



Sudan University of Science and Technology

College of Language

Department of English



**Problems Facing EFL Students Identifying and Using
Adjective**

المشاكل التي تواجه طلاب اللغة الانجليزية كلغة اجنبية في تمييز واستخدام الصفات

**A research submitted in partial Fulfillment for the
requirements of the Bachelor Degree in English Language**

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الآية

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ

الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

صدق الله العظيم

سورة العلق

Dedication

This research is affectionately dedicated to my parents who have exerted every possible effort to see me as a graduate

It is also sincerely dedicated to my siblings, friends and brothers – in –low.

This research also dedicated, with warm sentiments, to all those who love peace and awareness of humanity regardless of ethnicity, religion or region.

With everlasting love.

Acknowledgement

Firstly, my deepest thanks go to almighty God for allowing me to accomplish this study.

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ABSTRACT

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

مستخلص البحث

حاول الباحث في هذه الدراسة أن يقوم بإجراء دراسة عن المشكلات التي تواجه دراسي اللغة الانجليزية كلغة أجنبية (ثانية). واجري هذا البحث بهدف فحص واكتشاف مشكلات الطلاب عن صفات اللغة الانجليزية. وهدفت الدراسة أيضا إلي معرفة مدي إلمام الطلاب لهذه الصفات وإدراك مواضع المشكلة لإيجاد حلول مناسبة لها. و ثم وضع أربعة فرضيات, ثم قدم الباحث معلومات عامة للصفات المتمثلة في تعريف الصفة وأنواعها وبعض الأمثلة وموضع الصفة في الجملة و ثم الشكل وترتيب الصفة. لقد قام الباحث بإعداد امتحان لجمع البيانات المطلوبة, وقد تم اختيار عينة عشوائية للبحث تضمنت ثلاثين طالب وطالبة من كلية اللغات قسم اللغة الانجليزية المستوي الثاني. ثم أجريت المعالجات الإحصائية اللازمة للتحقق من إمكانية إثبات الفرضيات المذكورة مسبقا أو عدم إثباتها. بعد تحليل البيانات, أثبتت النتائج أن ثلاث فرضيات قد تحققت. أظهرت النتائج ان غالبية الطلاب لا يستطيعون التمييز بين الصفات و الظروف وبعض الأسماء, وكما اظهر التحليل ان معظم الطلاب غير قادرين علي استخدام الصفات بطريقة مثلي ومعظم أخطاء الطلاب تتمثل في الصفات التي تشتق من الأسماء. في الختام قدم الباحث عدة توصيات واقترح بعض العناوين كأطروحات لدراسات مستقبلية في هذا المجال.

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List of Abbreviations

EFL: English as a foreign language.

Adj: adjective.

SPSS: statistical package for social studies.

SUST: Sudan University of Science and Technology.

IBID: The same source and author.

ETAL: And others.

Chapter One

1.1. Overview

English language has been adopted for ages as mean of exchanging human knowledge, culture and trade. Learning of English language perfectly is now observed as an essential factor for being able to contact other nations in term of making use of their experience in different fields of knowledge. According to these reasons, it is clear that mastering English is inevitable. One can't master language unless he knows main parts of language like adjectives. Without knowing them, using language will be defective. Therefore, the researcher has realized problems of using adjectives among English foreign learners in Sudan University this urged him to start this topic.

1.2. Statement of the Problem

Every student who teaches English as foreign language regardless of what his/her mother tongue is should know parts of speech such as adjectives. However, what has been realized during the four years is that most of English foreign learners of Sudan University are unaware of adjectives. Therefore, a decision was taken to tackle this subject by finding out reasons behind these problems in order to find suitable solutions for them.

1.3. Objectives of the Study

In line with the problems mentioned above, this study aims at: -A

- A-Tracing and exploring students' problems of adjectives
- B- To see to what extent EFL at Sudan University are able to use adjectives properly.
- C- Finding out areas of students problems in identifying adjectives.

D- To recognize the students ability to differentiate between adjectives and other parts of speech.

1.4. Significance of the Study:

- i. The researcher believes this study is very important; especially as it tries to tackle a problem most of researchers have ignored.
- ii. The study will show the value of adjectives and their essential role in mastering English.
- iii. The researcher hopes besides the findings of this study might be a great value to Sudan university administration to design an effective English foreign learner's syllabus.
- iv. It is one of few studies that aim at investigating such important part of language.

1.5. Research Questions:

This study an attempt to provide answers to the following questions:

- 1- To what extent are English foreign learners aware of adjectives?
- 2- Are they able to use adjectives properly?
- 3- Are the problems due to the mother tongue interference?
- 4- What is the most problematic area for them?

1.6. Hypotheses of the Study:

- i. English foreign learners at SUST are not adequately aware of adjectives.
- ii. Most of EFL learners at SUST are unable to use adjectives perfectly.
- iii. EFL learners often apply grammatical rules of their first language to the second one. Therefore, they encounter a lot of problems.
- iv. The most problematic area for EFL learners is considering every-y endings are adjectives.

1.7. Methodology of the Study:

The researcher will adopt the descriptive analytic methods. The data of this study will be collected through students' test, and then it will be statistically analyzed and discussed. The sample of this study will be students of second year at Sudan University of science and technology, college of languages, department of English. They will be composed of (30) students both male and female and they will be chosen randomly.

1.8. Limitations of the Study:

This study will be limited to the following aspects:

- i. Limitation of time: the study will be carried out in the last course of the academic year 2014-2015
- ii. Limitation of place: the study will be applied and carried out in Sudan University of science and technology, college of languages, department of English.
- iii. Subject limitation: the study will deal with and discuss the problems facing EFL students in identifying and using adjectives. Including their types, forms, positions, and order of adjectives.

1.9. Summary:

The above chapter presents general view of the study. It works as a plan for the whole study. In this sense it discusses the statement of the problem, objective of the study, research questions, hypotheses, methodology and limitations of the study.

Chapter Two

Literature Review

2.1. Introduction:

This chapter is divided into two parts. The first part attempts to provide a theoretical framework of the research. It consists of three sections. The first two sections deal with general characteristics of adjectives; their definitions and types. The third section includes position of adjectives. The second part deals with forms of adjectives, order and identification of adjectives.

2.2. Conceptual Framework:

2.2-1 Definition of adjectives (adj):

An adjective is a word use with a noun to provide more information. (Yule, 2006:237).

Also the term adjective is defined as a word used to describe a noun or pronoun. In grammar, we say that an adjective modifies a noun. The word modify means (change a little) an adjective gives a little different meaning to a noun and it bring color to the sentence by making the noun sounds more complete. (Azar, et al, 1981:439). Further more, adjectives can be used to describe a lot of things; physical, size, age, shape, color, material as well as abstract things like opinion, origin and purpose. There are different types of adjectives and these kinds need to be understood in order to use them properly. Therefore, in the next section the researcher attempts to mention types of adjectives.

2.2-2 Kinds of adjectives:

There are six types of adjectives presented by (Thomson, et al, 1960: 33) as follows:

(A) Demonstrative of adjectives

They are used when there is a need to point specific things. They are similar to demonstrative pronoun (this, that, these, those) they often provide answer to the question of which. For instance,

- i. This is my mother.
- ii. If I hear that sound again, I will call the police.

Here, the word that refers to specific sound.

(B) **Descriptive adjective:** each, every, either and neither.

- i. Every man knows.....
- ii. Each man knows what to do. (ibid: 64)

(C) **Quantitive** :(some, any, little, few, many and much) adjective of quantity talks about the quantity the noun being talked about and provides answer to the question of how much. Also it shows the quantity or numbers present in the sentence. For instance:

- i. Ate some dates.
- ii. He has little intelligence.
- iii. Three boys are playing in the ground.

Here, the word three signifies the quantity or the number of the boys playing.

(D) **Interrogative:**

Interrogative adjective modifies a noun or noun phrase, it doesn't stand on its own and it includes words such as which, what and whose. Here are some examples to clarify the words mentioned above.

- i. Whose/which horse won?
- ii. What dress are you wearing?

Here, the word what modifies the noun dress.

(E) **Adjectives of Quality:**

These adjectives called descriptive adjectives, because they describe noun or noun phrase. They have several forms as discussed below:

- i. Size → big, small
- ii. Age → young, old

- iii. Shape → square, triangular
- iv. Color → black, white
- v. Origin → creek, European, Sudanese
- vi. Purpose → these are really gerunds used to form compound noun; walking stick, riding boots ...etc

(F) Possessive Adjectives

Possessive adjectives in English refer to the possessor and not to the things possessed. Every thing that a man or boy possesses is his thing; every thing that a woman or a girl possesses is her thing. And these words below are representing possessive adjectives: my, your, his, her, our and their. As for an animal or thing we use its to show possession. And no apostrophe is used here. Students should guard against the common mistake of writing the possessive its with an apostrophe. It's (with an apostrophe) means it is which completely different from possessive adjectives mentioned above. (ibid: 75).

2.2.3. The position of adjectives:

Most of adjectives can have two or assume two positions, Attributive and predicative. Attributive adjective occurs before the noun it modifies. For example,

This is difficult problem.

A predicative adjective occurs as the complement of linking verbs or copular verbs are be, seem. A problem might be where to place an adjective in a sentence. Because a predicative adjective requires a verb or verb phrase before adjective, the entire meaning of a sentence or idea can be change depending on whether or not the adjective is used in attributive way or predicative way. For example,

Oh, poor man.

Indicate that we feel sorry for man. In contrast, the man is poor suggests the man has little money to spend. Furthermore, most of adjectives can be both attributive and predicative, but some adjectives can only be used in attributive position. (Leech, et al, 2002:231) some adjectives are seldom or never used before the

noun they describe. These include: some (a-) adjectives: afraid, alight, alike, alive, alone, ashamed, asleep, awake and aware.

The horse was alone in the field.

In turn some classifying and emphasizing adjectives are seldom used explosion, but we can not say that explosion was nuclear. Other adjectives like this include: atomic, cubic, digital, medical, phonetic...etc. there also some adjectives can used immediately after a noun. This include: some, able adjectives such as available, possible, and suitable. However, we use these adjectives immediately after a noun only when the noun follows words such as: first, last, next, only and superlative adjectives or when a prepositional phrase follows the adjective:

- i. It is an offer available to club members only.
- ii. It is only treatment suitable. (Hewing, 1999:165).

The following 2.2.4, 5 indicates some additional kinds of adjectives

2.2.4. Gradable and ungradable adjectives:

Gradable adjectives can be used with adverbs such as very or extremely to say that a thing or person has more or less of a particular quality. Ungradable adjectives themselves imply to the large degree and are seldom used with adverb. Instead we can use an adverb such as absolutely, totally and completely.

- i. That is a big boy.
- ii. The tree is extremely high.
- iii. Our teacher gave us a completely impossible problem to solve.
- iv. She was extremely rich. (ibid: 167).

2.2.5. Adjectives plus preposition:

Some adjectives are commonly followed by particular prepositions. Here, we will look at some adjectives that can be followed by one preposition or another, depending on the meaning. Afraid+ of/for e.g.:

- i. John had always been afraid of flying.
- ii. They tried to leave the country, because afraid for their own lives.

Concerned+about/with e.g.:

I am a little concerned about your exam result.

Glad +for/of e.g.:

i. I am very glad for you.

ii. I would be glad of some help. (Hewing, 1999:173).

The adjectives mentioned above are not only that followed by prepositions. The researcher mentioned those to show there are specific adjectives followed by specific prepositions.

2.3. Forms of adjectives:

Adjectives have several forms; the common ones are positive, comparative and superlative. Each of these types has their own forms we use "er" for the comparative and "est" for the superlative of one _ syllable adjective; they are called short adjectives. The following examples clarify their usage:

i. Ali is tall, Huda is taller than Ali, and Ahmad is the tallest one.

ii. My house is a big and John's house is bigger than mine.

When we add "er" or "est" to the adjectives there are sometimes changes in spelling, as it shown in the second example above. For the word begins with consonant and ends with consonant after vowel, we double consonant (g) then added "er". We also use an article "the" before the superlatives.

Moreover, adjectives of three or more syllables take "more" in the comparatives and "most" in the superlatives. Examples:

i. Exciting → more exciting → most exciting.

ii. Interesting → more interesting → most interesting.

Students should not use "more" before an adjective that already has "the" or "er" endings or "most" before an adjective that already has "the – est" endings.

(Beaumont, et al, 1998:199).

2.3.1. Irregular forms:

Some very common adjectives have irregular forms; in this case, we do not use the same positive adjectives in comparatives or superlatives. There are some changes happen as the following adjectives:

- i. Good → better (than) → (the) best (of all)
- ii. Bad → worse (than) → (the) worst(of all)
- iii. Little → less (than) → (the) least (of all)
- iv. Much/many → more (than) → (the) most (of all)

(Macklin, 1992:15)

There are some adjectives can not be compared as the previous ones, e.g.: you can not be more asleep or more awake. Some body says: "John's work was more impossible than mine". This sentence or the usage of adjective incorrect, instead of that we could say:

John's work was difficult; mine was nearly impossible. And adjectives that can not be compared with more are called 'absolutes', so we use nearly, barely or almost with them rather than more. (ibid: 17).

2.3.2. Singular and plural forms of adjectives:

Adjectives in English have the same form for singular and plural, masculine and feminine nouns e.g.:

- i. A good boy, good boys.
- ii. A good girl, good girls.

The only exceptions are the demonstrative adjectives; this and that which change to these and those before plural nouns:

- i. This cat, these cats.
- ii. That man, those men.

So, the learners should pay attention on changes as are shown in the examples above, in order to possible mistakes (Thomson, et al, 1960:33).

2.4. Order of adjectives:

Sometimes we use more than one adjective with a noun. The question which poses itself is that, is the order of adjective important? If so, what is the correct order of adjectives when we put them before a noun or things they describe? The answer is yes, order of adjective in suitable way very important, especially for EFL students and there is usually a fairly fixed order. Otherwise, the sentence sounds strangely. However, the native students do not focus much on this matter; for they learn order of adjectives spontaneously from the community belong to. The following examples show the main word order for adjectives in English.

- i. Opinion → nice, wonderful, excellent.
- ii. Size → large/small.
- iii. Quality → clear, busy, famous.
- iv. Age → old, new ...etc.
- v. Shape → round, square, fat, thin.
- vi. Colour → red, white, and blue.
- vii. Participle forms → covered, missing, and broken.
- viii. Origin → British, American, and Sudanese.
- ix. Material → brick, paper, plastic.
- x. Type → human, chemical, domestic.
- xi. Purpose → alarm clock and walking boots.

Words form of those groups mentioned above are usually come in this order: opinion + size + quality + age + shape + colour + participle forms + origin + material + type and purpose. e.g.:

- i. A German industrial company (origin + type).
- ii. Two small round green tables (size + shape + colour).
- iii. A hard wooden seat (quality + material). Eastwood (1994:256).

2.5. Identification of Adjectives

Some adjectives can be identified by their endings .typical adjectives endings include:

Able → achievable, capable.

Al → logical, internal, functional.

Ic → cubic, manic, terrific.

Less → breathless, restless, careless.

Ful → beautiful, careful, grateful.

Ous → fabulous, dangerous, courageous.

However, a large number of very common adjectives can not be identified in this way. They don't have typical adjectival forms: bad, bright, clever, dark, in addition there are some words can be used as both adjectives and adverbs. These two rules in the same word can be source of problem in identifying adjectives.

Words have two functions:

It's a fast car (adj).

The car goes very fast (adv).

It was hard work (adj).

We worked hard (adv).

Furthermore, not all words ending in – ly are adverbs. Some adjectives also end in – ly. For example: friendly, lovely, lonely, silly and ugly. As above examples show adjectives are formally very diverse, (Beaumont, 1998:205).

2.6 Summary of the chapter:

This chapter has reviewed some of the concepts related to adjective which is the subject of the current study. Linguists' definitions have been reviewed as well as different types of adjectives with the examples provided in order to figure out the problems that facing students. This chapter also reviewed positions, forms, word order and identification of adjectives.

Chapter Three

Methodology of the Study:

3.1 Introduction:

This chapter describes the research methodology that is used by the researcher to conduct his study. More specifically; it provides details about: (a) who participated in this study (subjects), (b) what type of materials used to generate the research data (tools), (c) how the research tools were administrated (procedures) and how the data is analyzed.

3.2 Instruments of the Study:

The researcher used a test to collect the data from sample students. The test consisted of five questions and forty six items. A question one and three are related to identification of adjectives. Here, students were asked to differentiate between adjectives and other parts of speech. As for questions two, four and five; they are concerned with using adjectives. By doing so the researcher tested the samples both the identification and using adjectives in order to come up with clear results.

3.3 population of the study

Populations of this study were students at Sudan University of science and technology, college of languages, department of English. The researcher chose them to be his research population, because they represent as English foreign learners.

3. 4 subjects of the study

The target groups of this study were thirty EFL students. Regarding to their levels, they were second year students. These respondents were chosen randomly. They have ages ranging between twenty and twenty-four years. Most of them were females. The researcher has chosen that level in particular because they have already had courses related to this study. Also, they had enough time at

University that might enable them to know about adjectives as students of languages.

3.5 Validity:

To ensure the validity of the test, the researcher consulted several experts in the field of teaching and statistics. They had long experience. They are lecturers at SUST namely, my supervisor USATZ Abdelgarim Hassn, USTAZ Nasr-Eldeen and Dr. Mohammed Altayib. They were asked to check and comment on the following points:

- i. To what extent the items were suitable in term of construction and sequence.
- ii. Type of items, simplicity, flexibility and how far the items were related to the subject.

Then the language used.

Cranach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} \frac{(1 - \text{Total variations questions})}{\text{variation college grades}}$$

Cronbach alpha coefficient = (0.65), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is (0.81), and this shows that there is a high sincerity of the scale and that the benefit of the study.

3.6 Procedure:

The researcher had adopted different procedures to get information from the target respondents. The respondents got the test copies distributed to them. The copies were received immediately after they were filled in. the duration of the test is approximately half an hour. It was enough time to complete all the questions that the test contained.

3.7 Data Analysis:

After the researcher collected the data, he analyzed them by using a computer program known as (SPSS)

3.8 Summary of the Chapter:

This chapter out lined the instrument designed and used for obtaining data for the study, In addition to population of the study, samples and validity. Then viewed procedures that used during the collecting the data and concluded by a tool of data analysis.

Chapter Four

Data Presentation and Analysis

4.1 Introduction:

This chapter presents and analyses the data of the study.

4.2 Identification of Adjectives:

Table 1: The young woman was still a live when the ambulance reached the hospital.

Valid	Frequency	Percent
Correct	19	63.3%
Incorrect	11	36.7%
Total	30	100.0%

The above table shows that (63.3%) of the students answered the question correctly, while (36.7%) of them got it wrong

Table 2: Same is a careful driver.

Valid	Frequency	Percent
Correct	25	83.3%
Incorrect	5	16.7%
Total	30	100.0%

The above table shows that the vast majority of the sample population (83.3%) they were able to identify the adjective "careful", while (16.7%) of the students failed to do so.

Table 3: The two children are very a like.

Valid	Frequency	Percent
Correct	18	60.0%
Incorrect	12	40.0%
Total	30	100.0%

The table above shows that the distribution of the sample by correct and incorrect is (60.0%) to (40.0%) respectively.

Table 4: We did not go out because of the heavy rain.

Valid	Frequency	Percent
Correct	16	53.3%
Incorrect	14	46.7%
Total	30	100.0%

The above table shows that (53.3%) of the sample are able to differentiate the adjective "heavy", whereas (46.7%) failed to do s

Table 5: It was a fast car.

Valid	Frequency	Percent
Correct	24	80.0%
Incorrect	6	20.0%
Total	30	100.0%

The above table shows that the vast majority of the sample population (80.0%) are able to identify the adjective "fast" while (20.0%) of them failed to do so.

Table 6: It was hard work.

Valid	Frequency	Percent
Correct	20	66.7%
Incorrect	10	33.3%
Total	30	100.0%

The table above shows the distribution of the sample by correct and in correct is (66.7%) to (33.3%) respectively. The obtained result indicates that most of students aware of adjective "hard".

Table 7: These cats are theirs.

Valid	Frequency	Percent
Correct	3	10.0%
Incorrect	27	90.0%
Total	30	100.0%

The above table shows that the vast majority of the sample population (90.0%) got wrong answer, while (10.0%) of them answered the question correctly.

Table 8: This book is yours.

Valid	Frequency	Percent
Correct	3	10.0%
Incorrect	27	90.0%
Total	30	100.0%

The above table shows that the distribution of the sample by correct and incorrect is (10.0%) to (90.0%) respectively. According to the previous result it is clear that EFL students are facing problems in identifying the adjective "yours".

Table 9: He lives behind a deserted house.

Valid	Frequency	Percent
Correct	15	50.0%
Incorrect	15	50.0%
Total	30	100.0%

The above table shows that the distribution of the sample by correct and incorrect is (50.0%) to (50.0%) respectively.

Table 10: Cloudy

Valid	Frequency	Percent
Correct	17	56.7%
Incorrect	13	43.3%
Total	30	100.0%

The above table shows that the distribution of the sample by correct and incorrect is (56.7%) to (43.3) respectively.

Table 11: silly

Valid	Frequency	Percent
Correct	14	46.7%
Incorrect	16	53.3%
Total	30	100.0%

The above table shows that (46.7%) of the sample population got correct answer, while (53.3%) of them got wrong answer.

Table 12: ugly

Valid	Frequency	Percent
Correct	15	50.0%
Incorrect	15	50.0%
Total	30	100.0%

The above table shows that the distribution of the sample by correct and incorrect is (50.0%) to (50.0%) respectively.

4.3 Using Adjectives:

Table 13: The play was (Bore). The audiences were ...

Valid	Frequency	Percent
Correct	12	40.0%
Incorrect	18	60.0%
Total	30	100.0%

The above table shows that the majority of the sample population (60.0%) are not able to use adjective boring/bored so it is quite clear EFL students at SUST are facing problem in using –ing/ed adjectives.

Table 14: The work was (Tire), so workers soon got

Valid	Frequency	Percent
Correct	10	33.3%
Incorrect	20	66.7%
Total	30	100.0%

The above table shows that only (33.3%) got correct answer, while the majority of sample population (66.7%) got the wrong answer.

Table 15: the scene was..... (Horriy), the spectators were.....

Valid	Frequency	Percent
Correct	8	26.7%
Incorrect	22	73.7%
Total	30	100.0%

The above table shows that the distribution of the sample by correct and incorrect is (26.7%) to (73.3%) respectively.

Table 16: Everybody laughed but I could not understand what had (Amuse) them.

Valid	Frequency	Percent
Correct	9	30.0%
Incorrect	21	70.0%
Total	30	100.0%

Previous table displays that (30.0%) of the students answered the question correctly, while (70.0) of them failed to so.

Table 17: A man who lives in Sudan is.....

Valid	Frequency	Percent
Correct	6	20.0%
Incorrect	24	80.0%
Total	30	100.0%

The table above shows that the distribution of the sample by correct and incorrect is (20.0%) to (80.0%) respectively. And the results indicate that students have problems in using the adjective of nationality related to the "Sudan".

Table 18: A girl who comes originally from America is.....

Valid	Frequency	Percent
Correct	7	23.3%
Incorrect	23	76.7%
Total	30	100.0%

From the table is shown above (76.7%) of students are failed to use adjective properly. This means that there are problem facing students in using the adjective of nationality related to "America"

Table 19: the language spoken in France is

Valid	Frequency	Percent
Correct	9	30.0%
Incorrect	21	70.0%
Total	30	100.0%

The table above shows that the distribution of the sample by correct and incorrect is (30.0%) to (70.0%) respectively. The obtained result refers to clear problem with the adjective of nationality related to "France".

Table 20: people who live in Lebanon are.....

Valid	Frequency	Percent
Correct	0	0.0%
Incorrect	30	100.0%
Total	30	100.0%

The table above shows that the distribution of the sample by correct and incorrect is (0.0%) to (100.0%) respectively. This means students have problem with the adjective of origin related to "Lebanon".

Table 21: the nationality of Egypt president is.....

Valid	Frequency	Percent
Correct	12	40.0%
Incorrect	18	60.0%
Total	30	100.0%

The table above shows that the majority of the sample populations (60.0%) are not able to use the adjective related to "Egypt".

Table 22: I went to Algeria people who live there were.....

Valid	Frequency	Percent
Correct	3	10.0%
Incorrect	27	90.0%
Total	30	100.0%

The table above shows that the distribution of the sample by correct and incorrect is (10.0%) to (90.0%) respectively.

Table 23: my brother got nationality from Somalia. Therefore, he considers as

.....

Valid	Frequency	Percent
Correct	3	10.0%
Incorrect	27	70.0%
Total	30	100.0%

The table above shows that the distribution of the sample by correct and incorrect is (10.0%) to (70.0%) respectively.

Table 24: difference

Valid	Frequency	Percent
Correct	10	33.3%
Incorrect	20	66.7%
Total	30	100.0%

The table above displays that only (33.3%) of the sample population answered the question correctly. Whereas the majority of (66.7%) them failed.

Table 25: music

Valid	Frequency	Percent
Correct	13	43.3%
Incorrect	17	56.7%
Total	30	100.0%

The table above shows that the distribution of the sample by correct and incorrect is (43.3%) to (56.7%) respectively.

Table 26: criticism

Valid	Frequency	Percent
Correct	2	7.0%
Incorrect	18	93.0%
Total	30	100.0%

The table above displays that majority of EFL students (93.0%) are not able to form adjective of related noun "criticism"

Table 27: murder

Valid	Frequency	Percent
Correct	1	3.3%
Incorrect	29	96.7%
Total	30	100.0%

The table above shows that the distribution of the sample by correct and incorrect is (3.3%) to (96.7%) respectively.

Table 28: Help

Valid	Frequency	Percent
Correct	8	26.7%
Incorrect	22	73.3%
Total	30	100.0%

The table above shows the distribution of the sample by correct and incorrect is (26.7%) to (73.3%) respective

Table 29: Hope

Valid	Frequency	Percent
Correct	12	40.0%
Incorrect	18	60.0%
Total	30	100.0%

The above table shows that the distribution of the sample by correct and incorrect is (40.0%) to (60.0%) respectively.

Table 30: curiosity

Valid	Frequency	Percent
Correct	3	10.0%
Incorrect	27	90.0%
Total	30	100.0%

The table above shows that the distribution of the sample by correct and incorrect is (10.0%) to (90.0%) respectively.

4.4 Summary of the Chapter:

This chapter provides data presentation and analysis.

Chapter Five

Summary of the Results, Discussion, Suggestions and Recommendations

5.1 Introduction:

This chapter provides summary of the results, discussion and gives some suggestions for further studies, as well as recommendations for pedagogy.

5.2 Summary of the results:

The researcher summaries the results as the following points:

- A. Most of EFL students are able to identify the adjective (young) but that does not means they don't have problems at all because (36.7%) of students failed to do so.
- B. (60.0%) of students were able to identify the adjective (a like).
- C. Most of students failed to identify the adjective (heavy) this means that EFL learners have problems in identifying aforementioned adjective.
- D. EFL students at SUST are not able to identify the adjectives (hard, theirs, yours, deserted, cloudy and silly).
- E. The vast majority of the sample populations (80.0%) are able to identify the adjective (fast).
- F. (40.0%) of the students only answered the questions correctly, while most (60.0%) of the students failed to do so. Therefore, it's clear that they have problems using – ing/ed adjectives related to (tire, horrify and amuse).
- G. EFL students at SUST have problems with the adjectives of the nationality related to (America, France, Lebanon, Egypt, Algeria and Somalia even Sudan).
- H. EFL learners are not able to form adjectives of the nouns which related to (music, criticism, murder, help, hope and curiosity).

5.3 Discussion of the Results:

In this section the researcher intends to discuss the results in relation to the research to find out whether the results of the study answered all the questions and hypotheses.

Q: 1 To what extent are EFL learners aware of adjectives?

According to the results that were presented in the previous chapter most of EFL students unaware of adjectives; this means that the result answered the above question.

Q: 2 Are the students able to use the adjectives properly?

The results indicate that majority of EFL students are not able to use the adjectives.

Q: 3 Are the problems due to the mother tongue interference?

The researcher posed this question in order to see if mother tongue interference has role in students' problems, but presented results in the previous chapter don't indicate so.

Q: 4 What is the most problematic area for them?

Through aforementioned results appeared that most problematic area for EFL students were – ing/ed adjectives and adjectives of origins (nationality). The results answered three questions; question (1, 2, and 4).as for the hypotheses the researcher finds that the results proved three of them (1, 2, and 4) as shown below:

1- English foreign learners at SUST are not adequately aware of adjectives.

The results of study confirm the previous hypothesis

2- Most of EFL students at SUST are unable to use adjectives.

After data analysis the results proved aforementioned hypothesis by finding EFL students are not able to use adjective.

3- EFL students often apply grammatical rules of their first language to the second one.

The results of study disproved the above hypothesis.

4-The most problematic area for EFL students is considering every –y endings are adjectives. And the results of the study confirm this.

5-4 suggestions for further studies:

This study makes the following suggestions:

- 1- The researcher suggests that more investigations should be conducted on other parts of speech.
- 2- Teachers should give lessons that compare between adjectives.

5.5 Recommendations for Pedagogy:

Based on the research results, the researcher finds it significant to recommend the following:

- 1- Teachers should motivate EFL students to take grammar lessons more seriously.
- 2- University administration should create effective syllabus for the students' grammar rules.
- 3- Teachers should pay more attention toward teaching adjectives.

5-6 Summary of the chapter

The above chapter presents summary of the results, discussion of the results, suggestions for further studies, as well as recommendations for pedagogy.

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Appendix (1)

Sudan University of science and technology

College of languages

Graduation research test 2014_2015

Question one:

Put a circle around the number of sentence that contains an adjective.

1/ The young woman was still alive when the ambulance reached the hospital.

2/ Sam is a careful driver.

3/ Sam is driving carefully.

4/ The two children are very alike.

5/ We did not go out because of the heavy rain.

6/ We did not go out because it was raining heavily.

7/ The car goes very fast.

8/ It was a fast car.

9/ It was hard work.

10/ We worked hard.

11/These cats are theirs.

12/ This book is yours.

13/ He lives behind a deserted house.

Question two:

Form two suitable adjectives in each sentence from the verb between brackets below>

1/ The play was..... (bore). The audience were.....

2/ The work was..... (tire), so the workers soon got.....

3/ The scene was..... (horrify). The spectators were.....

4/ Everybody laughed but I couldn't understand what had.....(amuse)them.

Question three:

Put a tick (✓) after each adjective.

- 1/ slowly ()
- 2/ lovely ()
- 3/ silly ()
- 4/ carefully ()
- 5/ ugly ()
- 6/ lonely ()
- 7/ beautifully ()
- 8/ hardly ()
- 9/ cloudy ()
- 10/ sunny ()
- 11/ wonderfully ()

Question four:

Use proper adjectives in the following sentences.

- 1/ A man who lives in Sudan is.....
- 2/ A girl who comes originally from America is.....
- 3/ the language spoken in France is.....
- 4/ An old man who has nationality from England is.....
- 5/ People who live in Lebanon are.....
- 6/ The nationality of Egypt president is.....
- 7/ I went to Algeria people who live there were.....
- 8/ People who live in Spain their language is.....
- 9/ My brother got nationality from Somalia. Therefore, he considers as.....

Question five:

Make an adjective that is related to the following nouns:

- 1/ difference
- 2/ music
- 3/ criticism
- 4/ experiment
- 5/ murder
- 6/ help
- 7/ hope
- 8/ curiosity
- 9/ baby
- 10/ friend
- 11/ interest
- 12/ capability
- 13/ effect
- 14/ divorce
- 15/ tolerance
- 16/ Japan
- 17/ rain

Appendix (2)

In this part, the researcher presented Experts' name that checked the research test.

1-Ustaz: Abdelkarim Hassan.

2-Dr. Mohammed Atayib

3-Ustaz: Nasr Alden