

An investigation into the differences between English and Arabic position and order of adjectives:

A contrastive study with pedagogical implications

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ملخص الدراسة

ان كثيرا من الدراسات قد كتبت في موقع وترتيب الصفات في اللغة الانجليزية مع ذلك لا توجد حسب معلوماتي أي دراسة تفصيلية تتحدث عن موقع وترتيب الصفات بطريقة تحليلية تقابلية في الانجليزية والعربية لذا فإن هذه الدراسة تركز على الاختلاف بين موقع وترتيب الصفات في كلا من العربية والانجليزية. والاعتقاد السائد ان الطلبة العرب يقابلون صعوبة كبيرة ويرتكبون اخطاء كثيرة في هذا المجال بسبب الاختلاف في موقع وترتيب الصفات في اللغتين. وللتأكد من صحة هذا الاعتقاد فقد طبقت الدراسة على الطالبات الجدد المتخصصات في اللغة الانجليزية في الجامعة الإسلامية، وقد تبين ان هؤلاء الطالبات يواجهن صعوبة في تركيب الجمل التي تحتوي على عدة صفات لموصوف واحد. ومن أهم الأسباب لإرتكاب الأخطاء التي وجدت في هذا المجال تلك التي تتمثل في الجانب اللغوي الخاص بالتداخل السلبي في موقع الصفات وترتيبها بين الجملة الانجليزية والعربية. وتنتهي الدراسة بوضع بعض التوصيات للتغلب على هذه الأخطاء وتلك الصعوبات.

Abstract

Lots of studies have been done on the position and order of adjectives in English. However, as far as my knowledge is concerned, no analytical and contrastive study has been conducted on this point in English and Arabic. Thus, this paper reviews the latest studies done on the position and order of adjectives in English and Arabic. Then, it describes the differences between the position and order of adjectives in both languages. The study also touches upon pedagogical implications for teaching adjectives in English.

Here, it is believed that the Arab learners of English encounter great difficulty in constructing sentences involving a number of adjectives. One of the most prominent causes of committing errors found in this area is assumed to be the linguistic differences between the adjective position and order in English and Arabic. To prove this assumption, the researcher applied his study on the Islamic university of Gaza (IUG) freshman students majoring in English to test their perception of the position and order of English adjectives and to shed light on the areas of difficulty that students encounter when using English adjectives. the paper focuses on the errors most students commit concerning the position and order of English adjectives and ends with recording some recommendation for solving this pedagogical problem.

KEYWORDS: Adjective, literature review, attributive adjectives, predicative adjectives, position of adjective, adjective order, pedagogical implications, negative interference.

1. INTRODUCTION

The English learning-teaching process aims at having the speakers who can communicate effectively using English. Therefore, the first duty is to find the fastest shortcuts to determine the problematic issues in learning such a language and find quick solutions for them.

One of the most problematic issues facing IUG freshman students majoring in English is the mastery of the position and order of English adjectives. These students encounter great difficulty in constructing sentences involving a number of adjectives. One of the most prominent causes of committing errors in this area is assumed to be the linguistic differences between the adjective position and order in English and Arabic.

To prove this assumption the study investigates the IUG freshman students' perception of the position and order of English adjectives. It attempts to shed light on the areas of difficulty that such students encounter in using such English adjectives.

After introducing the topic, the paper highlights the purpose of study, research questions, research hypothesis, and limitations of the study. (Sec.1). (Sec2) refers to literature review. It summarizes some of the works done in the field of position and order of English adjectives. The theoretical framework is then described (Sec.3). After then the study shifts to describing the position and order of adjectives in English (sec. 4). Then it touches the position and order of adjectives in Arabic (sec5). (Sec6) discusses the methodology to be adopted in this study, along with results and analysis. (Sec7) is left for summary remarks and recommendations.

2 Purpose of the study

This study aims at:

1. investigating the IUG freshman students' perception of the position and order of English adjectives.
2. attempting to shed light on the areas of difficulty that students encounter regarding the use of English adjectives.
3. identifying the type of errors students commit concerning the position and order of English adjectives.
4. giving some recommendations that may help to reduce errors committed when using English adjectives.

3. Research question

To what extent do the Islamic university freshman students majoring in English perceive the correct position and order of English adjectives?

4. Research hypothesis

the Islamic university freshman students' perception of the correct position and order of English adjectives is very limited.

5. Limitations of the study

The study is limited to the following:

1. This study is interested in the position and order of English adjectives only.

2. This study is applied upon 65 female Islamic university freshman students majoring in English.
3. The study was applied in the summer term of the scholastic year 2010-2011.

6. Literature review

A few studies were conducted in the position and order of adjectives. Thus the researcher managed to review two previous studies which focus on adjective order.

6.1. David Kemmerer et al. (2008)

This study aims at investigating the neural substrates of the semantic constraints of multiple adjectives order that are used to modify a noun. The researcher administered three tests on 34 brain-damaged patients and 19 healthy participants. Six patients failed a test that required them to discriminate between semantically determined correct and incorrect sequences of adjectives e.g., thick blue towel vs. *blue thick towel but they passed a test that assessed their knowledge of two purely syntactic aspects of adjective order, specifically, that adjectives can precede nouns, and that adjectives can precede other adjectives. Moreover, they also passed a test that assessed their knowledge of the categorical (i.e., class-level) features of adjective meanings that interact with the semantic constraints underlying adjective order - e.g., that thick is a dimensional adjective and that blue is a color adjective. These behavioral findings suggest that the six patients have selectively impaired knowledge of the abstract principles that determine how different semantic classes of adjectives are typically mapped onto different syntactic positions in NPs.

6.2. Nicoladis, E & Rhemtulla, M (2006)

This study tests how children learn to use many adult-like grammatical rules in the preschool years. The researcher argued that children make the biggest strides in learning to use many adult-like grammatical rules in the preschool years. This argument is based on how children use novel verbs in verb clauses: many English speaking 2-year olds are willing to use novel verbs in ungrammatical order; by four, few children are willing to use novel verbs in a non-SVO order. In verb clauses, the word order determines the semantic/syntactic role (e.g., subject). By focusing on verbs, researchers have failed to take into account that children might also be learning how meaning and semantic/syntactic function are related. To test this interpretation, novel adjectives are taught to 35 monolingual English-speaking children between 2 and 4 years old, either in a prenominal or postnominal position. Results showed that, children were more likely to reverse the order of novel postnominal adjectives, even 4-year olds used the new adjectives in the order they were modeled more than half the time. The results of this study suggest that during the preschool years, children are learning to map word order onto semantic/syntactic function.

7. Theoretical framework

In studying adjectives in English and Arabic, this study will adopt Contrastive Analysis (CA) or Contrastive Linguistics approach as a theoretical framework. This describes similarities and differences among two or more languages at various linguistic levels. "This approach was developed and practiced in the 1950s and 1960s

as application of structural linguistics to language teaching" (Richards, Platt & Platt, 1992, p. 83).

In the late 1950s, Robert Lado proposed contrastive analysis as a means of identifying areas of difficulty for language learners, although already in 1945 Charles Fries had formulated the theory.

The study here applies this theoretical framework to discover areas of difficulties that result mostly from the asymmetries between the adjective position and order in both English and Arabic.

7. Theoretical background

7.1 Adjectives in English

Definition of adjective?

The adjective can be defined as "a word that modifies, or qualifies, a noun or pronoun, in one of three forms of comparative degree: positive (*strong, beautiful*), comparative (*stronger, more beautiful*), or superlative (*strongest, most beautiful*).

It is also described as "... a word whose main syntactic role is to modify a noun or pronoun, giving more information about the noun or pronoun's definition.

Collectively, adjectives form one of the traditional English eight parts of speech, though linguists today distinguish adjectives from words such as determiners that also used to be considered adjectives. Wikipedia

Consequently, the main role of the adjective is to add some quality to a noun or pronoun to distinguish it from others. Meetu (2009, NA) states:

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

To introduce more about adjectives lets consider some examples about adjectives quoted from MacFadyen (NA):

e.g. **Large** towers could be seen from **long** distance.
The **fish-shaped** balloon floated over the treetops.
The back room was filled with **large, yellow** rain boots.
The **coal** mines are **dark** and **dank**
The girls are **happy**.

In the preceding examples, the adjectives **large, long, fish-shaped** and **large, yellow** modify the nouns **towers, balloon** and **rain boots** successively. Whereas the adjective **dark, dank** and **happy** modifies the noun **mines** and **girl**.

It is worth noting that adjectives can be formed from two or more words combined by the use of hyphens.

e.g. the three-year-old child
a sixty-dollar sweater.
a two-week journey.

As illustrated in these examples, the nouns in such hyphenated expressions are generally in the singular. Thus, the singular forms of the nouns **year**, **dollar** and **week** are used. (cf Amer 2011 for more details)

Most English adjectives have the same form for the singular as for the plural. The only exceptions are the demonstrative adjectives **this** and **that**.

7.2. Position of adjectives

According to Swan (2005) and Meetu (2009), most adjectives can go in two main places in a sentence.

1) Attributive adjectives: When an adjective is used before the noun it is said to be used attributively.

*The **new** secretary is a Bsc. holder.*

*The **tall** men are basket ball players.*

2) Predicative adjectives: When an adjective is used after the verbs 'be, seem, look, become and other 'link verbs'' and is a part of the predicate, it is said to be used predicatively.

*She is **afraid** of ghosts*

*That dress is **new**, isn't it?*

*She looks **rich**. I feel **unhappy**.*

However, there are some exceptions that let adjectives do not follow the main grammatical rules. Here are some of these exceptions that Swan (2005, 9-10) mentions:

Adjectives come immediately after nouns in a few special cases.

Fixed phrases

Adjectives come after nouns in some fixed phrases.

Secretary General, President elect,

court martial (= military court) God Almighty!

Poet Laureate, Attorney General

The Secretary General of the United Nations has called for new peace talks.

Available, possible etc.

Some adjectives can be used after nouns in a similar way to relative clauses.

This is common with adjectives ending in *-able-ible*.

Send all the tickets available, available tickets.

(= ... tickets which are available.)

It's the only solution possible, possible solution.

Something, everything etc

Adjectives come after *something, everything, anything, nothing, somebody, anywhere* and similar words.

Have you read anything interesting lately?

Let's go somewhere quiet.

Present, proper

Before a noun, *present* refers to time; after a noun it means 'here/there', 'not absent'. Compare:

the present members (= those who are members now)

the members present (= those who are/were at the meeting)

Before a noun, *proper* means 'real', 'genuine'. After a noun it refers to the central or main part of something. Compare:

Snowdon's a proper mountain, not a hill.

After two days crossing the foothills, they reached the mountain proper.

7.3 Types of adjectives

Linguists used to classify adjectives into different types. Meetu (2009) mentions some of these types as follow:

7.3 .1. Proper adjectives

Proper adjectives are adjectives derived from proper nouns. In English, proper adjectives must begin with a capital letter. The proper adjectives in the following sentences are underlined.

e.g. Jerusalem the Palestinian capital has an interesting history.

Many of my friends are Norwegians .

This house is a fine example of Islamic architecture.

The derivation of some proper adjectives from proper nouns is somewhat irregular. The spelling of the following proper nouns and proper adjectives is a case in point.

Proper Noun

America

China

Germany

Mexico

George

England

Proper Adjective

American

Chinese

German

Mexican

Georgian

English

7.3 .2 Attributive adjectives

As mentioned earlier, the adjective which precedes the noun it modifies is usually referred to as **attributive** adjective.

Attributive adjectives are of various types. Consider:

7.3 .2 .1 Adjectives of Quality: Adjectives of quality refers to a quality of the subject.

Egypt is a *beautiful* country.

She is a *tall* girl.

7.3.2.2 Adjectives of Quantity: Quantitative Adjectives answer the question how much?

He is a *little* stupid.

I had *some* tea.

7.3 .2.3 Adjectives of Number: As the name implies, Adjectives of number denote numbers. They can be:

- *Definitive Numeral Adjectives:* Used to denote exact numbers.
Give me five pencils.
I have one pencil with me.
- *Indefinite Numeral Adjectives:* Do not denote a specific number.
Give me some pens.
Several students attended the meeting.
- *Distributive Numeral Adjectives:* Distributive Adjectives refer to each one of a number. Words like *each, every, either* and *neither* fall in this category.

1. Each of the students is to pay a fine.
2. Our country expects every man to do his duty.
3. Each student must take his turn.
4. Every boy, girl, man, and woman was enjoying the fine weather.
5. Neither side was secured.
6. Mohammed wanted everyone to do his duty honestly & efficiently.
7. Either reference will meet my need

7.3 .2.4 Demonstrative Adjectives: Demonstrative Adjectives point at a specific person or thing.

This boy is my brother. (Which boy?)

These fruits are spoiled.

7.3 .2 .5 Interrogative Adjectives: When words like *what, which, whose* are used with nouns to ask questions; they are known as Interrogative Adjectives.

Whose car is this?

Which lecture did you attend?

7.3 .2.6 Possessive Adjectives: A possessive adjective ("my," "your," "his," "her," "its," "our," "their") is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences:

I can't complete *my* assignment because I don't have the textbook.

What is *your* aim.

One can use multiple adjectives on one subject, using commas. For example:

- The *white, hungry* cat ate the cheese.
- The bike is *red, slow* and *very* old.

When using adjectives after the subject, with less than three adjectives, "*and*" is used to join these multiple adjectives. For anything above two, one uses commas. Consider:

- Alistair is cool, funny, intelligent and smart.
- Mary is silly and annoying

7.3 .2.7. Distributive Numeral Adjectives: These adjectives refer to each one of a number. For example: -

1. Each student must take his turn.
2. Every boy, girl, man, and woman was enjoying the fine weather in the rainy season.
3. Neither side was safe.
4. the leader wanted every soldier to do his duty honestly and efficiently.
5. Either book will solve my purpose.

- A participial adjective is one that has the form of a participle, but differs from it by rejecting the idea of time; as,

"An amusing story,"

"A lying divination"

- A compound adjective is one that consists of two or more words joined together, either by the hyphen or solidly: as, nut-brown, laughter-loving, four-footed; threefold, lardlike, lovesick.

Further, the following are further classifications of adjectives:

- Cardinal; One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, &c.
- Ordinal; First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, &c.
- Multiplicative; Single or alone, double or twofold, triple or threefold, quadruple or fourfold, quintuple or fivefold, sextuple or sixfold, septuple or sevenfold, octuple or eightfold, &c. But high terms of this series are seldom used. All that occur above decuple or tenfold, are written with a hyphen, and are usually of round numbers only; as, thirty-fold, sixty-fold, hundred-fold.

7.4. Order of adjectives

Adjectives can be attributive, predicative or interpolated. Such the order of such adjectives can be clarified as appears along the following lines:

In many languages, attributive adjectives usually occur in a specific order; for example, in English, adjectives pertaining to size generally precede adjectives pertaining to age ("little old", not "old little"), which in turn generally precede adjectives pertaining to colour ("old green", not "green old"). This order may be more rigid in some languages than others; in some, [as Arabic] it may only be a default (unmarked) word order, with other orders being permissible to shift the emphasis. (Wikipedia).

Swan (2005, 11) states that there is not specific and agreeable criteria for ordering a cluster of attributive adjectives. "When several adjectives come before a noun, they usually have to be put in a particular order. The rules for adjective order are very complicated, and different grammars disagree about the details."

Wikipedia (internet) adds that “English has no official order for attributive adjectives, but English students are often taught the mnemonic OSASCOMP, which stands for Opinion, Size, Age, Shape, Color, Origin, Material, Purpose. (Wikipedia) The order of predicate adjectives relative to one another is generally the same as the order of attributive adjectives relative to one another. The following examples illustrate the order of predicate adjectives.

e.g. The package is small and light.

The weather is clear, cold and dry.

The footstool is round and black.

In the first example, the adjective **small**, indicating size, precedes the adjective **light**, indicating weight. In the second example, the general descriptive adjective **clear** precedes the adjective **cold**, indicating temperature, which precedes the adjective **dry**, indicating humidity. In the third example, the adjective **round**, indicating shape, precedes the adjective **black**, indicating color.

Punctuation

As can be seen in these examples, the last two adjectives in a list of predicate adjectives are usually separated from each another by the word **and**, and any preceding adjectives are usually separated from one another by commas.

e.g. The clothes were clean **and** dry.

The dancers were tall, slender **and** graceful.

In a list of three or more predicate adjectives, an additional comma is sometimes placed before the word **and**.

e.g. The dancers were tall, slender, **and** graceful.

However, this additional comma is usually considered unnecessary.

. Adjectives which can be used only as predicate adjectives

The following are examples of adjectives with the prefix **a** which can be used only as predicate adjectives, not as attributive adjectives. The prefix '**a**' was formerly a preposition meaning **on**.

Adjectives used only Predicatively

afloat

afraid

aglow

alive

alone

asleep

In some cases, related words can be used as attributive adjectives. In the following examples, words used only as predicate adjectives and related words used as attributive adjectives are underlined.

Predicative Adjectives

The boat is afloat.

Attributive Adjectives

the floating boat

The child is afraid.
The sky is aglow.
The animal is alive.
The boy is asleep.

the frightened child
the glowing sky
the live animal
the sleeping boy

As illustrated below, the words **here**, **there** and **ready** can be used as predicate adjectives.

e.g. The children are here.
The records were there.
I am ready.

The words **here** and **there** are often used as adverbs, and cannot be used as attributive adjectives. The word **ready** is used as an attributive adjective only in certain expressions such as **ready money** and **a ready answer**.

As illustrated in the following examples, a few adjectives differ in meaning, depending upon whether they are used as predicate adjectives or attributive adjectives.

e.g. The treasurer was present.
the present treasurer

Robin Harris was late.
the late Robin Harris

My friend is poor.
my poor friend

In the sentence **the treasurer was present**, the predicate adjective **present** indicates that the treasurer was not absent. However, in the phrase **the present treasurer**, the attributive adjective **present** indicates that the person referred to holds the position of treasurer at the present time.

In the sentence **Robin Harris was late**, the predicate adjective **late** indicates that Robin Harris did not arrive on time. However, in the phrase **the late Robin Harris**, the attributive adjective **late** indicates that Robin Harris is no longer alive.

In the sentence **my friend is poor**, the predicate adjective **poor** indicates that my friend has little money. However, in the phrase **my poor friend**, the attributive adjective **poor** indicates that my friend is in an unfortunate situation.

Linking verbs

In addition to the verb **to be**, certain other verbs can be followed by predicate adjectives. Such verbs are sometimes referred to as **linking** verbs, since they can link nouns or pronouns to modifying adjectives. For instance, the following verbs can be used as linking verbs.

Linking Verb

to become
to feel
to grow
to look
to seem
to smell

Linking Verb used with Predicative Adjective

The wind became stronger.
The blanket feels soft, warm and comfortable.
The weather is growing cold.
The sky looked grey and overcast.
His reasoning seems logical.
The soup smelled good.

to sound	The story <u>sounds</u> interesting.
to taste	The carrots <u>tasted</u> sweet.
to turn	The leaves <u>turned</u> scarlet.

In the above examples, the linking verbs link noun subjects with predicate adjectives.

When a verb is used as a linking verb, it is intransitive, since it does not take an object. It should be noted that many of the verbs listed above can also be used transitively.

e.g. The child felt the blankets.

We smelled the soup.

In these examples, the verbs **to feel** and **to smell** are used transitively, taking the objects **blankets** and **soup** respectively.

Interpolated adjectives

As well as being used as attributive or predicate adjectives, general descriptive adjectives and adjectives indicating color can also be placed elsewhere in a sentence. When used in this way, adjectives can be said to be **interpolated** into a sentence. In the following sentences, the interpolated adjectives are underlined.

e.g. The child, happy and excited, ran along the beach.

Startled, the small yellow bird stopped singing.

Tense, expectant and alert, we waited to see what would happen.

Since the use of interpolated adjectives is somewhat uncommon, the use of interpolation can serve to emphasize the adjectives. Interpolated adjectives are most often placed immediately after a noun, as shown in the first example; or before a noun or pronoun at the beginning of a sentence, as shown in the second and third examples. As illustrated above, a noun can be modified simultaneously by both interpolated and attributive adjectives. For instance, in the second example, the noun **bird** is modified by both the interpolated adjective **startled** and the attributive adjectives **the small yellow**.

Care must be taken in the positioning of interpolated adjectives, since the reader or listener will usually assume that the adjectives modify the nearest noun or pronoun.

As can be seen from the examples, the punctuation of interpolated adjectives is similar to that of predicate adjectives. When more than one adjective is used, the last two adjectives are separated from one another by the word **and**, and previous adjectives are separated from one another by commas.

However, unlike predicate adjectives, interpolated adjectives must also be separated from the rest of the sentence by commas. For instance, in the first example above, the interpolated adjectives **happy and excited** are separated from the rest of the sentence by a comma before the word **happy**, and a comma following the word **excited**.

Likewise, in the second example, the interpolated adjective **startled** is separated from the rest of the sentence by a comma; and in the third example, the interpolated adjectives **tense, expectant and alert** are separated from the rest of the sentence by a comma following the word **alert**.

Interpolated adjectives are used more often in written English than in spoken English.

7.5. Adjectival phrases and clauses

Nouns and pronouns can be modified not only by adjectives, but also by adjectival phrases and clauses. In the following examples, the adjectival phrases and clauses are underlined.

e.g. The table near the door is made of oak.

The one on the desk is mine.

The chair, which was placed in front of the window, was an heirloom.

Those who decide to come will not be disappointed.

In the first example, the noun **table** is modified by the adjectival phrase **near the door**. In the second example, the pronoun **one** is modified by the adjectival phrase **on the desk**. In the third example, the noun **chair** is modified by the adjectival clause **which was placed in front of the window**. In the fourth example, the pronoun **those** is modified by the adjectival clause **who decide to come**.

It should be noted that phrases do not contain verbs, whereas clauses do contain verbs. Phrases and clauses will be discussed further in the chapters dealing with prepositions and conjunctions. As illustrated in the preceding examples, an adjectival phrase or clause usually immediately follows the noun or pronoun being modified.

7.6. Participles used as adjectives

As has already been mentioned, present and past participles of verbs can be used as adjectives.

a. Present participles

Present participles used as adjectives refer to actions being performed **by** the things being described. In the following examples the present participles used as adjectives are underlined.

e.g. the falling star

the barking dog

The first example indicates that the star is performing the action of falling. The second example indicates that the dog is performing the action of barking.

b. Past participles

Past participles used as adjectives refer to actions which have been performed **on** the things being described. In the following examples, the past participles used as adjectives are underlined.

e.g. the scattered leaves

the broken drum

The first example indicates that something has scattered the leaves. The second example indicates that something has broken the drum.

c. Dangling participles

As well as being used as attributive and predicate adjectives, past and present participles can also be used at the beginning of adjectival phrases interpolated into a sentence. In the following sentences, the interpolated adjectival phrases are underlined. As illustrated by the examples, an interpolated phrase must be separated from the rest of the sentence by a comma.

e.g. Feeling hungry, the child ate an apple.
Disconcerted by the news, we headed for the nearest farmhouse.

In the first example, the present participle **feeling** begins the adjectival phrase **feeling hungry**, which modifies the noun **child**. In the second example, the past participle **disconcerted** begins the adjectival phrase **disconcerted by the news**, which modifies the pronoun **we**.

Since the listener or reader tends to assume that an interpolated adjectival phrase is meant to modify the nearest noun or pronoun, care must be taken to make sure that such a phrase is positioned close to the noun or pronoun to be modified. A participle that begins an interpolated phrase that is not sufficiently close to the noun or pronoun to be modified is usually referred to as a **dangling** participle. Dangling participles can result in ambiguity, or in sentences which do not make sense. In the following sentences, the phrases beginning with dangling participles are underlined.

e.g. The photographer focused the camera, holding his breath.
Running across the road, his hat blew off.

In the first example, the noun to be modified is **photographer**. However, the phrase **holding his breath** is separated from the noun to be modified by the noun **camera**. Thus, the phrase **holding his breath** seems to modify the noun **camera**. In the second example, the noun or pronoun to be modified is missing from the sentence, and the phrase **running across the road** seems to modify the noun **hat**.

These examples illustrate two basic types of dangling participle. In one type, the participle begins an adjectival phrase which is separated from the noun or pronoun to be modified by another noun or pronoun. In the other type, the participle begins an adjectival phrase that is meant to modify a noun or pronoun which in fact is not present in the sentence.

When an adjectival phrase is separated from the noun or pronoun to be modified by another noun or pronoun, the sentence can be corrected by positioning the adjectival phrase next to the noun or pronoun to be modified. This can often be accomplished by moving the phrase from one end of the sentence to the other.

For instance, in the sentences below, the nouns to be modified and the phrases containing dangling participles are underlined.

e.g. The photographer focused the camera, holding his breath.
Working as quickly as possible, our car was repaired by a mechanic.
Lost for over thirty years, she was overjoyed to find the diaries.

In these examples, **holding his breath** seems to modify the noun **camera**, **working as quickly as possible** seems to modify the noun **car**, and **lost for over thirty years** seems to modify the pronoun **she**.

These sentences can be corrected as follows.

e.g. Holding his breath, the photographer focused the camera.
Our car was repaired by a mechanic, working as quickly as possible.
She was overjoyed to find the diaries, lost for over thirty years.

In the corrected sentences, the adjectival phrases are correctly positioned near the nouns to be modified.

When an adjectival phrase is meant to modify a noun or pronoun which in fact is not present in the sentence, the sentence can be corrected by rewriting either the adjectival phrase or the rest of the sentence, so that the missing noun or pronoun is supplied. For instance, in the sentences below, the phrases containing dangling participles are underlined.

e.g. Running across the road, his hat blew off.

Sitting lost in thought, the book slipped from her hand.

Determined not to be late, our watches were set ten minutes fast.

These sentences can be corrected as follows. In the corrected sentences, the noun or pronoun which was missing from the original sentence is underlined. Two corrected versions are given for each of the preceding sentences.

e.g. As he ran across the road, his hat blew off.

Running across the road, he lost his hat.

As she sat lost in thought, the book slipped from her hand.

Sitting lost in thought, she let the book slip from her hand.

Because we were determined not to be late, our watches were set ten minutes fast.

Determined not to be late, we set our watches ten minutes fast.

In the first corrected version of each of the preceding sentences, the adjectival phrase has been changed to an adjectival clause containing the pronoun which was missing from the original sentence. Thus, the interpolated phrase **running across the road** has been changed to the subordinate clause **as he ran across the road**, the interpolated phrase **sitting lost in thought** has been changed to the subordinate clause **as she sat lost in thought**, and the interpolated phrase **determined not to be late** has been changed to the subordinate clause **because we were determined not to be late**.

In the second corrected version of each of the sentences, the main clause of the sentence has been rewritten so that the pronoun which was missing from the original sentence is positioned next to the adjectival phrase which is meant to modify the pronoun. Thus, whereas in the incorrect sentences, the underlined adjectival phrases seem to modify the adjacent nouns **hat**, **book** and **watches**; in the corrected sentences, the adjectival phrases correctly modify the pronouns **he**, **she** and **we**.

Following the description of adjective order above let's now summarize the most important rules for ordering a series of adjectives:

Swan (2005, 11) mentions the most important rules for ordering a series of adjectives:

7.7.1. description before classification: an old political idea

Words which describe come before words which classify (say what type of thing we are talking about).

description			classification	noun	
<i>an</i>	<i>old</i>	<i>linguistic</i>	<i>idea</i>	NOT	<i>a linguistic old idea</i>
<i>the</i>	<i>latest</i>	<i>educational</i>	<i>syllabus</i>	NOT	<i>the educational latest</i>

					syllabus
<i>a</i>	<i>yellow</i>	<i>juice</i>	<i>bottle</i>	NOT	<i>a juice yellow bottle</i>
	<i>plastic</i>	<i>swimming</i>	<i>pool</i>	NOT	<i>swimming plastic pool</i>

7.7..2. opinion before description: a wonderful old house

Words which express opinions, attitudes and judgements usually come before words that simply describe. Examples are *lovely, definite, pure, absolute, extreme, perfect, wonderful, silly*.

	opinion	description	noun	
<i>a</i>	<i>lovely</i>	<i>hot</i>	<i>drink</i>	(NOT <i>a hot lovely drink</i>)
<i>a</i>	<i>wonderful</i>	<i>old</i>	<i>castle</i>	(NOT <i>an old wonderful castle</i>)
	<i>beautiful</i>	<i>green</i>	<i>gardens</i>	(NOT <i>green beautiful gardens</i>)
<i>that</i>	<i>silly</i>	<i>thin</i>	<i>boy</i>	(NOT <i>that thin silly boy</i>)

7.7.3. order of descriptive words

The order of descriptive words is not completely fixed. Words for origin and material usually come last. Words for size, age, shape and colour often come in that order.

	size	age	shape	colour	origin	material	noun
<i>a</i>	<i>thin</i>	<i>old</i>		<i>white</i>			<i>caw</i>
<i>a</i>	<i>big</i>	<i>new</i>		<i>grey</i>	<i>British</i>	<i>woolen</i>	<i>sweater</i> <i>boots</i>
<i>a</i>	<i>big</i>		<i>round</i>	<i>black</i>		<i>leather</i>	<i>suitcase</i>
<i>an</i>	<i>enormous</i>			<i>brown</i>	<i>Italian</i>	<i>glass</i>	<i>mug</i>
<i>a</i>	<i>little</i>	<i>modern</i>	<i>square</i>			<i>brick</i>	<i>building</i>

7.7.4. numbers

Numbers usually go before adjectives.

six large eggs the second big shock

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

the first three days (More common than *the three first days*)

7.8. Arabic Adjectives

1. Arabic adjectives agree with the noun they postmodify in gender, number, case and definiteness/indefiniteness. Consider:

2. طويل

- definite, nominative, masculine: The big man - (ar-rajul-u T-Taweel-u)
الرجل الطويل
- indefinite, nominative, feminine: a big queen - (malikatun 'adelatun
ملكة عادلة
- definite, nominative, feminine: The big queen - (al-malikatu l-'adelatu)
الملكة العادلة

Here, it appears that the definite article is used with both the noun and adjective, or nunation is used with both.

The feminine singular form of an adjective is usually formed by adding the clitic a ta-marbuta (ة) to the masculine form.

As mentioned earlier, the adjective agrees with the noun in gender, number case and determination. This is however not the case when it comes to plural nouns which refer to non-persons. In this case the adjective is placed in its feminine singular form!

consider the following examples in nominative case, the first two phrases refer to non-persons and use the singular feminine form of the adjective, the second two refer to persons so they use the plural form agreeing with the gender of the noun (the masculine plural form of kabeer is kibar, the feminine plural form is kabeeratun.

- Indefinite, non-person: big books - (kutubun kabeeratun) كتب كبيرة
- Definite, non-person: The big books - (al-kutubu l-kabeeratu) الكتب الكبيرة
- Indefinite, person, masculine: big men - (rijālun kibārun) رجال كبار
- Definite, person, masculine: The big men - (ar-rijālu l-kibāru) الرجال الكبار
- Indefinite, person, feminine: big girls - (banātun kabeerātun) بنات كبيرات
- Definite, person, feminine: The big girls - (al-banātu l-kabeerātu) البنات الكبيرات

Just like Spanish and German, Arabic has masculine and feminine adjective forms; we learned earlier how to form the feminine from masculine in nouns, same steps will be taken to form feminine adjectives too.

Colors and most adjectives starting with “a” “أ” for example take in most cases a different form, which is represented in this model word □ (cvccv ?a??aa’), the steps to model our feminine irregular adjective is: extract the consonants from the masculine adjective and place them respectively in the place of the question marks, here are some examples:

Blue azraq أزرق (masculine) **zrq** (raw consonants) (cvccv ?a??aa’) raw model zarqaa’ زرقاء (after replacing the ??? with the consonants)

Dumb abkam أبكم (masculine) **bkm** (raw consonants) (cvccv ?a??aa’) raw model bakmaa’ بكماء (after replacing the ??? with the consonants)

7.8.1. Dual Adjectives in Arabic

To form a **dual masculine adjective** in Arabic we simply add “aan” “ان” to the end of the adjective, note that you can do that even with adjectives starting with “a” “أ”,

Big kabeer كبير (masculine singular) Big kabeeraan كبيران (masculine dual)
 Blue azraq أزرق (masculine singular) Blue azraqaan أزرقان (masculine dual)
 To form a dual feminine adjective add “ataan” “تان” to the masculine adjective:
 Big kabeer كبير (masculine singular) Big kabeerataan كبيرتان (feminine dual)

For adjectives starting with “a” “ أ ” the dual feminine will take the “?a??awataan” form, by replacing the question marks with our consonants:

Blue azraq أزرق (masculine singular) Blue zarqawaan زرقاوان (feminine dual) (after replacing the “?” of ?a??awataan with azraq consonants

7.8.2 Adjective order

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

He is strong and honest ?nnahu hwa l-qaweyu l-?ameen انه هو القوى الامين

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

He is a worshiper, obedient, sincere and charitable. hwa 'abed, moTee', mpxleS, motasadeq هو عابد مطيع مخلص متصدق

Sadeq ?ameen-un motaSadeq. هو صادق أمين متصدق

The adjective is of different forms in Arabic. It may stand as a single word, a quasi-sentence or a sentence. Details appear in the following lines:

7.8.2.1. Numerous Adjectives used for a single qualified entity

- 1- A qualified entity may have numerous adjectives, which may be a single quality, a quasi-sentence or a sentence. The standard case in this situation is to give front position to the singular adjective, mediate the quasi-sentence and delay the sentence. An instance of this is illustrated in Q 40:28:

وَقَالَ رَجُلٌ مُؤْمِنٌ مِّنْ آلِ فِرْعَوْنَ يَكْتُمُ إِيمَانَهُ (غافر: ٢٨)

At that, a believing man of Pharaoh's family, who [until then] had concealed his faith, exclaimed (40:28).

<i>faithful</i>	<i>a singular adjective</i>	مُؤْمِنٌ
<i>of Pharaoh's family</i>	<i>a quasi-sentence adjective</i>	مِّنْ آلِ فِرْعَوْنَ
<i>who [until then] had concealed his faith</i>	<i>a sentence adjective</i>	يَكْتُمُ إِيمَانَهُ

The sentence adjective may have frontal position as in Q5:54

فَسَوْفَ يَأْتِي اللَّهُ بِقَوْمٍ يُحِبُّهُمْ وَيُحِبُّونَهُ أَذِلَّةٍ عَلَى الْمُؤْمِنِينَ أَعِزَّةٍ عَلَى الْكَافِرِينَ (المائدة: ٥٤)

<i>whom He loves</i>	<i>a sentence adjective</i>	يُحِبُّهُمْ
<i>humble</i>	<i>a singular adjective</i>	أَذِلَّةٍ
<i>proud</i>	<i>a singular adjective</i>	أَعِزَّةٍ

“God will in time bring forth [in your stead] people whom He loves and who love Him - humble towards the believers, proud towards all who deny the truth (Q5:54).

The sentence adjective يُحِبُّهُمْ has heads the singular adjectives أَذِلَّةٍ and أَعِزَّةٍ. However, the measure and most common is the case stated in 40:28.

- 2- A qualified entity may have numerous singular adjectives. In such case, head and tail position will depend on the quality's importance in the context. The least important may precede a higher quality and vice versa. An instance of the first is (Q68:10-12)

لا تُطعُ كُلَّ حَافٍ مَّهِينٍ (١٠) هَمَّازٍ مَتَّئِيٍّ بِنَمِيمٍ (١١) مَتَّاعٍ لِلْخَيْرِ مُعْتَدٍ أَثِيمٍ (الْقَلَم: ١١-١٢)
 Furthermore, defer not to the contemptible swearer of oaths, (10) [or to] the slanderer that goes about with defaming tales, (11) [or] the withholder of good, [or] the sinful aggressor, (12)

slanderer (need not walk)	a sentence adjective	هَمَّازٍ
defamer (transmitter + walker)	a singular adjective	نَمِيمٍ
the withholder of good (more harmful than the above)	a singular adjective	مَتَّاعٍ لِلْخَيْرِ
aggressor (most harmful)	a singular adjective	مُعْتَدٍ
sinful (combines all harm)	a singular adjective	أَثِيمٍ

The sequence of adjectives commences with the least to most harmful. They all conform in this respect beginning with the least harmful quality in its simple state and incrementing by and by to reach the top instance of the adjective.

This is illustrated in (Q66:5):

عَسَىٰ رَبُّهُ إِنْ طَلَّقَكُنَّ أَنْ يُبَدِّلَهُ أَزْوَاجًا خَيْرًا مِّمَّنْكَنَّ مُسْلِمَاتٍ مُّؤْمِنَاتٍ قَانِتَاتٍ تَائِبَاتٍ عَابِدَاتٍ سَائِحَاتٍ ثَيِّبَاتٍ وَأَبْكَارًا (التَّحْرِيم: ٥)

[O wives of the Prophet!] Were he to divorce [any of] you, God might well give him in your stead spouses better than you - women who surrender themselves unto God, who have faith, devoutly obey His will, turn [unto Him] in repentance [whenever they have sinned] worship [Him alone] and go on and on [seeking His goodly acceptance] - be they women previously married or virgins. (Q66:5)

who surrender	مُسْلِمَاتٍ
who have faith	مُؤْمِنَاتٍ
who devoutly obey	قَانِتَاتٍ
who turn to him in repentance	تَائِبَاتٍ
who worship him alone	عَابِدَاتٍ
who go on and on seeking acceptance	سَائِحَاتٍ

These faith-related adjectives listed above precede the physical adjectives listed below.

previously married	ثَيِّبَاتٍ
virgin	وَأَبْكَارًا

The first set of adjectives have precedence over the latter ones implying that moral adjectives are far significant than physical ones as perceived from the Prophetic tradition in this respect commending the faithful spouse. Moreover, the faith-related qualities are ordered incrementally starting with the least where *surrendering* to God is lesser than *having faith* in Him. This note is illustrated in (Q49:14).

A *devout* person is one constant and patient in worship; a *faithful* one may show some slackness as noted in (Q57:16) and thus the *devout* is higher in degree than a *faithful* person. The devout in case of some error may repent and have his record cleared as if he never erred. The status of a *repentant*, therefore, ranks better than the *devout*. Consequently, these lexical items are incrementally ranked in this context on the basis of their order with regards to creed.

The later couple of adjectives, “*previously married*, and *virgins*,” are ranked hierarchically as well. The *previously married* spouse is ranked below a *virgin* one. In the final analysis, adjectives related to creed and physical qualities are ordered in a hierarchy. Implicit in this sequence of adjectives is the

proposition to the Prophet's wives that if opted to part with them their rank would be lower than the least quality of a Muslim. Hence, the adjectives of the spouses suggested to the Prophet commence with “*those who surrender, have faith, devout, etc.*”

An illustration of the second type of adjectives is (Q66:6):

يَا أَيُّهَا الَّذِينَ آمَنُوا أَنفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَّا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ (التحریم: ٦)

O YOU who have attained to faith! Ward off from yourselves and those who are close to you that fire [of the hereafter] whose fuel is human beings and stones: [lording] over it are angelic powers awesome [and] severe, who do not disobey God in whatever He has commanded them, but [always] do what they are bidden to do. (Q66:6)

Powers awesome

severe

who do not disobey god

غِلَاظٌ

شِدَادٌ

لَّا يَعْصُونَ اللَّهَ

The sign contains three adjectives. The first and second adjectives are single items and the third is a sentence. Foregrounding the single adjective conforms to our preceding statement. However, placing the quality ‘*powers awesome*’ ahead of ‘*severe*’ gives precedence to the most numerous over the least or the general over the specific. The quality ‘*powers awesome*’ implies thickness and severity, whereas ‘*severity*’ does not always involve ‘*awesome power*’. Such precedence of the first adjective indicates a further degree of threatening, an adjective befitting the guardians of ‘Fire’.

To sum up, in describing the adjective position and order in English and Arabic, it appears doubtlessly that these position and order systems are asymmetrical in the two languages. Consequently, they represent an area of difficulty for Arab students of English.

To set a clear-cut evidence for this conclusion, let's consider the pedagogical implications of English adjective order that face the Islamic university freshman students majoring in English..

8.. Methodology

8.1 Introduction

This section aims to investigate the IUG freshman students majoring in English perception of the position and order of English adjectives. It attempts to shed light on the areas of difficulty that students encounter when using English adjectives. It also seeks to identify where most students commit errors concerning position and order of English adjectives.

8.2. Research design

The researcher used the descriptive analytical method to achieve the goal of the study. The descriptive analytical method is hoped to be suitable for this quasi-experimental study since it depends on pre and post test and the analysis of the collected data after conducting these tests. This approach can help readers understand the causes of errors committed by Arab students in position and order of English adjectives.

8.3. Tools of the study

The researcher believes that conducting pre and post tests could be very suitable and helpful tool to carry out the objectives of the study. So, the researcher adopted and adapted the pre test from different resources on the internet and from his experience in teaching English grammar, and translation for the IUG freshman students majoring in English.

8.4. The Participants

The participants of this study are 65 female freshman students majoring in English at IUG.

8.5. Validity and reliability

To ensure validity and reliability of the tool of the study, the researcher consulted some of his experienced colleagues in teaching English along with some university professors specialized in the field from other local universities. Moreover, the researcher analyzed the results of the test statistically in order to get valid analysis of the collected data.

8.6. Procedures of the study

In order to apply the study, the researcher adopted the following procedures:.

- Preparing participants to have the pre test explaining the problem to them.
- Conducting the pre test and collecting data from it to see to what extent students understand the correct position and order of adjectives.
- Analyzing the collected data then seeking for interpretation

6.7 Results and Analysis

Frequencies, Means, Standard Deviations and Percentages for each item of the pre-test and their order (N=30)

Question No	F	Mean	Std Deviation	Percentage
1	24	0.8	0.407	80
2	12	0.4	0.498	40
3	12	0.4	0.498	40
4	19	0.633	0.49	63.33
5	12	0.4	0.498	40
Question No	F	Mean	Std Deviation	Percentage
1	4	0.133	0.346	13.33
2	16	0.533	0.507	53.33
3	17	0.567	0.504	56.67
4	9	0.3	0.466	30
5	13	0.433	0.504	43.33
6	19	0.633	0.49	63.33
7	11	0.367	0.49	36.67
8	18	0.6	0.498	60
9	17	0.567	0.504	56.67
10	13	0.433	0.504	43.33
First	79	2.633	1.217	52.67
Second	137	4.567	1.478	45.67
Total	216	7.2	1.919	48

The results of the pre test show that students did badly in both two domains. In the first question of the first domain, it is obvious that most students 80% chose the right choice (A).

- A. Lion is a strong animal.
- B. Lion is an animal strong.

This may refer to the students' clear knowledge and daily use of the normal position of adjectives.

Concerning the second domain, the students proved lack of knowledge of the correct order of a series of English adjectives. therefore the errors committed are interlingual. This may be due to the interference of their first language (Arabic), since Arabic does not have clear criteria of adjective order as it is found in English as clarified above.

Frequencies, Means, Standard Deviations and Percentages for each item of the Post Test and their order (N=30)

Question No	F	Mean	Std Deviation	Percentage
1	27	0.9	0.305	90
2	17	0.567	0.504	56.67
3	18	0.6	0.498	60
4	22	0.733	0.45	73.33
5	14	0.467	0.507	46.67
Question No	F	Mean	Std Deviation	Percentage
1	15	0.5	0.509	50
2	16	0.533	0.507	53.33
3	20	0.667	0.479	66.67
4	13	0.433	0.504	43.33
5	17	0.567	0.504	56.67
6	20	0.667	0.479	66.67
7	12	0.4	0.498	40
8	21	0.7	0.466	70
9	20	0.667	0.479	66.67
10	17	0.567	0.504	56.67
First	98	3.267	1.143	65.33
Second	171	5.7	1.622	57
Total	269	8.967	1.671	59.78

The post test table shows that the students' results are better. However, the results are still weak. Explaining the rules to the students and providing them with sufficient exercise can not enhance the performance of the students very highly. This may refer to the complex rules of English adjective order and also to the fact the Arabic adjective position and order differ completely from that of English.

Means, Standard Deviations and T value

Domain		N	Mean	Std Deviation	T Value	Sig. value	sig. level
Fist	Pre Test	30	2.633	1.217	4.08	0.000	sig. at 0.01
	Post Test	30	3.267	1.143			
	Pre Test	30	4.567	1.478	6.158	0.000	sig. at 0.01

Second	Post Test	30	5.7	1.622			
Sum	Pre Test	30	7.2	1.919	8.305	0.000	sig. at 0.01
	Post Test	30	8.967	1.671			

The table shows that calculated T value is greater than tabular T value in the overall value of the test. This indicates that there are statistically significant differences at ($\alpha \leq 0.05$) in favor of the post test.

9. Summary remarks and recommendations

It appears clearly that the position and order of English adjectives are problematic for the IUG freshman students, due to the difference in this structure in both languages. This causes students to commit serious errors resulting from negative interference. Therefore teaching adjectives should be done contextually and by using authentic materials that attract the attention of students. Second, since the position and order of English adjectives is essential for constructing descriptive sentences, teachers should teach their learners such a subject inductively and not deductively so that learners can use adjectives easily and appropriately. Third, tutors should introduce the position and order of adjectives by using suitable activities that can facilitate understanding. These are like; memo cards activities, work sheets with incomplete sentences, Contradictory adjectives with pictures. Flashcards. Guess and act activity, Word Relay Match Five activity, etc. Fourth, tutors should train their students on translating sentences containing a number of adjectives from Arabic to English and vice versa. Finally, tutors should use a list of new adjectives at the end of each text. They should stimulate students to write these adjectives correctly and to compose sentences using these adjectives so as to ensure they recognize their usage.

Appendix I
Pre-Test Form

عزيمي الطالب

الرجاء الاجابة عن هذه الأسئلة المتعلقة بالصفات Adjectives بشكل جزئي في اللغة الإنجليزية:
الرجاء تحديد الجملة الصحيحة بوضع دائرة حول A أو B

Position of adjectives أولاً: مواضع الصفات

1.

C. Lion is a strong animal.
D. Lion is an animal strong.
2.

A. Anyone strong can defeat you.
B. Strong anyone can defeat you.
3.

A. Something horrible may happen.
B. Horrible something may happen.
4. Princess أميرة ملكي Royal
A. The Princess Royal visited our school.
B. The Royal Princess visited our school.
5. concerned المخلصين أصحاب الشأن
A. I want to see the concerned people.
B. I want to see the people concerned.

The Order of Adjectives in a Series ثانياً: ترتيب الصفات المتسلسلة

1. _____ gopher (سناجب) ran quickly to the hole.
A. An angry, little, brown
B. A brown, angry, little
2. _____ sports car was parked in front of the restaurant.
A. An Italian, beautiful, new
B. A beautiful, new, Italian
3. _____ barber pole was next to the front door of the barber shop.
A. A big, red and white, striped (مخطط بخطوط)
B. A big, striped, red and white
4. _____ boy was chopping wood in the backyard.
A. A strong, little, young
B. A little, strong, young
5. She wore her _____ pumps حذاء بسيط.
A. high-heeled كعب عالي, black, suede جلدي
B. high-heeled, suede, black
6. You can't take your _____ knife with you on an airplane.
A. Swiss Army, red
B. red, Swiss Army
7. We put an _____ tree in the corner of their office.
A. ugly, tiny, artificial
B. artificial, tiny, ugly
8. She offered me tea in a _____ cup.
A. ceramic, small, chipped
B. small, chipped, ceramic
9. The elf (الجنّي الطيب) lived in a _____ house in the forest.

A. charming, little, mushroom

B. charming, mushroom, little

10. My uncle bought a _____ TV.

A. high-definition, brand-new, plasma

B. brand-new, high-definition, plasma

Appendix II Suggested Activities for Adjective Order Adjective Order

2- Write sentences to describe the pictures; use the given words.

Example



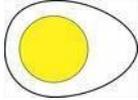
This is a surprised small birthday present.



1- This, be, American, old hardworking, man



2- She, have, lovely, small, blue, paper, bird



3- It, be, fresh, boiled, hard, rather big, egg



4- That, be, huge, black, frightening, spider



5- He, intelligent, chubby, five-month old, child

3- Are these adjectives in the natural order? Write T for natural or F for unnatural

1- a big red book ()

2- a red big book ()

3- a French green book ()

4- a beautiful green Italian scarf ()

5- a little green man ()

6- the first three days ()

7- the three first days ()

8- a funny little man ()

9- a brown leather jacket ()

10- a German small town ()

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