Sudan University of Science andTechnology
College of Languages
Department of English Language

Graduation Paper on:

EFL Students Errors in Differentiating Between
Adjectives and Nouns in
Usage
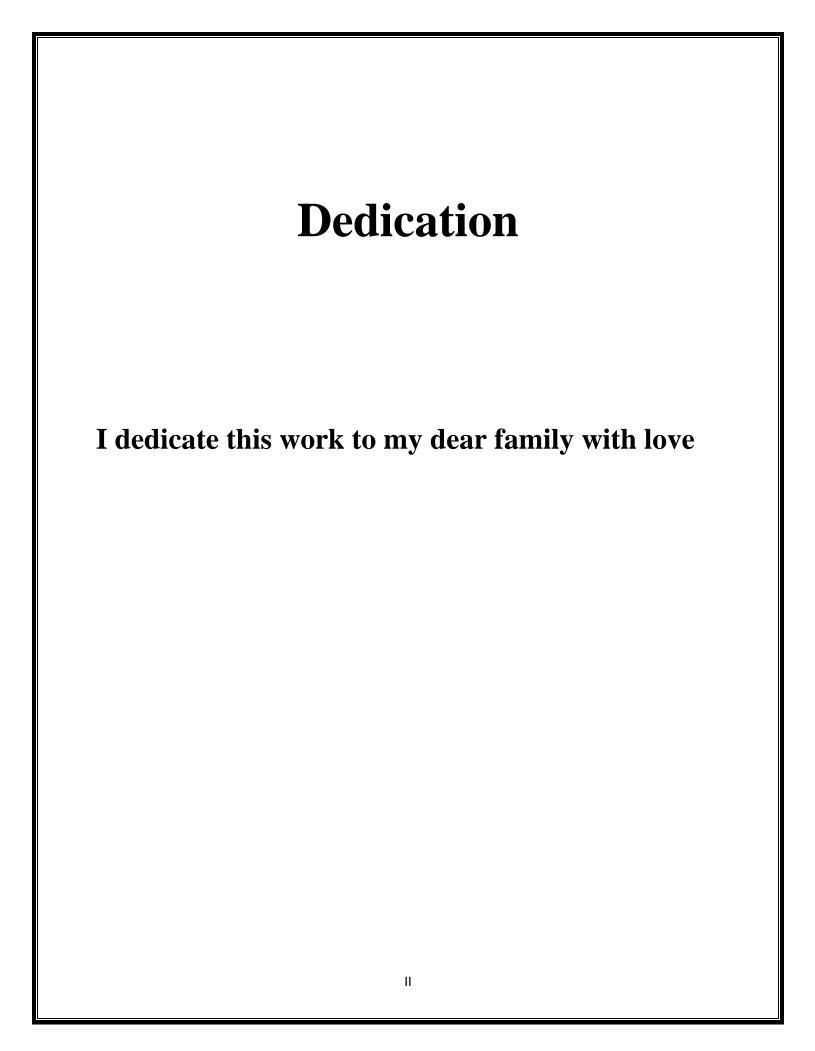**أخطاء طلاب اللغة الانجليزية كلغة اجنبية في التمييز بين**
الصفات والافعال في الاستخدام

Submitted by :

Mnal Netto Alwy Netto

Supervised By:

Sarah AububakerAbdulrahman

June 2014

Dedication

I dedicate this work to my dear family with love

Acknowledgments

I would like to express my thanks to those whom help me in any way to achieve this work which without their honorable help it couldn't seem to be complete.

 Firstly I am particularly grateful to Dr. Mohamed Eltayeb Abdalla ,I have to thank him much .

Secondly I'm grateful to my supervisor Sarah Aubbaker AbdulRahman who give me valuable advice in conducting this study I really appreciate her help .

At last I would like to thank the students at Sudan University of Science and Technology college of languages department of English language especially first and third year student .

Abstract

This study studies English as a foreign language students errors in differentiating between adjectives and nouns in usage .

It hypothesized four hypotheses the first hypothesized is that students of EFL at SUST are not aware about adjectives and nouns , the second hypothesized students of EFL at Sudan University of Science & Technology use adjectives and nouns incorrectly from a morphological point ,the third hypothesized students of EFL at Sudan University of Science and Technology can't derive an   adjective from a noun and the opposite, and the last hypothesized , there is no a significant difference between the students of first and third year in their ability to differentiate between adjectives and nouns .

To confirm or reject the hypotheses of the study , the researcher used one tool the test which designed to the students of 1st and 3rd levels . The sample of this study is random; fifty students divided into two groups (A) twenty five students from first year and (B) also twenty five students from third year all of them students at SUST .

The numerical data collected from these subjects were statistically analyzed and the results were discussed . The results of the study confirm that students of EFL at Sudan University of Science and Technology can't derive an   adjective from a noun and the opposite .

Moreover, the results of the study confirm that there is a significant difference between the students of first and third year in their ability to differentiate between adjectives and nouns.

Whereas ,the results of the study reject the first and second hypotheses , the findings show that the students of EFL at SUST are aware about adjectives and nouns ,and they use adjectives and nouns correctly from a morphological point for both groups .

The research findings are :

1. Students of EFL at SUST are aware of adjectives and nouns .

2. Students of EFL at Sudan University of Science & Technology use adjectives and nouns correctly from a morphological point .

3. Students of EFL at Sudan University of Science and Technology can't derive an adjective from a noun and the opposite .

4 . There is no a significant difference between the students of first and third year in their ability to differentiate between adjectives and nouns , although ,they have been studying English language for eight or ten years

(Abstract Arabic version)

ملخص الدراسة

هذه الدراسة تناولت اخطأ الطلاب في التفرقة بين الاسماء والصفا ت في الغة الانجلزية كلغة اجنبية فرضت الدراسة اربعة فرضيات الأولي ان طلاب الغة الانجليزية كمتخصصين في هذه الغة في جامعة السودان للعلوم   والتكنولوجيا غير ملمين بماهية الأسماء و الصفات , الفرضية الثانية ان طلاب الغة الانجليزية كلغة اجنبية في جامعة السودان للعلوم و التكنولوجيا يستخدمون الأسماء و الصفات بصورة غير صحيحة من ناحية صرفية, بينما الفرضية الثالثة ان طلاب الغة اللأنجليزية كلغة اجنبية لا يستطيعون اشتقاق الأسم من الصفة او العكس , أخر فرضية ان ليس هنالك فرق واضح بين طلأب السنة الأولي و الثالثة في مقدرتهم للتفرقة بين الاسمائ و الصفات. لتأكيد او رفض فرضيات الدراسة استخدم الباحث اداة واحدة الأختبار لطلاب السنة الأولي و الثالثة كمتخصصي لغة انجليزية .

تكونت عينة هذه الدراسة من مجموعتان أ خمسة و عشرون طالبمن طلاب السنة الأولي والمجموعة ب خمسة و عشرون طالبمن طلاب السنة الثالثة ينتمون الي جامعة السودان للعلوم و التكنولوجيا كلية الغات قسم الغة الانجليزية , تم تحليل البيانات احصائيا و نوقشت النتائج .

اكدت الدراسة ان طلاب الغة الانجليزية كلغة اجنبية في جامعة السودان للعلوم و التكنولوجيا لا يستطيعون اشتقاق صفة من اسم او العكس .

بالاضافة الي ذلك اثبتت الدراسة ان هنالك فرق واضح بين طلاب السنة الأولي و الثالثة في مقدرتهم للتفرقة بين الأسماء و الصفات .

بينما رفضت نتائج الدراسة فرضيتان حيث اشارت الي ان الطلبة مامين بماهية الأسماء و الصفات و انهم قادرون علي استخدامها بصورة سليمة من ناحية صرفية وهو ما يتعارض مع الفرضية الاولي و الثانية بالنسبة للمجموعتان.

توصل الباحث الي النتائج التالية :

1. ان طلاب اللغة الانجليزية كلغة اجنبية في جامعة السودان للعلوم والتكنلوجيا ملمين بما هي الاسماء و الصفات

2. ان طلاب اللغة الانجليزية كلغة اجنبية في جامعة السودان للعلوم والتكنلوجيا والصفات بصورة صحيحة من ناحية نحوية.

3. ان طلاب اللغة الانجليزية كلغة اجنبية في جامعة السودان للعلوم والتكنلوجيا لا يستطيعون اشتقاق صفة من اسم والعكس .

4. لم يجد الباحث اي فرق بين طلاب السنة الاةلي و الثالثة في مقدرتهم للتفرقة بين الاسماء والصفات ، بالرغم من انهم يدرسون اللغة الانجليزية لمدة ثمانية او عشر سنوات .

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List of abbreviations

EFL   English Foreign Language.

SUST   Sudan University of Science & Technology .

SPSS   Statistical Package for Social Science .

SDT   Students Diagnostic Test

List of tables

Chapter One

Introduction

1.1: Overview of the Study

Most students of EFL are unable to differentiate between parts of Speech from morphological and syntactical points of view.

English words have been traditionally classified into eight parts of speech are noun ,Pronoun, adjective ,verb ,adverb ,preposition ,conjunction ,and interjection .The focus in this is on two of them (Adjective and Noun),from morphological and syntactical points .Sometimes students of English language fail in differentiating between adjectives and nouns in usage ,and this create a big problem for understanding English sentence.

1.2: Statement of the Problem

The problem is a lot of students of EFL at Sudan University of Science & Technology confused between the use of adjectives and nouns, from syntactic and morphological points.

1.3: Significance of the Study

This study is important because it is going to shed the light on the students errors in the use of adjectives and nouns ,also to what extent they are able to differentiate between them .

1.4: Questions of the Study

This study addresses the following questions

1. To what degree are students of EFL at SUST aware about adjectives and nouns .

2. To what extent are students of EFL at Sudan University of Science & Technology use adjectives and nouns correctly from a morphological point.

3. To what degree are students of EFL at Sudan University of Science and Technology can derive an adjective from a noun and the opposite?

4. Is there a significant difference between the students of first and third year in their ability to differentiate between adjectives and nouns?

1.5: Hypotheses of the Study

The researcher hypothesizes that

1. Students of EFL at SUST didn't aware about adjectives and nouns.

2. Students of EFL at Sudan University of Science & Technology use adjectives and nouns incorrectly from a morphological point.

3. Students of EFL at Sudan University of Science and Technology can not derive an adjective from a noun and the opposite.

4 . There is no a significant difference between the students of first and third year in their ability to differentiate between adjectives and nouns.

1.6: Objectives of the Study

This study aims at,

1. Comparing between first and third year in realization adjective and nouns in usage.

2. Measuring the students' ability in their knowing adjectives and nouns from a morphological point.

3. Recognizing the students of English language as a foreign language ability to differ between adjective and nouns from a morphological view.

1.7: Methodology of the Study

Method chosen to achieve the objectives of this study is both descriptive and analytical.

The subjects of this study will be students of English language at Sudan University of Science and Technology, which belong to first and third year, Department of English language. The researcher use one tool, test will be design for students, and the test will be distribute by hand to the students in their class.

The sample of this study is a random. Validity and reliability will be confirmed. The researcher will collect the data from the subjects and analyze them by using SPSS

1.8: Scope of the Study

This study is limited to,

- Academic year 2013 -2014 SUST

  Two parts of speech (adjectives and nouns) sentence level.

 The subjects are students of English Language, College of languages, department of English, 1st and 3rd year.

Chapter Two

Literature Review

2 .1: Introduction:

This chapter considers some of the literature related to the subject of the study.

Kolln et al ,(2010 :) ,says: *'Sentences are of course ,made up of words. Traditional grammarians classified these words into eight categories called the **Parts** of **Speech,** In order to make their description of English conform to the word categories of Latin grammar .*

More recently ,however ,linguists have looked closely at English and now classify words according to their form and their function in the sentence .The four major classes of words in English are the ,form -class words :nouns ,verbs adjectives ,and adverbs.

These words provide the primary content in a sentence. Learning to identify form class words will help you to understand how sentences are put together . The key feature of form-class words is that they make specific grammatical distinctions.'

The focus on   this study will be in only two out of eight form-class words ,are adjectives and nouns from syntactic and morphological usage .

2 - 2 Definition of nouns

Brandon et al (2010 :34) states that *'Nouns are naming words, nouns my name, persons, animals, plants, things, substance qualities , or ideas,'*

According to Kolln et al (2o10 :244) says *'We traditionally define noun on the basis of meaning ,as the name of a person .place, thing, idea event or the like ,and that definition works fairly well. After all ,we've been learning names since we spoke our*

first words: mamo , daddy ,cookies ,babies. The word noun ,in
fact ,comes from nomen ,the Latin word for "name".'

Another definition to the term noun differ from all above defined by (Kolln ,et al, 2010: 20) assume that *'A noun is a word that can be made plural and /or possessive.'*

Some linguists Brandon et al (2011) Notes that ; ' *Nouns are often pointed out by noun indicators .These noun indicator -the ,a ,an ,single that a noun is a head ,although there may be words between the indicators and the noun itself . e.g. The slime ,a werewolf , an ardvark '.*

2-2- 1 - kinds of nouns

Thomson et al (1986: 24) assume that *"There are four kinds of nouns in English .*

Common nouns: dog ,man ,table .Proper nouns: France ,Madrid , Mrs. Smith ,Tom.

Abstract noun: beauty ,charity ,courage ,fear ,joy.

Collective nouns:

Crowd ,flock ,group ,swarm ,team'.

'There are different types of nouns .This include : common nouns(e. g .abstract nouns ,collective nouns ,compound nouns ,concrete nouns ,non-count nouns ,gender specific nouns ,verbal nouns').

2-2-1-1 Common Nouns:

A common noun is a word used for a class of person ,place ,or thing .e.g. car ,man bridge ,town water. Common nouns are further classified into:

• Abstract nouns .things you can not see or touch (e .g .bravery ,joy.)

• Collective nouns .words to describe groups (e.g. court material ,Pickpocket ,water battle.)

- Concrete nouns .things you can see or touch (tree, cloud).

- Non-countable nouns (mass nouns) things you can not count (e.g. food, music).

- Gender - specific nouns. words which are definitely male or female.(e.g. Vixen, actress).

- Verbal nouns. nouns derived from verbs(e .g .a building .an attack).

- Gerunds-nouns. nouns that represent actions (e.g. running fast, guessing a number).

2-2-1-2 Proper Nouns:

A proper noun is the name of a person ,place ,or thing .(e.g. its own name). A proper noun always starts with a capital letter .Examples:

- Michale

- Africa

- United Nations

- The Tower of London

- Peking

- Uncle George (Uncleis written a capital letter because it is part of name).

2-2-1-3 Collective Nouns: A collective noun is the word used for a group of people or things. They can be treated as singular or plural depending in the sense of your sentence . Examples :

   Choir

- Team

- Jury

- Shoal

• Cabinet

2-2-1-4   Gerunds: Gerunds are formed from verbs .They end -
ing.

They are type of common noun. Example:

• I love swimming .(swimming -is the name of an activity
,it is formed from the verb to swim).

Gerunds are different from other nouns ,because they can take
an object or be modified by adverb.

2-2-1-5 **Compound Nouns:**

Compound nouns are nouns made up of two or more words
.Some compound nouns hyphenated. Some are not ,and
some are combine their words to form a single word '.

2-2-2- Function of nouns

Thomson et al ,(1986 :24) assume that *:'A noun can function as:*

- *The subject of a verb. Tom married.*

- *The complement of the verbs be , become , seem: Tom is an actor.*

- *The object of a verb : I saw Tom'.*

www-English-for-Students .https//www.google.com

*'A noun can perform four functions .Those four noun-functions
are:*

-It can be the SUBJECT of a verb.   e.g.

• *Mr. Ram leads the team .(Mr. Ram is the subject of the
verb 'Leads'.*

-The second one in Noun-functions:

A noun can be the DIRECT OBJECT of a verb. e.g.

• *I took the book .("Book" is the direct object to the verb
'took').*

-A noun can be the OBJECT of PREPOSITION. e.g.

I saw him in his office. ("office" is the object to the pr-eposition "in"

-The fourth one in Noun-function is.

A noun can be DESCRIPTIVE of ANOTHER NOUN.

That means that noun can be in a position with another noun. The word "apposition " means "placed side by side "or "placed parallel to". Example.

•   *I the president of this association ,will take the dicision .*

"The president " is in apposition with "I".

•   *Mahatma Gandhi .father of the Indian nation ,lead a non-struggle to attain independence from the British ."father of the nation" is in apposition with" Mahatma Gandhi".'*

2-2-3- Countable and non-countable nouns

Hopkins et al (2007 :56) claim '1 - Countable

•   nouns;

•   generally have singular and plural form:

a window ,   lots of windows

•   some countable nouns only have a plural form: clothes ,trousers ,jeans ,   scissors

•   take a singular or plural verb form:

The window is big. The windows are big .

•   can replaced by a singular or plural pronoun:

I'd like that desk; it's better than mine .

•   can be measured by with weights and measures :Two kilos of potatoes . or numbers : it's got three drawers.

•   can be used with a / an :

a desk , an apple .'

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- Singular and plural nouns :

Walker (1982) *notes " 'A singular noun is the name of one person ,place ,thing ,or idea '. and 'A plural noun is the name of more than one person ,place ,thing , or idea' "*

Brandon et al (2011) assume that *;'Nouns are often pointed out by noun indicators .These noun indicators the ,a ,an single that a noun is a head ,although there may be words between the indicators and the nouns itself .e g.*

The slime ,a werewolf ,an aardvark .'

According to Thomson et al (1986 :25) *'The plural of noun is usually made by adding S to the singular :day ,days ,dog dogs ,house ,houses .*

Nouns ending in o , ch , sh ,ss , or x form their plural by adding es .'

Smee (1997 :13) quoted 'There are no rules for making words that end in o into plural .you will need to use your dictionary if you are un sure .most take s or es :

piano ,pianos, potato , potatoes .'

-*Uncountable nouns :*

Hopkins et al (2007 :56) claim ' can't be plural :advice (not advices),furniture (not furnitures),data (not datas)

• some uncountable nouns look plural but they are not news , economics , physics

• take only a singular verb form :

   The natural light <u>is</u> really nice .

• can be replaced by a singular pronoun : "what shall we say about the furniture ?" 'will ,it's not luxurious but it is verey comfortable .'

• can be measured with weights and measures :   Two kilos of sugar or with words like a piece of ,cup of ,bit of ,slice of : a piece of information

• can not used with a /an : information (not in information).'

2 - 2 - 4 **Nouns suffixes**

Suffixes word -endings come at the end of a word .they show whether the words is a verb , noun ,adjective ,or adverb .

These are common word endings for nouns , with their meanings and examples.

Table   [2-1]

Suffixes endings	Meanings	Examples
-age	A process or state:	storage , (n) shortage (n)
- ance - ence - ancy - ency	an action process or state :	appearance (n) ,existence (n)
-ant , - ent	A person who do something :	assistant (n) ,student (n) ,immigrant(n)
- ation	a state or an action :	examination (n) ,imagination(n)
- ee		employee (n) ,trainee(n)
-hood	1 - a state ,often during a particular period of time: 2 - a group with something in common:	childhood(n),motherhood (n)sisterhood. neighborhood (n)

-ess	a woman who do something as a job:	waitress (n) , actress (n)
-ian	a person who does something as a job or hobby :	historian (n) ,comedian (n) politician(n)
-ion	state ,or process :	action (n) ,connection (n)
-ology	the study of a subject :	biology (n) ,zoology (n)
-ship	showing status :	friendship, (n) membership (n)
ness	state or quality :	kindness (n) ,weakness (n)

Oxford Word Power dictionary .www.oup-com

Table [2-2]

These are common endings of nouns from .www-gallaud et .ed /tip/English-work
(https://www.google.com)

Suffixes endings	Meanings	Examples
- dom	-state or condition : -domain ,position rank: -a group with position ,office or rank :	wisdom (n) kingdom (n)
-ity	means conditions or quality :	capability (n) flexibility (n)
-ment	means act of ---------;state of------------; result of-------------.	contentment (n)
- ist	means one who ,that which :	violinist (n)
-sion ,-tion	means act of ----------; state of----------.	celebration (n)
-er , or	means one who---------; that which.	fighter (n) ,actor (n)

2 - 3 - Definition of adjectives.

Kolln et al (2010 : 255) claim that *'In term of form ,adjectives are not easily identifiable in isolation as are nouns and verbs :often we need either meaning or context for clues'.*

According to Longan (2004 :219) 'Adjectives describe nouns (name of person place ,or thing)or pronouns'.

Another definition about adjectives is *'An adjectives is a word that describes a noun or pronoun. Adjectives my use to limit or change the meaning of a noun '.* Walker (1982).

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Brandon (2011 :35) notes *'Adjectives modify nouns and pronouns .Most adjectives answer the question What kin? which one? and How many?*

• *Adjectives answering the what kind ? question are descriptive .They tell the quality ,kind or condition of the nouns or pronoun they modify.*

red convertible, dirty fork , wild roses.

• *Adjectives answering the which one ? question narrow or restrict the meaning of a noun .Some of these are pronouns become adjectives by function.*

my money   , our ideas

• *Adjectives answering the How many ?question are ,of course ,numbering words.*

Tree dollars , one glove ,some people each pet few goals '.

Thomson (1986:33),sentence that *; 'Adjectives in English have the same form for singular and plural ,masculine and feminine nouns: a good boy ,good boys , a good girl ,good girls The only exceptions are the demonstrative adjectives This and that ,which change to these and those before plural nouns :This cat   ,these cats   ,that man   ,those men'.*

2 -3 -1 Kinds of adjectives

Thomson et al ,(1986 :33) assume that *'The main kinds of adjectives are :*

-Demonstrative :This ,that ,these ,those.

-Distributive: each , every , either ,neither.

- Quantitative : Some ,any ,no , little ,few , many ,much .

-Interrogative :Which ,what ,whose .

-Possessive: My ,your ,his , her ,its , our ,our their

-Of quality : clever ,dry , fat , golden ,good ,heavy ,square .'

My English Grammar .com www my English grammar .com google

2 - 3 -1 -1   Descriptive adjective or adjective of quality.

' Descriptive adjectives are the most numerous of the different types of adjective .These adjectives describe noun that refer to action ,state ,or quality (careless ,dangerous ,excited ,sad ,black white ,big ,small .long , fat , English ,Mediterranean ,three ,cornered).

Examples:

dangerous chemicals ,green vegetable , a square box ,a big house ,a tall tre.

2 -3 -1 -2   Adjective of quality.

An adjective of quality tell us the number (how many) or amount (how much) of a noun

-He has eaten three apples.

-I don't have much money.

-There is so much wine for the guests.

2 - 3 -1 -3 Demonstrative adjective a demonstrative
adjectives. this ,that, these, those,shows the noun it modifiers is singular or plural ,demonstrative adjectives also points out a fact about the noun .

-This cute baby is his brother .That cute baby is his sister .

-These two fat cats have tails ,but that thin cat doesn't have a tail .

2 -3 -1- 4   Possessive adjective.

A possessive adjective expresses possession of a noun by someone as possessive pronouns.

All the possessive adjectives are listed in the following table [2-3] .

Possessive adjective pronouns	
Singular	Plural
We	Our
Your	Your
His	Their
Her	Their
Its	Their

Examples :

-' I spent my afternoon cleaning the toilet.

-This must be your cap .

-His arms have a few tattoos.

-Its skin is dry and rough .

-Our grand mothers were classmates .'

2 -3 - 2 **Function of adjectives**

Swan (1998 :9) assume that *'Most adjectives can go in two main places in a sentence before a noun ('attributive position ')*

- The secretary doesn't like me .

- He's going out with a rich business woman .

- after be ,seem ,look ,become ,and other 'coupular ' verbs ('predicative position ')

- That dress is new is it ?

- She looks rich .

- I feel happy . "

' Adjectives used only in attributive position are used only or mostly in attributive position .After a verb other words that must be used .Common examples of such adjectives are: elder and eldest mainly British English compare . my elder sister is a pilot ,she is three years older than me , a live fish ,it's still a live .'

<div align="center">

(ibid)

</div>

' when several adjectives come before a noun or when nouns are used to modify another noun . they usually have to be put in a particular order . for instance ,we say a fat old lady , not an old fat lady , small shining black leather handbag , not a leather black shining small . Unfortunately ,the rules for adjective order are very complicated ,and different grammars disagree about the details . Here are some of the most important rules:

1 - Color, origin ,material ,and purpose adjectives or modifying nouns of color ,origin ,material and purpose usually go in that order

	color	origin	material	purpose	noun
	red	Spanish	leather	riding	boots
a	brown	German		beer	mug
a		Venetian	glass	flower	vase

2 - Other adjectives :other adjectives usually go before words of color ,origin ,material ,and purpose , it is impossible to give exact rules ,but adjectives of size ,length and height often come first.

The round glass table (Not the glass round table)

3 - Judgment and attitudes :

Adjectives which express judgment or attitudes usually come before all others . Examples are lovely ,definite ,pure , absolute ,extreme perfect ,wonderful ,silly ,a lovely ,long ,cool drink who's that silly fat man over there ?

4 - numbers :

Numbers usually go before adjectives.

- six large eggs   the second big shock

First next and last most often go before one two three   etc .

-The first three days (more common than three first days).   my last two jobs .'

<p align="center">*(ibid :8)*</p>

Al - Taee   (2005 :5) claim ' "(Mitcheu (1931), Gurme (1935) ,Greever (1939) , Low (1948) ,and Nesfield (1961) almost classify adjectives as follows:)' ."

"1 - By position :

syntactically ,adjectives modify nouns in the following three position:

a - Adherent: immediately preceding the noun.

(1)The <u>brave</u> soldier has come.

b - Predicate : standing in the predicate position.

i : subject complement:

(2) The film is <u>interesting</u>

ii : Object complement :

(3) The teacher considers the solution <u>wrong</u> .

c -appositive :standing beside its substantive in a relation similar to a noun in a position .

(4) Her baby , <u>angry and nervous</u> ,refused to have his meal ."

Thomson (1986 :33) notes. Adjectives has attributive and predicative use .

2 -3 -3 - Comparative and superlative adjectives

Al - Taee (2005 :5) claim

' "(Mitcheu (1931), Gurme (1935) ,Greever (1939) , Low (1948) ,and Nesfield (1961) ") '

" 2 - *by form*

Morphologically ,adjectives can have only the inflectional endings (-er) and (- est) to indicate the comparative and superlative degrees respectively as in :

Greet , greeter   greetest)'.

Langon (2004 : 219) notes ,' *For using adjectives to compare we use - er when comparing two things and we use -est when comparing three or more things.*

- I am taller than my brother ,but my father is the tallest person in the house Longer adjectives (two or more syllables),we use more when comparing two things and we use most when comparing three or more things .

1- Backgammon is the more enjoyable to me than Checker ,but chess is the most enjoyable game of all .

According to Swan (1998 :119).' *One - syllable adjectives normally have comparatives and superlatives ending in - er , - est . some two syllable adjectives are similar ,others have more and most - longer adjectives have more and most.*

1 - One -syllable adjectives (regular comparison) .

Adjective	*Comparative*	*Superlative*
old	*older*	*oldest }*
tall	*taller*	*tallest } most adjectives*
cheap	*cheaper*	*cheapest } -er ,- est .*
late	*later*	*latest} Adjectives ending in*
nice	*nicer*	*nicest} -e : + - r , - st.*
fat	*fatter*	*fattest } One vowel +one*
big	*bigger*	*biggest } consonant: double*

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thin   thinner   thinnest}   consonant

2 - *Two -syllable adjectives.*

Adjectives ending in -y have -ier - iest .

happy   happier   happiest

easy   easier   easiest

Some other two -syllable adjectives have -er and est ,especially adjectives ending in an unstressed vowel

  /i/   or   /au/

narrow   narrower   narrowest

simple   simpler   simplest

clever   cleverer   cleverest

quiet   quieter   quietest ."

3 - Longer adjectives :

Adjectives of three or more syllables have more and most .

intelligent   more intelligent   most intelligent

practical   more practical   most practical

beautiful   more beautiful   most beautiful

Words like unhappy (the opposites of two syllable adjectives ending in -y) are an exception.

unhappy   unhappier   unhappiest

untidy   untidier   untidiest '.

                    (ibid :121)

4 - Irregular forms :

    Langon (2004 : 219) notes *' pay more attention to the following words ,each of which has irregular forms .*

                        comparative   superlative

	(Two)	*(Three or more)*
bad	*worse*	*worst*
good ,well	*better*	*best*
little	*less*	*least*
much ,many	*more*	*most '.*

2 - 3 - 4 Adjectives suffixes

Suffixes word -endings come at the end of a word .they show whether the words is a verb , noun ,adjective ,or adverb .

These are common word endings for adjectives , with their meanings and examples.

table [2-4]

Suffixes endings	Meanings	Examples
- ese	from a place:	Japanese, chinese ,Viennese
- ical	(to make adjectives from nouns ending in -y or -ics) connected with	economical ,physical ,mathematical
- ing	producing a particular state or effect :	interesting
- ish	1 describing nationality or language: 2 like something :	English ,Swedish ,Polish babyish ,foolish longish ,youngish

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	3 fairly ;sort of :	,brownish
- like	similar to :	childlike
- y	having the quality of the thing mentioned :	cloudy ,rainy ,fatty ,thirty .

Oxford Word Power dictionary .www.oup-com

table [2-5]

These are common endings of adjectives from .www-gallaud et.ed/tip/English-works (https://www.google.com)

Suffixes endings	Meaning	Examples
-ive	doing or tending to ward doing some action	extensive ,selective
- en	made of ; Note :when the word is an adjective the .en means made of .we have seen -en at the end of the verb .There it means to make .	Wooden
- ic	means characteristic of ; like .	Heroic, poetic
- al	sometimes makes an adjective ;when it makes an adjective it means relation to.	financial manual
- able	means able ; can ; or giving .	portable ,pleasurable
- Y	Means having .	Hairy ,rainy

- ous	means full of ; having .	mysterious
- Full	Means full of ;having	Hopeful ,beautiful
- less	Means without :	Powerless ,homeless

2 - 4 Review of Previous Studies

2 - 4 -1   General Introduction

The researcher found two previous studies ; that related to the subject of this study ,the researcher took only the abstracts of these studies .The titles of these previous studies are;

The first one about 'Major Morphological Difficulties of Using English Morphemes Facing Sudanese Secondary School Students'. and the second one it is under the title   "An Evaluating of a learning Package on the Use of Destiny's Characters in the Teaching of English Adjectives'.

2 - 4 - 2 - Abstract of Previous Studies One

The present study aimed at investigating the issue of the major morphological difficulties of using English morphemes faced by Sudanese Secondary school students .The main objectives of this research are to shad light and identify the morpheme difficulties and errors that are connected with the use of the definite and indefinite articles ,the present simple tense ,the irregular verbs and irregular plural.

This is besides the difficulties that are related to the English compound nouns in their plural forms, the order of adjectives in sentence, the suffix (er) When forming comparative forms and nouns and the morphemes (not) and (un) plus adjectives when forming negation and antonyms.

The significance of this research stems from the fact that identifying and analyzing the grammatical difficulties and errors that are encountered by secondary school students will pave the way to overcome these difficulties and errors.

Thus ,improving the text books in the subsequent revisions and improving the standard of the students.

The major question raised in this study is what are the types of potential sources of the grammatical difficulties and errors that Sudanese secondary school students make in the use of the English grammatical morphemes.

The researcher has followed the descriptive analytical method to obtain the results. Two important tools were used for eliciting and analyzing data ,Teacher Questionnaire (TQ) and the student' Diagnostic Test (SDT) for third grade secondary students.

The results obtained led the researcher to suggest that teachers must get special training on how to make students learn grammar without being demotivated to words language.

This is besides the efforts need to accompany the syllabus taught with work books and tape-recordings . Add to that students who face those difficulties need to have some remedial lessons and drills. The findings achieved in this study encouraged the researcher for words to present some suggestions for further studies.

2 - 4 - 3   Abstract of previous Study Two

This dissertation discuss the effectiveness of using Disney's characters as underlying metaphor ,and a motivational aspect in the teaching of English as a second language for the second grade students of secondary schools .

In this program computers are used as the medium for facilitatation the intended learning. The main research question that is asked by the researcher is: How does the use of Disney characters function in motivation learners while learning about adjectives?

The following sub- questions aided in the answering of the main question:

1 - Was the learning package effective in teaching the set outcomes of this learning package to the secondary school students?

2 - Did the Disney characters contribute towards motivating the learners to complete the program?

3 - Did the Disney characters contribute towards the effective aspects of the learners while learning with the program?

The sample of this research is consisted of fifty students from Albuluk secondary school for Girls and Awad Ebrahim secondary school for Girls in Omdurman in Elthawra area .

The data is collected by using four tools (observation , questionnaire ,informal conversation , pre and post test).

From the finding the most important conclusion that was reached is that the use of Disney's characters can't stand alone. So it is recommended that " Use Disney's characters as assistance to the intrinsic motivational aspects to increase learning and success" .

Chapter Three

Methodology

3 - 1 Introduction

This chapter present description of the methodology of this study . it shows the population of the study the subjects of the study , the instrument of data collection , the validity and reliability of the tool , the procedures for the data collection , and the data analysis.

3-2 population of the study

the population of this study are university student , their ages are between seventeen and twenty two (17-22) , the majority of them are Sudanese their mother tongue is Arabic language , those students studied English language for eight to ten years (8 - 10) .

the population of this study are students at Sudan University of Science and Technology , department of English language.

3 - 3 Sample of the Study

the sample of this study was random and it was fifty (50) students divided into two groups (A) and (B) .

group (A) they were (25) from the total number (112) and those are students from first level where as group (B) were (25) from the total number (103) they were from third level .

so the sample of this study students of English language as a foreign language , from SUST , college of languages department of English language and they belong to first and third levels.

3 - 4 Research instrument

the study data have been collected through the test , it consist of three questions every question has ten items.

3 - 5 Validity and Reliability

The research instrument is valid . It is valid by four teachers from SUST college of language , department of English languages.

1 – Dr. Mohamed Eltayeb

2 –Dr. Mekki Mohammed Mohamedain

3– Hamida Ibrahim Mohammed

4 – Sarah Aubbaker AbdulRahman

Reliability Test

[3 – 1]

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.881	.877	6

Very consistent measurement

[3 – 2]

ANOVA with Friedman's Test

		Sum of Squares	Df	Mean Square	Friedman's Chi-Square	Sig
Between People		18.093	24	.754		
Within People	Between Items	8.380[a]	5	1.676	54.652	.000
	Residual	10.787	120	.090		
	Total	19.167	125	.153		
Total		37.260	149	.250		

Grand Mean = 1.46

a. Kendall's coefficient of concordance W = .225.

Very high and significant Chi^2 value indicating the reliability of the measurement conducted on the data.

The above values of Cronbach's Alpha (.881) and Chi2 (54.652) indicate that the measurement of the data in this study is reliable to be generalized to the population of the study.

3 - 6 procedures of the Research

fifty (50) copies distributed to the subjects of the study which were chosen randomly , and collected them .

3 - 7 Data Analysis

After the data collected by the research it analysis by SPSS.

Chapter Four

Data Presentation , Results and Discussion

4 – 1 Introduction

This chapter display the results of the study after the data analysis. The following tables show the results followed by discussion .

4 – 2 Data Presentation, Analysis, and Discussion

The following tables shows the major results after using the SPSS to analyze the data obtained by test .

4 – 2 -1 Hypothesis one

 Students of EFL at SUST aren't aware of adjectives and nouns .

Table[4 -1] below presents the result of hypothesis one above, followed by discussion .

Students of EFL at SUST aware about Adjectives and Nouns - First Year Students

Table [4 -1]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	178	71.2	71.2	71.2
	Incorrect	72	28.8	28.8	28.8
	Total	250	100.0	100.0	

From the table above 71.2 %   was the correct answer to question one to students of EFL at SUST first year . According to these result the first hypothesis is disconfirmed.

Students of EFL at SUST aware about Adjectives and Nouns - Third Year Student

Table [4 – 2]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	180	72.0	72.0	72.0
	Incorrect	70	28.0	28.0	28.0
	Total	250	100.0	100.0	

The use of adjectives and correctly from a morphological point - First Year Students Table[4 -2 -3]

From the table 4 -2 -2 above 72.0 % was the correct answer to question one to students of EFL at SUST third year . According to these result the first hypothesis is disconfirmed .

Students of EFL at Sudan University of Science & Technology use adjectives and nouns incorrectly from a morphological point .

Table[4 -3] below presents the result to hypothesis two above follows by discussion .

4 – 2 -2   Hypothesis Two

64 % was the correct answer to question two , to the students of 1st year .This observation again disconfirmed the hypothesis two .

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	160	64	64	64
	Incorrect	90	36	36	36
	Total	250	100.0	100.0	

The use of adjectives and correctly from a morphological point - Third Year Students

Table[4 – 4]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	191	76.4	76.4	76.4
	Incorrect	59	23.6	23.6	23.6
	Total	250	100	100	

76.4 % was the correct answer to question two , to the students of 3rd yea . This observation again disconfirmed the hypothesis two.

4 – 3 –Hypothesis Three.

Students of EFL at Sudan University of Science and Technology can't derive an adjective from a noun and the opposite .

Table [4 -5] below presents the results of hypothesis three above followed by discussion .

Derive an adjective from a noun and the opposite - First Year Students

Table[4 – 5]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	68	27.2	27.2	27.2
	Incorrect	182	72.8	72.8	72.8

Derive an adjective from a noun and the opposite - First Year Students

Table[4 –   5]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	68	27.2	27.2	27.2
	Incorrect	182	72.8	72.8	72.8
	Total	250	100.	100.	

27.2 % was the correct answer to question three , to the students of 1st level . According to this result the third hypothesis was confirmed .

Derive an adjective from a noun and the opposite Derive - Third Year Students

Table[4 – 6]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	83	33.2	33.2	33.2
	Incorrect	167	66.8	66.8	66.8
	Total	250	100	100	

33.2 % was the correct answer to question three , to the students of 3rd level . According to this result the third hypothesis was confirmed .

4 – 2 -4 Hypothesis Four

There is no significant difference between the students of first and third year in their ability to differentiate between adjectives and nouns.

Table[4-7] below shows the result of hypothesis four above follows by discussion .

[4 – 7]

Paired – Sample	Degree of Freedom (df)	Calculated P. Value (t)	Tabulated P. Value (t) (0.05 Level of Significance)
Q1 (1st) year and Q1 (3rd)	24	1.809	1.711
Q2 (1st) year and Q2 (3rd)	24	1.809	1.711
Q3 (1st) year and Q3 (3rd)	24	1.809	1.711

The first Hypothesis:

H_0 (Null Hypothesis):

There is no significance difference between the 1st and 3rd year SUSTECH students-in their aware about nouns and adjectives. H_1 (Alternate Hypothesis).

There is a significance difference between the 1st and 3rd year SUSTECH students in their aware about nouns and adjectives.

From the above table of the p. values it is clear that the associated p. value of t-test at level of significance (0.05) is greater than the alpha (1.711) and this makes us reject the null hypothesis (H0), and accept the alternate hypothesis (H1). As a result, there is a significant difference between the first and third year students at SUSTECH in their aware about adjectives nouns .

[4 – 8]

Paired – Sample	Degree of Freedom (df)	Calculated P. Value (t)	Tabulated P. Value (t) (0.05 Level of Significance)
Q1 (1st) year and Q1 (3rd)	24	1.809	1.711
Q2 (1st) year and Q2 (3rd)	24	1.809	1.711
Q3 (1st) year and Q3 (3rd)	24	1.809	1.711

The second Hypothesis:

H_0 (Null Hypothesis):

There is no significance difference between the 1st and 3rd year SUSTECH students in their use adjectives and nouns incorrectly from a morphological point .

H_1 (Alternate Hypothesis):   There is a significance difference between the 1st and 3rd year SUSTECH students in their use adjectives and nouns incorrectly from a morphological point .

From the above table of the p. values it is clear that the associated p. value of t-test at level of significance (0.05) is greater than the alpha (1.711) and this makes us reject the null hypothesis (H0), and accept the alternate hypothesis (H1). As a result, there is a significant difference between the first and third year students at SUSTECH in their use adjectives and nouns incorrectly from a morphological point .

[4 – 9]

Paired – Sample	Degree of Freedom (df)	Calculated P. Value (t)	Tabulated P. Value (t) (0.05 Level of Significance)
Q1 (1st) year and Q1 (3rd)	24	1.809	1.711
Q2 (1st) year and Q2 (3rd)	24	1.809	1.711
Q3 (1st) year and Q3 (3rd)	24	1.809	1.711

The third Hypothesis:

H$_0$ (Null Hypothesis):

There is no significance difference between the 1stand 3rdyear SUSTECH students in that, they can n't derive an adjective from a noun or the opposite .

H$_1$ (Alternate Hypothesis):

There is a significance difference between the 1st and 3rd year SUSTECH students in that, they ca n't derive an adjective from a noun or the opposite .

From the above table of the p. values it is clear that the associated p . Value of t-test at level of significance (0.05) is greater than the alpha (1.711) and this makes us reject the null hypothesis (H0), and accept the alternate hypothesis (H1). As a result ,there is a significant difference between the first and third year students at SUSTECH in that they can't derive an adjective from a noun or the opposite

Chapter Five

Conclusion ,Recommendation ,and Suggestions for Further Studies

5 – 1- Introduction

This chapter provides the conclusion of the study , and the findings .

5 – 2 – Conclusions

After presenting the previous chapters the researcher concluded that ;

1 – Students of English language as a foreign language face difficulties in deriving adjectives from nouns and nouns from adjectives .

2 - The students of English language as a foreign language at SUST do mistakes when they use suffixes to derive an adjective from a noun and a noun from an adjective.

5 – 3 – Findings

The research findings that :

 1. Students of EFL at SUST are aware of adjectives and nouns .

2. Students of EFL at Sudan University of Science & Technology use adjectives and nouns correctly from a morphological point .

3. Students of EFL at Sudan University of Science and Technology can't derive an adjective from a noun and the opposite .

 4 . There is no a significant difference between the students of first and third year in their ability to differentiate between adjectives and nouns , although ,they have been studying English language for eight or ten years .

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Appendices (A)

Sudan University of Science &Technology

College of Languages

Department of English Language

2013 - 2014

Test

Question one:

Determine whether the underlined words are adjective or noun .Write (adj) for adjectives

 and (n) for nouns .

1 - He is a <u>fast</u> runner. (adj   )

2 - The scene was <u>horrifying</u> . (adj   )

3 - Many families are <u>homeless</u> because of war.(adj)

4 - Tom is an <u>actor</u> . (n   )

5 -Hepatitis is a very serious <u>illness</u>. (n)

6 - He will win the <u>election</u>.(n   )

7 - She's <u>richer</u> than 90 percent of her neighbors.(adj)

8 - The audience were <u>bored</u>.(adj   )

9 - Jhon is an airline <u>Pilot</u>.(n   )

10 - I'm not very good at <u>spelling</u>. (n)

Question Two :   Circle the correct word.

1 - Many children have ---------------------- friends.

a) imagination   b) imaginary   c) imagenes

2 - This new machine is------------------ .

a) usefulness   b)uesless   c) usement

3 - She is from ------------------------.

a) Lebanese   b)Lebanic   c) Lebanon

4 - There is a----------------between the three sons .

a) similaric   b) similar   c)   similarity

5 - They are doing their --------------------research.

a) medical   b)medicine   c) medicist

6 - He was ----------------------to trust her.

a) stupidity   b)stupidese   c) stupid

7 - The problem is due to bad --------------------- .

a) management   b) managerial   c)   managetive

8 - She works in the ------------------------ of London .

a) central   b) center   c)centrese

9 - He does his   --------------------- in the morning .

a) active   b)   activity   c)activing

10 - He is very ---------------------about the success of the business.

a) hopelessness   b)hopeage   c)   hopeful

Question Three :

Fill in the following table .

Adjectives	Nouns
Depressed	Depresstion
Foggy	Fog
Thoughtful	Thought
Scientific	Science Scientist
Rich	Richness Siches
Childish	Child
Jewish	Jew
Bored	Boredom
wasted wasteful	Waste
Kind	Kindness