Sudan University of Science and Technology

College of Graduate Studies

College of Languages

A contrastive study on the Linguistic positions of the Arabic and English Adjectives

دراسة تباينية علي الاوضاع اللغوية للصفات في اللغتين العربيه والانجليزيه

A Thesis Submitted in Partial Fulfillment of the Requirements for the

degree of M.A in English Language (Applied Linguistics)

Submitted by:

Mujahid Hamid Ibrahim Yahya

Supervised by:

Dr. Abass Mukhtar Mohamed Badawi

2021-1441

استهلال / اية قرأنية

قال تعالي:

{ وَ۝ما أُوتِيتُم مِنَ الْعِلْمِ إِلا قليلا }

صدق الله العظيم

Holy Quran : الإسراء(85)

Quranic Verse

Allah the Almighty said:

{ wama 'uwtitum min alelm 'iil'i qalilana }
(And you were only given a little knowledge.)

Surat Al-isra, verse no (85)

Abstract

This study aims at highlighting the points of contrast between the English and Arabic languages' adjectives. It concentrates on examining analytically the similarities and differences of adjectives in both languages. Great hope that this provide some solutions to the linguistic problems that EFL learners face due to the differences and similarities between the two languages in term of their adjectives. The study adopted the descriptive –analytical method. The population of the study consists of 30 students from English Multicultural Center for Training and Human Development. the data collection consist of a diagnostic test for the studen , the diagnostic test aimed at measuring the student's abilities in understanding the form and function of adjectives in both languages and to examine their background knowledge of the similarities and differences of adjectives in both languages. The researcher raised two questions; moreover, two hypotheses were formulated corresponding to the questions. (1) The lack of understanding the form and function of adjectives in both languages effect the language performance of the EFL learners, (2) there are certain types of differences and similarities between adjectives in both languages that poses difficulties to EFL learners in learning English Language. These hypotheses were all tested and confirmed. The general performance of the students in the test revealed respondents low abilities in understanding the complexity, diversity and order of English adjectives .the collected data revealed that English and Arabic adjectives have big differences and very little similarities in their usage was the main cause of the interference .the study ended by recommendations related to the findings of the study. In addition to that, there are some suggestions for further studies in the same area.

Abstract (Arabic Version)

هدفت هذه الد ارسة إلى ابراز نقاط التباين بين الصفات في اللغة العربي واللغة لإنجليزية واجراء مقارنة حول الصفات بين اللغتين الإنجليزية والعربية . تركز على د ارسة أوجه التشابه والاختلاف بين الصفات في اللغتين تحليليًا. أتمنى أن يقدم هذا بعض الحلول للمشكلات اللغوية التي يواجها متعلمي اللغة الإنجليزية كلغة أجنبية بسبب الاختلافات والتشابهات بين اللغتين من حيث الصفات . اعتمدت الد ارسة على المنهج الوصفي التحليلي. يتكون مجتمع الد ارسة من 30 طالبًا من مركز التنوع الثقافي للغة الإنجليزية للتدريب والتنمية البشرية. صمم اختبار تشخيصي للطلاب لجمع البيانات، وهدف الاختبار التشخيصي إلى قياس قد ارت الطلاب في فهم شكل ووظيفة الصفات في اللغتين وفحص الخلفية المعرفية لأوجه التشابه والاختلاف بين الصفات في اللغتين. طرح الباحث سؤالين، كما تمت صياغة فرضيتين تقابلهما الأسئلة. (1) يؤثر عدم فهم شكل ووظيفة الصفات في كلتا اللغتين على الأداء اللغوي لدارسي اللغة الإنجليزية كلغة اجنبية (2) هناك أنواع معينة من الاختلافات والتشابهات بين الصفات في كلتا اللغتين مما يسبب صعوبات لدا رسي اللغة الإنجليزية كلغة أجنبية في تعلم اللغة الإنجليزية. تم اختبار جميع الفرضيات وتأكيدها. خلصت الد ارسة الي ان الصفات الإنجليزية والعربية لها اختلافات كبيرة وقليل جدا من اوجه التشابه في استخدامها كان السبب الرئيسي في تدخل اللغة الام. كما اظهر الاداء العام للطلاب في الاختبار ضعف قد ارت الطلاب في فهم تعقيد وتنوع وترتيب الصفات الإنجليزية. وانتهت الد راسة بتوصيات تتعلق باستنتاج الد ارسة. بالإضافة إلى أن هناك بعض الاقت ارحات لمزيد من الد ارسات في نفس المجال.

Dedication

To my dear parents, brothers, sisters, family and friend.

Acknowledgments

Tables of Contents

Definitions of Terms:

Contrastive study: - a comparison of two language systems to find out the differences and similarities that exist between them.

Contrastive Analysis: - is the systematic study of pair of language with a view to identifying their structural differences and similarities.

EFL: - English as a foreign Language.

EFL Learners: - refers to those who learn English in non- English speaking countries.

CHAPTER ONE

INTRODUCTION

1.0 Background about the study:

Language plays an important role in our life, it consists of two fundamental aspects, form and function. They complement each other and it is well known that identifying a given form without knowing how it is used in a given context, is meaningless .Conveying an idea from one language to another language is matter of skill knowledge. The concept of contrastive analysis was first introduced by Carles Fries in (1952) and fully described by Robert Lodo in his book Linguistics across Culture in (1957).Contrastive analysis is systematic branch of applied linguistics which deals with the linguistics description of the structure of two or more different languages such descriptive comparison serves to show how languages differ in their sound system, grammatical structure and vocabulary. This type of analysis can be used in Language teaching among others to point out the areas where the similarities and differences and contrast between the two languages. In Contrastive analysis, we study the structure of two languages from two different families in order to determine the point where they differ; these differences are the main source of difficulties in learning a second Language.

A contrastive analysis, as most linguists proclaim it enables the researchers to investigate the role of similarities and differences among the language application to the process of teaching them. Fisak (1981): "defines Contrastive Analysis as a linguistics discipline that is concerned with comparing two or more systems of language to determine similarities and differences between them ". Interlingua errors made by students usually come from mother tongue. Contrastive analysis helps teachers predict these errors and present some remedial solutions to these problems before they occur. In this respect ,contrastive analysis will be useful .It will help discover the differences between the two languages and predict the difficulties the learner will have to overcome .Teaching will be directed at the point where there are structural differences ,this determines to general extent what the learner has to learn and what the teacher has to teach .

1.2 Questions of the Study:

1. How does the lack of understanding the form and function of adjectives in both Arabic and English languages affect the language performance of the EFL learners?

2- What are the differences and similarities that pose difficulties to EFL learners in learning English Language?

1.3 Hypotheses of the Study:

In the light of the present study, the researcher has dedicated the following hypotheses and attempting to verify them.

1- The lack of understanding the form and function of adjectives in both languages affect the language performance of the EFL learners.

2- There are certain types of differences and similarities between adjectives in both that pose difficulties to EFL learners in learning English Language.

1.4 Objectives of the Study:

The aims of the study are confined to validate the following points:

1. To conduct a contrastive study about adjectives in English and Arabic Languages.

2. To provide some solution to the linguistics problems that EFL learners face due to the differences and similarities between the two languages in term of their adjectives. Both teachers and students will be acquainted with these problems and plan for their solution.

1.5 The Statement of the Study:

The present study includes both description and comparison of the form and function of English and Arabic Adjectives, such contrastive analysis will find out the similarities and differences between the two languages. In the light of such comparison, the linguistics problems of the EFL learners maybe solved .In other word, through this comparison the

teachers and learners will be more acquainted with the structure and usage of the two languages in question and the area of the difficulties at the morphological level.

1.6 The Significance of the Study:

This Study deals mainly with the adjectives in both language English and Arabic as a contrastive study. It presents a comprehensive description of adjectives in both languages, it is very significant because the findings of the study are hoped to have two values, a theoretical value, which provides the information about the structure of adjectives in both languages. Secondly, it can reflect the most similarities and differences of adjectives between the two languages and such similarities and differences are hoped to be useful in understanding the morphological nature of both languages as to solve the problems of the mother tongue interference.

1.7 Methodology of the study:

There are two major methods for conducting research Quantitative and Qualitative method. A quantitative research instrument will be used for data collection in this study. Test will be used for data collection. The researcher is going to adopt the descriptive –analytical method to achieve the purposes of this study.

1.8 Limits of the Study:

In the present study, the focus of the contrastive analysis, it is limited to adjectives in both languages. The role of this study though should be practical use for teachers and EFL learners. The study will be carried out at English Multicultural Center for Training and Human Development.

CAHPTER TWO
LITERATURE RIVEW AND PREVIOUS STUDIES

2.0 Introduction:

This chapter reviews the Historical Background of contrastive analysis. It also presents overview to adjectives in both languages English and Arabic the differences and similarities between the two languages and finally discusses the previous studies which are related to the present study.

2.1 Historical Background of Contrastive Analysis:

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. It was first suggested by Whorf (1941) : "as contrastive linguistics, a comparative study which emphasizes on linguistic differences." Contrastive Analysis was extensively used in the 1960s and early 1970s as a method of explaining why some features of a Target Language were more difficult to acquire than others. According to the behaviorist theories, language learning was a question of habit formation, and this could be reinforced by existing habits. Therefore, the difficulty in mastering certain structures in a second language depended on the difference between the learners' mother language and the language they were trying to learn.

The theoretical foundations for what became known as the Contrastive Analysis Hypothesis were formulated in Lado's Linguistics across Cultures (1957)In this book, Lado claimed that : "those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult". Lado was the first to provide a comprehensive theoretical treatment and to suggest a systematic set of technical procedures further contrastive study of languages. This involved describing the languages (using structuralism linguistics), comparing them and predicting learning difficulties.

The languages comparison is aimed at assisting language learning and teaching. The goals of Contrastive Analysis can be stated as follows:

1.Tomake foreign language teaching more effective.

2.To find out the differences between the first language and the target language based on the assumptions that:

a) Foreign language learning is based on the mother tongue.

b) Similarities facilitate learning (positive transfer).

c)Differences cause problems (negative transfer/Interference).

Through contrastive analysis, problems can be predicted and considered in the curriculum. However, not all problems predicted by contrastive analysis always appear to be difficult for the students. On the other hand, many errors that do turn up are not predicted by contrastive analysis.

Fisiak (1981) claims : " that Contrastive Analysis needs to be carried out in spite of some shortcoming because not all Contrastive Analysis hypotheses are wrong. To overcome the shortcoming of contrastive analysis, it is suggested that teachers accompany contrastive analysis with error analysis. It is carried out by identifying the errors made by the students in the classroom."Contrastive Analysis has a useful explanatory role. That is, it can still be said to explain certain errors and mistakes. He further explains "error analysis as part of applied linguistics cannot replace Contrastive Analysis but only supplement it.".

Contrastive Analysis means the comparison of two languages by paying attention to differences and similarities between languages being compared.

It aims to contribute to the task of foreign language teaching. Contrastive analysis provides us with learning materials and tools. It also provides us with the data information that could help us in the organization of the teaching syllabus .it directed specifically to those areas of language where errors are most frequent and it likely to provide information on why the errors occur which at the same time suggest ways of organizing teaching materials, which can anticipate and overcome the problem. Therefore, contrastive analysis is explanatory rather than predicative.

Catford (1968) : "believes that the data supplied by contrastive analysis can be of value to teachers and the textbook writer.". Contrastive analysis is of some value to the teacher in the sense that it enables him to understand certain problems as they arise in class."

Matron (1981) argues that : "apagogical contrastive grammar is of great value to the language learner.". he says that knowledge of the

grammatical values of the two language will help in language teaching, especially if the teacher does not know the native language of the students."

2.2 Adjectives in English Language:

Adjectives are defined by Wikipedia (2009) : "as a word which is used to describe the noun, moreover according to the Wikipedia Encyclopedia adjective is a word whose main role is to modify a noun or pronoun giving more information about the noun. They can never take determiners like nouns, but they can take adverbs as modifiers. Different from noun in English adjectives can never be used as plural."

Meetu (2009)states : "For better understanding let us break the word Adjective as „Ad+ ject; i.e., adds to the subject". So it can be said that words that add to the subject are known as adjectives. Adjectives are words that modify, and add more meaning to the noun or the pronoun. E.g.: lazy girl. (What kind of girl is Rania? The answer is lazy. The word „lazy" is an adjective as it gives more information about the noun Rania.) The naughty boy was punished. (Which boy was punished? The answer is naughty. The word „naughty" is an adjectives."

Chalker (1984) states that : " A traditional definition of an adjective is that it says what somebody or something is like." This definition may be found in any traditional English grammar book, but Chalker has added that, modern grammar books prefer to define adjectives like other major word-class by " [a] position / function and [b] form / inflection. " In other words, they have a sort of descriptive meaning."

The adjective can be defined as a word that modifies, or qualifies, a noun or pronoun, in one of three forms of comparative degree: positive (strong, beautiful) comparative (stronger, more beautiful), or superlative (strongest, most beautiful).It is also described as "a word whose main syntactic role is to modify a noun or pronoun, giving more information about the noun or pronoun's definition. Collectively, adjectives form one of the traditional English eight parts of speech, though linguists today distinguish adjectives from words such as determiners that also used to be considered

6

adjectives. The function of adjectives in English is to add clarity to the meaning of nouns in order to make it more obvious, but also, they limit their application for example:

1. The house – has a wide scope of imaginative meaning.

2. The large house.

3. The large white house.

4. The beautiful large white house.

The more we add adjectives or determiners, the meaning becomes limited The adjectives in English are constant for number ,gender ,person opposing the adjectives in Arabic .they are variable and uneven number ,gender person or case affects them as in the following example .

1.A red rose.(wardah Hammra) .   (وردة حمرة)

2.Red roses.   (worood Humr). (ورود حمر)

3.Red hair.(sha'ar a hmar).   (شعر احمر)

If we looked at the above three examples, we find that the adjectives in English do not change (red), however, we clearly observe variation of "Red" in Arabic.

2.2.1Types of Adjectives in English:

Thomson and Martinet (1960) explained that : "there six kinds of adjectives: a) Qualitative (e.g. beautiful, excellent).b) Quantitative(e. g .some, no, few, any).c)Demonstrative (e.g. this, that, these, those).d). Distributive (e.g. every, each, either, neither).e) Interrogative (e.g. what, whose, which).f) Possessive (e.g. my, his, your).Adjectives which modify the nouns and pronouns are classified into: Descriptive: they describe quality of the noun. There are various categories of adjectives in English such as: adjectives of number ,adjectives of quality, adjectives of quantity, distributive adjectives, demonstrative adjectives or adjectives of demonstration, interrogative adjectives, possessive adjectives and adjectives

of comparison. It worth noticing that there are several words in English are both pronouns and adjectives."

1. Adjectives of Number: The following adjectives are called numeral adjectives or adjectives of numbers. They can be definite or indefinite; they tell how many people, animal, place or things there are. Examples:

1- I saw three princesses. (Definite).
2- The foot has five toes. (Definite).
3- January is the first month of the year. (Definite).
4- Many boys jumped round the five (indefinite).

1-Adjectives of number are of three kinds: The first is definite numeral adjectives that denote an exact number as all. Third is distributive numeral adjectives that refer to each number they answer the question of how many?

2. Adjectives of Quality: These kinds of adjectives qualify noun or its replacement, the pronoun Examples:

1- The jasmine is a beautiful flower.
2- Khartoum University is large.
3- Khalid is a honest man.
4- Intellectual workers get prizes.

3.Adjectives of Quantity: The third type of adjectives signifies how the noun is involved; it tells about the quantity without giving the exact number. The following sentences are instance to make clear of the idea.

1- They do not have much cement left for the building.
2- There is some juice in the bottle.
3- She ate some orange.

As it is seen from the examples above that the adjectives of quantity are indefinite.

4.Distributive Adjectives: This type of adjectives points out one from two, these adjectives need to have the noun they qualify instantly. if not, then the words (each, either and neither) are called distributive pronouns.

Examples of distributive adjectives:

1-Each state has its representative in the government. 2-Each girl must take her turn. 3-Either male will effort.

5.**Demonstrative Adjectives:** The function of this type of adjectives is to assist to indicate nouns. These adjectives supposed to take the nouns they point out directly after them. To distinguish the demonstrative pronoun from adjectives we need to comprehend that pronoun stand alone. It worth to mention that this and that are used with singular nouns while these and those with plural nouns. demonstrative adjectives answer the question which?

Example of Demonstrative adjectives:

1-Put this cup on that table.

2-I like such quiet places.

6.**Interrogative Adjectives:** As similar as the demonstrative adjectives, interrogative adjectives need to be followed instantly with the noun they describe, but if the nouns are not placed the interrogatives shall be called interrogative pronouns and not adjectives. The interrogative adjectives help to ask question?

Examples:

1-whose son is that boy?

2-Which notebooks are these?

3-What prize did they get?

7.**Possessive Adjectives:** There are differences between possessive pronouns and possessive adjectives, possessive adjectives show possession and ownership of something to someone. They must precede noun such as the following Examples:

1-This is my horse.   2-We liked your house.   3-Thoses are her pens.

8. **Adjectives of Comparison:** Adjectives in English has three degree of comparison, they are the positive degree, comparative degree, and

superlative degree, and these adjectives alter in appearance to show comparison.

The positive degree is the direct adjective, which is used to depict the noun, the positive degree of adjectives is the adjectives in its plain shape, it is used to detonate the existences of the quality of what we speak about. It is used when there is no comparison for example:

1-Khalid is sad.   2-Khalid is bad. 3-This boy is strong. 4-She is elegant.

These sentences are examples notifying us about the first degree of comparison, where the adjective is used without any addition, furthermore. The adjectives in every instance describes one singular subject. The comparative degree of adjective is a bit little dissimilar where it deals with more than one aspect in meaning, it indicates higher degree of quality than the positive. That means to show the relationship of two things. In addition, the form of the adjectives is changed by either adding (er) plus (than) to adjective if it is one syllable like, happy ,tall, small, and hard. Whereas someone syllable adjectives are irregular like sad and bad, however, if the adjective is two syllables or more like gorgeous, we should add (more) before the adjective such as the following examples:

   1-Dishonst is worse than fighting.

   2-The camel is shorter than giraffe.

   3-English is easier than Arabic.

The third degree of comparison is the superlative degree in which it deals with comparing one among others (more than two). The structure of the adjectives is changed that is to replace (er) (than) with the (Est.), if the adjective is one regular syllable like the happiest, the tallest, the smallest, and the hardest. If the adjectives are irregular, it's from many changes completely moreover, if the adjective is more than one syllable we use (the) Examples:

   1-Ali is the worst.

   2-This man is the strongest.

It is important to note that in the superlative degree the definite article, the must be used before any adjective, (as+adjective+as).

It is possible to express comparison by using the above rule.

Examples:

1-Ahmed is a fast boy.   2-Acar is not as fast as an airplane.

2.2.2Position of adjectives:

According to Swan (2005) and Meetu (2009): " most adjectives can go in two main places in a sentence. 1) Attributive adjectives: When an adjective is used before the noun it is said to be used attributively. The new secretary is a Bsc. holder. The tall men are basket ball players. 2) Predicative adjectives: When an adjective is used after the verbs „be, seem, look, become and other 'link verbs'" and is a part of the predicate, it is said to be used predicatively. She is afraid of ghosts That dress is new, isn't it? She looks rich. I feel unhappy."

However, there are some exceptions that let adjectives do not follow the main grammatical rules.

Here are some of these exceptions that Swan (2005) mentions:

" Adjectives come immediately after nouns in a few special cases. Fixed phrases Adjectives come after nouns in some fixed phrases. Secretary General, President elect, court martial (military court) God Almighty! Poet Laureate, Attorney General The Secretary General of the United Nations has called for new peace talks. Available, possible etc. Some adjectives can be used after nouns in a similar way to relative clauses. This is common with adjectives ending in -able-ible. Send all the tickets available, available tickets. (tickets which are available.) It's the only solution possible, possible solution. Something, everything etc Adjectives come after something, everything, anything, nothing, somebody, anywhere and similar words. Have you read anything interesting lately? Let's go somewhere quiet. Present, proper Before a noun, present refers to time; after a noun it means 'here/there', 'not absent'. Compare: the present members (those who are

members now) the members present (those who are/were at the meeting) Before a noun, proper means 'real', 'genuine'. After a noun it refers to the central or main part of something. Compare: Snowdon's a proper mountain, not a hill. After two days crossing the foothills, they reached the mountain proper."

2.2.3 The order of Adjectives in English Language :

Richard Flynn explained that : "Adjectives follow an order before a noun. When we use more than one adjective before a noun in English, we often put the adjectives in a specific order. This table explains the order of adjectives coming before a noun in the English language, although it is very unlikely that anyone would use eight adjectives before a single noun. Generally, few would use more than a couple or so. There are cases where the order isn't followed, but it works in almost all cases. The basic movement is from subjective (opinion) to objective (material/purpose)."

Table (1): shows the adjectives order in English :

Opinion	Size	Age	Shape	Color	Origin	Material	Purpose	+ Noun
good bad terrible	huge tiny vast	young elderly ancient	round square circular	black white transparent	Spanish Japanese British	leather plastic metal	riding sleeping hunting	boots bag rifle

2.3 Adjectives in Arabic language:

Lamtabbet (2010) explained that : "adjective in Arabic is called /Na't/ نعت or /Sifah/ صفة singular of /Sifat/ صفات.He added that an adjective is a word describes a noun such as (house, car, boy) called /Man'oot/ منعوت or

موصوف /Mawssoof/.He explained that unlike in English, adjectives in Arabic language come after the noun they qualify and should agree with it in gender, number and sometimes even in definiteness."

Adjectives in Arabic language do not have independent class or division as English, but it is a follower (تابع). There are four followers in Arabic in which adjectives are one of them. It is called (ALNA'AT) (النعت-) (الصفة) or (ALSEFAH). In Arabic it always comes after the noun to modifying the adjectives, it had numerous profits. the adjectives in Arabic ought to be convenient and fitted with the noun in being definite or indefinite, in being singular duel or plural, and in gender as masculine or feminine. Adjectives in Arabic comes after the definite noun to define it and after the noun-definite to specify it. It is also used for some other purposes such as praise, disparagement, and leniency. The adjective can come as singular, or as sentence or even as Simi-sentence as well. Moreover, the sentence in Arabic can be either verb-sentence or noun sentence, but if it is semi-sentence.

Adjectives are so called (Na'at) or (Sefa) is a word which takes the rule of it precedent. That means the adjectives follows the noun and agrees with it in all cases. the adjectives in Arabic is mentioned after its noun to depict, modify, and qualify in its position and to describe also what is related to it. Some grammarians have put adjectives as indices because, in their opinion, the adjectives are not connected fundamentally with the Arabic sentences, that the sentence has basic pivots such as the subject and object in the noun sentence and the verb and the subject in verb-sentence. The noun-sentence has no verb, which is different from the sentence in English. The sentence in English also has a pivot which is the adjective, but adjective in Arabic is extra in which it is related to the noun describing it. The adjective has a benefit that the speaker endeavors to achieve a benefit or more such as:

1-Specifing, if the noun is indefinite.   2-Clarifing.

3-Prasie.   4-Confirmation.

Adjectives in Arabic can come in a form of solid noun or derivative. It has nine cases.

2. 3.1 Type of Adjectives in Arabic:

There are two types of adjectives or Na'at in Arabic. The first one is called fact or real whereas the second is called casual.

1. The Real Adjectives: Real adjective is a word that modifies a precedent noun and follow it in all grammatical cases such as being definite or noun definite, singular or dual or plural and in being masculine or feminine Examples:

1-Najaha al talib almujtahd.   2-Najehat al talibah al mujtahedah.

They can be written as masculine (almujtahd) and feminine (almujtahedah), differently but the English translation as the diligent student passed.

3-Najah al tolab almujtahedah.

4-Najahat al talabat almujthedat.

These two Arabic sentences express plural we realize the Arabic adjectives (almujtahedon and almujtahedat), the English adjective diligent has four forms in Arabic: masculine, singular (almujtahed), feminine singular and feminine plural (almujtahedat). It is clear that the English sentences are the same with the exception of the plurals after the noun in the noun in the plural case.

• The Causal Adiective
2. The Causal Adjective:

It is an adjective to illustrate a noun connected with an inflected pronoun. Here, the adjective is constantly singular and follows what comes after it in gender. The Casual adjective is dominated to be present participle or past participle. It is called causal because of the last name after the adjective, which has a causal reason or relation with the first noun. Here are some instances:

1. Hatha rajulun mujtahedun ibnhu   this man has a diligent son.
2. Hatha rajulun mahboobun ibnhu   this man has a dear son.

 It is worth mentioning to perceive the above two Arabic sentences. They have no change except in the adjective. The noun after the adjective is causal because it shows the relationship with the preceding noun. In the first

example diligent mujtahedun modifies the son – after the adjective – of the man – before the adjective. In the second example the adjective mahboobun shows that the son of the man is beloved, lover or dear.

2.3.2 Adjective Agreement in Arabic:

Definiteness Agreement:

A noun in Arabic can be indefinite نَكِرَة or definite مَعْرِفَة. The نَكِرَة is changed to مَعْرِفَة in three ways:
1) adding ال to it.
2) adding it to a definite noun.   3) attaching a pronoun to it.

Table (2) shows examples of definiteness agreement:

المَعْرِفَة			النَّكِرَة
نَكِرَة + ضَمِيْر مُتَّصِل	نَكِرَة + مَعْرِفَة	ال	
كِتَابُهُ	كِتَاب الطَّالِب	الكِتَاب	كِتَاب
صَدِيقِي	صَدِيْق مُحَمَّد	الصَّدِيق	صَدِيق
جَامِعَتُنَا	جَامِعَة صَنْعَاء	الجَامِعَة	جَامِعَة
مُدِيْرُكُم	مُدِيْر الشَّرِكَة	المُدِيْر	مُدِيْر

When an adjective is added to describe a noun / a noun phrase, it must agree with it in definiteness. That is, the indefinite noun is followed by an indefinite adjective, and the definite noun is follow by a definite adjective

Table (3) : shows examples of definiteness agreement:

إِسْم مَعْرِفَة + صِفَة مَعْرِفَة			إِسْم نَكِرَة + صفة نكرة
كِتَابُهُ الجَدِيْد	كِتَاب الطَّالِب الجَدِيْد	الكِتَاب الجَدِيْد	كِتَاب جَدِيْد
صَدِيقِي اليَابَاني	صَدِيْق مُحَمَّد اليَابَاني	الصَّدِيق اليَابَاني	صَدِيق يَابَاني
جَامِعَتُنَا المَشْهُورَة	جَامِعَة هارفارد المَشْهُورَة	الجَامِعَة المَشْهُورَة	جَامِعَة مَشْهُورَة
مُدِيْرُكُم الفَاهِم	مُدِيْر الشَّرِكَة الفَاهِم	المُدِيْر الفَاهِم	مُدِيْر فَاهِم

15

if the adjective after the nouns or the noun phrases is نَكِرَة, it is no longer an adjective. Instead, it is a noun functioning as خَبَر forming a nominal sentence.

Table (4): shows examples of definiteness agreement:

خَبَر Predicate	مُبْتَدَأ Subject / topic	جُمْلَة Nominal Sentence اِسْمِيَّة
جَدِيْد	الكِتَاب	الكِتَاب جَدِيْد.
فَاهِم	مُدِيْر الشَّركَة	مُدِيْر الشَّركَة فَاهِم.
مَشْهُورَة	جَامِعُتُنا	جَامِعتُنَا مِشْهُورَة.

1.**Number Agreement:**

When an adjective is added to a noun, it must agree with it in number. That is, if the noun is singular, the adjective must be singular; if it is dual, the adjective must be dual; and if it plural, the adjective must be plural.

Table (5) shows number agreement:

اِسْم نَكِرَة + صِفَة نَكِرَة			اِسْم نَكِرَة
جمْع	مُثَنَّى	مُفْرَد	
كُتُب جَدِيْدَة	كِتَابَان جَدِيْدان	كِتَاب جَدِيْد	كِتَاب
رِجَال ألما نيون / أَلْمَان	رَجُلان أَلْمَانِيَّان	رَجُل أَلْمَاني	رَجُل
بَنَات جَمِيْلات	بِنْتَان جَمِيْلَتَان	بِنْت جَمِيْلَة	بِنْت
اِسْم مَعْرِفَة + صِفَة مَعْرِفَة			اِسْم مَعْرِفَة
الكُتُب الجَدِيْدَة	الكِتَابَان الجَدِيْدان	الكِتَاب الجَدِيْد	الكِتَاب
الرِّجَال الأَلمان يون /الأَلْمَان	الرَّجُلان الأَلْمَانِيَّان	الرَّجُل الأَلْمَاني	الرَّجُل
البَنَات الجَمِيْلات	البِنْتَان الجَمِيْلَتَان	البِنْت الجَمِيْلَة	البِنْت

Note that with non-human plural nouns, the adjective is always feminine singular. This rule is similar to that of the demonstrative noun explained before .

2. Gender Agreement:

If the noun to which an adjective is added is masculine, the form of this adjective must be masculine; if the nouns is feminine, the adjective must also be feminine.

Table (6) shows gender agreement :

مُؤَنَّث اِسْم + صِفَة(مُؤَنَّثَة)	اِسْم مُؤَنَّث	مُذَكَّر + صِفَة(مُذَكَّر)	اِسْم مُذَكَّر
أَسْتَاذَة مُمْتَازَة	أَسْتَاذَة	أَسْتَاذ مُمْتَاز	أَسْتَاذ
الشَّقَّة كَبِيْرَة	الشَّقَّة	البَيْت الكَبِيْر	البَيْت
طِفْلَة نَشِيْطَة	طِفْلَة	طِفْل نَشِيْط	طِفْل
الكَلْبَة الضَّارِيَة	الكَلْبَة	الكَلْب الضَّارِي	الكَلْب

3. Case Agreement:

Case is called عَلَامَة الإعْرَاب 'word final diacritical mark / parsing mark' in Arabic. There are three basic parsing marks فَتْحَة, ضَمَّة, and كَسْرَة. When the noun or the adjective is assigned ضَمَّة, it is called مَرْفُوْع 'nominative'. If assigned فَتْحَة, it is called مَنْصُوب 'accusative'. If assigned كَسْرَة, it is called مَجْرُور 'genitive.'

The secondary parsing marks are ان, وَن, يْنِ, and يْنَ. The ان is for masculine and feminine dual, and the وَن is for sound masculine plural. Both mark the nominative case. The يْنِ with *kasrah* below the *nuun* is for dual, and the يْنَ with *fatHah* over the *nuun* is for the sound masculine plural. They mark the accusative and genitive cases.

Case assignment is determined by the position of the word in the sentence or by certain particles that precede the noun.

Table (7) shows case agreement:

مَجْرُور	مَنْصُوب	مَرْفُوع	unmarked noun
اِسْم مُفْرَد + صِفَة مُفْرَدَة			
كِتَابٍ جَدِيْدٍ	كِتَابًا جَدِيْدًا	كِتَابٌ جَدِيْدٌ	كِتَاب جَدِيْد
بِنْتٍ جَمِيْلَةٍ	بِنْتًا جَمِيْلَةً	بِنْتٌ جَمِيْلَةٌ	بِنْت جَمِيْلَة
مُهَنْدِسٍ مُمْتَازٍ	مُهْنْدِسًا مُمْتَازًا	مُهْنْدِسٌ مُمْتَازٌ	مَهْندِس مُمْتَاز
مُسْلِمٍ مُلْتَزِمٍ	مُسْلِمًا مُلْتَزِمًا	مُسْلِمٌ مُلْتَزِمٌ	مُسْلِم مُلْتَزِم

Table (8) shows case agreement:

مَجْرُور	مَنْصُوب	مَرْفُوع	unmarked noun
اِسْم مُثَنَّى + صِفَة مُثَنَّى			
كِتَابَيْنِ جَدِيْدَيْنِ	كِتَابَيْنِ جَدِيْدَيْنِ	كِتَابَان جَدِيْدَانِ	كِتَابَان جَدِيْدَان
بِنْتَيْنِ جَمِيْلَتَيْنِ	بِنْتَيْنِ جَمِيْلَتَيْنِ	بِنْتَان جَمِيْلَتَانِ	بِنْتَان جَمِيْلَتَان
مُهَنْدِسَيْنِ مُمْتَازَيْنِ	مُهْنْدِسَيْنِ مُمْتَازَيْنِ	مُهْنْدِسَان مُمْتَازَانِ	مُهْنْدِسَان مُمْتَازَان
مُسْلِمَيْنِ مُمْتَازَيْنِ	مُسْلِمَيْنِ مُمْتَازَيْنِ	مُسْلِمَان مُمْتَازَانِ	مُسْلِمَان مُلْتَزِمَان

Table (9) shows case agreement:

مَجْرُور	مَنْصُوب	مَرْفُوع	unmarked noun
اِسْم جَمْع + صِفَة جَمْع			
كُتُبٍ جَدِيْدَةٍ	كُتُبًا جِدِيْدَةً	كُتُبٌ جَدِيْدَةُ	كُتُب (جَدِيْدَة)
بَنَاتٍ جَمِيْلَاتٍ	بَنَاتٍ جَمِيْلَاتٍ	بَنَاتٌ جَمِيْلَاتٌ	بَنَات جَمِيْلَات
مُهَنْدِسِيْنَ مُمْتَازِيْنَ	مُهْنْدِسِيْنَ مُمْتَازِيْنَ	مُهَنْدِسُونَ مُمْتَازُونَ	مُهَنْدِسُون مُمْتَازُون
مُسْلِمِيْنَ مُمْتَازِيْنَ	مُسْلِمِيْنَ مُمْتَازِيْنَ	مُسْلِمُونَ مُلْتَزِمُونَ	مُسْلِمُون مُلْتَزِمُون

2.3.3 Adjective order in Arabic Language:

Syntactically, adjectives have no specific order in Arabic. However, these adjectives semantically are ordered according to their importance in the sentence.

He is strong and honest ?   انه هوالقوى الأمين

In praising, the order of adjectives starts with adjectives denoting ethics, and if there be more that one adjective modifying the noun in the sentence, then the order of such ethical adjectives relies on their importance. Consider the following example:

He is a worshiper, obedient, sincere and charitable.   هوعابد مطيع مخلص متصدق

2.4 Difference and Similarities of English and Arabic Adjectives:

Lodo in his book linguistics across culture (1957) claimed that: "Those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult." Adjectives in both languages, English and Arabic have almost the same meaning, that they describe, modify or qualify the related noun. However, the function of adjectives in English is different from the function of adjectives in Arabic. Adjectives in English are an independent part of the speech where it can come alone in a sentence describing the noun or pronoun, but after the verb like the following example: The girl is beautiful, is independent adjective followed the verb be to describe the noun girl. Beside the adjectives in English can precede the noun either the subject or the object.

Adjectives in Arabic are dependable. It is not an independent part of the speech, as it is mentioned earlier the part of speech in Arabic are three, they are the noun, the verb, and the preposition. The adjective depends on modifying a noun and follows it in all the grammatical cases. There are two kinds of adjectives in Arabic real or fact adjective and causal adjective ,but there are several types of adjectives in English such as adjective of quality

modify noun, adjective of quantity specify a concerned noun, adjective of number enlighten definite or indefinite, demonstrative adjective point out nouns, interrogative adjectives interrogate ,distributive adjective point out one from two or more, possessive adjective demonstrate ownership, adjectives of comparison three degree of comparison, positive ,comparative and superlative. Adjectives in English have many confusing aspects that some of them can be adjectives in a case and pronouns in another case, moreover several English words can be used in both cases as adjectives and as adverbs. The meaning should be understood through the context of the sentence

2.4.1 Points of differences and similarities between Arabic and English adjectives:

1-Agreement: adjectives in English have the same form for singular and plural masculine and feminine nouns; they do not change such as:

1. a good girl - good girls.
2. good boy – good boys.

In Arabic, however adjectives agree with noun in gender case and number, but they are changeable such as:

3. walad thakee.   (smart boy).

4.bent thakia.   (Smart girl).5.awlad athkia.   (smart boys).

2-Position: adjectives in English maybe located either before the noun (subject or object) or after the verb like: a happy man, Ali becomes rich, Ali is a happy man. In Arabic, adjectives come after the noun or pronoun like: Hunna jumeelat.   (They are beautiful).

3-Comparison: adjectives in English can compare in the following ways:

1. He is tall.   (Positive)

2. She is younger than you. (Comparative)

3. He is the shortest boy.   (Superlative)

In Arabic, comparative adjectives have a basic form called elative measure. Comparative adjectives express indefinite meaning.

4-Degree: both English and Arabic can be modified by degree modification such as English too small, it is nice too. Arabic adjective has advantages that the speaker makes efforts to attain a benefit or more such as: specifying, clarifying, praise, dispraise, and confirmation.

5- Order of adjectives :

Adjectives in Arabic Language have no specific order. They are semantically ordered according to their important in the sentence . however in English adjectives follow an order before a noun.

The immense differences between adjectives in English and Arabic may generate difficulties in which it is complicated for some learners of English to simply conquer the complexity and diversity of the adjectives in English. Learners of English need to apprehend the numerous sides of similarities and differences among all the above-mentioned different kinds of adjectives in English. Not only that, but also, they must be aware of the exceptions in the usages of adjectives in comparison with noun, moreover they need to be familiar with the similarities and differences between adjectives and adverbs in English and not to combine between them. On the other hand, learner of Arabic may face several difficulties in understanding adjectives in Arabic because of the grammatical differences from English in gender ,case , order and number.

2.5 Review of the Related Previous Studies:

Many attempts have been made in this field by Arabic researchers. There are also many studies have been carried out in this area for different reasons and different objectives . In contrast with the previous studies ,this study uses one tool for data collection while other studies used two tools for data collection .

First study: Amer, Walid (2013) this study carries out by Dr. Walid Mohmmed Amer, associate professor of linguistics at the Islamic University of Gaza. The study entitled "***An Investigation into the Differences Between English and Arabic Position and Order of Adjectives A contrastive Study with pedagogical Implication.*** "Published in Red Sea University Journal. The study aimed at investigating the IUG freshman student's perception of the position and order of English adjectives, attempting to shed light of the areas of difficulty that students encounter regarding the errors students commit concerning the position and order of English adjectives and giving some recommendation that may help to reduce errors committed when using English adjectives . the study applied upon 65 female freshman students majoring in English, the hypothesis of the study that the freshman student's perception of the correct position and order is very limited. The results of his study showed that the Arabic learners of English encounter great difficulty in constructing sentences involving several adjectives due to the differences in the structure of both languages. These cause students to commit serious errors result from negative interference. He ended with some recommendation for solving this pedagogical problem. Teaching adjectives should be done contextually and by using authentic materials that altar the attention of students. Second since the position and order of adjectives is essential for constructing descriptive sentences teachers should teach their learner such a subject inductively and not deductively so that learner can use adjectives easily and appropriately. There are many similarities between Dr. Walid study and the current study that they are both AQuantive research.

Second study: Zawaher, Ali (2013) the title of the study is" *A Linguistics Contractive Analysis Case Study Out of Context Translation of Arabic Adjectives into English in EFLclassroom.*" Published in International journal of academic research in business and social science conducted by Dr. Firas Ali Suleiman Zawaher at Bin Al Hussien Basic school for boys in 2013.his study aims to vet and spell out the probable problematic difference in meaning between some Arabic adjectives and their possible equivalent in English (strong version of CA) that may get to the surface when Jordanian students produce a piece of out of context translation of Arabic adjectives into English in EFL classroom. The results of his study

showed that the process of finding and choosing the correct right equivalents of Arabic adjectives in English language, when EFL students translate out of the context adjectives is difficult and misleading in most cases because of the probable problematic differences between some Arabic adjectives and their possible equivalent in English, so they should pay their attention to a) context, b) part of speech and c) collocation. This study is similar to the present study , because the population of the study are EFL learners whom are learning English Language in non-English country .

Third study: Hobi, Enas (2011) the study is *"Contrastive Study of Attributive Adjectives in English and Arabic* "by Enas Abdala Razzag Hobi assist Instructor at Ala'moon University College. The aim of the study is an attempt to point out the similarities and differences of attributive adjectives, the most common type of adjective un English and Arabic. He concluded that attributive adjectives are more complicated in Arabic than English, because in Arabic they traditionally belong to the class of noun and they are different types form and syntactic point of view, both in English and Arabic, they function as modifiers of the head noun either directly or indirectly.   He also concluded that attributive adjectives in English and Arabic share more similarities than differences.

The Fourth study: Nasser, Hassen (2016*)" A case Study of English Arabic Adjectives in Attributive Position at Den University*" this study present case study in attributive position at the sentence level with pedagogical implication at Den University .this study has focused undergraduate pre-service teacher-trainees of bachelor program college of education , suber ,English Department , University of Aden. It practically dealt with English adjectives in attributive position, which student's studies in their English Grammar Course. The college's students face difficulty in English adjectives construction. They make mistakes in constructing English adjectives in attributive position at sentence level because of their mother tongue interference; beside English and Arabic employ different process and structure in forming the adjectives sentence of various types. The major objective of this study was to investigate the problems faced by the students

and to examine the appropriateness of the current teaching materials, tasks and method of teaching English adjectives types in Grammar course. To achieve this objective, the author has used a quantitive research method for data collection. The quantive research instrument comprised the student's questionnaire open-ended questions and the student's test. The number of the respondents in his study was 120 students' girls and boys. The authors concluded that the student's indeed face a great difficulty in constructing English adjectives in attributive position at the sentence level due to the intense mother tongue interference. Communicative teaching methods would bring about progress in the level of the students and integrate other language skills. Students should acquire the ability to perform various types of language function related to English adjectives construction in attributive position and other types of English adjectives.

Summary:

This chapter dealt manly with the Historical background of contrastive analysis and overview adjectives in both language and finally views the previous studies, which are related to the present study.

CHAPTER THREE
METHODOLGY OF THE STUDY

3.1 Introduction:

This chapter is concerned with the discussion of the methodology followed for conducting the study. It includes description of the population, sampling, and tool of data collection, validity and reliability.

3.2 Methodology of the Study:

This study is descriptive study in nature . The researcher used the descriptive –analytical method to conduct the present study .As for data analysis the researcher used (SPSS) statistical package for social science . A diagnostic test used for data collection.

3.4 Population of The Study:

The population of this study from which subject was drawn, are students of English Multicultural Center for Training and Human Development. They are learning English as second Language , intermediate and advanced level. Their age range between 17to 27 years old both males and females.

3.5 Sample of the Study:

The sample of the study was randomly selected.

According to Qsuala (2001) : " Random sampling is a method of drawing sample of population so that each of the population has an equal chance of being selected . All the sample have the same probability of being selected as sample drawn at random is unbiased. " The data of this study has been derived from the respondent of the sample to the test . therefore the researcher sampled 30 student from the whole population to represent the study population size .

3.6 Tools of Data Collection:

According to Creswell (2009) : " different types of research tools can be used to collect data: observation, interview , questionnaire ,audiovisual material and test ." In this study one tool will be utilized to collect data. Diagnostic test will be used to collect data.

3..6.1 Diagnostic test :

Diagnostic test was designed for the student of English Multicultural Center for Training and Human Development both males and females .the test was designed to reflect or to show their ability in understanding the similarities and differences of English and Arabic adjectives in terms of (function, agreement, position, degree, and comparison). The test consist of two section .

3.7 Validity of the Test:

According to Heaton (1975) : " The validity of a test is the extent to which test measure." In order to assure the validity of the test . the test was judged by two, Dr. Hillary .M. Pitia and Dr. Abdelkarim Hassan holding referees . who were specialist in the study field of English . They have made their modification by deleting and adding some editing . In this case the researcher revised all the editing and recommendations. The test was approved by the supervisor.

3.8 Reliability of the Test:

According to Oller (1979) : " Reliability of test is the matter of how consistently it produce similar results on different occasion and under similar circumstances ." In addition , reliability is defined as the degree of the accuracy of the data that the test measures. The SPSS will be used to verify the reliability of the test.

Reliability Statistics

	Cronbach's Alpha	
For all	*0.466*	*0.682*

Summary:

This chapter discussed the researcher methodology and tools adopted for data collection. The chapter has provided a detailed description of all the steps and procedure followed in each step including population, sample, validity and reliability of the test.

CHAPTER FOUR

DATA ANALYSIS, RUSLTS and DISCUSSIONS

4.0 Introduction

This chapter deals with the analysis, interpretation and discussion of the data collected. Through the test which was given to 30 respondents.

4.1 The Response to the Test

The response to the test of the 30 student were tabulated and computed the following is an analytical interpretation and discussion of the results regarding different points related to the objectives and Hypotheses of the study. Each item in the test is analyzed statistically and discussed. the following tables will support the discussion .

First Hypothesis: (The lack of understanding the form and function of adjectives in both languages affect the language performance of the EFL learners.)

Q1: choose the response that sounds more natural.
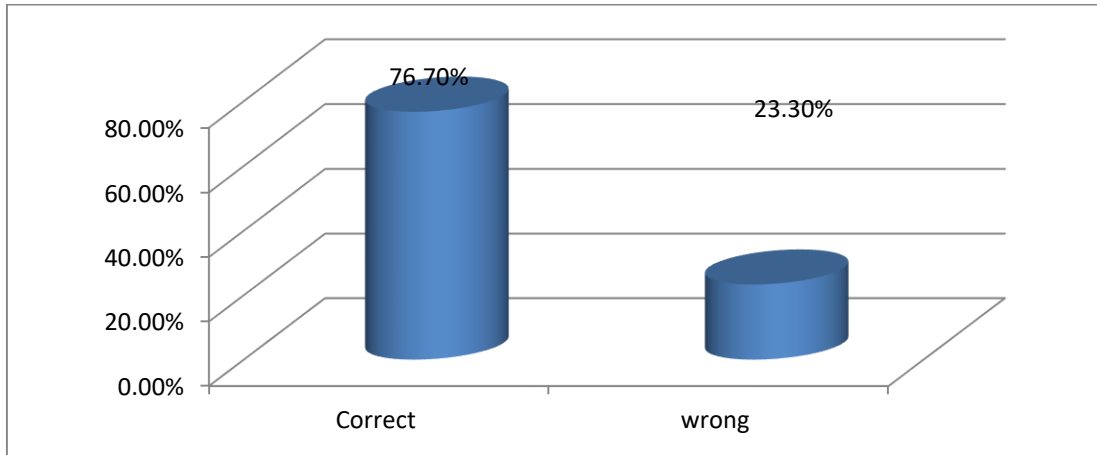
1- I used to have   _____   shirt.

A) – a blue old   b)- an old blue .

Table no.(10) shows the frequency distribution for the study's respondents about question no1.

	Frequency	Percent
Correct	23	76.7%
Wrong	7	23.3%
Total	30	100.0%

Table and figure above point the answer of the study respondents to the question (I used to have shirt.),23 from the sample study with 76.7%thier response Correct and 7 with 23.3% answer wrong for this question,   this may refer to student's clear knowledge and daily use of the normal position of adjectives in English.

Figure (1):The Frequency Distribution for the Respondent's Answers of Question (1)
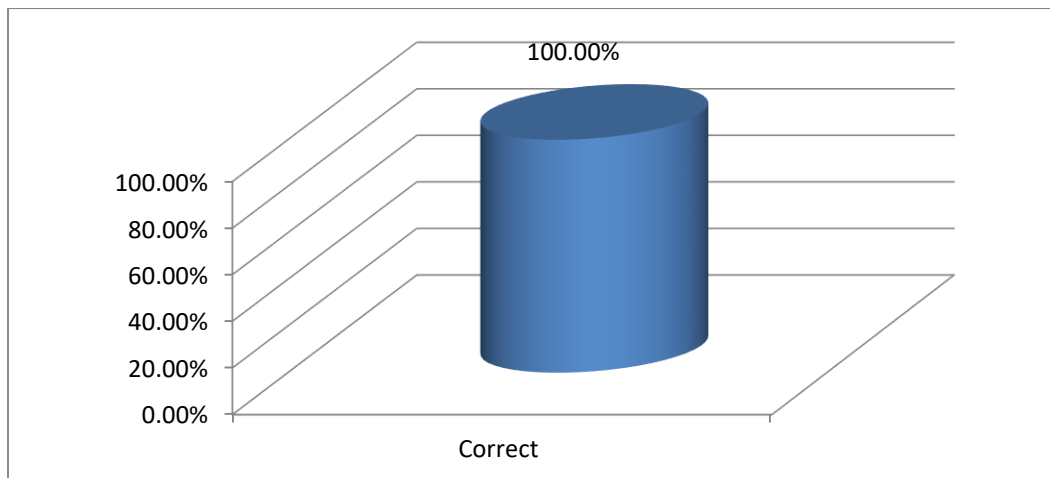

2- Ahmed became _____ .

a)- a rich man   b) man rich

Table no.(11) shows the frequency distribution for the study's respondents about question no2.

	Frequency	Percent
Correct	30	100.0%
Total	30	100.0%

Table and figure above point the answer of the study respondents to the question (2- Ahmed became … all sample study with 100% their respond correct , this indicate that most of the sample study understand the usage and position of English adjectives.

Figure (2):The Frequency Distribution for the Respondent's Answers of Question (2)

3- Mona is a _____ girl.

a)- young beautiful Sudanese   b)- beautiful young Sudanese
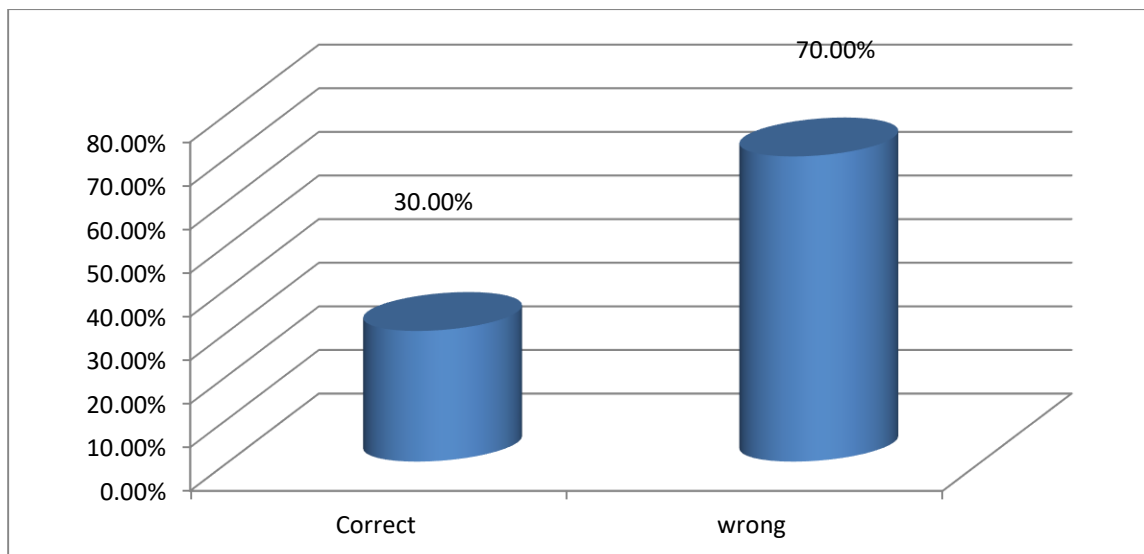
  c)- Sudanese beautiful young .

Table no.(10) shows the frequency distribution for the study's respondents about question no.

Table no.(12)shows the frequency distribution for the study's respondents about question no3.

	Frequency	Percent
Correct	9	30.0%
Wrong	21	70.0%
Total	30	100.0%

Table and figure above point the answer of the study respondents to the question (3- Mona is a ….) 9 from the sample study with 30%thier response Correct and 21 with 70% answer wrong for this question, this indicate that most of the sample study proved lack of knowledge of the correct order of series of English adjectives. Therefore the errors committed are Interlingua. This may be due to the interference of their first language (Arabic) , since Arabic does not have clear criteria of adjectives order.

Figure (3):The Frequency Distribution for the Respondent's Answers of Question (3)
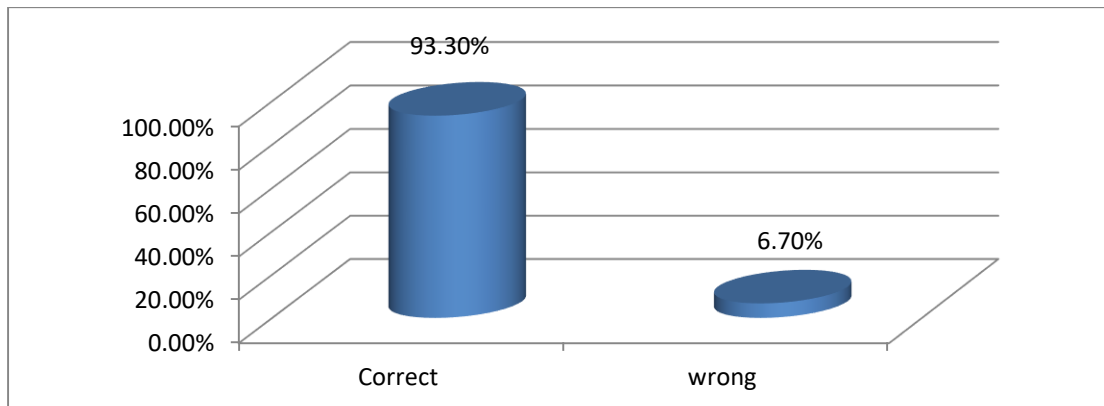
4- This _____ **of thing can not go on.**

a)- kind b)- kinds

Table no.(13) shows the frequency distribution for the study's respondents about question no4.

	Frequency	Percent
Correct	28	93.3%
wrong	2	6.7%
Total	30	100.0%

Table and figure above point the answer of the study respondents to the question (4- This …) 28 from the sample study with 93%thier response Correct and 2 with 6.7% answer wrong for this question, this indicate that most of the sample study understand the usage and position of English adjectives. Therefore their performance is good regarding the question .

Figure (4):The Frequency Distribution for the Respondent's Answers of Question (4)

5- Those are some _____ **potatoes.**
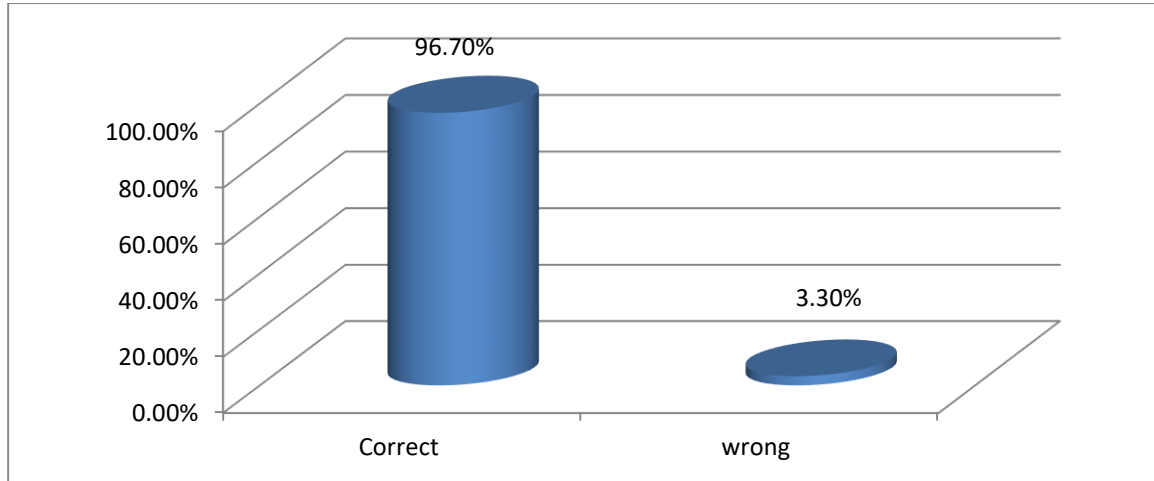
a)- a hot b)- hot

Table no.(14) shows the frequency distribution for the study's respondents about question no5.

	Frequency	Percent
Correct	29	96.7%
Wrong	1	3.3%
Total	30	100.0%

Table and figure above point the answer of the study respondents to the question (5- Those are some ….) 29 from the sample study with 96%thier response Correct and 1 with 3.3% answer wrong for this question,   this indicate that most of the sample study performed highly in this question due to their good knowledge of adjective form and function .

Figure (5):The Frequency Distribution for the Respondent's Answers of Question (5)

6- Mona is the   _____   person in her family.

a) - tall   b)- taller   c)- tallest.

Table no.(1) shows the frequency distribution for the study's respondents about question no6.

	Frequency	Percent
Correct	29	96.7%
wrong	1	3.3%
Total	30	100.0%

Table and figure above point the answer of the study respondents to the question (6- Mona is the   …)29 from the sample study with 96%thier response Correct and 1 with 3.3% answer wrong for this question,   this indicate that most of the sample study have clear knowledge of the difference in the comparison system of both language . consequently their performance in this question is very excellent.

Figure (6):The Frequency Distribution for the Respondent's Answers of Question (6)

7- Ali and Ahmed ran _____ than all the twelve boys.
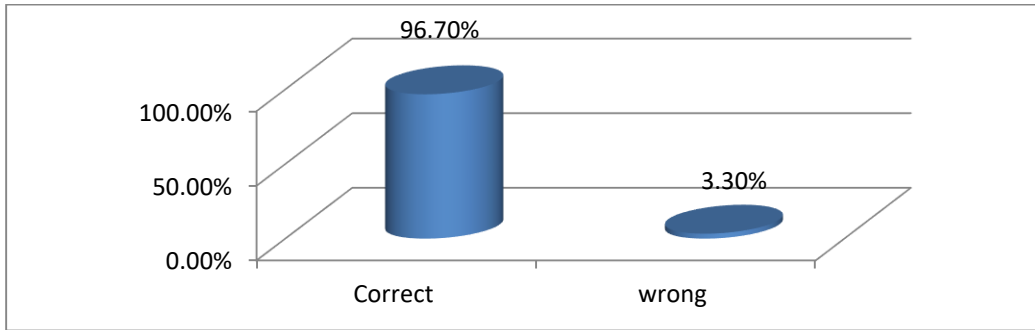
a)- fastest   b)- faster   c)- most faster.

Table no.(16) shows the frequency distribution for the study's respondents about question no7.

	Frequency	Percent
Correct	22	73.3%
wrong	8	26.7%
Total	30	100.0%

Table and figure above point the answer of the study respondents to the question (7- Ali and Ahmed ran ..)22 from the sample study with 73.3%thier response Correct and 8 with 26.7% answer wrong for this question, this indicate that most of the sample study understand the three degree of comparison of English adjective . while few of them have problem understanding the comparison degree of English adjectives and this affected their performance regarding the question.

Figure (7):The Frequency Distribution for the Respondent's Answers of Question (7)
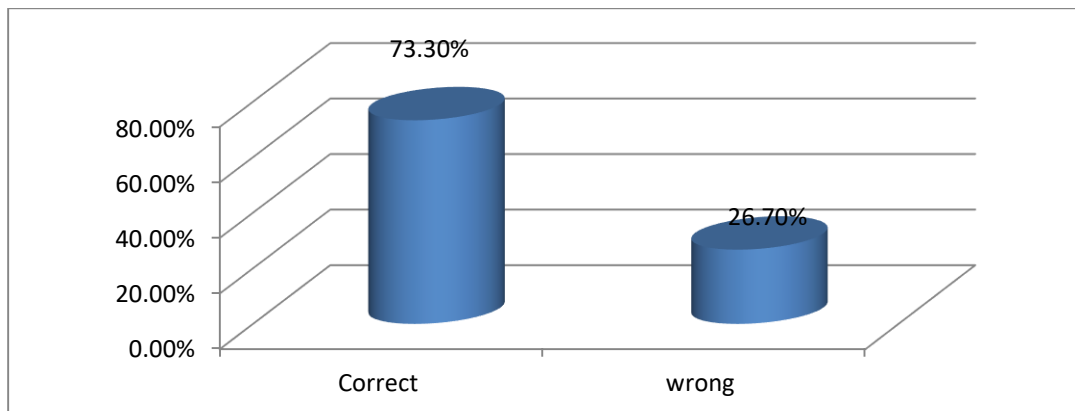
8- My friend had _____ **advice to offer on this particular subject.**

a)- few **b)- little.**

Table no.(17) shows the frequency distribution for the study's respondents about question no8.

	Frequency	Percent
Correct	20	66.7%
Wrong	10	33.3%
Total	30	100.0%

Table and figure above point the answer of the study respondents to the question (8- My friend had ….) 20 from the sample study with 66.7%thier response Correct and 10 with 33.3% answer wrong for this question, this indicate that some of them have problem understanding the function of the adjective , they preformed so poor.

Figure (8):The Frequency Distribution for the Respondent's Answers of Question (8)
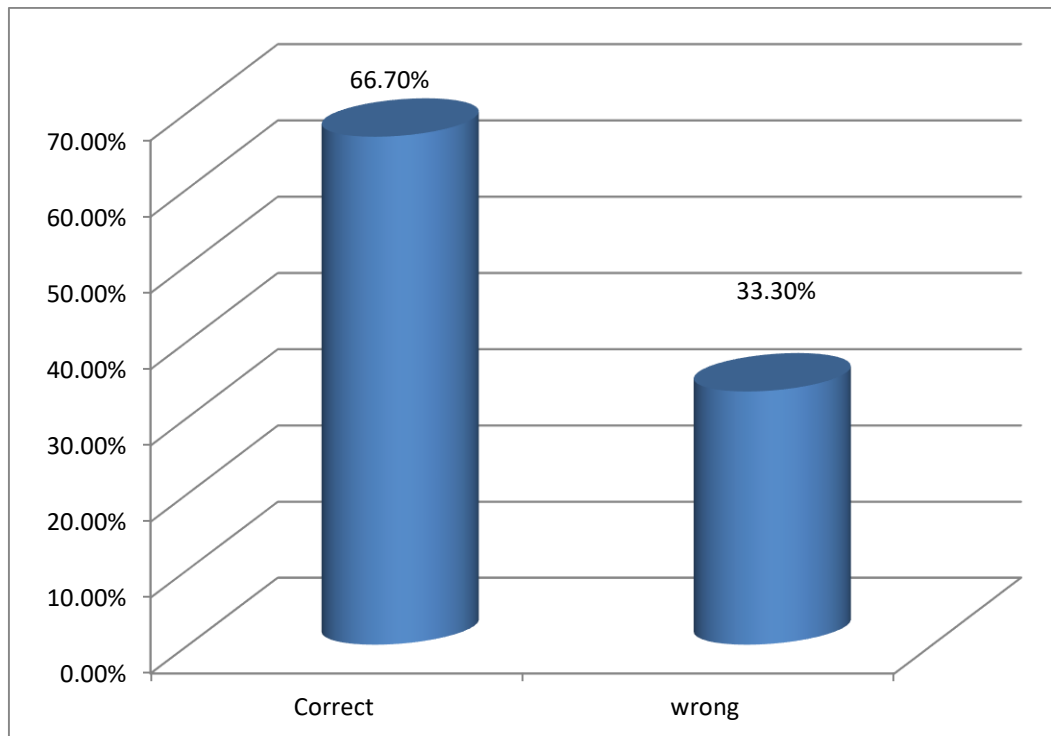
Second hypotheses: There are certain types of differences and similarities between adjectives in both that pose difficulties to EFL learners in learning English Language

Q2: Translate the following sentences from Arabic into English.

<div dir="rtl">

1-صديق لطيف جدا.

</div>

....

Table no.(18) shows the frequency distribution for the study's respondents about question no1.

	Frequency	Percent
Correct	15	50.0%
wrong	15	50.0%
Total	30	100.0%

Table and figure above point the answer of the study respondents to Translate (صديق لطيف جدا.) to English. 15 from the sample study with 50% thier response Correct and 15 with 50% answer wrong for this question, this indicate that some students know English has specific order of adjectives in English while other students are not aware of this differences . teachers should provide their students with multiple examples to reinforce such rule.

Figure (9):The Frequency Distribution for the Respondent's Answers of Question (1)
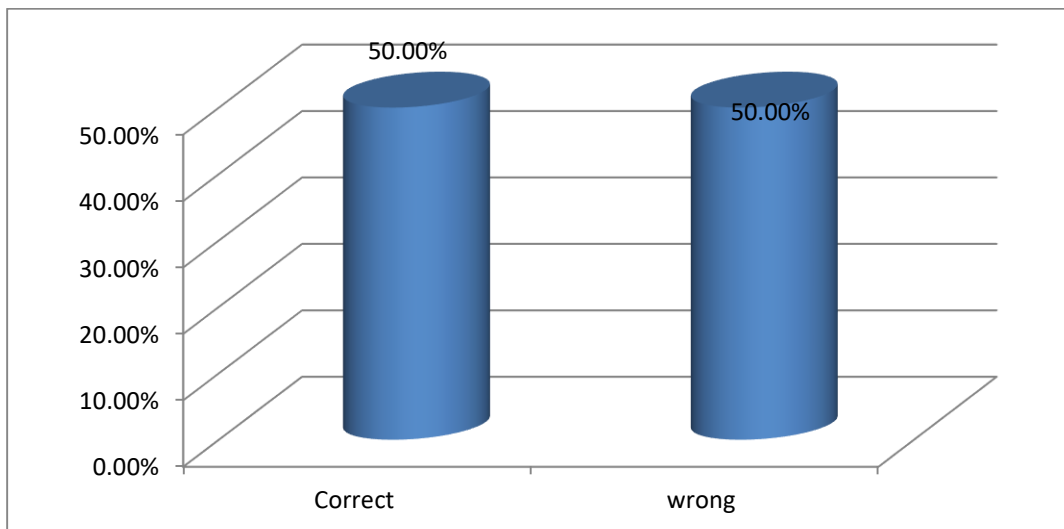
2-البيت القديم احمر.

....

Table no.(19) shows the frequency distribution for the study's respondents about question no2.

	Frequency	Percent
Correct	21	70.0%
Wrong	9	30.0%
Total	30	100.0%

Table and figure above point the answer of the study respondents to Translate (البيت القديم احمر.) to English. 21 from the sample study with 70%thier response Correct and 9 with 30% answer wrong for this question, this indicate that some of the student have problem in understanding the structure of English adjectives.

Figure (10):The Frequency Distribution for the Respondent's Answers of Question (2)

3-جاء رجل ملتحي اسود اللون.

....
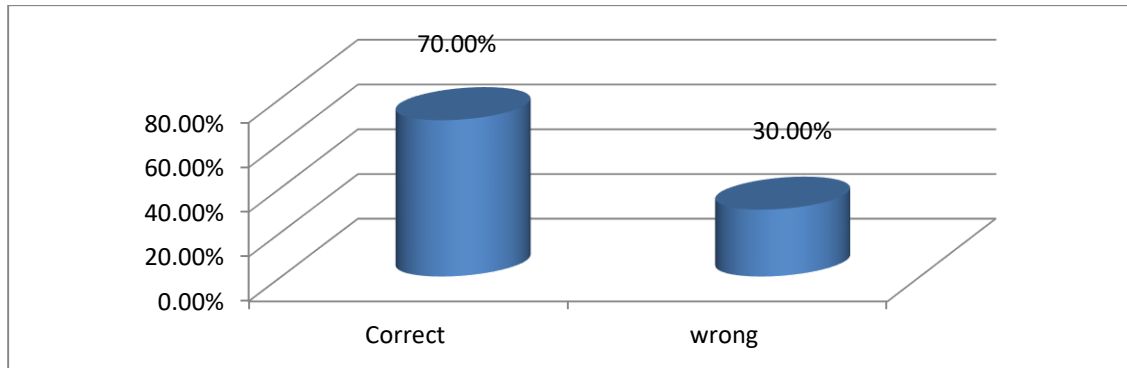
Table no.(20) shows the frequency distribution for the study's respondents about question no8.

	Frequency	Percent
Correct	2	6.7%
wrong	28	93.3%
Total	30	100.0%

Table and figure above point the answer of the study respondents to Translate (جاء رجل ملتحي اسود الون.) to English. 2 from the sample study with 6.7%their response Correct and 28 with 93.3% answer wrong for this question, this indicate that , it is complicated for them to conquer the complexity and diversity of adjectives in English .they tend to use their knowledge of Arabic adjectives order , which are semantically order according to their importance in sentence . so differences in adjectives order in both language is problem for them.

Figure (11):The Frequency Distribution for the Respondent's Answers of Question (3)
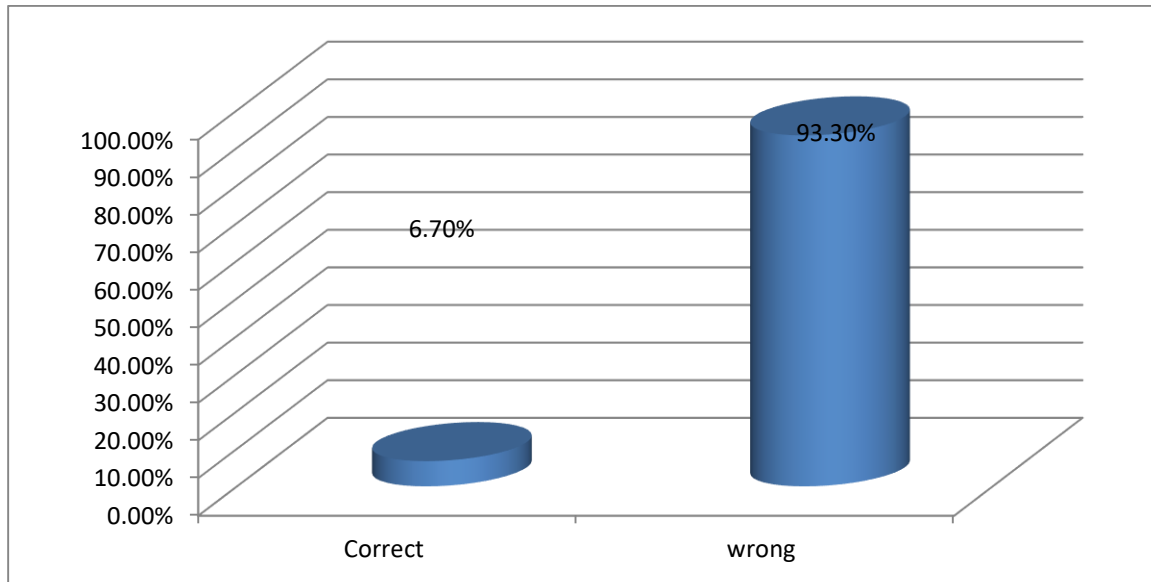
4ـهدا اللقاء لقاء عائلي سري كبير.

....

Table no.(21) shows the frequency distribution for the study's respondents about question no4.

	Frequency	Percent
Correct	12	40.0%
wrong	18	60.0%
Total	30	100.0%

37

Table and figure above point the answer of the study respondents to Translate (هدا اللقاء لقاء عائلي سري كبير.) to English. 12 from the sample study with 40% their response Correct and 18 with 60% answer wrong for this question,   this indicate that most of the sample study face difficulties constructing a correct an English sentence consisting of several adjectives ,because of their mother tongue interference .

Figure (12):The Frequency Distribution for the Respondent's Answers of Question (4)
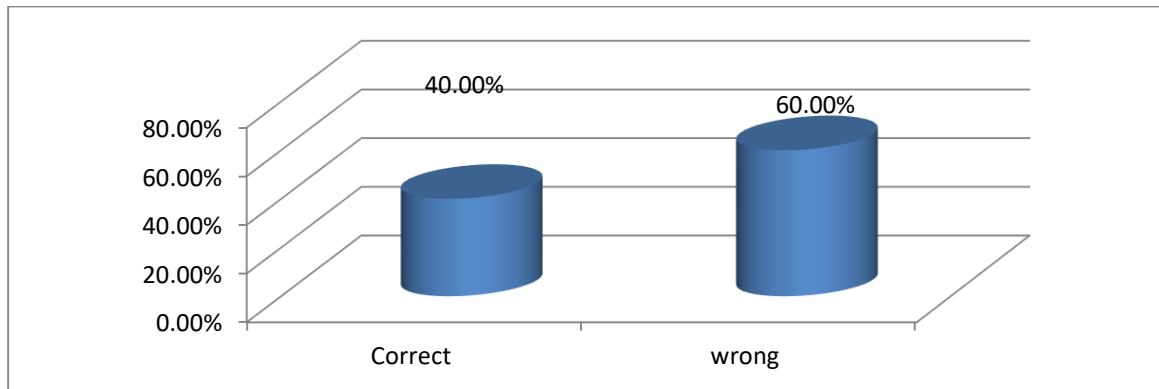
5-قرأت كتابا جديدا.

....

Table no.(22) shows the frequency distribution for the study's respondents about question no5.

	Frequency	Percent
Correct	27	90.0%
wrong	3	10.0%
Total	30	100.0%

Table and figure above point the answer of the study respondents to Translate (قرأت كتابا جديدا.) to English. 27 from the sample study with 90% their response Correct and 3 with 10% answer wrong for this question, this indicate that most of the sample understand the number and case agreement of adjectives in both language .

Figure (13):The Frequency Distribution for the Respondent's Answers of Question (5)
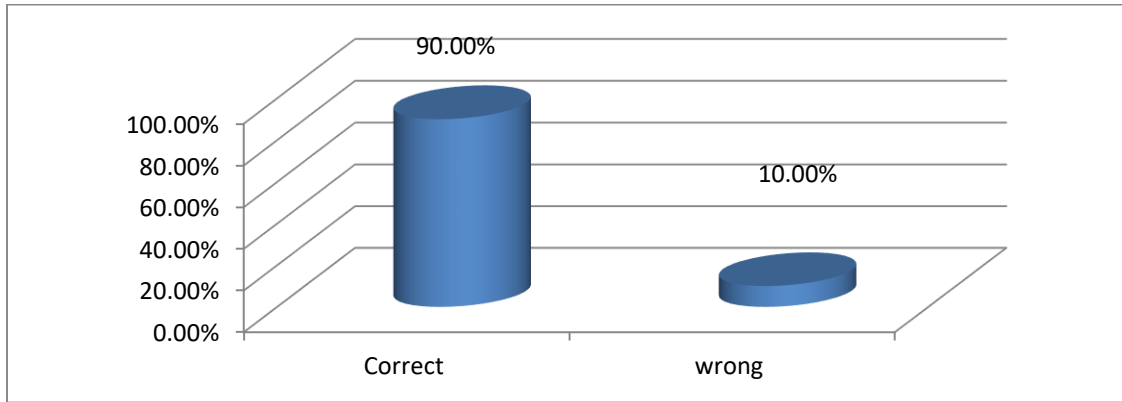
6-اعرف مهندسين ماهرين

....

Table no.(23) shows the frequency distribution for the study's respondents about question no6.

	Frequency	Percent
Correct	8	26.7%
Wrong	22	73.3%
Total	30	100.0%

Table and figure above point the answer of the study respondents to Translate (اعرف مهندسين ماهرين.) to English. 8 from the sample study with 26% their response Correct and 22 with 73% answer wrong for this question, this indicate that most of the sample study used their knowledge of adjectives in Arabic to construct an English sentence .

Figure (14):The Frequency Distribution for the Respondent's Answers of Question (6)
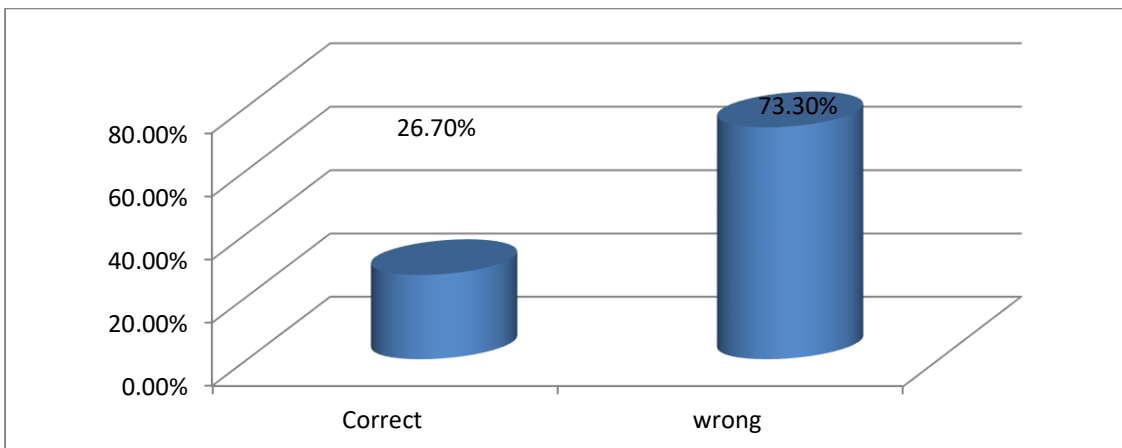
7-في الفريق لاعبين مشهورين وممتازين

....

Table no.(24) shows the frequency distribution for the study's respondents about question no7.

	Frequency	Percent
Correct	22	73.3%
wrong	8	26.7%
Total	30	100.0%

Table and figure above point the answer of the study respondents to Translate (**في الفريق لاعبين مشهورين وممتازين.**) to English. 22from the sample study with 73% their response Correct and 8 with 26% answer wrong for this question, this indicate that most

Figure (17):The Frequency Distribution for the Respondent's Answers of Question (7)
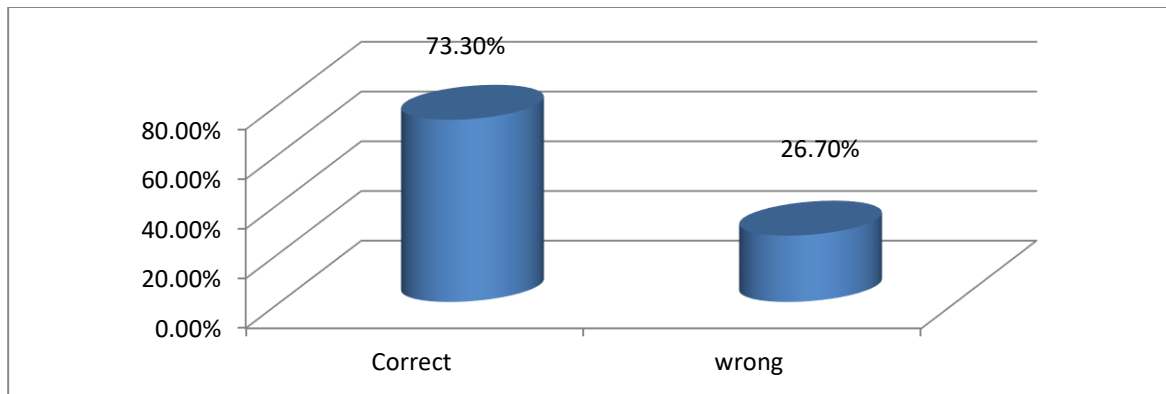
8- هيثم مصطفي أكثر الاعبين شهره في الفريق.

....

Table no.(25) shows the frequency distribution for the study's respondents about question no8.

	Frequency	Percent
Correct	21	70.0%
wrong	9	30.0%
Total	30	100.0%

Table and figure above point the answer of the study respondents to the Translate (هيثم مصطفي اكثر الاعبين شهره في الفريق.) to English. 21from the sample study with 70% their response Correct and 9 with 30% answer wrong for this question, this indicate that most of the sample study understand that both English and Arabic can be modified by degree modification while some of them do not .

Figure (18):The Frequency Distribution for the Respondent's Answers of Question (8)
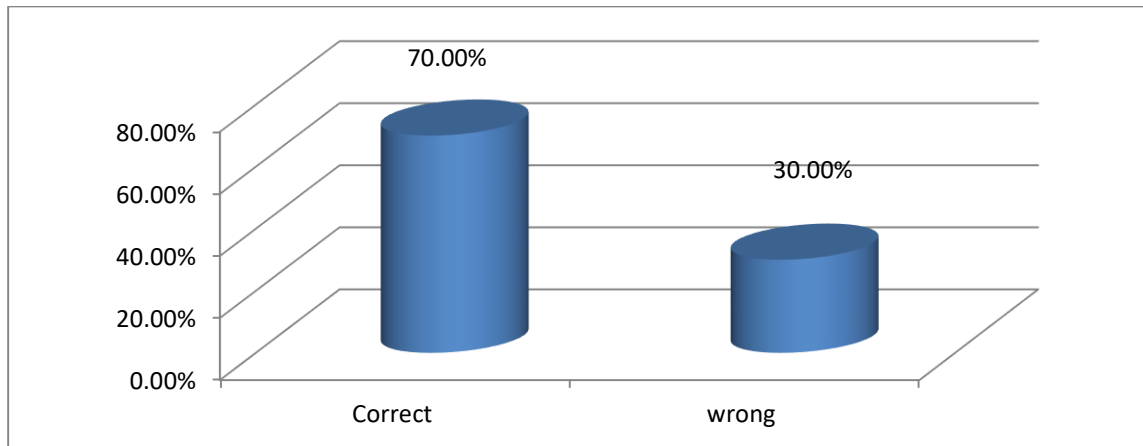
Summary of the Chapter:

This chapter presented the analyzed data of the study, which consisted of analysis of the test through (SPSS) program and discussion of the results.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS and RECOMMENDATIONS

5.0 Introduction:

The present chapter will provide a summary of the whole study. It will also present conclusion. Recommendations drawn from these finding will be made. The chapter will finally offer some suggestions for further studies.

5.1 Main Findings of the Study:

The purpose of this study is to conduct a contrastive study about adjectives in English and Arabic language. It attempts to provide some solution to the linguistic problem that EFL Learners face due to the differences and similarities between the two languages in terms of their adjectives. The present study has provided description of adjectives in English and Arabic (types, function , form . position . order , agreement , differences , and similarities) as presented in literature review Researches that dealt with the subject of contrastive analysis of adjectives in English and Arabic language . the researcher used the analytical descriptive method to collect the required data, the researcher designed a diagnostic test for the student . two hypotheses steamed from the questions of the study . the first hypothesis which stated that the lack of understanding the form and function of adjectives in English and Arabic Language affect EFL Learners performance , was supported by the results of student's to the test. The second hypothesis which claimed that there are certain similarities and differences between English and Arabic adjectives poses difficulty for EFL Learners in Learning English Language was confirmed by the response of the students to the test. The study adopted the descriptive analytical method and the data obtained were analyzed by using (SPSS) program and critically discussed.

5.2 Conclusions:

From the performance of the students in the diagnostic test the following conclusions were revealed :

1- The general performance of the students in the test revealed respondents low abilities in understanding the complexity , diversity and order of English adjectives.

2- Students lack knowledge about the differences of English and Arabic adjectives that enable them to deal with their differences and difficulties.

3- Respondent did not use a particular strategy when dealing with un know adjectives order.

4- Performed better only when student's have knowledge of the daily use of the normal position of adjectives in English .

5- It appears clearly that the position and order of English adjectives are problematic   for students , due to the differences in the structure in both language , therefore teaching adjectives should be done contextually and by using authentic material that attract the student attention .

6- The collected data revealed that English and Arabic adjectives types employ different rules and construction .

7- They have big differences and very little similarities in their usage was the main cause of the interference.

8- The data obtained from the response of the test indicated that English adjectives types were not being properly or systematically taught in English Multicultural Center for Training and Human Development.

5.3 Recommendations:

In the light of the finding of the study the researcher recommends the following:

1. The necessity for giving the student more tasks assignment and more practice inside and outside the classroom in using the adjectives types of adjectives from English into Arabic at the sentence level and the vies versa.
2. Teaching adjectives should be done contextually and by using authentic material that a tract the attention of the students .
3. It is important to perceive that this is study is not enough to cover all aspects and parts of Adjective in English and Arabic although it has shed the light on the subject matter. For that reason, it is recommended to advise enlarging the process of study and searching in the same field.

5.4 Suggestions for Further Studies:

The following are suggestions forwarded for future researchers in the area in question:

1. Future study in this area should be carried out in large scale as regards the sample.
2. Research should be done to assess teacher's attitude toward the teaching of a adjectives.

Reference list:

- Al-Hassaani, A.M. and Hassan Ja'ashan, M.M.N. (2016). A Case Study of English and Arabic Adjectives in Attributive Position at Aden University. *International Journal of English Language Teaching*, 4(1).

- Amer, Walid M (2013). An investigation into the differences between English and Arabic position and order of adjectives: A contrastive study with pedagogical implications. *An investigation into the differences between English and Arabic position and order of adjectives: A contrastive study with pedagogical implications*. [online] Available at: http://hdl.handle.net/20.500.12358/25563 [Accessed 19 Oct. 2020].

- Catford, J.C. (1968). *Studies in language and language behavior*. Ann Arbor, Mich.: University Of Michigan. Center For Research On Language And Language Behavior.

- Challker (1984).Challker ,syliva current English Grammar .London ,Macmillan Publisher .

- Flynn, R. (2006). Adjectives and Adverbs. Available at: http://www.usingenglish.com/article/grammar [Accessed 29 Sep. 2020].

- Jacek Fisiak (1981). *Contrastive linguistics and the language teacher*. Oxford New York Toronto Sydney Paris Frankfurt [Main I.E. Kronberg-Taunus] Pergamon Press.

- Lado, R. (1999). *Linguistics across cultures : applied linguistics for language teachers*. Ann Arbor: University Of Michigan Press.

- Oller,J (1979) Language Test at school A pragmatic Approach , London .

- Qsuala .E.C(2001): Introduction to Research methodology ,Nigeria ,Qsuala. African .EF Publisher

- Narcy-Combes, M.-F. (2005). Michael Swan, Practical English Usage. *Recherche et pratiques pédagogiques en langues de spécialit*

- Thomson, A.J. and Martinet, A.V. (1965). *A practical English grammar for foreign students*. London: Oxford University Press.

- Wikipedia. (2020). *Adjective*. [online] Available at: http://en.wikipedia.org/wiki/Adjective.

- yemen, I. (2018). Grammar, morphology, Vocabulary. Available at: https://blogs.transparent.com/arabic/adjective-agreement-in-arabic/.

- Swan, M. (2005): Practical English Usage, Oxford University Press, Oxford.

- Wikipedia (2009) Adjective Available on: http://en.wikipedia.org/wiki/Adjective

- Meetu (2009) Adjectives- The Qualifiers. Available on: http://www.brighthub.com/education/languages/articles/22197.aspx

- https://www.perfect.english.grammar.com/suppor files /order of adjectives

- https://www.using English/gramer.com

The Appendix students' Test

Diagnostic Test

Instruction: Answer all the questions   Time allowed: 1 hour

Dear students:

This test aims at collecting data about the difficulties faced by EFL learners in understanding the similarities and differences of English and Arabic Adjectives, so I kindly need your cooperation to attempt answering all the questions.

Q1: choose the response that sounds more natural.

1- I used to have   _____   shirt.

A) – a blue old   b)- an old blue .

2- Ahmed became   _____   .

a)- a rich man   b) man rich   .

3- Mona is a   _____   girl.

a)- young beautiful Sudanese   b)- beautiful young Sudanese

  c)- Sudanese beautiful young .

4- This   _____   of thing can not go on.

a)- kind   b)- kinds

5- Those are some   _____   potatoes.

a)- a hot   b)- hot

6- Mona is the   _____   person in her family.

a) - tall   b)- taller   c)- tallest.

7- Ali and Ahmed ran   _____   than all the twelve boys.

a)- fastest   b)- faster   c)- most faster.

8- My friend had   _____   advice to offer on this particular subject.

a)- few   b)- little.

Q2: Translate the following sentences from Arabic into English.

1- صديق لطيف جدا.

....

2- البيت القديم احمر.

....

3- جاء رجل ملتحي اسود الون.

....

4- هدا اللقاء لقاء عائلي سري كبير.

....

5- قرات كتابا جديدا.

....

6- اعرف مهندسين ماهرين

....

7- في الفريق لاعبين مشهورين وممتازين.

....

8- هيثم مصطفي اكثر الاعبين شهره في الفريق.

....