A Case Study of English and Arabic Adjectives in Attributive Position at Aden University

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Abstract

This paper has presented a case study of English and Arabic adjectives in attributive position at the sentence level with pedagogical implications at Aden University. This study has focused on undergraduate pre-service teacher-trainees of Bachelor Program, College of Education, Saber, English Department, University of Aden. It particularly dealt with English adjectives in attributive positions which students studied in their English Grammar Cours1(E131). The college's students face difficulty in English adjectives construction. They make mistakes in constructing English adjectives in attributive position at the sentence level because of their mother tongue interference, besides English and Arabic employ different processes and structures in forming the adjective sentences of the various types. The major objective of this study was to investigate the problems faced by the students and to examine the appropriateness of the current teaching materials, tasks, and methods of teaching English adjective types in the Grammar Course1(E131). To achieve this objective, the authors have used a quantitative research method for data collection. The quantitative research instruments comprised the students' questionnaire, open-ended questions, and the students' test. The number of the respondents in this study were 120 students girls and boys. The authors concluded that students indeed face a great difficulty in constructing English adjectives in attributive position at the sentence level due to the intense mother tongue interferences. Communicative teaching methods would bring about progress in the level of the students and integrate other language skills. Students should acquire the ability to perform various types of language functions, related to English adjectives construction in attributive position and other types of English adjectives.

Keywords: English adjectives, grammar, Arabic adjectives, mother tongue interference, Aden University, a case study

1. Introduction

Students of English Department, College of Education, Aden University face difficulty in the construction of English adjectives in attributive position because English and Arabic adjectives employ different processes and structures in constructing the adjectives sentences of the various types. English and Arabic adjectives functioning differently in their construction. As a matter of fact, using the different types of English adjectives is very important not only in the classroom activities and communicative purposes between the teacher and the students, but also outside the classroom in the daily communications. This study has particularly focused on the undergraduate pre-service teacher-trainees of Bachelor of Education Program, English Department, College of Education, Aden University. It took into consideration only one type of the Grammar Course1(E 313), that is, English adjectives in attributive position, which the students studied in their College of Education, Aden University. The participants of this study were 120 students of whom 70 were girls, and 50 were boys. This research project was undertaken with the intention of investigating how students at Aden University construct English adjectives syntactic structure namely: English adjectives in attributive position at the sentence level, besides, the current teaching materials, tasks, and the methods of teaching/learning adjectives in English.

1.1 Objectives of the Present Study

1) To investigate the problems encountered by the students in the teaching / learning of English adjectives in attributive

position and to what extent the students of English can write and use correct English adjectives construction, syntactic and structural organization.

2) To examine the appropriateness of the current teaching material, tasks and methods of teaching in teaching English adjective types in general and English adjectives in attributive position in the Grammar Course1(E 131).

3) To inquire the differences and similarities between English and Arabic construction.

1.2 Literature Review

1.2.1 Definitions of Adjectives

According to Quirk and Greenbaum (2003), adjectives are attributive when they pre-modify nouns, and they appear between the determiner and the head of the noun phrase. For example: 'the beautiful painting'; 'his main argument'. But in Arabic this construction would be completely different, the noun comes before the adjective and the article' the' in the first one would be repeated in the same noun phrase as in; 'the painting the beautiful' and in the second one the possessive adjective 'his' came after the noun 'argument', then we add the article' the' before the adjective 'main' and becomes in Arabic (argument his the main). Adjectives are words acting to modify nouns. They play a significant role in many different languages. English adjectives may take two core functions in a sentence. They can be used in attributive or predicative position. The adjective is a term used in the grammatical classification of words to refer to the main set of items, which specify the attributes of nouns (Crystal, 1985). Longman Dictionary (2006) defines an adjective as a word that describes a noun or pronoun such as "black" in the sentence, 'she wore a black hat', or "happy" in the sentence, 'they try to make you happy'. According to Mac Fadyen (2008), adjective is a word that modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the noun which it modifies. On the other hand, Chalker (1984) states that "a traditional definition of an adjective is that it says what somebody or something is like." In other words, adjective words have a sort of descriptive meaning.

1.2.2 Attributive Adjective in English

The authors' concern in this paper is English adjective in attributive position, which is the most common position between a determiner and a noun. Therefore, adjectives in this position are called "attributive" because they attribute a quality or a certain characteristic to the noun. For example 1) All those distinguished students. 2)All those beautiful gardens. We have to understand here that the underlined adjectives are in the attributive position because they precede the nouns. However, this does not mean that the noun phrases cannot be positioned predicatively in a sentence. For example, we can say: All those students are distinguished. Crystal(1985) describes the term "attributive" as: "the term normally used to refer to the role of adjectives or nouns when they occur as modifiers of the head noun phrase".

1.2.3 Meaning and Position of Adjectives

Adjectives, that normally occupy the attributive position, define a noun by permanent quality, so according to meaning they are called inherent adjectives; as in a "kind person." According to Swan (2005), adjectives can go in two main places in a sentence:1. Attributive adjectives: When an adjective is used before the noun, it is said to be used attributively. e.g. -The new secretary is a BSc. holder. 2. Predicative adjectives: When an adjective is used after the verbs 'be, seem, look, become and other "link verbs" and is a part of the predicate, it is said to be used predicatively. e.g. a. She is afraid of ghosts. b. The dress is new. c. She looks rich. In attributive position, the adjective usually comes before the noun it modifies. e.g. a. He is a handsome man. b. She is a pretty girl. However, some attributive adjectives are used after the nouns. e.g. a. Court Martial. b. Secretary General. c. Attorney General.

1.2.4 Adjectives in Arabic

The adjective in Arabic comes after the noun, while in English comes before the noun at the sentence level. Let us see the Arabic sentence: Al-waladu al-kasslan; this means in English The-boy the- lazy (The lazy boy). As we saw in this example in Arabic the adjective came after the noun, and there is a repetition of the definite article "the", but in English, there is no such construction. According to Aziz (1989), attributive adjectives agree with nouns in definiteness, number, gender, and case. Attributive adjectives in Arabic normally post-modify the head noun as we saw in the above example. Arabic adjectives always agree with the nouns they post modify in gender, number, case and definiteness or indefiniteness. Once again let us consider the Arabic adjective word "Taweel" (tall) in a sentence of definite, nominative and masculine feature; as in this Arabic sentence; Al-Ragulu Al-Taweel; this means the-man the-tall; as we explained this case above; which would be in English (the tall man). Here, the definite article is used with both the noun and the adjective. Now, let us consider an Arabic adjective sentence of a definite, nominative and feminine: Al-Ameerah Al-Gamillah (the- princess the- pretty) (the pretty princess). If we come to the indefinite, nominative and feminine: e.g. Mallikah Adellah (Queen fair) (A fair queen). As we all know, Arabic is written from right to left.

Arabic also like some other languages such as German and Spanish has masculine and feminine adjective forms. Let us consider the following instances in nominative cases, the first phrases refer to non-person and use the feminine singular form of the adjective, the second ones refer to persons. They use the plural form to agree with the gender of the noun; the feminine plural form of Sagheer-rah is Sagheer-ratun(small-feminine singular form, small-feminine plural form); and the masculine plural form of Sagheer is Sighar. (" small" in singular;" small" in plural are the same in English), but in Arabic the case was different. The indefinite non-person in Arabic: Karassi Sagheerah (small chairs). The definite, non-person: Al-Karassi Al- Sighar (the- chairs the-small) (the small chairs). In indefinite, person, masculine plural form; as in; AwlaadTiwaal (tall boys), but in definite, person, masculine plural form, as in; Al-Awlaad Al-Tiwaal (the-boys the tall) (the tall boys). In definite, person, feminine plural form, as in; Al-Banat Al-Tawelaat(the - girls the - tall) in English would be (the tall girls)…etc; that is why the differences between English and Arabic are big and clearly seen. As a result, the learners of English department, college of education at Aden University make grammar errors in writing adjective sentences and in the construction of adjectives in attributive positions at the sentence level, because of their mother tongue interference.

1.2.5 Syntactic Function of Only Attributive Adjectives

In general, adjectives that are restricted to attributive position or that occur predominantly in attributive position do not characterize the referent of the noun directly. For example, an old friend ('one who has been a friend for a long period') does not necessarily imply that the person is old, so that, we cannot relate "my old friend" to "my friend is old". "Old" refers to the friendship and does not characterize the person. In that use, the adjective 'old' is attributive only (Quirk and Greenbaum,2003). There are two basic functions that adjectives achieve, known as the predicative and the attributive functions. According to AL-Yazigi (1985) states that attributive adjective is a description for a noun and is supposed to specify some of the noun qualities.

1.2.6 First Language Acquisition and Second Language Learning

1.2.6.1 Acquisition and Learning

All human beings 'acquire' at least one language. The first language is essential for survival. A second language, however, if learnt and used well, has always brought power and prestige to its users. But when not so well-learnt and well-used, it has made its users subjects to ridicule. Yet, people living in monolingual or multilingual communities have always sought to 'learn' another language for various purposes. In this connection citing Dulay, Burt and Krashen (1982), Chaudhary (2002) stated that: Over a billion people in the world speak more than one language fluently. In Philippines, for example, many people must speak three languages, if they are to engage fully in their community's social affairs … In small countries such as the Netherlands or Israel, most children are required to study at least one foreign language in school, and sometimes several … Even in the United States, whose inhabitants are unconcerned about languages other than English, about, 10% of the residents usually speak at least one language, in addition to English in the course of daily lives… Throughout much of the world, being able to speak at least two languages, and sometimes three or four, is necessary to function in society. Others say that people 'acquire' the first language L1 and 'learn' the second language L2. After all, the circumstances are results of learning the language are often quite different for many people. There is a considerable body of literature on the differences between first language and second language acquisition. These differences are presumably owing to different circumstances and achievements in acquisition/learning. While everybody has abundant exposure to the language to be learnt in the context of first language acquisition, it is not always so with the second language. Neither does everyone get to learn the second language in 'natural' circumstances like one's first language people often learn in through instruction. Quoting Klein (1988), Chaudhary (2002) write: Second language acquisition appears to be a process which exhibits certain regularities is constrained by a number of factors determining its course, rate of process, and final outcome, is subject, within certain limit, to external influences such as methods of instruction… Attempting to distinguish between the first language acquisition and second language learning. Krashen (1985) says: There are two independent ways to develop ability in second languages. Acquisition is a 'subconscious' process identical in all important ways to the process children utilize in acquiring their first language, while learning is a conscious process that results in knowing about language. There is no clear answer to the question why some people have nearly equal success in first language acquisition and second language learning and others do not. Many people attribute this differences in success to sociolinguistic factors, others feel that after a certain phrase of hyper activity, the human brain loses some of its power for language acquisition and hence only limited success is achieved. But it is generally accepted as a fact, that relatively few adults can learn any language with the kind of success that children display in learning any number of languages.

1.2.6.2 Problems of Learning English

English adjective words and their constructions are rigid in terms of their syntactic positions, while Arabic displays

flexibility and not rigid in terms of its placement and its constructions. Thus, there are big differences and very little similarities as we compared between the two languages earlier. We can mention here, some of factors influencing the teaching / learning English which include: 1) The large number of the learners in one classroom and the average class size ranges between 40-60 students. 2) Lack of exposure, students do not have ample opportunities for practicing English. The only chance they have is during the English period in the classroom. 3) Lack of efficient and well qualified English teachers .The biggest problem in teaching English as a foreign language in primary, intermediate and secondary schools in Yemen is lack of well qualified, efficient and committed teachers who could prepare self-sufficient English students for higher educational institution of the country. It is evident that teachers play the most important roles in the full development of the individual student. Therefore, according to Omari. et. al. (1983) qualitative and quantitative aspects of the teacher are the primary yardsticks of a real and efficient teaching process.

1.2.7 Inadequate English Language Teaching Materials

Teaching materials or instructional materials are resources that if used correctly can assist a teacher in bringing about an intended and desirable behavioral change in individual student (Pahuja 2002, Aggarwal 1996 and Chaudhary 2002). These materials are used by the teacher to enhance the teaching / learning situation. But in College of Education, Aden University lacks recent and relevant English language teaching materials, and reference materials which could help teachers to solve their problems. The other problems of teaching English at all levels of education in the country are low readability of the text books, incompatibility between materials and maturity level of the students, lack of adequate exercises in the text books… are also some of the deficiencies of the English language teaching materials. As a result, students in college of education, Aden University, have difficulties in learning the language skills and are unable to communicate inside and outside the classroom. This is what was observed in the Grammar course with college of education students at Aden University in Yemen.

1.2.8 Improper Teaching Methodology

Linguists and ELT experts believe that early language learning plays a major role in the students' later academic and social performance. In Yemeni schools, the learning of English as a foreign language starts in the primary / intermediate schools from class seven through repetition and memorization of the English alphabets and the translation of words. In these schools, language learning is traditional with the emphasis on mastery of grammar rules and structures. But this method does not allow the students to practice the language itself. Language use is not stressed upon, but language usage is the vital part of the teaching-learning process (language use and language usage are Widdowson's terminologies). Because of this stress on language usage and neglect of language use, learners' motivation to learn the language declines as the process continues resulting in their easily forgetting the language after the lessons are over. Even after years of formal language learning, students are unable to use the language. As a result undergraduate students in college of education, department of English, Aden University, have limited knowledge of the target language (English). They have little experience in different aspects of the grammar course. Besides, there is cultural interference due to the differences in the style of literacy and rhetorical patterns of expression in their language and the target language. The decisive teaching methodology used in these schools emphasis structure and grammar based on language usage not on the active use of the language. Speaking and active participation of students, using the target language in any conversational situation has not been seen as important. This is due to the optimistic assumption held by the language teacher, that of the language learners have the knowledge of language usage they can later use the language.Widdowson (1983), opposes this saying, "… the teaching of usage does not appear to guarantee a knowledge of use. The teaching of use, however, does seem to guarantee the learning of usage since the later is represented as a necessary part of the former". This is the kind of important aspect of language teaching and learning process should be given an immediate consideration in college of education ,English department, Aden University. Students of English department in this college are expected to develop their knowledge of English language during their stay at the higher institution of education. But it is observed that students in this college seem to have no good knowledge of English and face difficulties in constructing English adjectives. Besides, the students who are supposed to express themselves with relative ease, can hardly communicate their ideas with their peers and instructors as meaningfully as we wish them to.

1.2.9 Significance of the Study

An understanding of the significance of ELT in Yemen, specifically, its role in the educational domain thus helps to know its effects on both the learners (students) and the learning/teaching process. Once the role of English in general and grammar in particular is established in education, it seems appropriate to describe the effectiveness of teaching materials, tasks and methods of teaching used in the types of English adjectives. The teaching material used is based on a de-contextualized in selecting grammatical points and English adjectives construction. The problem of the students in College of Education, English Department, Aden University was observed when constructing the English adjectives

at the sentence level in the classroom, specifically, in those sentences of attributive positions. The study was a kind of action research and the authors identified a problem existed in the class. Cohan and Manion(1980) suggested that action research can be utilized some ends: 1) as a means of remedying problems diagnosed in specific situations or improving in some way a given self-set of circumstances, and 2) as a means of injecting additional or innovative approaches to teaching and learning into a system which inhibit innovation and change. This implies that students of English Department need to develop their grammatical skills in their English grammar course and they also need to improve the skill of English adjectives construction to serve them for communicative needs. The authors made an attempt to find out the differences and similarities between English and Arabic adjectives and to find out the difficulties that face the learners in the construction of English adjectives. Besides, this study was also to find out whether the communicative language teaching was properly implemented using adequate communicative materials, varied tasks and proper methodology in the learning / teaching process of English adjectives construction in college of education, Aden University. It is hoped that this study would contribute to the development of the learning / teaching process in the grammar course in general and in the English adjectives techniques, and thereby to help the learners develop their communicative skills in constructing adjective sentences better. This study will benefit all those concerned with the learning / teaching process of English grammar courses.

1.3 Hypothesis (assumptions) of the Study

This study is based on the assumption that there are some definable reasons why the syllabus, teaching materials used for teaching the" Grammar course (E131)", and the teaching methodology at present, prove ineffective. The methodology consists of a poor quality tasks on the construction of English adjectives in attributive position with a brief explanation of each type of adjectives by the teacher. Therefore, English adjectives construction constitutes a learning problem that Yemeni students of English face in constructing correct English adjective sentences in attributive position. Although, the ability to construct English adjectives is very useful in speaking and writing. Besides, there is a general agreement among teachers in Yemen that their students are very poor at it. Adjectives construction is also important in both English (L2) and Arabic (L1), though, there are significant differences and very little similarities between L1 and L2. Though, this is the case, Yemeni students at this university have difficulties of first language interference. The learners find it difficult to understand and use the various types of English adjectives. Lado (1975) supported these assumptions and said that "students who come in contact with a foreign language will find some features of it quite easy and others extremely difficult". Students misuse the structure of adjectives in English for it is not available in the structure of adjectives in their L1.

2. Methodology

There are two major methods for conducting research, quantitative method and qualitative method. A quantitative research instrument was used for data collection in this study. This method comprised students' questionnaire, students' test on English adjectives in attributive position at the sentence level and open-ended questions were attached to the students' questionnaire. Seligar and Shohamy (1989) write: … deciding a research plan is not simply a matter of deciding to carry out research but requires careful consideration of appropriate approach … Fundamental differences in the intrinsic nature of subject matter, the role of the research about the object of investigation, and whether truth is defined regarding objective reality, or regarding subjective perception must be considered. This indicates that when conducting research we can employ one of the two major methodologies, quantitative or qualitative methodology, or both for data collection.

2.1 Participants

This study draws on the active participation of 120 participants of whom 70 were girls and 50 boys students of English Department, College of Education at Aden University.

2.2 The Research Design

The instruments in this study were designed by authors for collecting quantitative data and information. After the research instruments were designed, the authors have had enough care to make the instruments proof; we presented them to four scholars in the field of ELT to ensure the validity and standard of the instruments. The comments, suggestions, and modifications of those scholars were incorporated in the draft before administering the instruments to the pre-service teacher trainees, College of Education, English Department, Aden University. The population of this study included students of English Department, College of Education, Bachelor Program, Aden University. The number of respondents in this study were 120, of whom 70 participants were girls and 50 were boys at Aden University. The instruments employed for data collection were students' questionnaire, open-ended questions and test

on English adjectives in attributive position administered to the students in the classroom.

3. Results and Discussion

The present study used the quantitative method for collecting the required data and information. The research tools used in this study were the students' questionnaire, open-ended questions to validate the information obtained from the students' questionnaire and finally the students' test on English adjectives in attributive position at the sentence level. The data gathered through these tools were tabulated, analyzed and interpreted with statistical figures and percentages to reflect the findings better. In section one of the questionnaire, the students were asked about their sex. The following table shows the 120 respondents male and female who participated in this study, of whom 70 participants (58.3%) were female, and 50 participants (41.7%) were male.In fact, more women took part in this study.

Table 1. Sex of the Students

Responses		
Sex	Frequency	Percentage
Female	70	58.3
Male	50	41.7
Total	120	100

The second item of this section, the students were asked about their ages when they joined college. The following table classified the participants according to their ages.

Table 2. Ages of Students

Responses		
Age	Frequency	Percentage
18	21	17.5
19	29	24.2
21	52	43.3
24	9	7.5
25	9	7.5
Total	120	100

Data analysis revealed that 21 of the participants (17.5%) were 18 years when they joined college; 29 of the participants (24.2%) were 19 years; 52 of the participants (43.3%) were 21 years; 9 of the participants (7.5%) were 24 years, and other 9 of the respondents (7.5%) were 25 years when they decided to pursue their studies in the college. Students who reported that they were 24 and 25 years which might be attributed to at least two main reasons. Firstly, the students may repeat classes or discontinue their education for different reasons such as poor performance, health problem, etc. Secondly, students may start their education at late ages, because of distance schools, transport problem, and the like. In item 2 of section one; students were asked what class should see English introduced in Yemeni schools. See the following table:

Table 3. What Class Should See English Introduced in Schools

Responses		
Class Level	Frequency	Percentage
1	15	12.5
2	35	29.2
3	25	20.8
4	20	16.7
5	10	8.3
6	10	8.3
7	5	4.2
Total	120	100

As we know, in Yemen the students start studying English as a foreign language too late starting from class seven; but when they were asked what class should see English introduced in Yemeni schools, the majority of the students, that is 35 respondents/participants (29.2%) opted the class 2 as it is shown in the above table. This was followed 25 respondents (20.8%) who welcomed introducing English in class 3. They were followed by 20 respondents (16.7%) of the students who wanted it to be presented in class 4. Other learners/students were in a minority who supported introducing English in class 7. This indicates that the learners are for learning English at the early stage. In section 2; the students were asked a question on tasks related how often they practice the different types of English adjectives. See the following table and the discussion under it. (Adj. = adjective)

Table 4. Rate of Practice on English Adjectives Construction

Item	Attributive Adj.		Predicative Adj.		Order of Adj.		Comparison Adj.		Other Types	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
a. Always	0	0	0	0	0	0	0	0	0	0
b. Often	10	8.3	20	16.7	10	8.3	30	25	0	0
c. Sometimes	30	25	40	33.3	20	16.7	50	14.7	10	8.3
d. Rarely	60	50	50	41.7	10	8.3	30	25	20	16.7
e. Not at all	20	16.7	10	8.3	80	66.7	10	8.3	90	75
Total	120	100	120	100	120	100	120	100	120	100

How often do you practice the following types of adjectives construction in the classroom?

In this item, 60 learners (50%) said that attributive adjectives were rarely done, while 30 learners (25%) claimed it was practiced only sometimes. However, 20 learners (16.7%) answered it was not done at all. No one said it was always done. 50 learners (41.7%) stated that they rarely practiced predicative adjectives, while ten learners (8.3%) replied they never practiced. 40 learners (33.3%) responded they practiced sometimes. However, no student said it was always done. The instructors did not give the order of adjectives constructions due emphasis. Ten learners (8.3%) stated that they rarely practiced it, while 80 learners (66.7%) indicated that they never practiced it. Only 20 learners (16.7%) claimed they did it sometimes. But no one responded it was always done. On adjectives of comparison 30 learners (25%) said they rarely practiced it, while 50 learners (41.7%) indicated they practiced it sometimes and 30 learners (25%) replied that they often practiced it. Ten learners (8.3%) responded they never practiced it. No one indicated that it was always practiced. On other types of adjectives, 20 learners (16.7%) reported that they practiced it rarely, while 90 learners (75%) replied they never practiced it. Ten learners (8.3%) replied that they had done it sometimes. But no student had always said or often in practicing other types of adjectives. The statistical data clearly revealed that learners had not had more practice in the various types of English adjectives construction. This indicates that the students need more practice on English adjectives construction with different types. This tells us that the majority of the students had difficulty in constructing the various types of English adjectives. In section 3 of the students' questionnaire, the learners were asked on the teaching materials (textbooks, handouts,…, etc.) for the grammar course (E131). They were asked about their opinion about the amount of the teaching materials covered to

teach the various types of English adjectives construction. See the following table.

Table 5. Amount of Materials Covered

What is your opinion about materials covered in the units on types of English adjectives construction?		
Item of opinion	Frequency	Percentage
a. Too much materials	5	4.2
b. Rather a lot	5	4.2
c. Just right	15	12.5
d. Rather little	35	29.1
e. Too little	60	50
Total	120	100

The learners were asked to indicate the types of English adjectives construction that figured in the teaching materials. 60 learners (50%) replied it was too little, and 35 learners (29.1%) found it rather little. 15 learners (12.5%) found the materials just right, while five learners (4.2%) felt it was more than what learners could handle. Other five learners (4.2%) said that the material was rather a lot. This is an indication of unfit material for teaching the different types of English adjectives construction. It also indicates that the teaching material has no adequate and meaningful tasks that help learners develop their knowledge in the formation of various English adjectives at different positions. In section 4, students were asked questions on methods of teaching in the grammar course (E131). Learners were asked to choose and tick their opinion on the teaching methodology employed by the English teacher in the grammar class in teaching the various types of English adjectives construction in the classroom. See the following table. Freq. = Frequency and % = Percentage.

Table 6. Frequency of Modes of Teaching

How frequently the following teaching modes applied in the grammar class ?												
Frequency	Individual work		Pair work		Small group work		Whole class work		Interactive learning		Remedial teaching	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
a. Always	95	79.2	0	0	0	0	0	0	0	0	0	0
b. Often	15	12.5	1	0.8	0	0	0	0	0	0	0	0
c.Sometimes	8	7.6	4	3.4	1	0.8	6	5	1	0.8	0	0
d. Rarely	2	1.8	45	37.5	19	15.8	24	20	14	11.7	2	1.7
e. Not at all	0	0	70	58.3	100	83.8	90	75	105	87.5	118	98.3
Total	120	100	120	100	120	100	120	100	120	100	120	100

Learners were asked to detail the teacher's preferred mode of teaching in the grammar course1(E.131) in the classroom. 95 learners (79.2%) said that 'individual work' was 'always' carried out in class, while 15 learners (12.5%) said it was 'often' done, 8 learners (6.7%) replied that it was 'sometimes' done, and 2 students (1.6%) said that it was rarely practiced. 70 learners (58.3%) answered that 'pair work' was 'not at all' done, while 45 learners (37.5%) responded that it was done 'rarely' and only one student (0.8%) said it was done 'often.' As ' small group work' 100 learners (83.4%) replied that this was never done, while 19 learners (15.8%) said it was done 'rarely.' Where 'whole class work' was concerned 90 learners (75%) replied that it was 'rarely' if even done, while 24 learners (20%) said it was done 'rarely', and no one has said it was done 'always' or 'often.' 105 learners (87.5%) denied there was such a kind as interactive learning, 14 learners (11.7%) said it was 'rarely' done, and only one student said it was done 'sometimes'. As far as remedial teaching went, 118 learners (98.3%) responded that it was not done at all. 2 learners (1.7%) said it was 'rarely' done. This implies that the classes were mainly teacher-centered and teacher-dominated offering the learner to learn on his own or through pair and group work. In open-ended questions, the learners were asked to indicate their views about the problems they faced, the exact nature of the problem they encountered in constructing English adjectives types and about the similarities and differences in the construction of English and

Arabic adjectives types. The following table shows the opinion of the students.

Table 7. Opinion of the Students on the Course Grammar1(E131)

Has this course trained you to construct English adjective types well?		
Responses	Frequency	Percentage
Yes	30	25
No	85	70.8
No response	5	4.2
Total	120	100

It emerged from the student's responses and data analysis that only 30 students (25%) were in a position to construct correct English adjective sentences. On the other hand, 85 learners (70.8%) said they were only helpless as far as English adjective types construction using proper rules of grammar went. One common complaint from the learners was that the course was not pitched at the 'competence' level of learners. They found the course material difficult to follow on their own. Another complaint was that the teachers who taught the grammar course were un fit to teach them. This indicates that learning was haphazard, and teaching was done with the teacher's eye fixed on the timetable and the clock. In the other open-ended question, the students were asked to elicit their opinions about the similarities and differences if found in the construction of English and Arabic adjective types. The responses of the students are shown in the following table:

Table 8. Opinions of the Students on the Similarities and Differences

Do English and Arabic adjective types construction have great differences and very little similarities?		
Responses	Frequency	Percentage
Yes	110	91.6
No	5	4.2
No response	5	4.2
Total	120	100

110 learners (91.6%) agreed that English and Arabic construction of adjective types have great differences and very little similarities. Five learners (4.2%) replied that there are no similarities and differences between the two languages in the construction of adjective types. Most of the learners mentioned that they had a lot of problems in constructing the various types of English adjectives, because of the difficulty level of English language rules, the word order of English adjective constructions and that of their mother tongue (Arabic) is different. This implies that the learners face major problems in constructing English adjective sentences correctly because English and Arabic adjective sentences construction employ various processes. The final part of this study was on the students' test on English adjective sentences in attributive position. In this test, the students were asked to rearrange or unscramble the given words to construct the adjectives in attributive position at the sentence level. The results of the students' test are statistically analyzed and discussed. See the following table:

30 learners (25%) got the first sentence correct, while 85 learners (70.8%) got it wrong and five learners (4.2%) had not responded. 35 learners (29.2%) got the second sentence correct, while 83learners (69.2%) got it wrong, and two learners (1.6%) did not reply. 26 learners (21.7%) got the third sentence correct, while 90 learners (75%) got it wrong, and four learners (3.3%) had not replied. For the fourth sentence, 25 learners (20.8%) got it correct, while 95 learners (79.2%) got it wrong. The fifth sentence saw 32 learners (26.7%) emerge with the correct sentence, while 86 learners got it incorrect, and two learners (1.6%) did not respond. To the sixth sentence, 30 learners (25%) got it correct, while 87 learners (72.5%) got it incorrect, and three learners (2.5%) did not respond. To the seventh sentence, 28 learners (23.3%) got it correct, while 89 learners (74.2%) got it incorrect, and three learners (2.5%) had not answered. To the eight sentence 31 learners (25.8%) got it correct, while 85 learners (70.8%) got it incorrect, and four learners (3.3%) did not respond. The ninth sentence evoked 28 learners (23.3%) correct English adjective sentence in attributive position, while 88 learners (73.4%) got it incorrect and four learners (3.3%) had not responded. To the last English adjective sentence in attributive position, 35 learners (29.2%) got it correct, while 80 learners (66.7%) got it

incorrect, and five learners (4.1%) failed to respond. This implies that most of the learners did not have enough knowledge in constructing the various types of adjectives, especially adjectives in attributive position and they also arrange words without thinking, that's why their performance was poor.

Table 9. Results of English Adjectives in Attributive Positions at the Sentence Level

No.	English Adjective in Attributive Position	Freq. of Correct	%	Freq. of Incorrect	%	No response	%
1	My boss is a polite person.	30	25	85	70.8	5	4.2
2	The tourist man was here.	35	29.2	83	69.2	2	1.6
3	He was carrying a heavy stone.	26	21.7	90	75	4	3.3
4	They do not eat dry bread.	25	20.8	95	79.2	0	0
5	The small boat sank in the sea.	32	26.7	86	71.7	2	1.6
6	The little boy broke his game.	30	25	87	72.5	3	2.5
7	That house has a big garden.	28	23.3	89	74.2	3	2.5
8	The boy wore a short dress.	31	25.8	85	70.9	4	3.3
9	The girl is wearing a new dress.	28	23.3	88	73.4	4	3.3
10	A beautiful house was built beside the beach.	35	29.2	80	66.7	5	4.1

4. Findings of the Study and Recommendations

1. The findings revealed that students in this college face difficulties in English adjective types construction, because of their mother tongue interference. Besides, as a teacher at Aden University I observed that the teaching/ learning of the various types of English adjectives lacks a sense of direction.

2. It came through the students' test on English adjectives in an attributive position that the students were poor in their performance, and most of them write without thinking. They also lacked practice in constructing the various types of English adjective sentences in general and adjectives in attributive position in particular.

3. The data obtained from the responses of the research tools indicated that English adjective types were not being properly or systematically taught in this college. Inadequate or improper teaching materials, inappropriate tasks, and inadequate methodology were the main hindrances in teaching/learning the various types of English adjectives.

4. Very few of adjectives construction types and assignments were given to the students or corrections done by the grammar instructors. The learners were not familiar with the different kinds of adjectives construction. The instructors did not provide students with many tasks to practice and the classes were teacher-centered.

5. The collected data revealed that English and Arabic adjective types employ the different process in their rules and construction i.e. they have big differences and very little similarities in their construction. The difference in the usage was the main cause of the interference. Based on the above findings, the recommendations made to improve the teaching/learning of the various types of English adjectives construction in the grammar course (E131) include:

a) English adjectives construction should be taught properly, enough tasks, assignments and more practice must be given to the learners.

b) The methodology requires the shift from teacher-centered to learner-centered. Instructors first should have a thorough understanding regarding the English adjectives techniques and the use of the different types of adjectives construction and the like.

c) Materials of teaching should be designed that bring the relevance of the different kinds of adjectives construction. Besides, instructors should bring additional and communicative teaching materials concerning the various aspects of grammar in general and the various types of adjectives in particular.

d) In addition to the mastery of adjective construction, trainees should acquire the ability to perform the various types of language functions related to adjective construction types.

5. Conclusion

The present study was to examine the major difficulties that English students at Aden University face when they construct English adjectives in attributive position at the sentence level. Most of the learners were not familiar with the basic rules of English adjectives construction. Arab learners of English Department encounter a great difficulty at this point, and they are in need of more practice in training on how to use the various types of adjectives, especially that of attributive position in the different order.

Teachers should play a great role to develop the students' skills and to overcome their difficulties they face in the grammar aspects, especially the aspect of English adjective types. They must also bear in mind that Arab learners in general and English Department learners, in particular, encounter a great difficulty in this matter. Therefore, teachers, syllabus designers, and material writers must take into consideration the great differences between the two languages rules in the construction of the various types of adjectives.

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