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ABSTRACT

The present study deals with the errors made by college students in using a single word of adjective modifiers in English. The students may face these difficulties:

- a. stress and intonation a great role in deciding the order of adjectives according to the speaker's mood and intonation,
- b. the modifier pins down the meaning of the head word and
- c. when one wants to know how to choose between adjectives, verbs and nouns which are to be closer to the noun head word.

The aims of the current study are identifying and classifying the errors made by third year students, also it is an attempt to investigate and limit the difficulties and using the correct English single word of adjective modifier.

In an attempt to achieve the main aims of the current study, the following hypotheses have been introduced:

- a. There are difficulties and many errors in the sequences and order of modifiers, structures of modification and in the position of modifiers.
- b. Students do not know the correct order and the position of modifiers.

The procedures of this study are:

- a. Specify adjective modifiers for the test.
- b. Constructing an achievement test.
- c. Classifying errors.
- d. Analysing results statistically.
- e. Drawing conclusions.

The study has come up with the conclusions that the students make errors in the

1. Sequences and order of modifiers (structure of modification and the position of modifiers for both morning and evening studies and for male and female).
2. The students' insufficient training in grammar rules.

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تحليل الأخطاء في استخدام المحددات الوصفية
لطلاب المرحلة الثالثة في
جامعة تكريت

رسالة تقدمت بها
دنيا طاهر حميد

إلى
مجلس كلية التربية في جامعة تكريت
وهي جزء من متطلبات نيل شهادة الماجستير
في التربية
طرائق تدريس اللغة الإنكليزية بوصفها لغة أجنبية

بإشراف
الأستاذ المساعد
الدكتور نوفل سعيد مجيد

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APPENDICES

Part One

Item Number	X	Y	X ²	Y ²	XY
1	0	0	0	0	0
2	12	9	144	81	108
3	4	7	16	49	28
4	6	4	36	16	24
5	3	4	9	16	12
6	3	5	9	25	15
7	4	8	16	64	32
8	1	0	1	0	0
9	7	3	49	9	21
10	3	2	9	4	6
11	3	3	9	9	9
12	3	6	9	36	18
13	1	1	1	1	1
14	11	9	121	81	99
15	4	4	16	16	16
16	4	1	16	1	4
17	0	1	0	1	0
18	2	2	4	4	4
19	1	2	1	4	2
20	1	3	1	9	3
21	13	13	169	169	169

22	3	2	9	4	6
23	0	0	0	0	0
24	6	3	36	9	18
25	8	6	64	36	48
26	10	5	100	25	50
27	7	3	49	9	21
28	5	6	25	36	30
29	8	12	64	144	96
30	8	4	64	16	24
31	12	9	144	81	108
32	11	10	121	100	110
33	10	7	100	49	70
34	7	11	49	121	77
35	8	6	64	36	48
36	9	13	81	169	117
37	2	0	4	0	0
38	1	3	1	9	3
39	4	1	16	1	4
40	3	0	9	0	0
41	1	5	1	25	5
42	4	0	16	0	0
43	2	3	4	9	6
44	0	0	0	0	0
45	3	1	9	1	3
46	6	7	36	49	42
47	8	5	64	25	40

48	5	5	25	25	24
49	9	8	81	64	72
50	4	2	16	4	8
51	10	9	100	81	90
52	9	8	81	64	72
53	5	3	25	9	15
54	5	9	25	81	45
55	17	19	289	361	323
56	14	16	196	256	224
56	310	288	2669	2494	2371
				The result = 0.790	

Part Two

Item Number	X	Y	X²	Y²	XY
1	8	6	64	36	48
2	2	2	4	4	4
3	0	8	0	64	0
4	6	6	36	36	36
5	4	4	16	16	16
6	0	0	0	0	0
7	6	6	36	36	36
8	0	2	0	4	0
9	6	2	36	4	12
10	0	2	0	4	0
11	0	0	0	0	0
12	4	2	16	4	8
13	4	6	16	36	24
14	4	0	16	0	0
15	4	0	16	0	0
16	0	0	0	0	0
17	0	2	0	4	0
18	0	0	0	0	0
19	0	0	0	0	0
20	0	0	0	0	0
21	6	8	36	64	48
22	10	8	100	64	80
23	6	4	36	16	24

24	6	4	36	16	24
25	0	4	0	16	0
26	0	0	0	0	0
27	4	4	16	16	16
28	0	0	0	0	0
29	2	6	4	36	12
30	6	6	36	36	36
31	2	0	4	0	0
32	2	0	4	0	0
33	0	2	0	4	0
34	2	4	4	16	8
35	0	0	0	0	0
36	0	9	0	81	0
37	0	4	0	16	0
38	4	2	16	4	8
39	4	0	16	0	0
40	0	0	0	0	0
41	6	2	36	4	12
42	8	3	64	9	24
43	8	5	64	25	40
44	0	0	0	0	0
45	0	0	0	0	0
46	2	0	4	0	0
47	2	0	4	0	0
48	6	2	36	4	12
49	4	2	16	4	8

50	2	2	4	4	4
51	8	2	64	4	16
52	8	6	64	36	48
53	6	5	36	25	30
54	8	2	64	4	16
55	0	0	0	0	0
56	0	0	0	0	0
56	170	144	1004	725	656
				The result = 0.526	

Part One

Rearrange the following sentences:

1. Leather, red, Spanish, beautiful, belt, a.
2. Round, golden, pretty, mirror, antique, that.
3. Brown, new, wooden, ugly, the, statue.
4. Small, yellow, beautiful, two, wax, Thai, round, old.
5. Chinese, young, attractive, lady, the.
6. Brown, old, round, nice, a, large, table, wooden, Chinese, carved.
7. Bronzed, beautiful, a, carved, frame, aluminum.
8. Small, black, leather, a, shiny, handbag.
9. Round, plastic, tables, some, small.
10. Beautiful, Japanese, historic, temple, a.
11. English, Grammar, old, the, textbook.
12. White, big, the, beautiful, house, wooden.
13. Chinese, silk, dress, wedding, a.
14. English, old, brown, rectangular, a, lovely, stylish, oak, table,
large
15. Grey, crumbling, Gothic, church, tower, a.
16. Old, black, wooden, ugly, these, statues.
17. English, new, red, two, these, big, chairs, wooden.
18. Expensive, new, three, her, books, blue.
19. Old, African, first, leaders, those, tall, three, black.
20. Small, new, red, four, cars, these, Japanese.

Student's Name:

College:

Grade:

Good luck

Jury member

Part Two

A. Refer to the words in brackets and put in the right adjectives or its opposite form:

Eager Driver

Its (legal)21..... to drive under the age of seventeen in Britain, but a (boy of seventeen years old)22..... managed to pass his driving test on the day of his seventeen birthday. Most people would consider his (possible) 23..... Because you need a lot of lessons to pass the test. David Livesey arranged to have (a lesson of eight hours)24..... Beginning at dawn on his birthday. At first, he was very (care)25..... and hesitate26....., but he has a (wonder)27..... teacher and his driving improved amazing during the day. By four in the afternoon, still feeling (energy)28....., he was ready to take his test and he passed first time!

He was almost in a state of shock after the test, and he drove home very slowly in the (red)29..... light of the (set)30..... sun. David's driving attracted the attention of two police men, but

they broke into smiles and congratulated him warmly when he showed them certification and told them his story.

B. Put in the right word order or choose the right forms:

Not a Dog's Dinner!!

(Shoes leather Italian expensive handmade)

.....31..... these are my pride and joy. I own an (old beautiful pair)32..... or I did until yesterday, when I discovered that one of the shoes was missing. I had left the shoes on my (doorstep back)33..... to do some gardening. My neighbour has a (dog friendly large)34..... called Sam. When I saw that one of my shoes had disappeared, I knew that Sam had taken it. I can say he behaved (bad/badly).....35..... He just behaved like a dog. Leather (good/well)36..... and tastes (good/well)37....., too. I unwillingly gave Sam the (remaining Italian shoe)38..... and then followed him. I not only found one (Italian unchewed shoe)39..... but also a pile of things Sam had been borrowing, including my wife's (slippers fur-lined red)40....., which Sam had tried to have for dinner!

CHAPTER ONE

Introduction

1.1 The Problem:

Since, the order of adjectives in Arabic is just the reverse of that used in English [at surface level, the head noun comes before the adjective(s) in Arabic], we have to find a way which can help in teaching these adjectives to Arab learners of English.

Stress and intonation play a great role in deciding the order of adjectives according to the speaker's mood and intonation, for example one can say:

(1) A black big cat. (Where colour precedes size)

meaning one particular big cat amongst small cats which are all black.

There are such exceptions which are due to stress and intonation, e.g.

(2) French pretty girl. in contrast with

(3) French plain girl.

Nevertheless, the adjective referring to inherent quality like colour, material, etc. must be closer to the head noun under normal conditions. Another exception exists when an adjective of colour like **fair-haired** precedes an adjective of age, e.g.

(4) A fair-haired young man.

Where **young** constitutes one unit together with **man** as a compound noun, or an idiomatic construction.

Another problem is that the modifier pins down the meaning of the head-word. It does not change the grammatical relation of the head-word to the rest of the basic pattern, rather it restricts the meaning in variety of ways, e.g. In all of the following sentences the word **house** is subject but its meaning changes according to the modifiers used with it:

(5) Houses are useful.

(6) The houses are useful.

(7) The little houses are useful.

(8) The little ranch-type houses are useful.

(9) The little ranch-type brick houses are useful.

(Al-Hamash, 1980: 60-63)

Also, it is a problem when one wants to know how to choose between adjectives, verbs and nouns which are to be closer to the noun head-word. Some linguists think that there are degrees of intimacy between the modifier and the head-word which vary according to the native speaker's intuition and acceptability of the sequence order of the modifiers. These problems in adjectives create of the Iraqi learners of English knowledge since for the best knowledge of the researcher, no study has been conducted in analysing students' errors in this topic, there is a need for this study.

1.2 The Aims of the Study:

This study aims at:

1. Identifying and classifying the errors made by third year students in English Department/ College of Education at Tikrit University in the use of a single word of adjective modifiers.
2. The researcher attempts to investigate and limits the difficulties and errors and to use the correct English single word of adjective modifiers.

1.3 The Hypotheses:

It is hypothesis that:

1. There are difficulties and many errors in the sequences and order of modifiers, structures of modification and in the position of modifiers (for third year studies in English department/ College of Education at Tikrit University).
2. The students do not know the correct order and the position of modifiers.

1.4 Procedure:

1. Specify adjective modifiers for the test.
2. Constructing an achievement test to internalize the errors made in the use of adjective modifiers in English.
3. Classifying errors.
4. Analyzing results statistically.
5. Drawing conclusions.

The statistical means that is used in the test are:

n = The sample (size)

s' = Variation

x = Mean

r = Correlation coefficient

T = T-test, (T) means the name of the scientist

Σ = Summation

y = The students' mark in part one and part two.

x = The students' mark in part one and part two.

$$(1) r = \frac{n \Sigma yx - (\Sigma x) (\Sigma y)}{\sqrt{[n \Sigma x^2 - (\Sigma x)^2] [n \Sigma y^2 - (\Sigma y)^2]}}$$

$$(2) \frac{2r}{1 + r}$$

$$(3) r \times \sqrt{\frac{n-2}{1+r}}$$

1.5 Limits of the Study:

The study is limited to:

1. A single word of adjective modifiers in English.
2. Erratic area of adjectives.
3. The sample of the study will be limited to the third year students, College of Education, English Department at Tikrit University.
4. The academic year 2004-2005.
5. Male and Female.

6. Morning and Evening.

1.6 Value of the Study:

The value of this study is:

1. Setting up an order to the position which the following modifiers take up in a sentence.
 - number words (numerals)
 - pure adjectives (adjectives that accept very, more and er) occurring according to the noun head-word.
 - intensifiers.
2. Formulating the order of the whole possible modifiers that can occur between the determiner and the head-word.
3. Tracing the errors made by third year students, classifying and analysing them in order to find a way of remedy to be available to the teachers and students.

1.7 Definition of Basic Terms:

Error Analysis:

Crystal (1980: 135) defines error analysis as a “technique for identifying, classifying and systematically interpreting the mistakes made by someone learning a foreign language, using any of the principles and procedures provided by linguistics”.

Error analysis also is a means of describing the learner’s knowledge of the target language at any particular moment in his

learning in order to relate this knowledge to the teaching he has been receiving (Corder, 1981: 45).

Adjectives:

Stageberg (1971: 208) defines an adjective as a word which is inflected with –er and –est and which is capable of forming adverbs with –ly and/or nouns with –ness.

Adjectives are modifiers of the noun. They have two positions, they either precede the noun they modify or follow it. Adjective which precede the noun are called (attributive adjectives) and those adjectives which follow the noun they modify are called (predicative adjectives) (Quirk and Greenbaum, 1973: 116; Low, 1986: 171).

CHAPTER TWO

Literature Review

2.1 Definition of Modification:

Generally, Modification in English, can be defined as the process of increasing the amount of information in a phrase or a sentence for the purpose of limiting the meaning of that phrase or sentence to specific persons, places, times, or ways of doing something.

Modification provides the writer with way to make his statement precise and accurate. Fries (1952: 204) states:

*“We can not hope to define **modifiers** in terms of meaning content. We must begin with the understanding that **modification** is a structure, and that, like all structures, it must be described in terms of the formal units of which it is composed and the characteristic arrangements of these units.”*

Stageberg (1971: 233) defines a modifier as a “word or word group that affects the meaning of a head word in that it describes, limits, intensifies, and/or adds to the meaning of the head. Modifiers may appear before or after the heads they modify.”

Hartmann and Stork (1972: 143) define modification as the alternation of a linguistic form through borrowing, phonetic, assimilation or morpho-phonemic variation. Also, the relationship

between a head-word and a modifier. And modifier, in syntax, an adjunct which limits or qualifies a head-word in a noun or verb phrase. Some linguists limit this term to prenominal constructions, e.g. The four tall boys, while calling post-nominal constructions qualifiers, e.g. Boys of a certain age → sentence modifier. Also in phonetics anything which affects the air stream in the vocal tract, e.g. vibration of the vocal cords.

Grammarians agree that modification is a function and the word or word group which performs this function is a modifier. So, a structure of modification consists of a word being modified head word and one or more words or word group that do the modifying modifiers (Hejal, 1982: 8).

Trask (1993: 173) defines modification as the relation which a modifier bears to its head, and modifier is any category which serves to add semantic information that provided by the head of the category within which it is contained, such as an adjective or a relative clause within a noun phrase or an adverbial within a verb phrase.

A modifier can be an adjective, an adverb, or phrase, or clause acting as an adjective or adverb in every case, the basic principle is the same: the modifier adds information to another element in the sentence (Peck, 1994: 5).

Modifiers are particles which occur in adjective phrase, copula particle phrases, adverb phrases, a noun phrases, before the head of the phrase.

It is therefore possible to distinguish two subsets:

- a. Those depending on an adjective or copula particle (adjective modifiers) and
- b. those depending on a noun (noun modifiers).

The first set is further subdivided into those which may be followed by the positive, the comparative or the superlative (Interne, 2000: 2) (see Neiderlander, 1986: 395 and Hameed, 1989: 20-22).

2.1.1 Modification of Adjectives:

Palmer (1969: 22-23) states that adjectives may be modified by the adverbs. The adverb is usually placed immediately before the adjective. Some of the adverbs frequently used as adjective modifiers are: very, too, so, as, quite, rather, more, most, fairly, pretty, extremely. Example:

- | | |
|-------------------------|---------------------------|
| (1) It is too cold. | It is so easy. |
| (2) I am quite worried. | That is most interesting. |

The adverb 'enough' follows the adjective:

- | | |
|-------------------------|---------------------------|
| (3) Is it large enough? | They are not good enough. |
|-------------------------|---------------------------|

When the adverb-adjective collection is associated with a noun taking an article there are four possible orders in which these four words can be placed.

a. With the adverb 'enough' the order is: determiner, adjective, adverb, noun.

(4) Is it a large enough house?

(5) It is not a good enough example.

b. With the adverbs too, so, as and how the order is adverb, adjective, determiner, noun.

(6) It is too small a house for me.

(7) Don't take so big a lamp.

c. When the adverb modifies the verb rather than the adjective, the order is: adverb, determiner, adjective, noun. Among adverbs with which this pattern is used are hardly, scarcely, quite, rather, not at all, certainly.

(8) It is rather a nice view.

(9) It is certainly a good book.

(10) It is not at all a bad idea.

d. When the adverb modifies the adjective the order is determiner, adverb, adjective, noun, which may be regarded as the normal pattern. It is used with such regarded as the normal pattern. It is used with such adverbs as pretty, very, freely, extremely, most.

(11) It is a pretty difficult subject.

(12) That is a very good idea.

(13) She is an extremely clever girl.

(see Eckersley and Eckersley, 1960: 64; Huddleston, 1984: 91 and Vavra, 2002: 3).

2.1.2 Kinds of Adjectives:

Thomson & Martinet (1960: 12) explain that there are six kinds of adjectives:

1. Of Quality
e.g. good, fat, clever...
2. Demonstrative
e.g. this, that, these, those...
3. Distributive
e.g. each, every, either, neither...
4. Quantitative
e.g. some, any, no, few...
5. Interrogative
e.g. which, what, whose...
6. Possessive
e.g. my, his, its, your...

Adjectives that modify nouns and pronouns have two types:

1. Descriptive: describing a quality of the noun. e.g. tall tree
2. Limiting: limiting the noun being described. e.g. my dog

Descriptive adjectives can be attributive adjectives or predicate adjectives.

- Attributive Adjectives: means adjectives which appear directly beside the noun, most commonly before, are called attributive,

because they attribute a quality to the noun they modify. More than one adjective can modify the same noun.

(14) He wash the empty cap.

- Predicative Adjectives: means adjectives which appear after a linking verb are called predicative, because they form part of the predicate. They modify the subject of the sentence or clause is a portion of a sentence which contains a subject and a predicate.

(15) The painting was colourful.

Limiting Adjectives do as their name suggests, they limit the noun being described. There are nine types of limiting adjectives:

1. Definite & Indefinite Adjectives.
2. Possessives Adjectives.
3. Demonstrative Adjectives.
4. Indefinite Adjectives.
5. Interrogative Adjectives.
6. Cardinal Adjectives.
7. Ordinal Adjectives.
8. Proper Adjectives.
9. Nouns Used as Adjectives.

Internet (File://A:\1_4a%20Adjectives.htm)

2.2 Levels of Modification:

Stageberg (1981: 276-277) states that the treatment of modification and now the researcher has dealt with only first level modifiers and their heads. For example, in a noun phrase like:

(16) The man who stood on the corner of the street.

We have pointed out that:

(17) Who stood on the corner of the street.

is a relative clause and modifying its head, man.

Let us, illustrate the modifying clause:

(18) Who stood on the corner of the street.

We see that:

(19) On the corner of the street.

is an adverbial modifying its head, stood, and within:

On the corner of the street it is a parent that

(20) of the street.

is an adjective modifying its head, corner. We might show these internal modifications in terms of levels, like this:

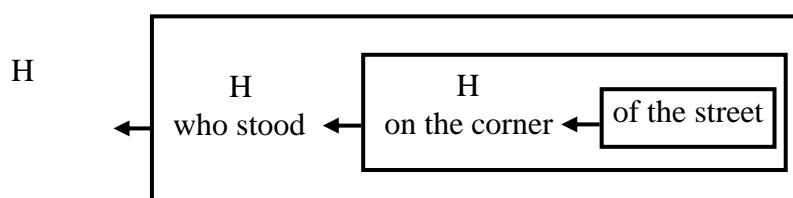
The man who stood on the corner of the street.

M level 1: who stood on the corner of the street.

M level 2: on the corner of the street.

M level 3: of the street.

Or one might use concentric boxes or circles to diagram this nesting characteristic of modifiers.



The man

(Stageberg, 1981: 276-277)

2.3 Structures of Modification:

Schuster (1965: 18-19) explains that, to modify means to change or alter. For example, one can say:

(21) The general modified his plan of attack. or

(22) The weatherman modified his forecast when he looked out the window.

In each case, the word modify means change or alter. In a minimum structure of modification, we have a head word and modifier. The head word is the word being modified and the modifier is the word doing the modifying.

There are various ways to modify or change these words, but here are some possibilities:

<u>Modifier</u>	<u>Head word</u>
police	dog
shy	girl
rarely	interested
quite	lazy

These words (police, shy, rarely and quite) modify (dog, girl, interested and lazy).

In structures of modification, however, either the head word or the modifier may be in the first position. For example:

--	--

<u>Modifier</u>	<u>Head</u>	<u>Head</u>	<u>Modifier</u>
good	book	body	politic
seldom	leave	wait	nervously
very	steady	well	enough
floor	lamp	men	upstairs

In the left hand column, the modifier precedes the head word, in the right hand column, the head word precedes the modifier. Each of these of course, a minimum structure of modification. Each could be expanded at great length (Ibid.: 19-20).

2.4 Position of Modifiers:

Stageberg (1981: 247) says that “modifiers may appear before or after the heads they modify, and sometimes they are separated from the head by intervening words”. Stageberg gives the following examples:

<u>Modifier</u>	<u>Head</u>	<u>Modifier</u>
dirty	dog	
that	dog	
	dog	there
	dog	across the street
	dog	barking angrily
extremely	dirty	
	reads	rapidly
	reads	standing
often	reads	

quite often

The position of modifier sometimes shows the head that it modifies:

(23) The lovely flower.

(see Guth, 1961: 49-50 and Praninskas, 1975: 262).

2.4.1 Position of Adjectives as Modifiers.

One means of identifying the adjective is its position in the sentence. Now the researcher illustrate the following:

(24) The boy Scout helped the old lady across the street.

(25) The beautiful sunset spread the golden light across the western sky.

These sentences show adjectives modifying nouns, the adjective comes before the noun, usually between a determiner and the noun.

(26) The old lady.

(27) The golden light.

The usual pattern of the adjective modifying a noun is:

Determiner adjective noun (Conlin, 1961: 113-114)

Palmer (1969: 94) shows that there are three positions: front position, rear position-attributive, rear position-predicative.

- Front Position:

Adjectives generally precede the word they qualify, e.g.:

(28) Some large houses. An interesting book.

(29) Some broken bottles. A good lucking man.

Two or more adjectives may precede the noun. In this case, the one that particularizes most is placed first, and the second, which often suggests a category is usually unstressed, e.g.:

(30) A dear old lady. A nice big house.

- Rear Position-attributive:

The adjective always, follows the semi-pronouns of the some, any, know, every-group, e.g.

(31) This is something new. It is somebody important.

(32) Is there anything wrong? This nothing different.

In a certain number of collocations, mostly of historical, religious or official character, the adjective follows the noun that it qualifies, e.g.:

(33) Body politic.

(34) Gum Arabic.

(35) Prince regent.

In a few special cases, the adjective may follow the word qualified, but the style is rather literary, e.g.

(36) Things Japanese.

In some cases, the adjective (generally a pair of adjectives) is used semi-parenthetically, suggesting book-titles or items in a catalogue, e.g.:

Educational methods

Moral and physical

- Rear Position-predicative:

Adjectives used as subject-complements follow the verb of incomplete predication, e.g.:

(37) It is red. He is always getting angry.

Adjectives used as object complements follow the direct object, e.g.:

(38) It makes me tired. I painted the door green.

When accompanied by prepositional and certain other adjuncts, the adjective usually follows the word qualified, e.g.:

(39) A book difficult to read.

(40) A house three stories high. (Palmer, 1969: 94-95)

(see Thomson, 1960: 21; Awaldhorn et al., 1981: 36; Feder, 2002: 13 and Haggren, 2003: 1).

2.4.2 Modifier and Head Word:

Leech (2001: 289-990) explains that, there is usually one word which is the main word in the phrase, and one can add one or more modifiers to this to specify its meaning more exactly. The main word is called a head-word.

Here are examples, an adjective is the head word:

	<u>Modifier</u>	<u>Head word</u>
(41) This photographs is	rather	good
	much	small
	the very	better
		best

Modifiers which come before the head word are sometimes called premodifiers as in (a). Those which come after the head word as sometimes called postmodifiers, as in (b).

(42) a. The extremely old need great deal of attention.

b. The young in spirit enjoy life.

(see Swan, 1980: 19, and Quirk et al., 1985: 421-424)

2.5 Sequences and Order of Modifiers:

Sopher (1962: 192) mentions, a restrictive sequence is a sequence in which an adjective restricts a noun already restricted by another adjective or adjectives, e.g.:

(43) Fantastic physical strength.

Besides, a restrictive sequence is that in which an adjective restricts another adjective that follows it, thus forming a compound adjective which restricts the head noun. In such a pattern one or another of the adjectives or both, are usually adjectivals (i.e., a noun, participle or other part of speech functioning as adjective), as in:

(44) A well managed boy.

(45) A God fearing man.

In fact, there is no difficulty in deciding the order of modifiers in a restrictive sequence because the restrictive adjective is automatically placed before the adjective or adjectives that it restricts. This explains why articles, interrogatives, demonstratives (which some grammarians call Limiting adjectives) should precede descriptive adjectives because limiting adjectives are considered restrictive.

Long (1971: 27) states that in a sequence of modifiers of a single head, a headed unit could be said to function as head within a larger headed unit.

(46) She bought a good students' magazine.

(In the verbal complement a good students magazine the most concise analysis would describe a as a modifier and good students' magazine as its head good as a modifier and students magazine as its head, and students as a modifier and magazine as its head). Besides, it is reasonable to regard magazine as the head in a complex headed unite in which a, good, and students modify it in sequences. In fact, the singular form magazine is not usable as a complement of bought without some such modifiers, as a which (as the word order indicates) is the outer most of its sequenced modifiers in the sentence given. The underlined subject in the following sentence is somewhat exceptional in construction:

M H

(47) Another fifty minutes has been wasted.

Here, minutes is a head and fifty is its modifier, another cannot modify the plural form minutes, but it can modify the headed unit fifty minutes.

In spite of its plural form, the headed unite fifty minutes is felt as singular name of a period of time exactly as the singular form hour would be felt.

Quirk et al. (1974: 916) account for what is called Multiple premodification in which more than one modifier may be related to a single head as in:

- (48) Her new poem
 (49) Her first poem
 (50) Her (...) poem
- } Here first new (...) poem is written.

Long sequences of modifiers are uncommon, but the dots should remind us that there is no grammatical limit to the number of premodifiers. Moreover, Modification may apply to more than one head and this is called Modification with multiple head, as in the following:

- (51) The small door
 (52) The small window
- } The small door and window are broken.

Al-Hamash (1980: 62) states that the order of modifiers that occur between the determiner and the head as follows:

(53) Those large new red English wooden chairs....,

Basing his argument on the following observations:

1. An adjective of size precedes an adjective of colour:
 (54) A large red chair.
2. An adjective of dimension and adjective of colour, might do equally well:
 (55) The big red house.
3. An adjective of age precedes an adjective of colour:
 (56) An old red hat.
4. An adjective of size precedes an adjective of age:
 (57) A tall new chimney.
5. All or any of the above must precede an adjective of nationality:
 (58) A tall English convict. or of material
 (59) An old wooden chest.

All other adjectives can be randomly arranged.

(60) The cheap comfortable chairs.

(61) The comfortable cheap chairs.

(see Hill, 1958: 60; Crystal, 1971: 139; Christophersen, 1974: 538 and Hejal, 1982: 105-107)

2.6 Kinds of Modifiers:

Willis (1975: 30-31) states that the three general kinds of modifiers are adjectivals, adverbials and sentence modifiers.

1. Adjectivals:

Any word or word group that modifies a noun or pronoun is by function an adjectival. Here are examples of various kinds of adjectivals. The adjectival is in bold face and the noun it modifies is underlined:

(62) The **tastiest** biscuit. [Tastiest is an adjective]

(63) This cloth feels **smooth**. [smooth is an adjective]

(64) A **paper** tiger. [paper is a noun functioning as an adjectival]

(65) A **running** thief. [running is a verb functioning as an adjectival]

(66) The apartment **below**. [below is an adverb functioning as an adjectival]

(67) The go-go dancer
on stage in the
nightclub. [on stage and
in the nightclub are

prepositional phrases

functioning as adjectival]

(68) The girl **not wearing** a bikini. [The verbal phrase functions as an adjectival]

(69) **Being exhausted**, Joe took a nap. [the verbal phrase functions as an adjectival]

(70) Dr. Smale, **Whose Specialty** is urology. [The adjective clause functions as an adjectival]

(71) A time **when all chickens are asleep**. [The adverb clause functions as an adjectival]

Although most of the constructions in boldface are not adjectives, they are all adjectivals by function because they modify nouns.

2. Adverbials:

Any word or word group that modifies a verb, adjective and another adverb is an adverbial by function. Most adverbials answer the questions Where? When? or How? Here are examples of various kinds of adverbials. The adverbial of each instance is in boldface and the verb it modifies is underlined:

(72) To peer **cautiously**. [cautiously is an adverb]

(73) Arrived **yesterday**. [yesterday is a noun functioning as an adverbial]

(74) If you study **long**, you
study **wrong**. [long and
wrong are adjectives
functioning as adverbials]

(75) Frozen **by the north wind**. [the
prepositional phrase functions as an
adverbial]

(76) To eat **standing**. [standing is a verb functioning as an adverbial]

(77) I studied hard **to
improve my grades**. [the
verb phrase functioning as
an adverbial]

(78) Smoking **where it is
forbidden**. [the adverb clause
functions as an adverbial]

All of the constructions in boldface are adverbials, because they modify verbs.

3. Sentence Modifiers:

In some sentences a modifier modifies not a single word but a whole idea. Then it is a sentence modifier. Here are examples of sentence modifiers which are in boldface:

(79) **Happily**, Tweed did not die.

[Happily is an adverb modifying the whole sentence. Note how different meaning this sentence is from. “Tweed did not die happily”, in which happily is an adverbial modifying die].

(80) Under the circumstances, we should engage in pleas bargaining.

[The prepositional phrase modifies the whole idea].

(81) Strictly speaking, the purchase of a new car is not an investment.

[The verbal phrase modifies the whole idea].

(82) We invested in common stock, which is a good way to go broke fast.

[The dependent clause modifies the first idea].

2.7 Adjective Ordering in English:

2.7.1 Syntactic Ordering of Adjectives:

Grammarians believe that adjectives can be ordered either syntactically or semantically or both. Among those who adopted the syntactic order are Bloomfield (1933), Krapp (1948) and others like House and Harman (1931), Hornby (1976), and Macfadyen (1994). In what follows, the researcher will present their views in some detail.

A. Bloomfield's View:

Bloomfield (1933: 202-203) divides adjectives in English into two types: (1) limiting adjectives which limit or specify the nouns, and (2) descriptive adjectives which describe the quality of nouns. However, limiting adjectives can be subdivided into (1) determiner and (2) numeratives. His view can be represented by the following table:

Table (1)

No. of Ordering	Type of Adjective		Function	Examples
1.	Limiting	Determiner	They limit or specify the noun	The house
		numerative		One house
2.	Descriptive		They describe the quality of the noun	A great house

Bloomfield's View***B. Krapp's View:***

Krapp (1948: 101) divides adjectives into three types: (1) descriptive, (2) quantitative, and (3) proper. His view can be represented by the following table:

Table (2)

No. of Ordering	Type of Adjective	Function	Examples
1.	Descriptive	Adding details to the noun	The tall man
2.	Quantitative	Specifying the quantity of the noun	Some sugar
3.	Proper	Specifying the official name of a person, place, thing	English literature

Krapp's View**2.7.2 Semantic Ordering of Adjectives:****A. Quirk et al.'s View:**

Quirk et al. (1985) hold the view that when a head has one modifier, one should follow the following sequence:

Table (3)

Determinative		all some all the both the these this	
Intensifying Adjectives	Zone I Pre-central	Emphasizers	certainly, pure,etc.
		Amplifiers	absolute, entire,etc.
		Downtoners	feeble,etc.
		Size	large,etc.
		Length	long,etc.
Non- Derived	Zone II Central	Height	tall, high,etc.
		Age	old, new,etc.
Shape		round	
Derived	Zone III Post-central	Deverbal	interesting,etc.
		Denominal	angry,etc.
	Zone IV Pre-head	Colour	blue,etc.
		Participle	retired, sleeping,etc.
	Zone IV Pre-head	Nationality	English,etc.
		Provenance	British
		Style	Gothic
		Denominal	medical,etc.
Head		Noun	

Quirk et al.'s View

B. British Council's View:

The British Council Bulletin (2000: 2) mentions that age normally goes after adjective of size, length, but before colour, origin, material and purpose. Examples:

(58) A big old straw hat.

(59) A charming young university student.

Thus, a complete list could be:

(article) + number + judgment/attitude + size + length + height + age
+ colour + origin + material + purpose + noun.

Table (4)

The	Article
two	Number
good	Judgement
nice	Attitude
large	Size
medium	Length
tall	Height
old	Age
brown	Colour
English	Origin
wax	Material
frownin	Purpose
Statues	Noun

British Council's View

(see Collins, 1990: 63)

C. Moure's View

Moure (2000: 3) speaks in terms of first, last and length of the adjective in adjective ordering. His view can be represented by the following table:

Table (5)

No. of Ordering	Type of Adjective	Function	Examples
1.	First	More general or subjective	
2.	Last	More specific or objective	Colour
			Style
			Nationality
3.	Length of adjective	The long adjective should come at the end	A quite intelligent woman

Moure's View

D. Haggren's View:

In discussing the order of adjectives, Haggren (2003: 1) briefly suggests the following:

1. Opinion adjectives before descriptive adjectives.
2. General opinion adjectives before the specific opinion adjectives.
3. In case of using a noun before another noun, any adjective can be put before the first noun.
4. Some adjectives that describe size or age can come after a noun group consisting of a number or determiner and a noun that indicates the unit of measurement.
5. A few adjectives have a different meaning depending on whether they come before or after a noun.

(see Saleem, 2004: 59)

E. Darling's View:

Darling (2003: 11) suggests twelve major categories of adjectives with their sequence. His view can be represented by the following table:

Table (6)

No. of Ordering	Type of Adjective	Examples
1.	Colour	blue, red, brown, ...etc.
2.	Size	big, small, little, long, same, as ...etc.
3.	Shape	round (a ball), circle (a doorknob), triangle, square, oval (an egg).
4.	Distance	long, short, high, low, far, around.
5.	Feelings or qualities	good, pretty, clean, funny, new, ...etc.
6.	Quantity	one, two, three, many, few, any, first, ...etc.
7.	Temperature	cold, warm, hot, cool.
8.	Time	late, early, morning, day, dinner, ...etc.
9.	Nationality of Origin	American, Mexican, ...etc.
10.	Material	wooden, sharp, paper, cloth, ...etc.
11.	Age	new, old, young, child, baby, adult, teenage.
12.	Purpose	These adjectives usually end in (ing) frying pan.

Head (Noun)

Darling's View

CHAPTER THREE

The Test

In the previous chapters, an attempt has been made to survey briefly the single word of adjective modifiers in English, and to show their functions and usages.

In the present chapter, the errors made by third year students in Tikrit University in using a single word of adjective modifiers will be examined, analysed and tabulated with the aim of arriving at empirical results concerning the use of adjective modifiers in English. It is hoped that the statistical results that will be obtained will point out the causes of the errors made.

In the following section, a detailed description of the test will be given.

3.1 The Test:

3.2 The Purpose of the Test:

The purpose of the test undertaken in this study is (1) to set up an order to the position which the following modifiers take up in a sentence. A. number words, b. pure adjectives, c. Intensifiers. (2) Also to formulate the order of the whole possible modifiers that can occur between the determiner and the head-word, (3) to trace the

errors made by the students of third year in English department, classifying, and analysing them in order to find ways of remedy to be available to the teachers and students. Therefore, the results obtained from this study are hoped to be of use in the teaching of English as a foreign language as the findings may provide teachers with necessary information needed concerning the use of adjective modifiers in English, and whether this linguistic aspect requires additional training and practice.

3.3 Limits of the Test:

In this study, single word of adjective modifiers are needed in English, erratic area of adjective modifiers, the sample of the study will be limited to the students of third year in the College of Education in English Department in Tikrit University and to academic year 2004-2005.

The test is divided into two parts. Part (1) is made up of (20) items. In this part the pupils have to arrange the adjectives before the head in the right way. Part (2) is made up of two items: (a) and (b). (a) the pupils have to give the right adjectives or give its opposite form. (b) the pupils have to correct the adjectives between brackets. The purpose of this part is to test the pupils' mastery of the correct use of adjective modifiers. The allotted time for the completion of the test is one and a half hour.

Thus, the test is supposed to examine the recognition and the production of the pupils in the use of adjective modifiers. Part (1) tests the pupils' recognition in the use of a single word adjective modifiers. It tests comprehension of material presented aurally or graphically, or tests knowledge of fine distinctions in structural usages.

Part (2) tests the pupils' production in the use of a single word of adjective modifiers. It tests their ability to produce the appropriate adjectives required in the blanks.

3.4 Test Administration:

As the test attempts to analyse actual errors, that are made by third year students in Tikrit University in using adjective modifiers, the test has been administrated on (56) students in English department College of Education at Tikrit University morning and evening studies.

The test is given to them at the beginning of the first course of the academic year 2004-2005.

The procedure followed in administering the test is as follows:

- a. A group consisting of (56) students. They are asked to write their names, the grade, male and female and morning or evening studies.
- b. They were encouraged to ask for any explanation they needed.

Table (7): The Sample of the Research

	Morning Study	Evening Study	Total
Male	19	18	37
Female	26	8	34
Total	45	26	71

Table (8): The Population of the Research

	Morning Study	Evening Study	Total
Male	15	13	28
Female	20	8	28
Total	35	21	56

3.5 Criteria for the Evaluation of the Test:

A. Validity:

The most important criteria of a good test are validity, reliability, and scorability. There are three main work who define validity as follows:

Lado (1961: 321) defines validity as “the test is relevant to what is claims to measure”. This means that the content and conditions of that test are to be relevant, and that there should be no irrelevant problems.

Lado (1961: 30) affirms that validity is specific, not general. Validity in language tests is concerned with the linguistic content of the test and the technique or situation which is used to test this

context. Therefore, the researcher agrees with Lado, because the specification of the intended subject is tackled by the validity (validity measures the order of adjectives that occur between the determiner and the head) which has presented within the test. Thus, she has constructed a test to measure the students' ability in using the correct order of the adjectives with their preceding subjects in the area of adjective modifiers.

Heaton (1975: 154) comments that content validity deals with “an important analysis of the language being tested and of the particular course objectives”. The test should include samples of the course objectives always being apparent.

Harrison (1983: 11) defines the validity of the test as “the extent to which the test measures what is intended to measure”.

The tested items are not presented serially, but randomly. Form, meaning, and structure are taken into consideration.

B. Reliability:

Lado (1961: 330) says that reliability is a general quality of stability of scores regardless of what the test measures. Thus a test cannot be valid unless it is also reliable; for an unreliable test does not measure.

Al-Hamash (1982: 17) indicates that “reliability of a test is measured by either splitting the test into two halves which are compared or by giving the test twice to the same group of students

and their marks on the two administrations are compared or correlated”.

There are three widely used practices in measuring the reliability of a test. (1) The re-testing method, (2) the alternate forms method, and (3) the split-half method.

The third one, the split-half method is regarded by Lado to be in general the best of the methods used for determining test reliability. He says that “this technique which uses scores on halves of the test taken at the same setting yields acceptability coefficient more directly dependent on the test itself. Moreover, the various methods of estimating the reliability of a test give different kinds of information” (Lado, 1961: 334).

(see Harison, 1983: 11)

(see Appendix, Part One and Part Two)

C. The Scoring Scheme:

The students’ responses are corrected by the researcher. The test consists of two parts. Part One has been corrected on the basis of arrangement of adjectives. When the response is corrected, the items has scored three marks, and when the response is incorrect or is left unanswered, the item has scored zero.

The total marks of the test are (100). The test consists of two parts. Part One has (20) items and this part takes (60) marks. While Part Two has been distributed into two situations. Each one has (10)

items, each requires (2) marks and this part takes (40) marks. The whole test is made to measure the order of adjective modifiers.

The jury of experts are as follows:

1. Dr. Amra, Assist. Prof., College of Education, University of Tikrit.
2. Mr. Falah Saladdin, Assist. Prof., College of Education, University of Karkuk.
3. Miss. Shurooq Abudi, Assist. Instructor, College of Education, University of Tikrit.
4. Mr. Ahmed Mohamed, Assist. Instructor, College of Education, University of Tikrit.

CHAPTER FOUR

Analysis of Results

4.1 Introduction:

The researcher aims at identifying and classifying the errors made by third year students in the English department at Tikrit University in the use of a single word of adjective modifiers.

The presentation and discussion of the results have been obtained by testing (56) students of (English in College of Education). The test has been carried out in order to achieve the aims of the study, which are previously mentioned in chapter one.

4.2 Analysis of the Students Incorrect Responses:

A general view is obtained throughout the researcher's analysis of the whole test who has counted the students' correct and incorrect responses of the subject. These items are clarified in terms of

4.3 Analysing the Students' Errors Related to Part One of the Test:

Part one which consists of (20) items describes the sequences and order of modifiers. If the results that will be obtained for example if the calculated value is more than the tabulated value, it

means there is a significant difference. If it is less than, it means that there is no significant difference in this subject.

4.3.1 Sequences and Order of Modifiers:

According to this subject, the results are:

- a. There is no significant difference between male and female in morning studies in this subject because the counted value is (0.021) is lower than the tabulated value (0.266).
- b. There is no significant difference between male and female in the evening studies in this subject because the counted value (0.095) is lower than the table value (2.052).
- c. There is no significant difference between the students of morning and evening studies in this subject because the counted value (0.224) is lower than the table value (2.000).

Sequences and Order of Modifiers

This table presents the students' marks in part one morning studies, male and female:

Table (9)

Item Number	The Students' Marks	Female	Male
1	Zero	Zero	5
2	2	2	6
3	3	3	9
4	4	4	11

5	4	4	12
6	4	4	14
7	5	5	14
8	5	5	15
9	5	6	16
10	6	6	17
11	6	8	18
12	6	88	20
13	8	9	21
14	8	13	21
15	9	13	22
16	9	13	
17	11	17	
18	12	19	
19	13	30	
20	13		
21	13		
22	14		
23	14		
24	15		
25	16		
26	17		
27	17		
28	18		
29	19		
30	20		

31	21		
32	21		
33	22		
34	30		
35	36		The Result = 0.266

Sequences and Order of Modifiers

This table presents the students' marks in part one evening studies male and female:

Table (10)

Item Number	The Students' Marks	Female	Male
1	Zero	1	Zero
2	1	3	2
3	2	4	4
4	3	4	5
5	4	5	6
6	4	8	8
7	4	20	9
8	5	27	10
9	5		10
10	6		11
11	8		12
12	8		16

13	9		21
14	10		
15	10		
16	11		
17	12		
18	16		
19	21		
20	27		
21	27		The result = 0.095

Sequences and Order of Modifiers

This table presents the students' marks in Part One morning and evening studies:

Table (11)

Item Number	The Students' Marks	Morning Studies Male/Female	Evening Studies Male/Female
1	Zero	Zero	Zero
2	Zero	2	1
3	1	3	2
4	2	4	3
5	2	4	4
6	3	4	4
7	3	5	4
8	4	5	5
9	4	5	5

10	4	6	6
11	4	6	8
12	4	6	8
13	4	8	9
14	4	8	10
15	5	9	10
16	5	9	11
17	5	11	12
18	5	12	16
19	5	13	20
20	6	13	21
21	6	13	27
22	6	14	
23	6	14	
24	8	15	
25	8	16	
26	8	17	
27	8	17	
28	9	18	
29	9	19	
30	9	20	
31	10	21	
32	10	21	
33	11	22	
34	12	30	
35	12	36	

36	13		
37	13		
38	13		
39	14		
40	14		
41	15		
42	16		
43	16		
44	17		
45	17		
46	18		
47	19		
48	20		
49	20		
50	21		
51	21		
52	21		
53	22		
54	27		
55	30		
56	36		The result = 0.224

4.4 Analyzing the Students' Errors Related to Part Two of the Test:

Part two consists of two situations, A and B. A is about structure of modification. B is about position of modifiers.

4.4.1 Structures of Modification:

According to this subject the results are:

- a. There is no significant difference between male and female in morning studies, because the counted value (0.185) is lower than the table value (2.021).
- b. There is no significant difference between male and female in evening studies, because the counted value (0.891) is lower than the table value (2.093).
- c. There is no significant difference between the students of morning and evening studies, because the counted value (0.140) is lower than the table value (2.000).

Structures of Modification:

This table presents the students' marks in part two -A- morning studies male and female.

Table (12)

Item Number	The Students' Marks	Female	Male
1	Zero	Zero	Zero
2	Zero	Zero	Zero
3	Zero	Zero	Zero

4	Zero	Zero	Zero
5	Zero	Zero	Zero
6	Zero	Zero	Zero
7	Zero	Zero	2
8	Zero	Zero	4
9	Zero	Zero	6
10	Zero	Zero	8
11	Zero	2	8
12	Zero	2	8
13	Zero	2	8
14	Zero	4	10
15	Zero	6	12
16	Zero	6	
17	2	8	
18	2	8	
19	2	8	
20	4	10	
21	4		
22	4		
23	6		
24	6		
25	6		
26	8		
27	8		
28	8		
29	8		

30	8		
31	8		
32	8		
33	10		
34	10		
35	12		The result = 0.185

Structures of Modification:

This table presents the students' marks in part two -A-evening studies male and female.

Table (13)

Item Number	The Students' Marks	Female	Male
1	Zero	Zero	Zero
2	Zero	Zero	Zero
3	Zero	4	Zero
4	Zero	6	Zero
5	Zero	7	Zero
6	Zero	8	Zero
7	Zero	9	Zero
8	Zero		Zero
9	Zero		6
10	Zero		6
11	4		8
12	6		11

13	6		14
14	7		
15	7		
16	8		
17	8		
18	9		
19	11		
20	14		
21	14		The result = 0.891

Structures of Modification:

This table presents the students' marks in part two -A- morning and evening studies.

Table (14)

Item Number	The Students' Marks	Morning Studies Male/Female	Evening Studies Male/Female
1	Zero	Zero	Zero
2	Zero	Zero	Zero
3	Zero	Zero	Zero
4	Zero	Zero	Zero
5	Zero	Zero	Zero
6	Zero	Zero	Zero
7	Zero	Zero	Zero
8	Zero	Zero	Zero
9	Zero	Zero	Zero
10	Zero	Zero	Zero

11	Zero	Zero	4
12	Zero	Zero	6
13	Zero	Zero	6
14	Zero	Zero	6
15	Zero	Zero	7
16	Zero	Zero	7
17	Zero	2	8
18	Zero	2	8
19	Zero	2	9
20	Zero	4	11
21	Zero	4	14
22	Zero	4	
23	Zero	6	
24	Zero	6	
25	Zero	6	
26	Zero	8	
27	2	8	
28	2	8	
29	2	8	
30	4	8	
31	4	8	
32	4	8	
33	4	10	
34	6	10	
35	6	12	
36	6		

37	6		
38	6		
39	6		
40	7		
41	7		
42	8		
43	8		
44	8		
45	8		
46	8		
47	8		
48	8		
49	8		
50	8		
51	9		
52	10		
53	10		
54	11		
55	12		
56	14		The result = 0.140

4.4.2 Position of Modifiers:

According to this area, the researcher after she had made the test, the results obtained are:

- a. There is no significant difference between male and female in morning studies in this subject, because the counted value (0) is lower than the table value (2.000).

- b. There is no significant difference between male and female in evening studies in this subject, because the counted value (0.262) is lower than the table value (2.093).
- c. There is no significant difference between the students of morning and evening studies in this subject, because the counted value (0) is lower than the table value (2.000).

Position of Modifiers:

This table presents the students' marks in part two -B- morning studies male and female.

Table (15)

Item Number	The Students' Marks	Female	Male
1	Zero	Zero	Zero
2	Zero	Zero	Zero
3	Zero	Zero	Zero
4	Zero	Zero	Zero
5	Zero	Zero	Zero
6	Zero	Zero	Zero
7	Zero	Zero	Zero
8	Zero	Zero	Zero
9	Zero	Zero	2
10	Zero	Zero	2
11	Zero	2	2

12	Zero	2	2
13	Zero	2	4
14	Zero	2	6
15	Zero	4	10
16	Zero	4	
17	Zero	4	
18	Zero	6	
19	2	6	
20	2	6	
21	2		
22	2		
23	2		
24	2		
25	2		
26	2		
27	4		
28	4		
29	4		
30	4		
31	6		
32	6		
33	6		
34	6		
35	10		The result = 0

Position of Modifiers:

This table presents the students' marks in part two -B- evening studies male and female.

Table (16)

Item Number	The Students' Marks	Female	Male
1	Zero	Zero	Zero
2	Zero	Zero	Zero
3	Zero	Zero	Zero
4	Zero	2	Zero
5	Zero	2	Zero
6	Zero	2	Zero
7	Zero	4	Zero
8	Zero	6	Zero
9	Zero		2
10	Zero		2
11	2		4
12	2		4
13	2		10
14	2		
15	2		
16	4		
17	4		
18	4		
19	6		
20	10		
21	10		The result = 0.262

Position of Modifiers:

This table presents the students' marks in part two -B- morning and evening studies.

Table (17)

Item Number	The Students' Marks	Morning Studies	Evening Studies
1	Zero	Zero	Zero
2	Zero	Zero	Zero
3	Zero	Zero	Zero
4	Zero	Zero	Zero
5	Zero	Zero	Zero
6	Zero	Zero	Zero
7	Zero	Zero	Zero
8	Zero	Zero	Zero
9	Zero	Zero	Zero
10	Zero	Zero	Zero
11	Zero	Zero	Zero
12	Zero	Zero	2
13	Zero	Zero	2
14	Zero	Zero	2
15	Zero	Zero	2
16	Zero	Zero	2
17	Zero	Zero	4
18	Zero	Zero	4
19	Zero	2	4
20	Zero	2	6

21	Zero	2	10
22	Zero	2	
23	Zero	2	
24	Zero	2	
25	Zero	2	
26	Zero	2	
27	Zero	4	
28	Zero	4	
29	Zero	4	
30	2	4	
31	2	6	
32	2	6	
33	2	6	
34	2	6	
35	2	10	
36	2		
37	2		
38	2		
39	2		
40	2		
41	2		
42	2		
43	4		
44	4		
45	4		
46	4		

47	4		
48	4		
49	4		
50	6		
51	6		
52	6		
53	6		
54	6		
55	10		
56	10		The result = 0

The table below describes the difficulty and the discrimination of the items in the test, part one and part two.

Table (18)

Number of the Items	The Difficulty Level	The Discrimination Power
1	0.928	Zero
2	0.714	0.142
3	0.964	0.071
4	0.928	0.142
5	0.928	Zero
6	0.964	0.071
7	0.928	0.142
8	0.785	0.071
9	0.75	0.357
10	0.75	0.5

11	0.75	0.214
12	0.785	0.285
13	0.892	0.285
14	0.928	0.214
15	0.892	0.214
16	0.75	0.214
17	0.785	0.285
18	0.892	0.214
19	0.821	0.214
20	0.892	0.214
21	0.928	Zero
22	0.892	Zero
23	0.892	0.142
24	0.928	0.142
25	0.821	0.285
26	0.892	0.214
27	0.928	0.071
28	0.857	Zero
29	0.821	0.285
30	0.928	0.071
31	0.857	Zero
32	0.892	0.357
33	0.892	0.071
34	0.857	0.214
35	0.821	0.142
36	0.821	0.214

37	0.928	0.071
38	0.928	0.142
39	0.964	0.07
40	0.964	0.07

4.5 Discussion of the Results:

Through the previous analysis of students' responses in the two parts of the test, the results which have been arrived at the researcher indicate that the items which are concerned with a single word of adjective modifiers that are included in part one. The sequences and order of modifiers are not easy and this is due to the students' misunderstanding and interference between the English language and their mother tongue.

In addition, part two -A- the structure of modification are the most difficult one, because most of the students do not answer them. And in part two -B- the position of modifiers the students do not know the correct order of adjectives in the sentence.

4.6 The Factors of Making Errors:

The factors that cause errors are regarded as the main reasons of the students' incorrect answers. One of these factors are due to over generalization of a pattern that leads to the irregularity of the structure in the English language. Also the restriction rules have been neglected by the students.

Many other reasons of making errors are attributed to social, psychological and educational factors. According to these factors that the students do not use the English language widely outside the area college, and the basic rules of grammar sometimes are neglected in teaching grammar. So, the students do not have mastery or control on the basic rules of grammar especially in the area of a single word of adjective modifiers.

CHAPTER FIVE

Conclusions, Recommendation and Suggestions for Further Studies

5.1 Conclusions:

From the analysis of error, which are found in this study, the following conclusions have been reached at:

1. The students make errors in the area of a single word of adjective modifiers. The students' errors are found to be frequent and identical for both morning and evening studies and for male and female at English Department/ College of Education at Tikrit University. So, hypothesis which has been mentioned in Chapter One has been validated.
2. The students' errors in a single word of adjective modifiers may be traced back to the following possible tentative response:
 - a. The students' carelessness in this subject.
 - b. The influence of the mother tongue.
 - c. The students may find this subject difficult and they not master it.
 - d. The students' insufficient training in grammar rules.
 - e. Teachers do not emphasize the basics of grammar in high levels of education thinking that students have already mastered them in earlier stages of education.

- f. The lack of insufficient practice and if there is any practice it is usually reproduced by rote learning.
3. T-test formula indicates that there is no significant difference between male and female in morning and evening studied in the:
 - a. Sequences and order of modifiers.
 - b. Structure of modification.
 - c. The position of modifiers.

Therefore, there is no significant difference between the students of morning and evening studies.

The analysis of the results shows that there is no significant difference between male and female in morning studies, because all the students male and female are in one age and they have no responsibilities on their families or have any other work.

The analysis of the results also shows that there is a significant difference between male and female are in the evening studies. The students in the evening studies are older and they are responsible for their families and they are also working in another work to earn their living. The female are young and less responsible than the male.

The final results that appears in the test, in general there is no significant difference between the students of morning and evening studies. Students in the evening studies have wish and ambition and more age.

5.2 Recommendations:

Many kinds of errors in a single word of adjective modifiers can be eliminated by giving the students more information and lessons, generally about adjective, because it is the area of the researchers' present study. In the light of the above findings, one recommends the following:

1. More emphasis should be given to English adjectives, because this area is very important for the students of English to learn and more necessary for the structure of the English sentence.
2. The grammar books which are studied by the college students, must include more subject about English adjectives in all its types.
3. Students at the university level should be provided with some additional supplementary books about problematic areas in adjectives.
4. The method of teaching grammar and linguistic should be evaluated objectively in this college.
5. Students should be activated by daily quizzes and tests.
6. More attention should be paid to participation in classrooms to break down students' psychological barriers that hinder their interaction inside and outside the classroom.
7. More attention should be paid to adjective modifiers in all its kinds at all levels of education.

8. More practice and exercises should be conducted among students in this subject in order to eliminate the students' errors in this area.
9. Meaningful and contextual meaning should be provided. It is important for the teachers of English to teach English adjectives in contexts which provide meaning or in the form of dialogues.

5.3 Suggestions for Further Studies:

For further studies, the researcher has suggested the following:

1. A similar study can be applied to a wider range of samples (other stages in study).
2. An empirical study can be conducted to find out an accessible way or method of teaching adjectives to college students.
3. Errors by college students in the area of English adjective Modifiers (adjective of colour precedes an adjective of age, etc.) these kinds of studies can be investigated, since they are more complex areas in English language.
4. A similar study to compare the difference between College of Education and College of Education for Women in Tikrit University.

ERROR ANALYSIS OF USING ADJECTIVE MODIFIERS MADE BY THIRD YEAR STUDENTS AT TIKRIT UNIVERSITY

A Thesis Submitted

By

DUNIA TAHIR HAMEED

To

*The Council of the College of Education
University of Tikrit in Partial
Fulfilment of the Requirements
For the Degree of Master
Of Education in Methods of Teaching
English as a Foreign Language*

Supervised By

Assistant Professor

DR. NAWFAL SAEED MAJEED

2005 A.D.

1426 A.H.

الخلاصة

تعرض الدراسة الحالية أخطاء طلبة الكلية في استخدام المحددات الوصفية في اللغة الإنكليزية حيث يواجه الطلبة صعوبات كثيرة:
أ. صعوبات تتعلق بالنغمة والنبرة حيث يقرران موقع وتتابع الصفات.
ب. ان المحددات الوصفية تغير من معنى الكلمة الرئيسية.
ج. عندما يريد الطالب معرفة اختيار الصفات، الأفعال والأسماء أيهما أقرب إلى الكلمة الرئيسية.

إن أهداف الدراسة هذه هو تحليل الموضوع قيد البحث من ناحية نحوية ودلالية وتصنيف أخطاء طلبة المرحلة الثالثة في محاولة للبحث لتقليل الصعوبات واستخدام الأدوات الوصفية استخداماً صحيحاً.

ولتحقيق أهداف هذه الدراسة قدمت الباحثة الفرضيات التالية.

١. هناك صعوبات وأخطاء كثيرة تتعلق من الناحية النحوية في تتابع المحددات الوصفية وتركيبها وموقعها.

٢. لا يعرف الطالب التتابع الصحيح وموقع المحددات الوصفية حسب أنواعها.

إن الخطوات المتبعة لهذا البحث هي:

١. إجراء اختبار للمحددات الوصفية.

٢. بناء الاختبار.

٣. تصنيف الأخطاء.

٤. تحليل النتائج إحصائياً.

٥. النتائج.

توصلت هذه الدراسة إلى النتائج الآتية:

١. وجود أخطاء للطلبة في استخدام المحددات الوصفية وتتابعها وتركيبها وموقعها في الدراستين الصباحية والمسائية لدى كلاً من الذكور والإناث.

٢. قصور في طريقة تدريس الصفات وتتابعها.

أخيراً تضم الدراسة طائفة من التوصيات والمقترحات للدراسات

المستقبلية.