



Investigating the Errors of English Vocabulary as Adjectives ending (ed-ing) by

Using Yemeni EFL learners at the Faculty of Education-Lowder – Abian University.

Fahmi Ahmed Abdullah Salahi, Research Scholar, English Dept. BAMU, Aurangabad

Dr. V. M. Rasure, Assistant Professor of English, SMP College Murum, Osmanabad

Abstract

This study investigates the errors and the effects of the amount of using English vocabulary as adjectives ending with (ed-ing) presently used by the 2nd level EFL learners of the faculty of Education-Lowder, Abian University, Yemen. It explores the causes that prevent EFL learners and make them to commit many errors in using English adjectives words in their writings. The test was used as instrument of this study to get the required data. The subjects were sixteen EFL learners at Abian University, faculty of Education-Lowder, English Department, second level. On the basis of the findings of the study, the researcher suggested some recommendations and suggestions that may contribute to solve such these problems that encounter EFL learners in using English vocabulary as a whole and using adjectives as particular.

1.0 Introduction

Language is a means of communication among people spoken or written regardless of their different tongues. It is the code we all use to express about ourselves with each other. No one of us can imagine life without language. So any language has a system that includes grammar, vocabulary, skills ...etc. According to Crystal (2003) states that the English language has become the global language and there is a large scale language endangerment. Therefore, Richards, *et al.* (2010: 185) define the term grammar as "*the rules by which words change their forms and are combined into sentences, or the study or use of these rules, or a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language*". It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language. In linguistics, an adjective (abbreviated **adj.**) is a word whose main role is to modify/ describe a noun or noun

phrase. Its semantic role is to change information given by the noun. According to Richards, *et al.* (2010: *ibid*) defines the adjective as "a word that describes the thing, quality, state, or action which a noun refers to. For example, black in a black hat is an adjective. While Trask (2013) describes the term adjective as "adjectives are one of the main parts of speech of the English language, although historically they were classed together with nouns". Certain words that were traditionally considered to be adjectives, including the, this, my, etc., are today usually classed separately, as determiners.

In English, adjectives usually have the following properties:

- a) They can be used before a noun, e.g. *a clever boy*.
- b) They may be used after the verb to be, seem, become, etc. as complements or predicate of the sentence, e.g. *This boy is clever*.
- c) They can be used after a noun as a complement, e.g. *This boy makes the class active*.
- d) They can be modified by an adverb, e.g. *a very clever boy*.
- e) they can be used in a comparative or superlative form, e.g. *The boy seems cleverer now*.

1.1 The Statement of the Problem

We live in a world of Education where English as a foreign language, so the researcher found that Yemeni EFL learners committed numerous errors when using the adjectives in the English sentences, and there were problems for selecting the suitable adjectives especially the adjectives which end with (ed-ing).

The second level EFL learners of English Department at faculty of Education – Lowder, first semester 2019/2020, commit several errors when they use English adjectives that are ending with (ed-ing), therefore, Yemeni EFL learners cannot use suitable adjectives in the correct form if the adjective describes whether a person's feeling or things. In addition, EFL learners cannot identify when they use adjectives that are ending with (ed-ing). Rabab'ah (2003) points out the most Arab EFL learners have difficulties in using English vocabulary especially when using vocabulary in grammar. Hence, the researcher will study these difficulties which are related to the learners' errors and will give suitable solutions for each one.

1.2 The Aim of the Study

This study aims at investigating the problems that encounter Yemeni EFL learners while using English adjectives which end with (ed-ing) and to discover the obstacles that face them while using the adjectives that describe the person's feelings and adjectives that denote the things. Thus, the researcher attempts to identify, classify and describe committing errors that can be attributed to the poor using of the learners. To suggest suitable solutions which may help Yemeni EFL learners to use the adjectives that are ending with (ed-ing).

1.3 The Questions of the Study

This study attempts to answer these questions:

1. What are the problems of using vocabulary as adjectives ending with (ed-ing)?
2. Do Yemeni EFL learners commit errors in adjectives that are ended with (ed-ing)?

2.0 Literature Review

2.1. Vocabulary

2.1.1. Definitions of Vocabulary

Vocabulary can be defined as any word within a particular language which is known to the person. With increasing age, people tend to develop vocabulary. It is considered as a very important communication tool which improves a person's knowledge. It also helps the people to acquire the knowledge and help in better communication. Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined where all the words known and used by a person are related to a particular subject.

Vocabulary refers to all of the words used in a language. Vocabulary is:

- All of the words in a language.
- The words used in a particular context.
- The words an individual person knows.

Hornby (2010:1722) defines the vocabulary as "*all the words that a person knows or uses*", according to definition Hornby in the Oxford dictionary the vocabulary in English that any word can be known or used by any person and every vocabulary holds its meaning in the context. Whereas Richard *et. al.* (2010:462) define vocabulary as "*the number of words that a person can actively use, compared with the number of words that they recognize and understand but do not use productively*". This definition is very limited according to the persons who are actives in using and comparing them with group of words, they are able to recognize and perceive the words but cannot use them productively in real-situations.

2.1.2 The Relationship between Vocabulary and Grammar

Hudson (2011:98) states that the relationship between grammar and vocabulary is one of partners working together to create the meaning of language. Words in a language are known as vocabulary, while grammar gives the methods and rules for combining those words into sentences. Ideas are communicated when both grammar and vocabulary work in tandem.

Vocabulary lists are often grouped by root words or language of origin, and they are always changing. Loanwords are words taken from one language and added to another, following the second language's grammar.

Grammar and vocabulary work together to transform a word into a different part of speech, add to its meaning. All words in vocabulary can be divided into verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections, collectively known as the eight parts of speech. Grammar and vocabulary unite to combine words, the vocabulary, into the right arrangement, the grammar, according to these parts of speech. The placement of a word in a sentence can change its function. For example, "my dog caught the ball" has a different meaning from "the ball caught my dog."

The syntax of all languages, as well as English and Arabic, combine the parts of speech into a subject-verb-object (SVO) construction. "A girl ate peaches" is a proper SVO sentence. Other languages use a subject-object-verb construction, such as "a girl peaches ate," and a few use the verb-subject-object order, such as "ate a girl peaches." While each of those examples uses proper vocabulary, only one gives clear meaning in English through using correct grammar.

3.0 Data Collection

3.1 The Description of the Data

The data of this study consisted of the using of the adjectives words in the English sentences and the questions were given to EFL learners of the second level, English Departments, Faculty of Education Lowder, University of Abian, Yemen.

3.2 The Test

In this study, the test which the researcher used considered to be the most suitable instrument for collecting the data required because the other instruments could not measure the proficiency of the learners in using the adjectives as the test could measure.

According to Richard *at al.* (2010: 377) define the test as " *any procedure for measuring ability, knowledge or performance*". For Seliger and Showhamy (1990: 176) " *a test is a procedure used to collect data on subject's ability or knowledge of certain disciplines*". In second language acquisition research, tests are generally used to collect data about the subject's ability and knowledge of the second language in area such as vocabulary, grammar, writing, linguistic awareness, and general proficiency. The researcher used the test as an elicitation technique for measuring the proficiency of the learners while using the adjectives which are ending with (ed-ing) because it was the best technique for this study.

The test by which the data were collected consisted of sixteen questions: seven questions were described the person's feeling. Whereas the other nine questions described the things. The purpose of those sixteen questions was to know if EFL learners realized the problems that encountered them during using the vocabulary as adjectives, and if they knew the causes of those problems.

3.3 The Subjects

The subjects participated in this study were 16 EFL learners at the second level, English Departments, Faculty of Education Lowder, University of Abian, Yemen, sixteen EFL learners from forty-five were chosen randomly to be the subjects of this study. The researcher selected these subjects because they studied the grammar course in the last semester. After they had done the test, the researcher collected the answers` sheets for marking.

4.0 Data Analysis

This part has many errors when EFL learners use the adjectives vocabulary in English sentences. They committed numerous errors in adjectives that were ended with (ed-ing). Yemeni EFL learners encountered many obstacles because they depended on their language usage (Arabic Language) so they cannot select the suitable adjective that was appropriate in a sentence or usage. As a result, these difficulties are due actually to Arabic interference when they use the English adjectives in sentences. Also, the differences between Arabic and English systems make it difficult to some contexts to choose the correct adjectives. **4.1 Discussion of Errors**

NO	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Total		Percentage	
																	T	F	T	F
1	F	T	F	F	F	T	T	F	T	T	T	F	T	F	F	F	7	9	43,75%	56,25%
2	T	F	F	F	F	F	T	F	T	F	F	F	T	F	F	F	4	12	25,00%	75,00%
3	T	F	F	F	F	F	T	F	F	F	T	F	F	T	T	F	4	12	25,00%	75,00%
4	T	F	F	F	F	T	F	F	F	F	T	F	F	T	T	F	5	11	31,25%	68,75%
5	F	T	F	T	F	T	F	T	F	F	F	F	T	F	F	T	6	10	37,5%	62,5%
6	T	F	F	F	F	T	F	T	T	T	F	F	T	T	T	F	8	8	50%	50%
7	T	F	F	T	T	T	F	T	T	T	F	F	T	T	T	F	10	6	62,5%	37,5%
8	T	F	F	F	F	F	F	F	F	F	T	F	T	T	T	T	6	10	37,5%	62,5%
9	T	F	F	T	T	T	T	F	T	T	T	F	F	T	T	F	10	6	62,5%	37,5%
10	T	F	T	F	F	F	T	F	T	F	T	T	F	F	F	T	7	9	43,75%	56,2%
11	T	T	F	F	F	T	F	T	F	T	F	T	F	F	F	T	7	9	43,75%	56,2%
12	F	F	F	T	T	T	F	T	F	F	T	F	T	T	T	T	9	7	56,2%	43,57%
13	F	T	F	F	F	T	F	T	T	T	T	T	T	T	T	F	10	6	62,5%	37,5%
14	F	T	F	T	T	F	T	T	F	T	T	T	T	T	T	T	12	4	75,00%	25,00%
15	F	T	F	T	F	T	T	F	F	F	T	T	T	T	F	F	8	8	50%	50%
16	T	T	F	T	T	T	F	T	T	F	T	T	T	T	T	T	13	3	81,25%	18,75%

Table (1) shows the overall of the percentage of EFL learners' errors in the test

No	Total		Percentage	
	T	F	T	F
Q1	10	6	62,5%	37,5%
Q2	7	9	43,75	56,25%
Q3	1	15	6,25%	93,75%
Q4	7	9	43,75%	56,25%
Q5	5	11	31,25%	68,75%
Q6	10	6	62,5%	37,5%

Q7	7	9	43,75%	56,25%
Q8	8	8	50%	50%
Q9	8	8	50%	50%
Q10	7	9	43,75%	56,25%
Q11	11	5	68,75%	31,25%
Q12	6	10	37,5%	62,5%
Q13	11	5	68,75%	31,25%
Q14	11	5	68,75%	31,25%
Q15	10	6	62,5%	37,5%
Q16	7	9	43,75%	56,25%

Table (2) shows the percentage of EFL learners as a whole of answering the questions

5.1. Conclusion and Recommendations

This study is an attempt to investigate the difficulties that encounter the second level learners while using English adjectives in the sentences at the Faculty of Education – Lowder, Abian University. It attempts to give some suggestions and recommendations which may help the Yemeni EFL learners to overcome at least some of these difficulties.

The instrument of the study is a test asks the subjects to use the adjectives which are ended with (ed-ing) in English sentences. After the analysis of the data, it is found that the EFL learners suffered from these problems in:

- 1 .Using English adjectives in sentences correctly.
- 2 .Choosing the right adjective for person's feelings.
3. Choosing the correct adjective for things.

On the basis of these findings, this study has given some suggestions and recommendations and it can play as a platform for other research work in the area of sentences. The researcher recommends the University of Abian to:

1. Improve the course of grammar with the general rules of using adjectives.
2. Development of the English grammar course to four courses instead of two courses.
3. Teach EFL learners about English system more than Arabic system.

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