرسة عبد الله بن عباس الثانوية بنين - مدرسة كامل إبراهيم الثانوية بنات - مدرسة حجر العسل الثانوية بنات - مدرسة كبوشية الثانوية بنات) تناول البحث الصعوبات التي تواجههم في استخدام الصفات وكذلك معرفة الأسباب الحقيقية وراء هذه الصعوبات.

تناولت الدراسة مشكلة البحث - فرضيات البحث - أهمية البحث - أهداف البحث، طريقة التحليل الوصفية التحليلية التي اعتمد عليها الباحث في تحليل نتائج الاختبار التي أجريت علي (100) تلميذ وتلميذة وكذلك تحليل نتائج الإستبيان التي أجريت علي (34) معلم ومعلمة. إن ما توصل إليه الباحث يأتي كنتائج هو عبارة عن خلاصة إختيار لعينة لتلاميذ وتلميذات من محلية شندي ومعلميها يؤكد علي أن هنالك عوامل ساهمت في حدوث هذه المشكلة تمثلت في المنهج والتدريس والطالب وكذلك الصفات نفسها ويوصي الباحث بإعطاء الصفات حيزا من المنهج وتوعية وتعريف وتحفيز الطلاب بأهميتها وكذلك بأن يوليها اهتماما مقدرًا عند تدريسها.

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Chapter One

Introduction

Chapter One

Introduction

1.0 Background Overview

Writing is a crucial act in the process of learning any language, but more so in English since it has become a world language. The ability to write clearly is essential to effective communication and critical to employment and production in the contemporary world. Individuals are expected to be capable of writing for a variety of audience groups in different styles, including business writing, Politics, education and technical communications.

In Sudan, both speaking and writing in English were considered important in the past but now the situation has changed. It is known that English is still essentially required in several institutions , either for study or at work. With the recent reintroduction of the need for English , English writing skills have once again assumed a critical significance in Sudan and educators are currently faced with the challenge of adopting and developing a wide range of methods to accomplish effective teaching of English writing. This , of course, is not an easy task as a large number of students continue to fail to master the basics of the English grammar.

In the light of the above , there is a need to evaluate our current classroom practices and syllabuses. Teachers and researchers should pay more attention to what is going on in our schools.

1.1 Statement of the Problem

It is clear that the adjectives rephrase again both of them easy to the students, so they use them carelessly, they don't give due attention to them although some adjectives are difficult and problematic and that they cause difficulties to the students . The researcher observed that pupils face some difficulties when they use them . The researcher have chosen a number of adjectives as errors of this study because the largest numbers of errors are in the area of adjectives in secondary school third class .One of the most commend problems that face English teacher and researchers is to deal with students performance in grammar as general.

1.2 Significance of the Study:

The importance of this study stems from the fact that without proper use of adjectives the students writing would be poor. Also to an insight and feedback. Which can help teachers to think about teaching methods and to focus on the more problematic areas in English use. The study is expected to useful for the researchers who wish to be familiar with such area of difficulty in English.

1.3 Objectives of the Study

This study aims to:

- 1 Identify the difficulties encounter third class secondary schools students in using adjectives in writing.
2. Find and explain the reasons lead to this problems to avoid these difficulties.
3. suggesting ways to help students avoid committing difficulties, mistakes, errors.

1.4 Questions of the study

Qs1. To what extend do third year students at secondary level encounter difficulties in using adjectives.

Qs2. How much effort and time do teachers give in teaching adjectives?

Qs3. What are the main reasons behind these problem ?

Qs4.To what extend do teachers use appropriate procedures in teaching the adjectives?

Qs5. What types of adjective difficulties encounter the third class students of secondary schools?

1.6 Hypotheses of the study

1. Students encounter difficulties in using adjectives.
2. Students assume that adjectives are easy and give them less attention.
3. The students do not well know all forms of adjectives rephrasing.

4. There are inappropriate teaching methods in teaching adjectives.

5.Placing adjectives is one of the most problematic area.

6. Students lack grammatical knowledge, practice and applications of adjectives.

1.7 Limitation of the Study

This research will be limited to English language teachers and students at shendi locality 2014-2015 .

1.8 Study Methodology

In this study the researcher designed a test to the students in using the adjectives and constructed the questionnaire to the secondary schools teachers to illustrate the reasons behind these difficulties.

Chapter Two

Literature Review

Theoretical Frame Work of the Study

Chapter Two

Literature Review

2.0 Introduction

In this part of the study , the researcher reviews some of the literature related to the research problem. This falls in two main parts; the literature collected from reference books , magazines and a reviews studies conducted on the topic in questions.

2.1.1 Definition of Adjectives

Adjectives are words that describe or modify another person or thing in the sentence.

An adjective modifies a noun. An adjectives describes or gives information about the noun. An adjectives usually comes in front of a noun for examples

- _ I met a kind man
- _ I met a famous man
- _ smart dog
- _ that problem is too difficult.

The class of adjectives is one of the more problematic ones in English grammar. They are usually defined as "describing words" ,or words that modify nouns ,persons, places or things ".in short an adjective is a word that describes a noun or pronoun". Bennett (1975).

" An adjective is a word that qualifies, limits or otherwise modifies the meaning of a noun. "(colleries encyclopedia(1996)".

" In traditional grammar, adjectives are defined according to their function in a particular sentence." (Fries1952)while in structural grammar adjectives are words that have regular pattern of change in flecional adjectives. Other adjectives are identified by special suffixes like –less ,ial ,ous ary. Some structure a lists a use a purely positional(syntactic position)definition . Offers a different definition for adjectives and other word classes .Fries gets rid of the word adjectives and adopts class (3)word and class (1)words are what we call noun. class(2)words are what we call verbs his definition is that a word belongs to class 3if it fit into the following formula. Fries(1952)

- a....class 3....door

- the door seems....class3...

This door is very....class 3...

Any word that fits the blanks in all three parts of such a frame is an adjective.

In transformational grammar an adjective is defined by listing words that can replace the symbol "adjective" in string of symbols representing the structure of such a sentence "Thomas (1966).

Transformation lists have discovered some subclasses of adjectives not revealed earlier. For example, adjectives

that describe inherent properties are distinguished from those describing, but in syntactic rule, because they cannot be followed by adverbs of place. We can say "she is sad here"[temporary], or "she is beautiful"[inherent], but not "she is beautiful here".

2.1.2 Characteristics of Adjectives

" We usually cannot tell whether a word is an adjective by looking at it in isolation, because the form of a word does not necessarily indicate its syntactic function". Therefore, Quirk, and Svartvik(1997) report four features that are considered to be characteristics of adjectives.

1- Most adjectives can occur in predicative function

e.g. The painting is beautiful.

2- Most adjectives can be preceded by intensifier very e.g. the children are very happy.

3- Most adjectives can take comparative and superlative forms

For example : my uncle is taller than me

My brother is the richest person in our family.

Feigen Baum (1983) also says "that an adjective has only one form. This form is not affected by the nouns it describes; there are no masculine, feminine, neuter, singular or plural adjective form".

2.1.3 Syntactic Functions of Adjectives

Ansell (2000) explains that "adjectives are positioned in English sentence according to its function, this will be shown as follows.

2.1.3.1 Attributive Adjectives

Adjectives are attributive when they precede the nouns ;i.e they appear between the determiner and the head of the noun phrase.

For example: the beautiful painting

We saw small boat on the river .

in this examples beautiful is an attributive adjective modifying the noun painting and small is an attributive adjective modifying the noun boat .

There are some adjectives always come as attributive adjectives only.

For example: chief ,main ,principal ,sheer, utter.

2.1.3.2 Predicative Adjectives

1- The pronoun it modifies by a verb the predicate adjectives in the following examples are underlined.

e.g. The horse is black .

The streets are long and narrow.

In these Examples the adjectives black modifies the noun horse the adjectives long and narrow modify the noun streets. (Leech and Svartivick: 1984)

Report that adjectives can be used predicatively as a subject complement after linking verbs like (be, seem, look, feel).

For example: The children are happy. He seems careless.

2- An object complement after verbs like (consider, believe, find, prove);

For example: We have proved him wrong.

3- a complement to a subject which is a finite clause

e.g. that you need a car is obvious.

Or noun –finite clause

For example: Driving a bus is not easy

similarly, predicative adjective can be object complement to clause as Quirk, et al (1999) adds:

example" consider what he did foolish .

the adjective functioning as object complement often expresses the result of the process denoted by the verb.

For example: He pushed the window open"

Ansell (2000) says "that pronouns cannot be used with attributive adjectives, they are used with predicative so, we can say"

He is happy.

We are careful

Also, (Ibid) added that proper adjectives are sometimes used as predicate adjectives .

For example: that car is American.

This one is Japanese.

a-Adjectives used only as predicative adjectives not as attributive adjectives the prefix a was formerly a preposition meaning on .For example

--the animal is alive

b-linking a verb

As mentioned above ,in addition to verb to be linking verbs can be followed by predicate adjectives (Ansell).such verbs are sometimes referred to as linking verbs ,since they can link nouns or pronouns to modifying adjectives .For instance ,the underlined verbs can be used as linking verbs .

For example:

The wind became stronger.

The soup smelled good

The story sound interesting.

In the above examples ,the linking verbs link nouns subjects with predicate adjectives.

When a verb is used as a linking verb ,it is intransitive ,since it does not take an object .It should be noted that many of the verbs listed above can also be used transitively .

For example:

The child felt the blankets.

We smelled the soup.

In these examples ,the verbs to feel and to smell are used transitively ,taking the objects blankets and soup respectively.

2.1.3.3 Postpositive

Quirk,Etal(1997) state "that adjectives can sometimes be post positive ;they can sometimes follow the item they modify" .A postpositive adjective or post modifying adjective as Leech & Svartivick (1984) called them ;usually can be regarded as a reduced relative clause. For example:

The people (who were) involved were reported to the police.

Postpositive is obligatory for a few adjectives, which have a different sense when they occur attributively or predicatively .The most common are "elect and proper" .For example:

The president elect

The city of London proper

Postposition can occur immediately after a noun, especially in certain institutionalized expressions, for example:

The attorney general the princess Royal

According to Leech& Svartvik (1984)," quantities ending in -body,-one,-thing,- where ,can only have post modification". For example:

Something useful

Every one present

In other cases, the post modifying adjective is one that cannot be attributive .We cannot say :*the involved people.

2.1.4 kinds of Adjectives

There are different kinds of adjectives.

A .Some adjectives describe the qualities of nouns.

For example: a cold drink

a hut bun

B .some adjectives tell you which place or country a person or thing comes from, or belongs to. They are called adjectives of origin . For example:

-an India temple

C. some adjectives tell you the colour of things .For example:

-white paint

-the sky is grey

D. some adjectives tell you the size of the noun they describe .For example:

- a huge balloon

- a big hat

- a high mountain

E. numbers are adjectives, too. They tell you how many people , animal, or things there are. Sometimes they are called adjectives of quantity .For example:

-two princes

-thirteen birds

-other adjectives tell you something about quantity without giving you the exact number .For example:

-some soldiers

-some food

-plenty of money

Adjectives that tell you about quantity are also called quantifying determiners.

In American Encyclopedia (1935)" adjectives are divided into two kinds :

a .Descriptive Adjectives describing a quality of noun and they answer the question "what kind?"

b .Limiting Adjectives limiting the noun being described and they answer the questions "which ones ?" "whose?"and "how much?"

Many determiner can be used as adjectives .When a determiners is used as an adjective modifying a noun ,the determiner usually precedes any other adjectives modifying the same noun .Determiners include the words all ,both and half ,cardinal numbers such as few ,many, several, fewer, fewest, least, less, more and most" .Ansell (2000) views limiting adjectives as follow:

i. The Articles

The words "a" "an" and "the" are known as "articles" and are classified as adjectives too "A" and "an" are called the indefinite articles ,as they do not indicate a specific

noun, whereas, "the" is called the definite article , because it does point to a specific noun. For example:

a spoon , (any spoon)

the spoon.(a specific spoon)

ii. Possessive adjectives

A possessive adjective modifies a noun by telling whom it belongs to. It answers the question "whose". Possessive adjectives include his , her, its, my, our, their, and your.

For example: you can share my rice

have you seen their school?

i.i.i .Demonstrative Adjectives

Demonstrative adjective like that ,these ,this, those , and what answer the question "which".

For example I m going to open that present.

Those socks look warm.

i.v. Interrogative Adjectives

Interrogative adjectives (what) and (which)are used in a question .They help to ask about something .

For example: what movie do you want to see

Which leaves turn colour first?

An interrogative adjective may look like an interrogative pronoun, but it is used differently in the sentence: it is an adjective ,used to modify a noun or pronoun.

v. Indefinite Adjectives

An indefinite adjective gives indefinite ,or general ,information. Often , it answer the question "how much?" some common indefinite adjectives are; all, any, each, every, few, many, and some.

For example: many children like dinosaurs.

Did you want some oranges?

An indefinite adjectives may look like an indefinite pronoun , but it is used differently in the sentence: it is used to modify a noun or pronoun.

2.1.5 Order of Adjectives

It is not easy for ESL learners to explain why we say "little brown house " and not "brown little house" the order in which adjectives are located in a sentence is confusing for such learners because dealing with the correct order requires a lot of practice in English language .

Ansell(2000)suggests a table that containing the usual order of adjectives which as follows.

Certain determiners such as all, both and half

Determiners including the articles a, an, and the; possessive adjective . For example: my, your, his, her, its, our, and their; demonstrative adjectives. For example: that, these, this, and those; and certain other determiners such as another , any, each, either, enough, every, neither, no, some, what and which.

Cardinal and ordinal numbers . For example: one , two, three, first, second and certain other determiners such as few, many and several.

Determiners such as fewer, least, less, more, and most

General descriptive adjectives , often in the following order:

adjective indicating weight e.g. heavy, light.

Adjective indicating size . For example: large, long, narrow

Participles and other adjectives . For example: clever, excited, interesting.

Adjectives indicating temperature . For example: cold, hot, warm.

Adjectives indicating humidity . For example: dry, damp, wet.

Adjectives indicating age . For example: new, six, month, old, young.

Adjectives indicating shape . For example: barre-shaped, round, square.

6. Adjectives indicating colour . For example : black. Red, white

7. Adjectives indicating materials . For example: cloth, leather, metal.

8. Proper adjectives . For example: American , Victorian

9. Defining adjectives, usually indicating purpose, method of operation , location, time or categories of people.

When adjectives belong to the same class, they become what we call coordinated adjectives ,and we will put a comma between them , e. g

The inexpensive, comfortable shoes. A popular, respected, and good looking student .

2.1.6 Nominal Adjectives :

Certain adjectives are used to denote a class by describing one of the adjectives **.for example ,the poor denotes a class of people who share a similar financial status. Other nominal adjectives :**

-The old

-The sick

-The wealthy

-The blind

A major sub class of major adjectives refer to nationalities:

-the French

-the Russian

Nominal adjectives do not refer exclusively to classes of people .indeed some of them do not denote classes at all:

-the opposite

-the good

Cooperative and superlative forms can also be nominal adjectives

- The best is yet to come .

- The elder of the two.

- The greatest of these.

We refer to all of these types as nominal adjectives because they share some of the characteristics of nouns (hence .nominal)and some of the adjectives have the following nominal characteristics:

-they are preceded by a determiner (usually definite article the)

- they can be modified by adjectives (the gallant French, the unfortunate poor)

They have the following adjectival feature:

- They are gradable (the very old, the extremely wealthy)

- Many can take comparative and superlative forms (the poorer, the poorest) Saddleback(2007).

2.1.7 Inherent and Non Inherent Adjectives

Most attributive adjectives denote some attribute of the noun which they modify. For instance, the phrase a red car may be said to denote car which is red .In fact most adjectives-noun sequences such as this can be loosely reformulated in a similar way:

An old man ----- a man who is old

Difficult questions ----- question which are difficult

Round glasses-----a glasses which are round

This applies equally to post positive adjective

-something understood----- something which is understood
 -the people responsible ----- the people who are responsible
 In each case the adjective denotes an attribute or quality of the noun, as these formulations show adjectives of this type are known as INHERENT adjectives the attribute they denote is , as it were , inherent in the noun which they modify. However , not all adjectives are related to the noun in the same way for example:

Small in a small businessman does not describe an attribute of the business man it cannot be reformulated as a businessman who is a small. Instead, it refer to a businessman whose business is small. We refer to adjectives of this type as NON-INHERENT adjectives they refer less directly to contrast between inherent and non inherent:

- Inherent-----non-inherent
- Distant hills-----distant relatives
- A complete chapter-----a complete idiot
- A heavy burden-----a heavy smoker
- A social survey-----a social animal
- An old man-----an old friend

The majority of adjectives are stative /dynamic
 Contrast , as it relates to adjectives, is largely a semantic one , though as we have seen it also has syntactic implications. Green Baum (2002)

2.1.8 The Adjectives and Other Word Classes

We consider briefly some examples of overlapping between the adjective class and other word-classes (Leech & Svartvik (1984)). The overlapping may be due to syntactic features central to the adjective class but displayed by some adjectives or to features central to the adjective class but displayed by some members of other classes. The three relevant word classes are adverbs, nouns, and participles.

a- Adjectives and Adverbs

The suffix *-ly* is added to adjectives to form adverb.

For example: earth-earthly

part-partly

sad-sadly

Normally the use of the ordinary adjectives as an adverb, without *-ly*, is non-standard.

For example: I was sent for special

- The Americans speak differently from us

- They just put down their tools suddenly and out and run

There are however, a number of words which are both adjectives and adverb and can't add the adverbial ending *ly*.

For example: early-----fast----much

enough-----little ---straight

far-----low

Some other adjectives can be used as adverbs both with and without *-ly*. The two forms have different meanings e.g.

deep high near

hard late

the forms without -l y are the adverbs more closely similar in meaning to the adjectives, as the following examples illustrate:

- deep: still waters run deep

He read deep into the night.

- hard :they hit me hard in the chest.

He lost his hard earned money.

We will be hard put to be ready by Christmas.

The forms with -l y have meaning more remote from those of the adjectives:

Deeply is a chiefly figurative. For example:

Deeply in love.

Hardly: scarcely. For example:

He hardly earned his money

The forms with and without -l y are not interchangeable and should not be confused

When the adverbial suffix-l y is added to an adjective which already ends in l y the resulting adverb tends to have an unpleasant jingling sound .

For example: friendly.

A few adjectives in -ly can be used adverbially to qualify other adjectives. For example:

Beastly cold ghastly pale.

Occasionally, to avoid the use of an adverb in -ly, the plain adjective has been used to qualify a verb

Small number of adverbs can function predicatively, namely certain place adverbs (abroad, upstairs) and time adverbs (now, tonight). However, even these adverbs are used predicatively only after be, while adjectives can be used with other copular verbs as well.

-the patient was asleep/ hungry/ abroad/ there

-the patient seemed asleep/ hungry (adj)

-the patient seemed *abroad/ *there (adv)

Quirk (1997).

Another difference between a-adjectives and a-adverbs is that refer to temporary states and cannot be part of the prediction after verbs of motion; a-adverbs on the other hand, denote direction after such verbs:

-she went {abroad, around, away, (adverbs)}

-she went {*afraid, *alert, *asleep *awake, (adjectives)}

Most a-adjectives can occur attributively when they are modified as in the following examples:

-A somewhat afraid soldier

-the wide awake patient

b- Adjectives and Nouns

We have seen that attributive adjectives occur before a noun which they modify, for example, red in red car. We need to distinguish these clearly from nouns which occur in the same position, and fulfill the same syntactic function. (consider the following:

-rally car - saloon car - family car

Here, the first word modifies the second, that is, it tells us something further about the noun. Adjectives with this modifier occur in the same position as red in the example above, but they are not adjectives. We can show this by applying our criteria for the adjective class.

-a very rally car

-a very saloon car

-a very family car

Secondly, they do not have comparative or superlative forms:

-rallier ralliest more rally most rally

-salooner saloonest more soon most saloon

And finally, they cannot occur in predicative position:

-the car is rally *the car is saloon *the car is family

,Saddleback (2007).

So although these words occupy the typical adjective position, they are not adjectives they are nouns

However, certain adjectives are derived from nouns, and are known as DNOMINAL adjectives. Examples include:

A mathematical puzzle {a puzzle based on mathematics}

A wooden boat at {a boat made of wood}

Adnominal include adjectives which refer to nationality :a

Russian lady {lady who comes from Russian}

German goods {goods produced in Germany}

Adnominal adjectives of this type should be carefully distinguished from nominal adjectives denoting nationalities

Nominal adjective: the French are noted for their wines

Walton Richard(1994)

c- participial Adjectives

we saw in an earlier section that many adjectives can be identified by their endings. Another major subclass of time-e d – or i n g endings:

- e d form: computerized, excited, renowned, talented

- I n g form: annoying, exasperating, frightening, gratifying

Remember that some –e d forms, such as misunderstood unknown do not end in – e d at all. This is simply a cover term for this form s .

Adjective with e d or I n g ending are known as PARTICIPIAL ADJECTIVE, because they have the same endings as verb participles (he was training for the Olympics, he had trained for the Olympics) . In some cases there is a verb which which correspond s to these adjectives (to annoy , to computerize, to excite ,)while in others there is no corresponding verb (*to renown, * to self

–centre , to talent) . like other adjectives, , participial adjectives can usually be modified by very , extremely, or less(very determined, extremely self-centered , less frightening , e t c). They can also take more and most to form comparatives and superlative (annoying-more annoying-most annoying) .

Finally most participial adjectives can be used both attributively and predicatively:

Attributive: this is an exciting film

predicative: this film is exciting

Many participial adjectives, which have no corresponding verb, are formed by combining a noun with a participial:

Alcohol –based chemicals

Battle-hardened soldiers

Energy- saving devices

Fact-finding mission

These, too, can be used predicatively (the chemicals are alcohol-based, the soldiers were battle- hardened, e t c).when participial adjectives are used predicatively ,it may sometimes be difficult to distinguish between adjectival and verbal uses:

1-the workers are striking

In the absence of any further context, the grammatical status of striking is indeterminate here. The following expansions

illustrate possible adjectival {I 1} and verbal {I b} reading of {1} :

{1 a} the workers are very striking in their new uniforms
(=impressive, conspicuous)

{I b}the workers are striking out side of the factory gates
(=on strike)

Consider the following pair:

{2} the noise is annoying

{3} the noise is annoying the neigh pours

In{2}, we can modify annoying using by but we cannot modify it in the same way in {3} :

[3a] *the noise is (very) *annoying* the neigh pours

The acceptability of [2a] indicates that *annoying* is an adjective in this construction. In [3], the verbal nature of *annoying* is indicated by the fact that we cannot add *very* , as in [3a]. It is further indicated by the presence of *the neigh pours* (the direct object) after *annoying*. Notice also that we can turn [3] into a passive sentence (*the neigh pours were annoyed by the noise*). In this case, *annoying* is the main verb of the sentence, and it is preceded by the progressive auxiliary verb *is*. In [2], there is only one verb, the main verb *is*.

We can distinguish between the following pairs using the same criteria:

Adjectival	Verbal
This film is <i>terrifying</i>	This film is <i>terrifying</i> the children
Your comments are <i>alarming</i>	Your comments are <i>alarming</i> the people
The defendant's answers were <i>misleading</i>	The defendant's answers were <i>misleading</i> the jury

We can also identify *-ing* forms as verbal if it is possible to change the *-ing* form into a non-progressive verb: Compare these changes from progressive to non-progressive with the following:

the work is *rewarding* -the work *rewards*

the job was *exacting* -the job *exacted*

your paper was *interesting* -your paper *interested*

In these instances, the inability to produce fully acceptable non-progressive sentences indicates adjectival use.

Similar indeterminacy occurs with *-ed* forms. Again, we can generally use *very* to determine whether the *-ed* word is adjectival or verbal:

The bomb was <i>detonated</i>	-The bomb was very <i>detonated</i>
This document is <i>hand-written</i>	-This document is very <i>hand-written</i>
My house was <i>built</i> in only twelve weeks	-My house was very <i>built</i> in only twelve weeks
Ten people were <i>killed</i>	-Ten people were very <i>killed</i>

The inability to supply *very* in these cases indicates a verbal rather than an adjectival construction. However, this test is less reliable with *-ed* forms than it is with *-ing* forms, since *very* can sometimes be supplied in both the adjectival and the verbal constructions:

Adjectival	Verbal
I was <i>embarrassed</i> I was very <i>embarrassed</i>	
She was <i>surprised</i> She was very <i>surprised</i>	

The presence of a *by-agent* phrase (*by your behavior, by my reaction*) indicates that the *-ed* form is verbal. Conversely, the presence of a complement, such as a

that-clause, indicates that it is adjectival. Compare the following two constructions:

Adjectival: The jury was *convinced* that the defendant was innocent

Verbal : The jury was *convinced* by the lawyer's argument

Here are some further examples of adjectival constructions (with complements) and verbal constructions (with *by*-agent phrases):

Adjectival	Verbal
I was <i>delighted</i> to meet you again	I was <i>delighted</i> by his compliments
John is <i>terrified</i> of losing his job	John is <i>terrified</i> by his boss
I was <i>frightened</i> that I'd be late	I was <i>frightened</i> by your expression
I was <i>disappointed</i> to hear your decision	I was <i>disappointed</i> by your decision

If the *-ed* form is verbal, we can change the passive construction in which it occurs into an active one:

Passive:	I was <i>delighted</i> by his compliments
Active:	His compliments <i>delighted</i> me

For more on active and passive constructions, see...

As we have seen, discriminating between adjectival and verbal constructions is sometimes facilitated by the presence of additional context, such as *by*-agent phrases or adjective complements. However, when none of these indicators is present, grammatical indeterminacy remains. Consider the following examples from conversational English:

And you know if you don't know the simple command how to get out of something you're *sunk* [S1A-005-172]

But that's convenient because it's *edged* with wood isn't it (Ibid).

With *-ed* and *-ing* participial forms, there is no grammatical indeterminacy if there is no corresponding verb. For example, in *the job was time-consuming*, and *the allegations were unfounded*, the participial forms are adjectives.

Similarly, the problem does not arise if the main verb is not *be*. For example, the participial forms in *this book seems boring*, and *he remained offended* are all adjectives.

Compare the following:

John was *depressed*

John felt *depressed*

2.1.9 Static and Dynamic Adjectives

As their name suggests, STATIVE adjectives denote a state or condition, which may generally be considered

permanent, such as *big, red, small*. Stative adjectives cannot normally be used in imperative constructions:

-Be *big/red/small*

Further, they cannot normally be used in progressive constructions:

-He is being *big/red/small*

In contrast, DYNAMIC adjectives denote attributes which are, to some extent at least, under the control of the one who possesses them. For instance, *brave* denotes an attribute which may not always be in evidence (unlike *red*, for example), but which may be called upon as it is required.

For this reason, it is appropriate to use it in an imperative:

Be *brave!*

Dynamic adjectives include:

<i>calm</i>	<i>mannerly</i>
<i>careful</i>	<i>patient</i>
<i>cruel</i>	<i>rude</i>
<i>disruptive</i>	<i>shy</i>
<i>foolish</i>	<i>suspicious</i>
<i>friendly</i>	<i>tidy</i>
<i>good</i>	<i>vacuous</i>
<i>impatient</i>	<i>vain</i>

All dynamic adjectives can be used in imperatives (*Be careful!*, *Don't be cruel!*), and they can also be used predicatively in progressive constructions:

Your son is being *disruptive* in class

My parents are being *foolish* again

We're being very *patient* with you

The majority of adjectives are stative. The stative/dynamic contrast, as it relates to adjectives, is largely a semantic one, though as we have seen it also has syntactic implications.

2.1.10 Adjective Suffixes

An adjective is a word that can be the only or main word in an adjective phrase.

A large number of suffixes are added to nouns and verbs to make

adjectives. Here are the most common suffixes and words that exemplify them:

-able, -ible disposable, suitable, fashionable, audible

-al, -ial normal, cynical, racial, editorial

-ed wooded, boarded, wretched, crooked

-ful hopeful, playful, careful, forgetful

-ic romantic, atmospheric, heroic, atomic

-ical historical, political, paradoxical, economical

-ish amateurish, darkish, foolish, childish

-ive, -ative defective, communicative, attractive, affirmative

-less tactless, hopeless, harmless, restless

-ous, -eous, -ious famous, virtuous, erroneous, spacious

-y tasty, handy, wealthy, windy

The suffix *-ed* is often used to form adjectives from noun phrases: *blue-eyed,*

long-haired, good natured, open-minded.

Like nouns and verbs, many adjectives have no suffixes: *sad, young, happy, true.*

Some suffixes were part of the words when they were borrowed into English:

sensitive, virtuous.

2.1.11 Adjective Classes

We can divide adjectives into three classes according to their function. Used alone

or with one or more modifiers, an adjective can be:

1. pre-modifier of a noun
2. subject complement
3. object complement

Adjectives are attributive (attributing a quality to what is denoted by a noun)

when they are being used as pre-modifiers. They are predicative (part of the

predicate) when they are being used as complements.

Central adjectives can be used in all three functions:

1. It was a *comfortable* ride. attributive
2. The ride was *comfortable*. predicative

3. I made the bed *comfortable*. predicative

Other examples of central adjectives include: *clever, brave, calm, hungry, noisy*.

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Some adjectives are attributive only:

That is *utter* nonsense.

You are the *very* person I was looking for.

Other examples include: *chief, main, sheer*. Many words are restricted in this way only in particular meanings. *Old* is only attributive in:

She is an *old* friend of mine. ('a friend for many years')

It is a central adjective in:

She is an *old* woman.

She is *old*.

I consider her *old*.

Some adjectives are predicative only:

He is *afraid* of dogs.

I am *glad* that you are here.

Some predicative adjectives must be followed by a post-modifier :

aware (*of* noun phrase), *loath* (*to* infinitive), *subject* (*to* noun phrase). Some

Words have this restriction only with particular meanings.

Happy is only predicative in:

We are *happy* to see you.

It is a central adjective in:

He has a *happy* disposition.

His disposition is *happy*.

We made him *happy*.

2.1.12 Grad ability and Comparison

Adjectives are typically gradable, that is, we can arrange them on a scale of comparison. So we can say that something is *a bit hot*, *somewhat hot*, *quite hot*, *very hot*, or *extremely hot*. We can also compare things and say that something is *hotter* than something else or that it is the *hottest* of a number of things.

We use intensifiers to indicate the point on the scale. The most common Intensifier of adjectives is the adverb *very*. Other examples of intensifiers, in addition to those already given, include:

fairly warm	entirely different
pretty difficult	incredibly dull
rather dark	too old

There are three degrees of comparison:

1-higher

a-Ahmed is politer than Michael (comparative)

b-Ahmed is the politest child in the family. (superlative)

we have three –term contrast

Absolute	comparative	superlative
----------	-------------	-------------

take the pre-modifiers: *more important, most important; more expensive, most expensive.*

The structure of the adjective phrase

The main word in an adjective phrase is an adjective. The structure of the typical adjective phrase may be represented in the following way, where the parentheses indicate elements of the structure that may be absent:

(Pre-modifiers) adjective (post-modifiers)

Modifiers qualify in some respect what is denoted by the adjective, and they are optional. The pre-modifier comes before the adjective and the post-modifier comes after it.

Some post-modifiers complete what is implied in the meaning of the adjective.

For example, if we say *Tom is afraid* we intend this to mean that Tom is filled with

fear in some respect. The post-modifier specifies in what respect:

1 of spiders.

4 for his job.

[1] Tom is *afraid* 2

4 to say anything.

3 that no one will believe him.

A few adjectives (at least in certain senses) must have a post-modifier:

[2] Mary is *fond* of children.

[3] I am *aware* that he is abroad.

[4] The contract is *subject* to approval by my committee.

Some adjectives that take obligatory post-modifiers resemble verbs in their meaning:

[1a] *Tom fears* that no one will believe him.

[2a] Mary *likes* children.

[3a] I *know* that he is abroad.

[4a] The contract *requires* approval by my committee.

Here are some examples of possible structures of adjective phrases:

Adjective *happy*

Pre-modifier □ □ adjective *very happy*

Adjective □ □ post-modifier *happy to see you*

Pre-modifier □ □ adjective □ □ post-modifier *very happy that you could.*

2.1.13 Functions of Adjective Phrases

These are the main possible functions of adjective phrases:

1. Pre-modifier in a noun phrase

He was a *tall* man, dressed in a *blue* suit.

2. Subject complement

The photographs were *quite professional*.

3. Object complement

My parents made me *aware of my filial responsibilities*.

4. Post-modifier in a noun phrase

The OS/2 makes good use of the memory *available*.

Indefinite pronouns, such as *somebody*, require the adjective phrase to follow them:

You should choose somebody *older*.

I bought something *quite expensive* today.

There are also some set expressions (mostly legal or official designations) where the adjective follows the noun:

Heir *apparent* attorney *general*

Court *martial* notary *public*

Here are some more examples of adjective phrases as post-modifiers of noun phrases:

the earliest time *possible*

in years *past*

the people *responsible*

the weapons *involved*

Central adjectives are adjectives that can fulfill all the four possible functions listed above. There are also some adjectives that can be only pre-modifiers and others that cannot be pre-modifiers .

Adjectives can be partially converted into nouns and then like nouns can function

as heads of noun phrases. Typically, such phrases refer to well-established classes of persons, such as *the disabled*, *the poor*, *the sick*, *the unemployed*, *the young*.

Nationality adjectives are commonly used in this way, too: *the British, the English, the French, the Irish*. These noun phrases are plural, even though the adjectives do not have a plural ending:

The sick require immediate attention.

The British are coming.

The Structures of Phrases .

Some adjectives, particularly superlatives , function as heads of noun

phrases that are abstract. These noun phrases are singular:

The best is yet to come.

The latest is that our team is winning.

Here are a few common examples of such phrases in set expressions:

from *the sublime* to *the ridiculous*

out of *the ordinary*

We have much in *common*.

I'm leaving for *good*.

I'll tell you in *private*.

The situation went from *bad* to *worse*.

2.1.14 Simple, Derived and Compound Adjectives

The most frequently used adjectives in English are monosyllabic or bi syllabic words of native origin such as *good, bad, big, small, little, tall, short, black, white, easy,*

hard which have no distinctive form to mark them as adjectives.

Many adjectives are derived from nouns, other adjectives and verbs by the addition of certain characteristic suffixes.

Some of these are of native origin, as in *greenish*,

hopeful, *handsome*, *handy*, *foremost*, while others are formed on Greek or Latin bases,

as in *central*, *secondary*, *apparent*, *civic*, *creative*, and yet others via French such as

marvelous and *readable*.

Most adjectival prefixes are added to words which are already adjectives: *unhappy*,

Insecure, *discourteous*, *abnormal*, *irrelevant*.

Some adjectives are formed by adding the

prefix *a-* to a verb or adjective (*asleep*, *awake*, *ablaze*, *alone*).

Many adjectives have compound forms composed of various classes of words, for

example:

noun + adjective: tax-free (goods)

determinative + noun: all-American (girl)

number + noun four-wheel (drive)

adverb + participle well-balanced (character)

adverb + adverb well-off (people)

Adjectives in English are invariable in form. They are not marked for gender or number.

A fair-haired girl – fair-haired girls; a tough character – tough characters

2.1.15 The structure of the Adjective Phrase

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Adjective □ □ post-modifier *happy to see you*

Pre-modifier □ □ adjective □ □ post-modifier *very happy that you could*

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2.2 Previous studies

2.2.1 Introduction

This section is devoted to review previous studies made the area of adjectives. Here are some studies that deal with the error analysis in written English performance by Arab students. The researcher will present the main results of these studies.

Most of the studies that dealt with investigating the efficiency of using adjectives in developing the proficiency of students EFL grammar and writing were in other content areas outside the field of language learning such as social studies. However, this section contains studies conducted on teaching other components of the language via grammar.

(1) Dr. Ahmad Maher Nakhallah ,Difficulties and Problems facing English Students at QOU in the Translation Process from English to Arabic and Their solutions, Al-Quds Open University (2009-2010).

The study aimed at exploring the difficulties that face the students of Al Quds Open University in the translation process from English to Arabic . the researcher attempted to find suitable solutions for these difficulties and problems that these students experienced . He followed an experimental descriptive method in the study . He also designed a test in order to explore the difficulties and problems that face these students. The test was composed of

seven questions and 58 items. The study was conducted on the English students of Al Quds Open University in the Gaza Region during the summer course of the 2009/ 2010 academic year . the researcher selected a random sample of students . The researcher applied the suitable statistical methods in the study . At the end of the study , the researcher recommendation and suggestions .

(2) **Dissosway**, examined how English non-native speakers misuse or misunderstanding adjectives(1984) . The subjects of this study were students from two intensive English classes, both at the low intermediate level . they were twenty the subjects total with heterogeneous native languages including Arabic , Spanish and Thai. All errors related to the use of adjectives came from written work collected during a seven- week session. The study resulted that there were three basic categories of adjectives related errors: misplacement, constituent confusion and inappropriate usage. The findings of the study that the main reason behind such errors, according to the researcher, is the differences from language to language; native language interference.

(3)"**Dweik's**, study investigated the errors of adjectives concentrating on the area of comparison use by fourth year students from the university of Amman in Jordan (1992),. The researcher collected his data from written compositions of 48 students who were chosen on the basis of their achievements in the previous years. A significant result was found in the study is that all errors committed were basically due to mother tongue interference. Result of the study indicated also that there is a need

for integrating the instruction of writing skill with using English grammar properly. It recommended that future research should examine the relationship between Arabic speakers reading and speaking skill alongside with their grammar to establish clarity about the relationships between the different linguistic background".

(4) **Elsiddig**, A recent study aimed and on analyzing errors in Sudanese students in order to examine the pronunciation errors of spoken English (2003). The subjects of this study were 40 students have been chosen randomly . The researcher results has concluded that mother tongue interference is one of the main factors influence on English pronunciation.

(5) **Ibrahim**, this study aimed on the assumption of mother tongue interference as a reason behind occurrence of errors, university of Khartoum (1995), . The subject of this study were in second year, faculty of Arts university of Khartoum. The researcher analyzed 150 samples and he found errors committed in adjectives in 17% below to verbs 44.3 % and nouns 31% . A significant result in the study that the most of the errors committed were due to mother tongue interference, the researcher recommend that the students errors in adjectives were in the area of comparison , the students generalized the rule by adding – er- est to all adjectives in discriminately .

(6) Muhamed, Mohammed Abaker Ishag

URI: [http:// repository. sustech. Edu / handle / 123456789/ 10430](http://repository.sustech.edu/handle/123456789/10430)

Date : 2014-06-01

Problems facing EFL students Identifying and Using Adjective.

In this study the researcher attempted to investigate the problems facing EFL students in identifying and using adjectives . The study aims to see to what extent EFL students at SUST are able to use adjectives properly.

It is also aims to find out areas of students problems in identifying adjectives and the study was supported with hypotheses to verify. After that the researcher presented literature review for the study, he designed a test to collect the data from the samples which were chosen randomly. The samples included thirty of second year students from the college of languages, department of English . the results of the study indicate that (1) EFL students are not able to differentiate between adjectives, adverbs, and some nouns. (2) Most of EFL learners are not able to use the adjectives properly.(3) Majority of EFL students are not aware of the derivational process for forming adjectives. Finally the researcher presented several recommendations and suggestions for further studies in this field.

(7) Yaseen Mki Mohmed Ahmed ,An analysis of problem in the order of English adjectives faced by Sudanese E F L learners at the secondary level (A case study of Ibrahim Eltijani secondary school for girl, wad Medani greater (locality, Gezira state , Sudan, 2013-2014).

This study aimed and analyzing the problems faced by Sudanese E F L learners in the order of adjectives at the secondary level. The study adopted the descriptive analytical method. The sample consisted of students and teachers. (40) secondary school students from Ibrahim Eltijani secondary school for girl and (20) E F L secondary school teachers were chosen randomly from different schools in wad Medani greater locality . for data collection , a diagnostic test for students was administered and questionnaire for teachers was used .

The finding of this study were that most of the student (95%) have problems in the order of adjective. In addition to that , some students confuse types of adjectives. The study assures that the majority of the students have many problems in the order of adjectives of origin and material furthermore , the study verified that many of the problems are due to the fact that students confuse nouns and adjectives.

The study recommends that E F L teachers should start by classifying adjectives in various categories and should teach each type at different time giving enough writing and oral practice. The study also recommends to make more effort and co- operate with teachers to solve their problems. Syllabus designers are recommended to pay more attention to adjectives . moreover ,

teachers should give enough practice which covers the different types of adjectives that the learners still find great problems. The teachers should first review the use of adjectives and keep in mind the students' little knowledge about the order of adjectives to minimize problems in such area of grammar.

2.2.2 All the previous study agrees the researcher that the reasons behind these problems are due to:

1. The mother tongue interference.
2. The differences from language to interference.
3. The students confuse the adjectives and other words class (nouns, verbs, adverbs).
4. The students are not aware of the derivational process for forming adjectives.
5. Inappropriate teaching methods and techniques.

Chapter three

(Study Methodology)

Chapter Three

Methodology

3.0 Introduction

Since the main objectives of this study is to identify and investigate the reasons and causes behind the difficulties that once the students in shendi locality- secondary schools in the use of the adjectives when they write. the researcher conduct a field implementing the study tools (test) and questionnaire to achieve the objectives.

3-1 Methodology of the Study

The researcher applies the descriptive and analysis analytical methodology in this study. Data will be collected, analyzed and discussed .One test comprises ten questions will be given to students and 18 statements to teachers.

3.2 Population of the Study

The Study Population Includes 34 teacher in Shendi Secondary Schools and 100 Students of Different Secondary Schools at Shendi locality

3.3 Sample of the study

A total sample of 100 students was randomly selected from the total number :300 and team of teachers at secondary schools. The reason behind choosing the third class of

secondary schools is that students should have completed the syllabus in basic English grammar. so , they should be able to use adjectives properly when they write.

3.5 Study Tools

To implement this study successfully, the has developed an achievement test and a questionnaire . they were designed by researcher (Appendix1). The test comprises (10) different questionnaire of multiple choice for(100) students and the questionnaire for (34) teachers. The subjects were asked to choose the correct answer.

3.5.1 The Test:

One method used to collect data in descriptive study is a test. Tests may be formal language tests like writing and assignment or doing communicative activities . Testes are generally used to collect data about the subjects ability in and knowledge of the second language in areas such as vocabulary, grammar, reading, meta linguistic awareness and generally proficiency.

Indeed, the test used to collect data for this study was designed to elicit data relating to the different types of errors in the use of adjectives by EFL students when they write.

The students were asked to answer ten questions in the different uses of adjectives . The first question tested the students in comparative and superlative adjectives. The question covered all the uses in comparison area ; regular and irregular forms in both types (comparative and superlative). The second question was put to investigate students ability to differentiate between adjectives and adverbs in five sentences .The third question tested how the subjects differentiate between adjectives and nouns. It contains five questions. To know whether those students are able to distinguish between adjectives and verbs, they were asked five times in question four. To investigate the students knowledge in ordering adjectives correctly , they were given five questions in question five . The researcher believes that it is important to examine the students knowledge in the suffixes that are used in forming English adjectives. Question six was done for this reason by giving the students five words in order to identify whether the ending of each word belong to adjectives or nouns . The seventh question in the test was made to examine if the subjects were able to translate the phrases which containing adjectives from their mother tongue into English language properly. The eighth question examined the students ability in placing adjectives in their correct position. It included five elements. In question nine the pupils were given a short text and asked

them to complete it by using a suitable adjectives .The last question in the test is to write a composition about my best friends ,this question is given for the pupils to identify whether they have the ability to use adjectives.

3.5 .2 The Questionnaire :

The researcher has constructed a questionnaires to gather data from secondary schools male and female teachers.

3.5.3 Test Reliability

The test reliability was obtained through alpha cronpach correlation coefficient formula , which was applied on a pilot group of (100) students whom were randomly chosen from the population of the study and excluded from the sample. The reliability correlation coefficient of test the alpha cronpach was calculated using person correlation formula. It was found to be (0.05), which is considered to be suitable from statistical point of view.

Honesty	0.8	answers respondents characterized by a high degree honest
Persistence	0.89	answers respondents characterized by a high degree of constancy

From the table above, note that the value of coefficient alpha correlation Cronbach of sincerity equal to 0.8 which is larger than 0.5 by the answers of respondents to the test

phrases characterized by a high degree of charity, and also note that the value of the alpha Cronbach correlation coefficient for persistence equals 0.89 which is greater than 0.5 Accordingly, the answers respondents to the test phrases characterized by high degree of constancy

3.5.4 Questionnaire Reliability

the test of this study Cronbach correlation coefficient results as in the following table:

Coefficient value interpretation

Honesty	.826	answers respondents characterized by a high degree honest
Persistence	.683	answers respondents characterized by a high degree of constancy

From the table above, note that the value of coefficient alpha correlation Cronbach of sincerity equal to 0.826 which is larger than 0.5 by the answers of respondents to the questionnaire phrases characterized by a high degree of charity, and also note that the value of the alpha Cronbach correlation coefficient for persistence equals 0.683 which is greater than 0.5 Accordingly, the answers respondents to the questionnaire phrases characterized by high degree of constancy

3.5.5 Test validity

The test and questionnaire contents were validated by the teachers at Shendi university of English language departments . The teachers were asked to validate the content of the test and questionnaire with regard to test instruction, the relevance of questions to contents, is there suitability to the study goals and objectives, the number arrangement of questions and the suitability of the time allocated to the test. The remarks of the validating team, their notes and suggestions were taken into consideration and the researcher made the necessary modifications before applying the test and questionnaire.

Chapter four

(Analysis , Results and discussion)

Chapter Four

Analysis, Results and Discussion

4.0 Introduction

This chapter discusses the results of the data relating to the study. It provides a detailed presentation of statistical results so as to test the hypothesis. The data collected for the study was subjected to a descriptive statistical analysis that involves writing the number of occurrence of each kind of error and a calculation of the frequency of each error in the questions.

4.1 Errors Analysis

Table (4.1.1) Comparative and Superlative Adjectives

		Mean	Stander Deviation	T	Significance	
Q1	T	3400	2.5099	-3.99	.015	
	F	13.200	6.6106			

There is a significant difference between mean correct answers and incorrect ones and mean of incorrect greater than mean of correct.

Although the students were very familiar with the area of comparative and superlative forms of adjectives they made a great number of errors which indicate lack of mastering such area in adjectives. This is clarified in details according to the above table.

The results in table (4.1.1) reveals that the students errors occurred mostly in irregular adjectives as well as the multi-syllables adjectives.

Table (4.1.2) Correct Preposition

		Mean	Stander Deviation	T	Significance
Q.2	T	5.0000	5.8309	-2.712	.027
	F	15.000	5.8309		

There is a significant difference between mean correct answers and incorrect ones and mean of incorrect greater than mean of correct.

Errors under this category show an occurrence of presented in the above table. The problem here is very clear, all the students failed to use incorrect preposition after adjectives. Students response (Clay was famous in boxing) where as answer is correct (Clay was famous for boxing)

Table (4.1.3) Adjective or Noun

		Mean	Stander Deviation	T	Significance
Q.3	T	5.2000	3.2710	-4.640	.002
	F	14.800	3.2710		

There is a significant difference between mean correct answers and incorrect ones and mean of incorrect greater than mean of correct.

This concerns the use of an adjective in the place of noun or vice-versa according to its function .This shows that the students are able to differentiate between adjectives and nouns to some extent better than adjectives and adverbs.

A possible explanation of the occurrence of such errors may be due to the strategies of second language learning. From the above table we noticed the students have a problem in the use of some suffixes related to the adjectives.

Table (4.1.4) Adjectives or Verbs

		Mean	Stander Deviation	T	Significance
Q.4	T	1.6000	1.8165	-14.62	.000
	F	18.400	1.8165		

There is a significant difference between mean correct answers and incorrect ones and mean of incorrect greater than mean of correct.

The student's problem is in the confusion which comes from English construction-ing-ed that are used with verbs and participial adjectives as well. The teachers role is to show these errors are case of misapplication of rules of –ed-ing differently either with verbs or adjectives.

Table(4.1.4) shows the errors made by the students.

Table(4.1.5) The order of Adjectives

		Mean	Stander Deviation	T	Significance
Q.5	T	1.8000	1.4832	-17.48	.000
	F	18.200	1.4832		

There is a significant difference between mean correct answers and incorrect ones and mean of incorrect greater than mean of correct.

The students made errors in ordering adjectives .these errors shows that the students are not familiar with this pattern. They depended on their sense and guessing. This is clarified in table (4.1.5).

Table (4.1.6) Adjective Suffix or Noun Suffix

		Mean	Stander Deviation	T	Significance
Q.6	T	.40000	.89443	-33.441	.000
	F	19.600	.89443		

There is a significant difference between mean correct answers and incorrect ones and mean of incorrect greater than mean of correct.

Errors under this category show a problem by those students in distinguishing between the suffixes related either to adjectives or noun. The students were taught more about words endings in their previous studies, so this percentage is considered a problem. These errors are due to the sameness of English suffixes. Special concentration and more practice should be in classroom to solve these problems.

Table (4.1.7) Translation into English

		Mean	Stander Deviation	T	Significance
Q.7	T	5.8000	3.0331	-4.379	.002
	F	14.200	3.0331		

There is a significant difference between mean correct answers and incorrect ones and mean of incorrect greater than mean of correct.

In translating the phrases into English, errors occurred are the lowest percentage in the whole question.

Table (4.1.8) The position of adjective

		Mean	Stander Deviation	T	Significance
Q.8	T	2.0000	2.8284	-8.999	0005
	F	18.000	2.8284		

There is a significant difference between mean correct answers and incorrect ones and mean of incorrect greater than mean of correct.

The problem here is very clear, all the students failed to place the predicative adjective correctly. They made error in the adjective alive, asleep .none of the students succeed in using such words predicatively after verb.

The students used all the adjectives attributively because they do not know in which cases adjectives are used attributively. This can be attributed to lack of teaching training and classroom strategies.

Table (4.1.9) Correct Adjectives

		Mean	Stander Deviation	T	Significance
Q.9	T	3.4000	5.4129	-3.856	.005
	F	16.600	5.4129		

There is a significant difference between mean correct answers and incorrect ones and mean of incorrect greater than mean of correct. Errors under this category show an occurrence as a high percentage. They made errors in the adjective comfortable.

Table (4.1.10) Composition

		Mean	Stander Deviation	T	Significance
Q10	T	.20000	.44721	69.296	.000
	F	19.800	044721		

There is a significant difference between mean correct answers and incorrect ones and mean of incorrect greater than mean of correct. Errors under this category show and occurrence of as the lowest percentage in the whole test .there is no one written correct paragraph about using correct adjectives. Farhat (1994) "recorded that in complete learning is one of the reason lead to errors". Showing the results of the all questions in one diagram may give us some insights in the more problematic area in the use of adjectives and to find out the reasons behind the occurrence of these errors.

4.3. Analysis of the Responses to the Questionnaire

1- students and the differentiate between the adjectives and the adverbs.

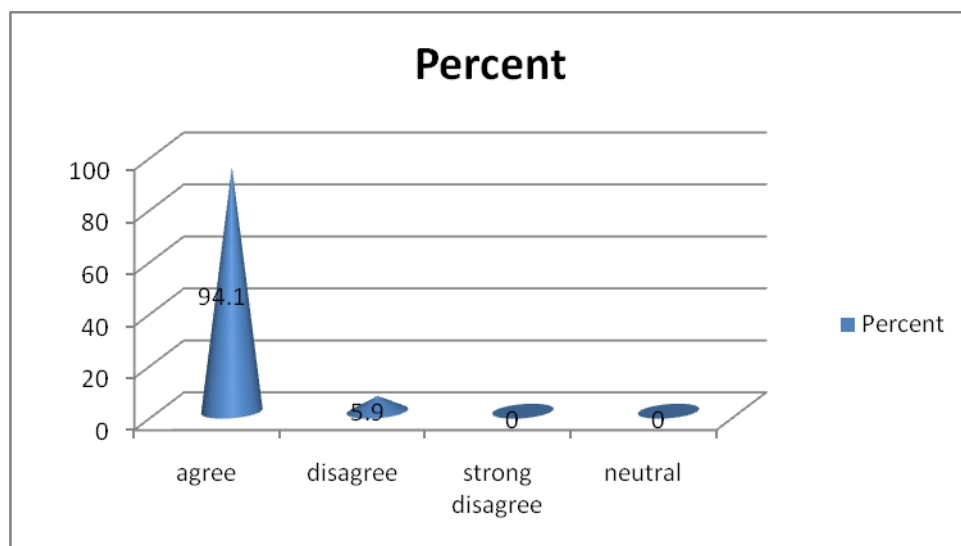
Table (4.3.1)

Answer	Frequency	Percent
Agree	32	94.1
Disagree	2	5.9
strong disagree	0	0
Neutral	0	0
Total	34	100%

From table (4.3.1)

the majority of the study respondents (94.1%) agree to the statement that says **some students can not differentiate between the adjectives and the adverbs**

figure (4.3.1) explains it



2- Some students face some difficulties of learning adjectives.

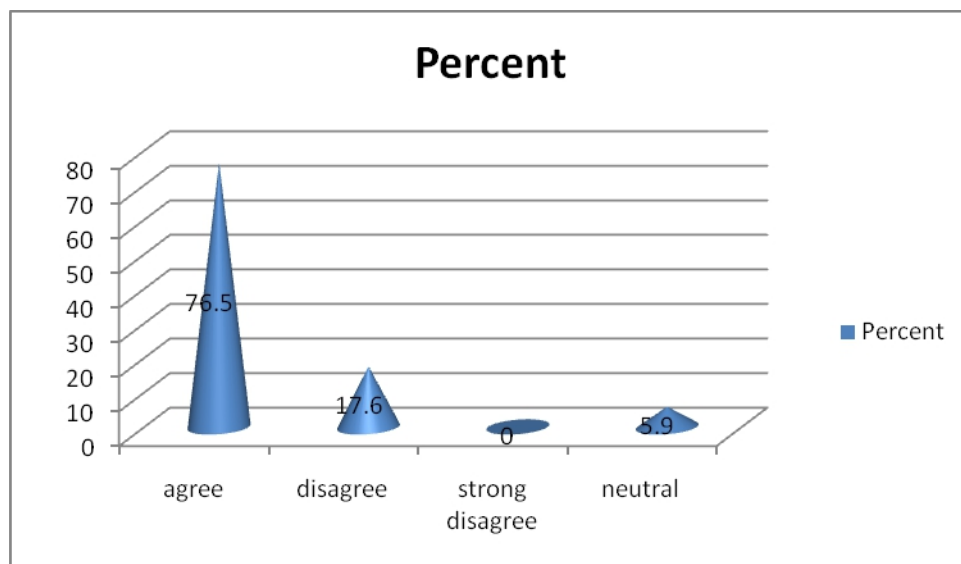
Table (4.3.2)

answer	Frequency	Percent
agree	26	76.5
disagree	6	17.6
strong disagree	0	0
neutral	2	5.9
total	34	100%

From table(4.3.2)

the majority of the study respondents (76.5%) agree to the statement that says **some students face some problems when they learn adjectives.**

Figure (4.3.2) explains it



3- Similarity in the use of adjectives and some other parts of speech is problem confuse the students.

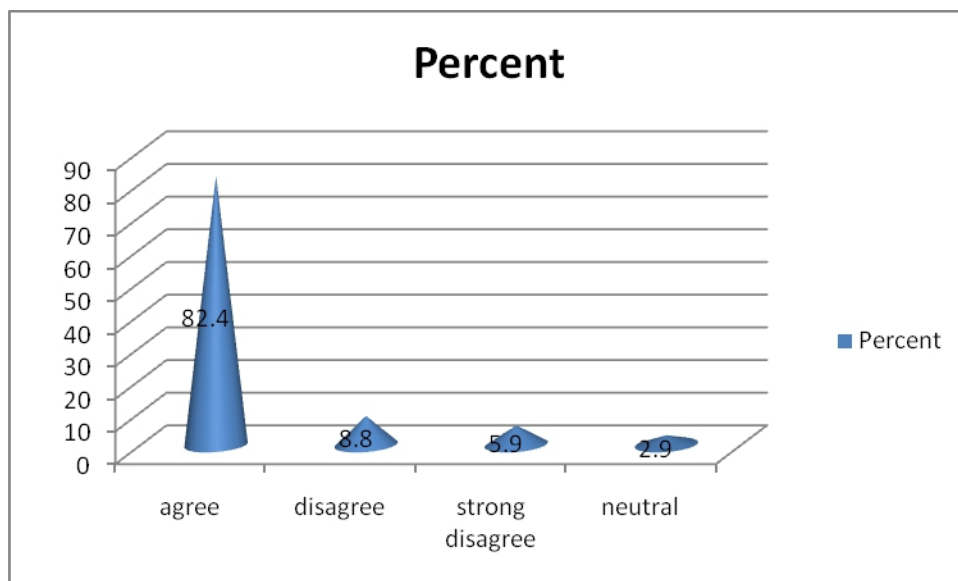
Table (4.3.3)

answer	Frequency	Percent
agree	28	82.4
disagree	3	8.8
strong disagree	2	5.9
neutral	1	2.9
total	34	100%

From the table (4.3.3)

the majority of the study respondents (76.5%) agree to the statement that says **some students face some problems when they learn adjectives.**

Figure (4.3.3) explains it



4- Trainee teachers may not be successful when they teach the students the adjectives.

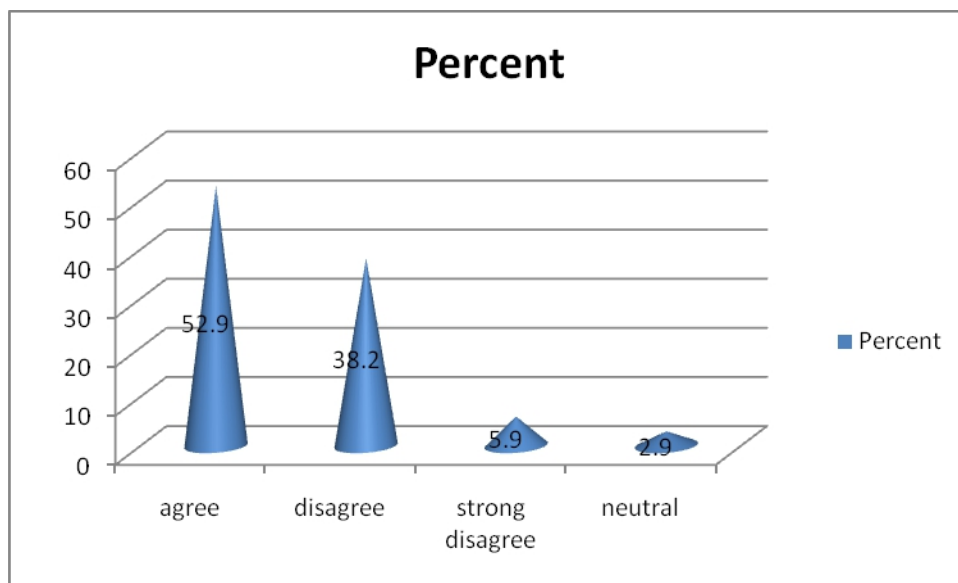
Table(4.3.4)

answer	Frequency	Percent
agree	18	52.9
disagree	13	38.2
strong disagree	2	5.9
neutral	1	2.9
total	34	100%

From table (4.3.4):

the majority of the study respondents (52.9%) agree to the statement that says **Trainee teachers may not be successful when they teach the students the adjectives.**

Figure (4.3.4) explains it



5- Some teachers do not give their students enough time to practice the new adjectives.

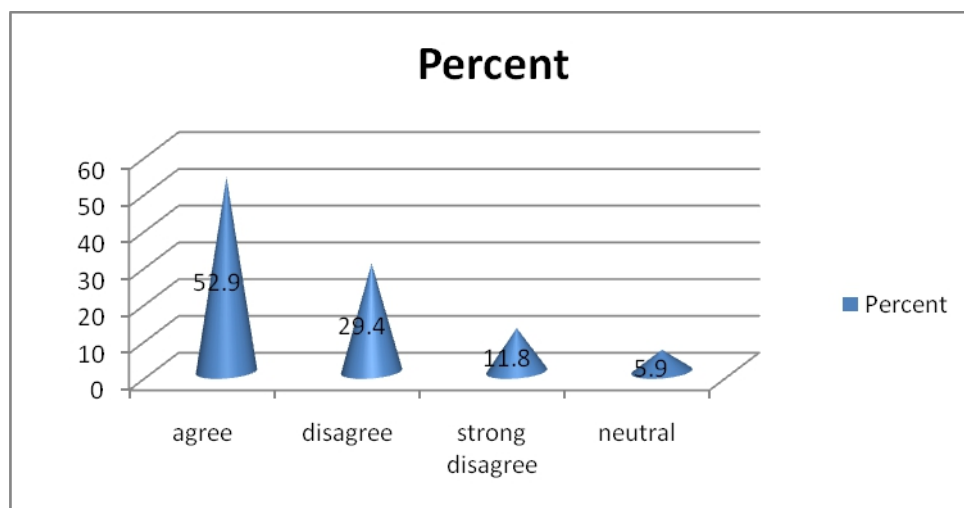
Table (4.3.5)

answer	Frequency	Percent
agree	18	52.9
disagree	10	29.4
strong disagree	4	11.8
neutral	2	5.9
total	34	100%

From table (4.3.5):

the majority of the study respondents (52.9%) agree to the statement that says **some teachers do not give their students enough time to practice the new adjectives.**

Figure (4.3.5) explains it



6. Teachers in secondary schools do not experience.

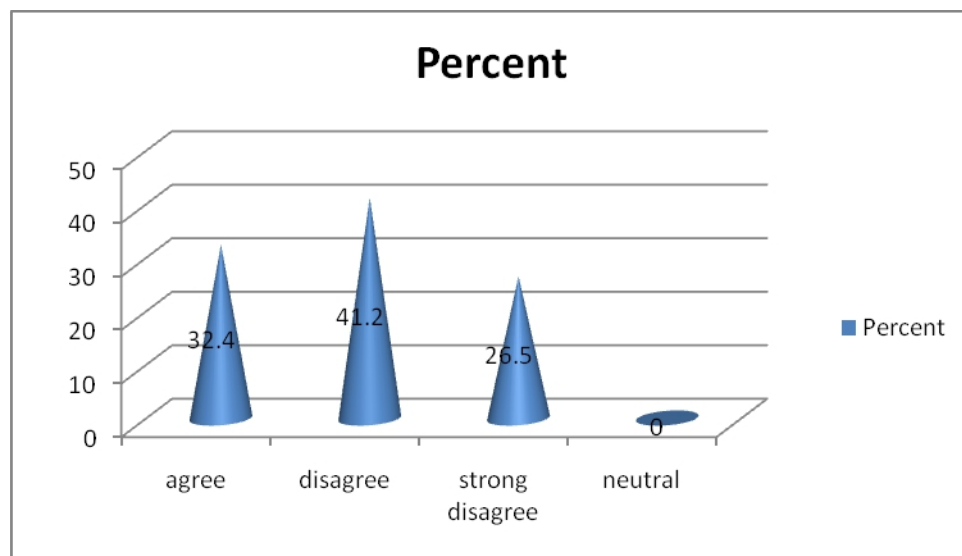
Table (4.3.6)

answer	Frequency	Percent
agree	11	32.4
disagree	14	41.2
strong disagree	9	26.5
neutral	0	0
total	34	100%

From table (4.3.6):

the majority of the study respondents (41.2%) agree to the statement that says **Teachers in secondary schools do not experience.**

Figure (4.3.6) explains:



7- Using the suitable method leads to teaching the adjectives successfully.

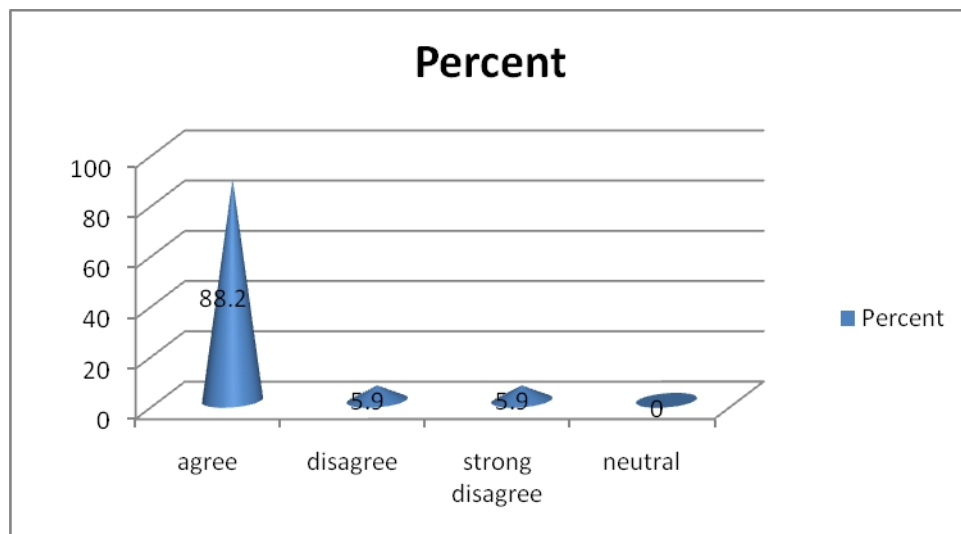
Table (4.3.7)

answer	Frequency	Percent
agree	30	88.2
disagree	2	5.9
strong disagree	2	5.9
neutral	0	0
total	34	100%

From table (4.3.7):

the majority of the study respondents (88.2%) agree to the statement that says **Using the suitable method leads to teaching the adjectives successfully.**

Figure (4.3,7)explains it



8. There are no in appropriate teaching methods in teaching adjectives.

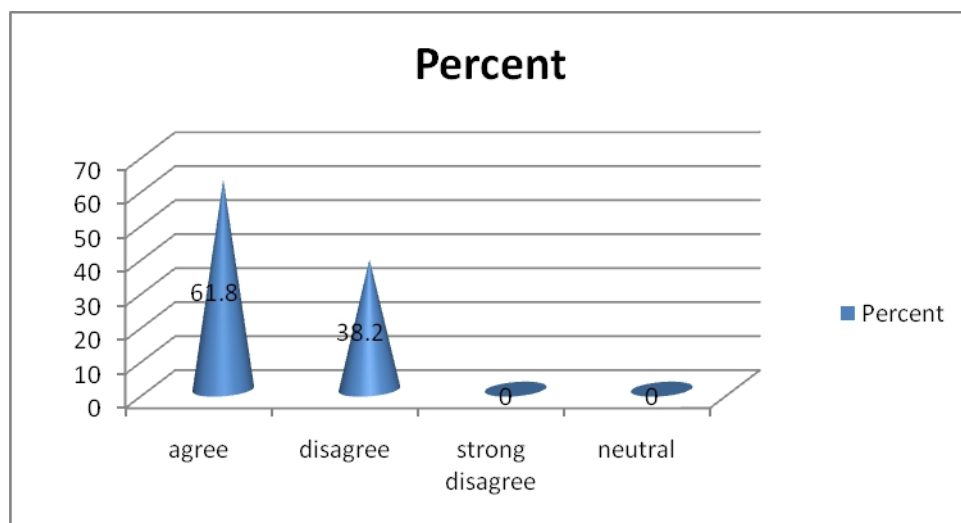
Table (4.3.8)

answer	Frequency	Percent
agree	21	61.8
disagree	13	38.2
strong disagree	0	0
neutral	0	0
total	34	100%

From table (4.3.8):

the majority of the study respondents (61.8%) agree to the statement that says **there are no in appropriate teaching methods in teaching adjectives.**

Figure (4.3.8) explains it



9- The teaching methods used in schools are not suitable.

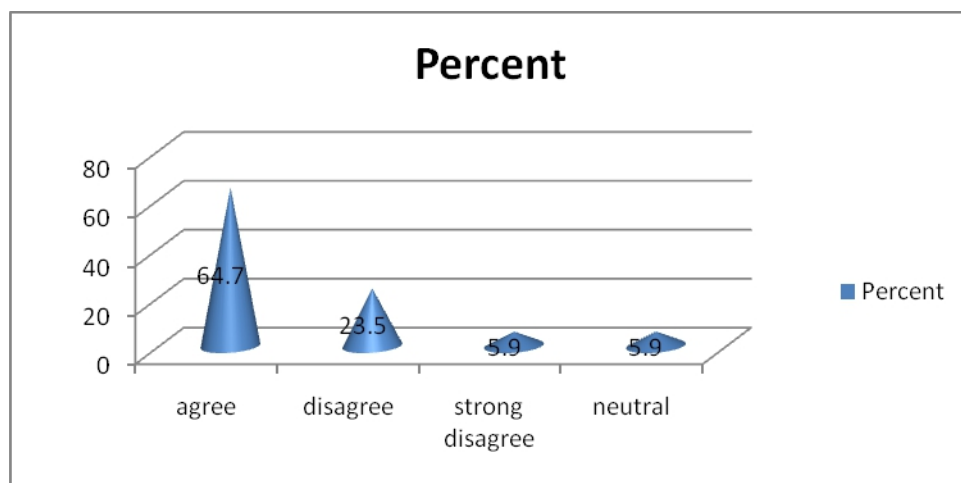
Table (4.3.9)

answer	Frequency	Percent
agree	22	64.7
disagree	8	23.5
strong disagree	2	5.9
neutral	2	5.9
total	34	100%

From table (4.3.9):

the majority of the study respondents (64.7%) agree to the statement that says **the teaching methods used in schools are not suitable.**

Figure (4.3.9) explains it



10- Syllabus is not updated.

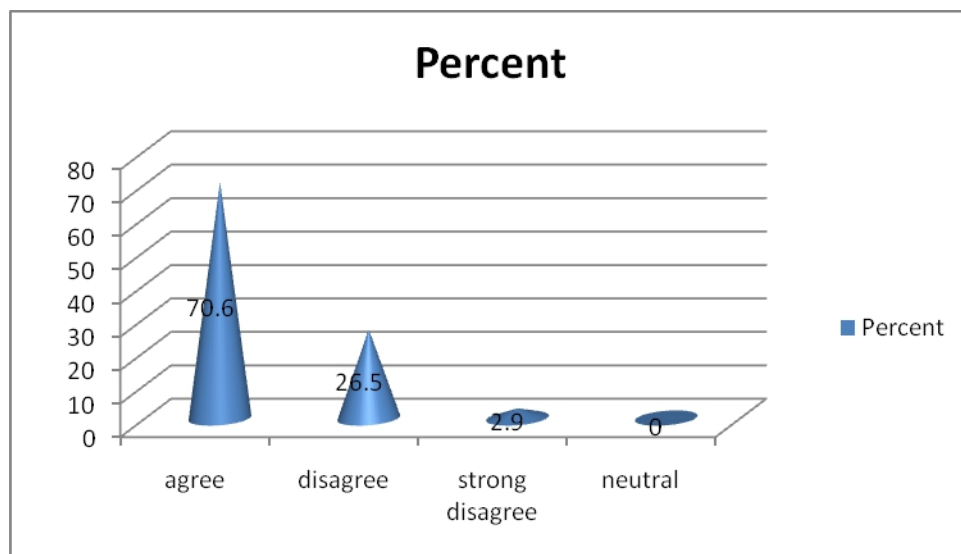
Table (4.3.10)

answer	Frequency	Percent
agree	24	70.6
disagree	9	26.5
strong disagree	1	2.9
neutral	0	0
total	34	100%

From table (4.3.10):

the majority of the study respondents (70.6%) agree to the statement that says **Syllabus are not updated.**

Figure (4.3.10) explains it



11- The syllabus of secondary schools does not contain lessons about adjectives.

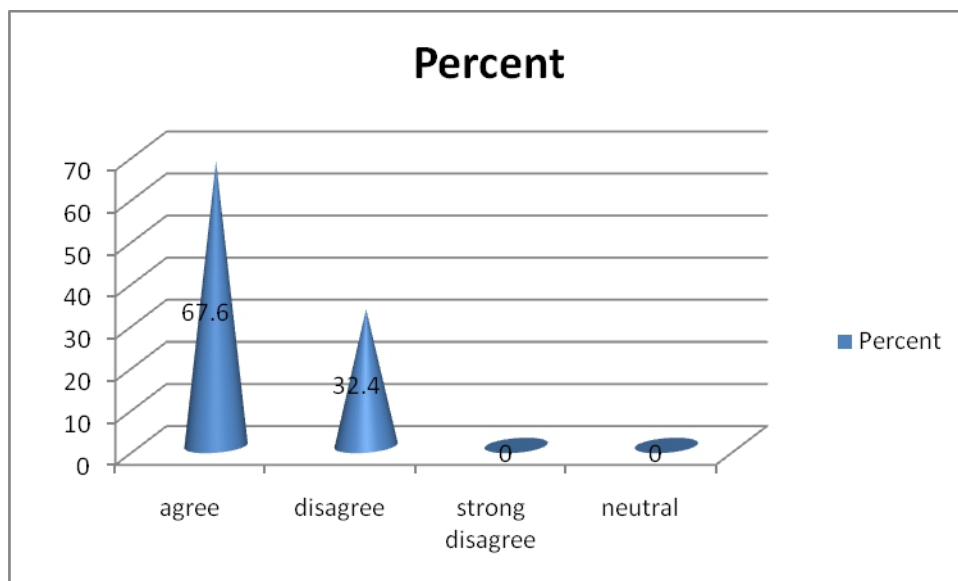
Table (4.3.11)

Answer	Frequency	Percent
agree	23	67.6
disagree	11	32.4
strong disagree	0	0
neutral	0	0
total	34	100%

From table (4.3.11):

the majority of the study respondents (67.6%) agree to the statement that says **the syllabus of secondary schools do not contain lessons about adjectives.**

Figure (4.3.11) explains it



12- The forms of adjectives are not known well by the students.

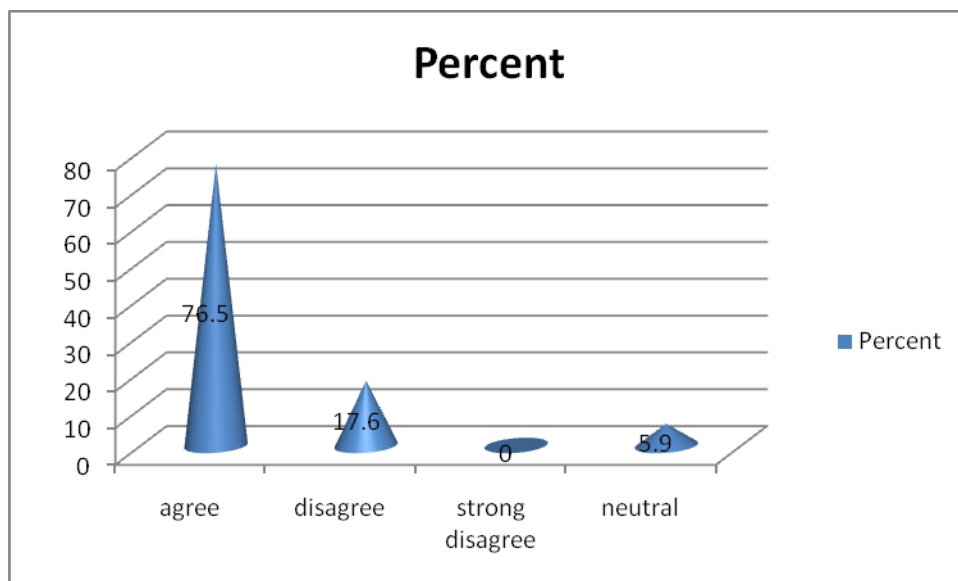
Table (4.3.12)

Answer	Frequency	Percent
agree	26	76.5
disagree	6	17.6
strong disagree	0	0
neutral	2	5.9
total	34	100%

From table (4.3.12):

the majority of the study respondents (76.5%) agree to the statement that says **the forms of adjectives are not known well by the students.**

Figure (4.3.12) explains it



13- The first language has effects when students learn the adjectives of the second language.

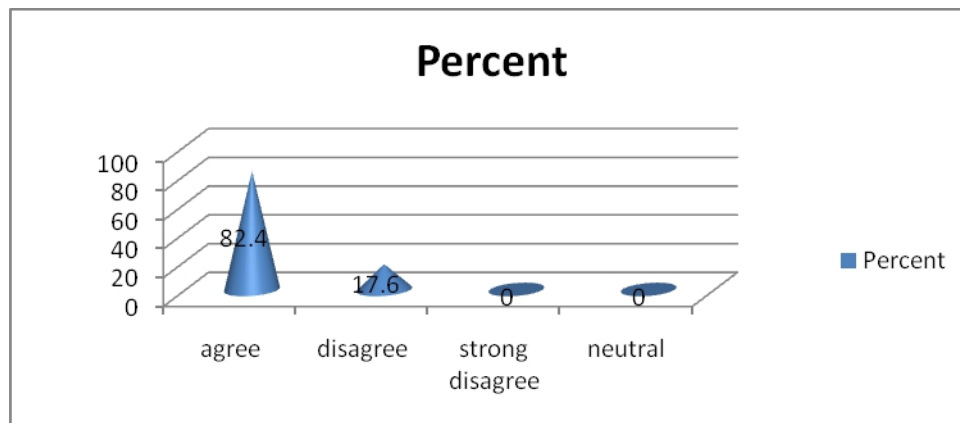
Table (4.3.13)

answer	Frequency	Percent
agree	28	82.4
disagree	6	17.6
strong disagree	0	0
neutral	0	0
total	34	100%

From (4.3.13) table:

the majority of the study respondents (82.4%) agree to the statement that says **the first language have effects when students learn the adjectives of the second language.**

Figure (4.3.13) explains it



14- L1 interferes when students learns adjectives of 12.

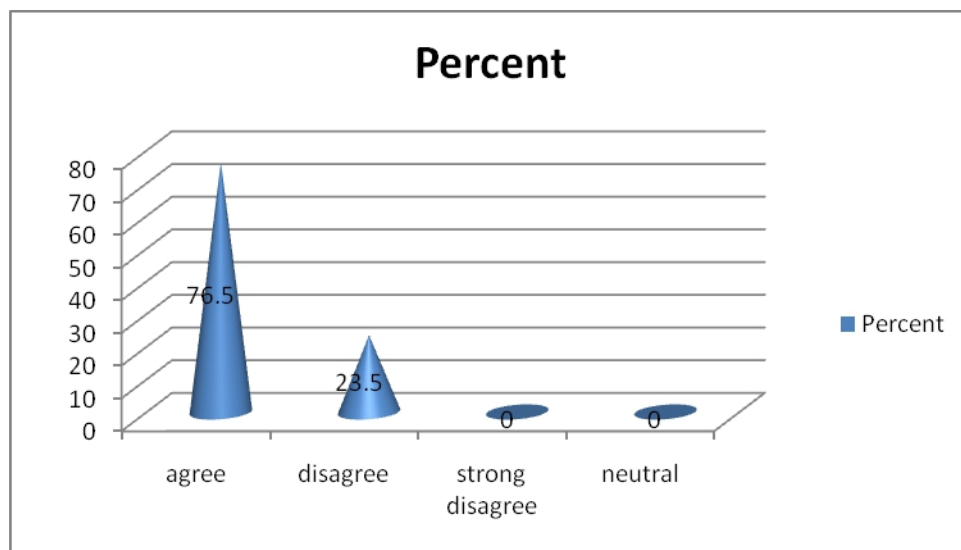
Table (4.3.14)

answer	Frequency	Percent
agree	26	76.5
disagree	8	23.5
strong disagree	0	0
neutral	0	0
total	34	100%

From table (4.3.14):

the majority of the study respondents (76.5%) agree to the statement that says **L1 interferes when students learns adjectives of L2.**

Figure (4.3.14) explains it



15- The meaning of these adjectives changes when we add prefixes.

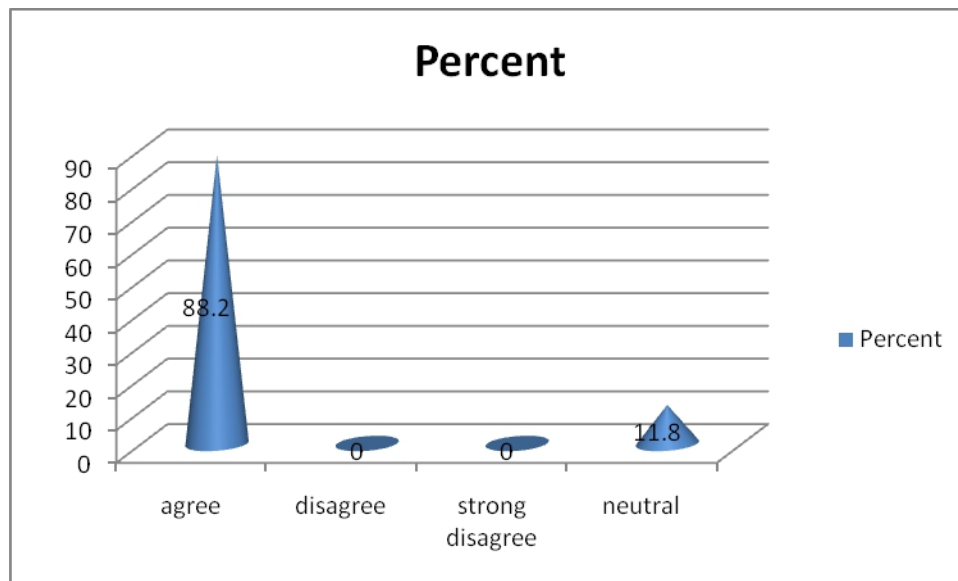
Table (4.3.15)

answer	Frequency	Percent
agree	30	88.2
disagree	0	0
strong disagree	0	0
neutral	4	11.8
total		100%

From table (4.3.15):

the majority of the study respondents (88.2%) agree to the statement that says **the meaning of these adjectives changes when we add prefixes.**

Figure (4.3.15) explains it



4.2.3 Third, Testing of hypotheses:

In this step (chi square test) is used for the quality of conformity to see if the hypotheses realized or not, and to make sure that the hypothesis are unrealized be compared to the value probability (sig) for the chi square test with the level of confidence 0.05. If the value of probability (sig) to test the Chi-square less than the level of confidence 0.05 it means that the result of confidence test of any significant differences between the responses of the respondents on the statement, and to find out what in favor of tending these differences we use the intermediate scale. If the (median is a value) equal to 1 it means that unrealized hypothesis is and in favour of those who agree strongly, and if the value equal to 2 that means the hypothesis is realized for the benefit of approvers Recognizing it was equal to 3

The hypothesis is realized, but in reverse for the benefit of any non-consenting, and if they are equal 4, the hypothesis is unrealized but in reverse for the benefit of any non-consenting strongly. However, if the p-value (sig) for the chi square test is greater than the level of confidence 0.5 it means that there are no significant differences between respondents' answers with the word, meaning those respondents' answers converged upon the premise unrealized.

And the results of the chi square test for this study were as follows:

1- Testing the first hypothesis analysis:

Which states

The students assume that adjectives are easy so they give them less attention.

Phrase	Chi-square test value calculated	Degrees of freedom	The potential value of the chi-square test) sig(Explication	Median value	Explication
1	26.4	1	.000	There is a significant difference between the responses of the respondents to this phrase	1.0000	Answers respondents tend to agree
2		2		There is a significant	1.0000	Answers

	29.1		.000	difference between the responses of the respondents to this phrase		respondents tend to agree
3	59.8	3	.000	There is a significant difference between the responses of the respondents to this phrase	1.0000	Answers respondents tend to agree

From the above table

We note that the majority of the third hypothesis there are significant differences between the answers of respondents phrases because the probability values for the chi square test here below the level of moral 0:05, and these differences in favor of those who agree that the mediator has values equal to 1 fourth of any hypothesis unrealized and in favor of consenting sense **The students assume that adjectives are easy so they give them less attention.**

2- Testing the second hypothesis analysis:

Which states

Teachers do not give enough effort when teaching adjectives.

Phrase	Chi-square test value calculated	Degrees of freedom	The potential value of the chi-square test) sig(explication	Median value	Explication
4	24.5	3	.000	There is a significant difference between the responses of the respondents to this phrase	1.0000	Answers respondents tend to agree
5	18.2	3	.000	There is a significant difference	1.0000	Answers respondents tend

				between the responses of the respondents to this phrase		to agree
6	1.1	2	.572	No significant differences were on the phrase	2.0000	Answers respondents tend to disagree

From the above table

We note that the majority of the third hypothesis there are significant differences between the answers of respondents phrases because the probability values for the chi square test here below the level of moral 0:05, and these differences in favor of those who agree that the mediator has values equal to 1 fourth of any hypothesis unrealized and in favor of consenting sense **Teachers do not give enough effort when teaching adjectives**

3- Testing the third hypothesis analysis:

Which states

Teaching methods used in schools are not suitable.

Phrase	Chi-square test value calculated	Degrees of freedom	The potential value of the chi-square test) sig(Explication	Median value	Explication
7	46.1	2	.000	There is a significant difference between the responses of respondents to this phrase	1.0000	Answers respondents tend to agree
8		1		There is a significant	1.0000	Answers

	1.8		.170	difference between the responses of respondents to this phrase		respondents tend to agree
9	31.4	3	.000	There is a significant difference between the responses of respondents to this phrase	1.0000	Answers respondents tend to agree

From the above table

We note that the majority of the third hypothesis there are significant differences between the answers of respondents phrases because the probability values for the chi square test here below the level of moral 0:05, and these differences in favor of those who agree that the mediator has values equal to 1 fourth of any hypothesis unrealized and in favor of consenting sense **Teaching methods used in schools are not suitable**

Testing the fourth hypothesis analysis:

Which states

The syllabus of secondary schools does not contain enough courses about adjectives.

Phrase	Chi-square test value calculated	Degrees of freedom	The potential value of the chi-square test) sig(Explication	Median value	Explication
10	24.0	2	.000	There is a significant difference between the responses of respondents to this phrase	1.0000	Answers respondents tend to agree
11	4.2	1	.040	There is a significant	1.0000	Answers

				difference between the responses of respondents to this phrase		respondents tend to agree
12	29.1	2	.000	There is a significant difference between the responses of respondents to this phrase	1.0000	Answers respondents tend to agree

From the above table

We note that the majority of the third hypothesis there are significant differences between the answers of respondents phrases because the probability values for the chi square test here below the level of moral 0:05, and these differences in favor of those who agree that the mediator has values equal to 1 fourth of any hypothesis unrealized and in favor of consenting sense **The syllabus of secondary schools does not contain enough courses about adjectives**

5-Testing the fifth hypothesis analysis:

Which states

Students think that use of adjectives in English and Arabic are the same.

Phrase	Chi-square test value calculated	Degrees of freedom	The potential value of the chi-square test) sig(explication	Median value	Explication
13	14.2	1	.000	There is a significant difference between the responses of respondents	1.0000	Answers respondents tend to agree

				to this phrase		
14	9.5	1	.002	There is a significant difference between the responses of respondents to this phrase	1.0000	Answers respondents tend to agree
15	19.8	1	.000	There is a significant difference between the responses of respondents to this phrase	1.0000	Answers respondents tend to agree

From the above table

We note that the majority of the third hypothesis there are significant differences between the answers of respondents phrases because the probability values for the chi square test here below the level of moral 0:05, and these differences in favor of those who agree that the mediator has values equal to 1 fourth of any hypothesis unrealized and in favor of consenting sense Students think that use of adjectives in English and Arabic are the same

4.3 Interpretation and Discussion of findings

Regarding the total errors made by the student, it is worth mentioning that errors were committed due to several reasons. The findings of the study provided evidence of mother tongue influences among second language learners at different levels. This interference is very clear in the errors occurred when the subjects were asked to translate some Arabic phrases into English language. In which, students placed adjectives after nouns as in Arabic language. Farhat (1994) has pointed this inappropriate positioning of adjectives due to mother tongue interference also. The key to this problem is the fact that students always resort the literal translation before they form English patterns. Therefore, errors made by Arabic speakers in English grammar in general occur more frequently due to mother tongue interference than other learning` problems.

In ordering adjectives properly, students were influenced by their mother tongue also, because in Arabic there is no similar or specific order as in English language in addition to lack of knowledge and practice in classroom.

The inter language of the students revealed that they have created their own imperfect system of rules as appeared in comparing adjectives ; they brought some words from their own with multi-syllable adjectives in particular. Their language is one of special kind with a special grammar. Overgeneralization occurred to the majority of the errors made by the subjects in both regular and irregular forms of adjectives. They applied the rule of -er/-est to some multi-syllable adjectives as well as they extend the regular forms (-er/-est& more /most) to irregular adjectives. This also can be attributed to misapplication of rules.

The major learning problem identified was false application of English patterns and ignorance of L2 rules. This problem occurs because students do not know to apply L2 rules correctly as appeared in dealing with the endings -ing/-ed in differentiating between adjectives and verbs. This happened also with the suffixes given to students in order to distinguish if they belong to adjectives or nouns.

The inability to handle the correct use of adjectives besides the uses of some other word classes, namely: nouns and adverbs, caused confusion for students who failed to differentiate between them properly. This may refer to lack of practice and knowledge in classroom as well as

insufficient input from teachers. So it is no wonder that students confused in using such word classes. Students have to train themselves to become at ease with the uses of adjectives properly in particular and with grammar in general. Also, this can contribute to make teachers direct their attention to such confusable areas in English. Concerning this, lack of classroom practice came out clearly in students' performance in ordering more than two adjectives properly and in distinguishing whether certain suffixes belong to adjectives or noun.

In conclusion, this study can provide valuable insights into difficulties in grammar development in general. Despite the long period of exposure to English, students continue to fail mastering the basic applications in English grammar and still commit errors in such areas. That is to say, most students made errors not only because of lack of knowledge but also because of their lack of practice, lack of application or pressure of time. Sometimes the students may show good knowledge of English, but they could not appropriately apply this in their use of language. In other words, there is a difference between "knowing that" and "knowing how". Accordingly, we can deduce from the results of the test and questionnaire some reasons also may lead to this situation in addition to what have been mentioned above:

- the students forgot the rules.
- the students did not practice very often.

-the students knew the English grammatical rule but failed to apply this knowledge when asking to do so.

Finally, this chapter can be concluded by saying that the most errors committed by the learners are the result of many factors such as the influence of mother tongue, inter language, misapplication of rules, ignorance of rule restrictions, overgeneralization, inappropriate teaching methods and techniques, syllabus and curriculum. All these factors can affect extremely in making errors during the process of second language learning.

4.4 Conclusion

The finding of this study provided evidence of the reasons that lead students to make errors in English grammar in general and in the use of adjectives in particular.

Chapter five

Conclusion

Chapter Five

Conclusion

Summary of Results and Recommendations

5.0 Introduction

This concluding chapter provides summary of the major findings proposes the practical implications of the study and makes suggestions for possible further research in the field.

5.1 Summary of finding

The questionnaire and test which were given to the teachers and students give and evidence that the following reasons comprise together to cause the problems:

1. The whole percentage for all questions which is considered as a high percentage and it indicates that the area of adjective is one of the problematic areas.
2. The influence of mother tongue is very clear in the errors committed in differentiating between adjectives and the other word classes "nouns, verbs, and in translating some phrases into English.
3. There is a confusion may happen due to the structure of English language which may lead to errors as in identifying if the suffix belongs to adjectives or nouns. This occur also in the order of adjectives as well as in differentiating between adjectives and the other word classes "nouns , adverbs and verbs".
4. The syllabus in secondary schools "third classes "does not include all the type of adjectives.
5. Adjectives are not given enough time and efforts while teaching grammar.

6. Teachers do not take care of adjectives because there is not rubric in the examination.

5.2 Recommendations

Based on the findings discussed above , the Researcher suggests the following recommendation:

1. The syllabus at the secondary school (third classes) should include lesson as well as enough exercise of adjectives.
2. Teachers should give all adjectives enough time and effort for teaching adjectives in general and confused ones in particular.
3. Teachers should use appropriate procedures for teaching adjectives.
4. Teachers should improve their own qualifications in English by taking additional training courses.
5. Teachers should give students maximum exposure to correct forms of the English language in classroom especially because L2 students contact to English is very limited to the classroom environment. This means that teachers should be good models to their students.
6. Teachers must take more care of adjectives because adjectives is a part of speech.
- 7-"English L2 teachers should pay more attention to the teaching of the use of adjectives in some required details according to the findings mentioned above.
8. Teaching the students the principles of translating adjectives from English to Arabic and Arabic to English.
9. Students must write English composition according to English mentality and culture order to avoid the interference of mother tongue i. e. Arabic language.
10. Giving more attention for English style and Arabic style.

5.3 Suggestions for further studies

1. Further research on what teachers are actually doing in their classroom is required.
2. Error analysis in the uses of all parts of speech should be taken in concern as well as in English grammar generally.
3. A longitudinal study on error analysis in the use of adjectives is highly recommended.
4. There is also a need to investigate the validity of our syllabus and curriculum in both low and high level.

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Appendices

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Shendi Locality

Test in using adjectives (third class)

Q.1:fill in the correct form of the adjectives in brackets (comparative or superlative).

1-Mona is (small).....than Ahmed .

2-This house is (beautiful)..... than that one .

3-He was the (clever)..... pupil of all.

4-This bed room is (large).....than bath room.

5-My car is (fast).....than all.

Q.2 Choose the correct preposition

1-He is afraid Dogs.

a. of

b .off

2-Clay was famous boxing.

a. for

b. in

3- They are goodEnglish.

a. on

b. at

4-It is hot summer

a. in

b. on

5-The shop was broken him.

- a. from
- b. by

Q.3:Indicate whether the underlined word functions as an adjective or a noun?

1-Ablack student come to school.

- a. Adjective
- b. Noun

2-There is only one black in my class.

- a. Noun
- b .Adjective

3-Aclassic book.

- a. Noun
- b. Adjective

4-You won't find many classics in our school.

- a .Noun
- b. Adjective

5-Suterday is a busy day for me.

- a. Noun
- b. Adjective

Q4:Indicate whether the underlined word is a participial adjective(participial adjective) or a verb.

1-The workers are striking.

- a. Participial adjective
- b. Verb

2-The wind became stronger.

- a. Participial adjective
- b. Verb

3-The story sounds interesting.

- A .Participial adjective
- b. Verb

4-That an irritating noise.

- a. Participial adjective
- b. Verb

5-That footballer is talented.

- a. participial adjective
- b. verb

Q5-Choose the correct order

1-It was.....car.

- a .Red expensive
- b .Expensive red

2-It ishourse.

- a-White fast

b-Fast white

3-She has got.....eyes.

a. Red big

b. Big red

4-The.....visitors were Russians.

a-Three last

b-Last three

5- He is a talented.....

A .Foot baller

b. Baller foot

Q6:Identify whether the underlined suffix is an adjective suffix or noun suffix

1-Sunny	a-adjective	b-noun
2-Helpful	a-adjective	b-noun
3-Acceptable	a-adjective	b-noun
4-Chapanese	a-adjective	b-noun
5-Polish	a-adjective	b-noun

Q7:Translate the following phrases into English

1.	ولد ذكي
2.	بنت جميله
3.	طفل سعيد
4.	حمار ابيض
5.	سيارة سريعة

Q8: Rewrite the following expressions using the adjectives in brackets to modify the nouns.

1-The children(asleep)

2-The bird(alive)

3-The car(red)

4-The pupil(happy)

5-The street(main)

5-polish a-adjective b-noun

Q9:(complete the passage with suitable adjectives)

Comfortable – cold –lovely –nice -long

The principal is sitting at his desk which is more than forty years old in front of him is the meeting table with chairs . against the twowalls you can seeandarmchairs and sofas which were presented to Bakht- Ruda .in the office there is a photocopying machine, a telephone,water container and there are somecurtains over the windows

Q10:Write a paragraph of fifteen line about your best friend). Say who your friend is and why you like him or her

Questionnaire

1-The students assume that adjectives are easy so they give them less attention

a-Some students can not differentiate between the adjectives and the adverbs.

b-Some students face some problems when they learn adjectives.

c-Similarity in the use of adjectives and some other parts of speech is problem confuse the students.

2-Teachers do not give enough efforts when teaching adjectives

a-Trainee teachers may not be successful when they teach the students the adjectives.

b-Some teachers do not give their students enough time to practice the new adjectives.

c-Teachers in secondary schools do not experience.

3-Teaching methods used in schools are not suitable

a-Using the suitable method leads to teaching the adjectives successfully.

b -There is no in appropriate teaching method in teaching adjectives.

c-The teaching method used in schools are not suitable.

4-The syllabus of secondary schools does not contain enough courses about adjectives.

a-Syllabus are not updated.

b- The syllabus of secondary schools does not contain enough lessons about adjectives.

c-The form of adjectives are not known well by the students.

5-Students think that the use of adjective in English and Arabic are the same.

a-The first language has effects when students learn the adjectives of the second language.

b-L1 interferes when students learn adjectives of L2.

c-The meaning of these adjectives changes when we add prefixes.