

## **Iraqi EFL Undergraduates' Performance in Using Open-class Prenominal Modifier Sequences in English Language**

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### **Abstract:**

This study aims at (1) identifying and analysing Iraqi EFL undergraduates' performance in using open-class prenominal modifier sequences in English, (2) finding out the sources of students' errors in using such sequences and (3) outlining some pedagogical recommendations relevant to their teaching. It is hypothesized in this study that Iraqi EFL undergraduates do face difficulties in using open-class prenominal modifier sequences in English.

After reviewing the literature available on the topic, a written test comprising thirty items has been constructed and administered to a randomly chosen sample of third-year college students from the Department of English in the College of Education/ Wasit University. The analysis of the subjects' performance on the test has confirmed the above-mentioned hypothesis.

### **1. Introduction**

**A modifier is a word or a group of words which limits or gives further information about another word or a group of words (the head). Modifiers which precede the head are called premodifiers, and those which follow the head are called postmodifiers. In addition to premodification by closed-system modifiers (i.e., restricters, predeterminers, determiners, and postdeterminers) nouns can be premodified by other modifiers belonging to the open-class type (henceforth open-class prenominal modifiers), including adjectives, participles, -s genitives, nouns, and adverbs, and it is with these types that this paper is concerned.**

**Having been teaching composition for more than five years, the researcher has noticed that Iraqi EFL undergraduates tend to avoid using prenominal modifier sequences in their writing, and once such sequences are used, their use is often associated with word order deviations on the part of the learners. To have this problem overcome, it is necessary to identify not only the areas where it exists and to which extent, but also to understand the sources behind its existence. In a study conducted by Khudhayer (2010:735-44) it has been found out that Iraqi EFL undergraduates face problems in using adjective premodifiers in the correct order. That study, however, included only long strings of prenominal modifiers consisting of four- to eight-words, which are unusual in English according to corpus findings, and it mentioned nothing at all about shorter sequences of prenominal modifiers, which are more commonly used in English (see Quirk, et**

al.,1985:1338; Biber et al., 1999:597). Furthermore, although it covered, in addition to adjectives, prenominal modifiers of the closed-system type, it did not include all prenominal modifiers of the open-class type, such as participles, -s genitives, nouns, and adverbs. Thus, the need arises to have this gap bridged, which is the concern of this study.

This study aims at (1) identifying and analysing Iraqi EFL undergraduates' performance in using open-class prenominal modifier sequences in English, (2) finding out the reasons behind students' errors in using such sequences and (3) outlining some pedagogical recommendations relevant to their teaching. The study is based on the hypothesis that Iraqi EFL undergraduates do face problems in using open-class prenominal modifier sequences in English.

## 2. Open-class Prenominal Modifiers

### 2.1 Adjectives

In addition to being used predicatively after linking verbs, most adjectives can be used attributively before a noun, e.g.

(1) I visited his *delightful cottage*. (His cottage is delightful)

Furthermore, there are some adjectives that are used only (or mostly) before nouns (Swan, 2005:8), e.g.

(2) My *elder sister* is a teacher.

A premodifying adjective can itself be premodified, especially when it is preceded by a determiner (see Stageberg, 1981:258), e.g.

(3) His *really quite unbelievably delightful cottage* is larger than yours.

The noun head can be premodified by more than one adjective. Commas generally appear between two or more adjectives of general description (Frank, 1972:120):

(4) We saw a *beautiful, exclusive temple*.

When the adjectives preceding the head noun belong to different classes or types, they occur in the order described in section (3) below.

### 2.2 Participles

A noun head can be premodified by both -ing participles and -ed participles.

### 2.2.1 -ing Participles

A noun head can be premodified by –ing participle when it (the participle) has the potentiality to indicate a characteristic or permanent feature. Gradability, especially as indicated through intensification by very, is also involved here but to a lesser degree (Quirk et al., 1972:908), e.g.

- (5) She has a *smiling face*.
- (6) She has a *very interesting mind*.
- (7) He greeted me with a *very reassuring expression*.
- (8) That is a *roaring bull*.

But not:

- (9) \*That is a *very roaring bull*.

Examples (8) and (9) above illustrate that an item can be a premodifier and yet disallow very. And the converse can be true:

- (10) The man was very reassuring.

But not:

- (11)? He was a *reassuring man*.

Example (11) shows the crucial importance of the "permanence" characteristic. The man himself cannot have such a characteristic (reassuring) attributed permanently to him, but a particular look, expression, face, etc. can be permanently associated with such a value (Quirk and Greenbaun, 1973:396) .

The –ing participle normally conveys active sense (Aziz, 1989:290):

- (12) The *shouting man* is John. (The man is shouting)

### 2.2.2 -ed Participles

As is the case with premodification by –ing participles, a noun head can be premodified by –ed participle when it has the potentiality to indicate a permanent feature (Quirk et al., 1972:910; *ibid.*:289), e.g.

(13) He greeted me with a *very shocked expression*.

But not:

(14)? He was a *shocked man*.

(15)? She was a *surprised woman*.

Moreover, the –ed participle can be active or passive but the active is rarely used in noun premodification (Quirk and Greenbaum, 1973:397), e.g.

(16) They saw a *damaged car* there. (The car was damaged)  
(passive)

(17) The *vanished treasure* is theirs. (The treasure which has vanished)  
(active)

But not:

(18) \*The *arrived immigrant* was sick.

Example (18) is exceptional but, when adverbially modified, exceptions are somewhat more general (Aziz, 1989:289), e.g.

(19) The *newly-arrived immigrant* will visit us.

(20) Our *recently-departed friend* has found a good job.

The passive –ed participle can be divided into two types: the actional or true passive as in (21) and the statal passive as in (22)

(21) The *arrested man* was John. (The police have arrested John)

(22) Some *complicated machinery* will be imported. (The machinery is complicated, but not: \*The machinery was complicated by the designer)

As stated by Quirk and Greenbaum (1973:398), "most –ed participles are of the agential type and naturally only a few will easily admit the permanent reference that will permit premodifying use". Thus, it is possible to say:

(23) The *wanted man* was last seen in Cambridge. (The man goes on being wanted)

But not:

(24) \*The *found purse* was returned to its owner. (The purse was found at a particular moment)

(25) \*The *sold car* was mine.

However, the starred examples above become acceptable when modified by adverbs (Quirk et al., 1972:911-12):

(26) A *recently sold car* was seen in London.

### 2.3–s Genetives

In the singular, the form of the genitive inflection of regular nouns is realized by putting -'s and in the plural it is realized by putting only an apostrophe (zero genitive) after the plural s:

(27) The *spy's companion* was a woman. (singular)

(28) The *spies' companions* were women in each case. (plural)  
The form of the genitive inflection of irregular nouns "preserves a number distinction independently of genitive singular and genitive plural distinctions" (Quirk and Greenbaun, 1973:93-94):

(29) A *man`s suit* will not cost much there. (singular)

(30) *Men`s suits* will not cost much there. (plural)

The zero genitive occurs, in addition to its use with regular plurals, with the following (Quirk et al., 1972:195-96):

1. Greek names which consist of more than one syllable, e.g.

(31) They will study *Euripides' plays* next term.

2. Many other names ending in /z/ sound, e.g.

(32) That is *Burns' car*.

3. Fixed expressions of the form for...sake, e.g.

(33) For *goodness' sake* leave it.

(34) For *conscience' sake* help me.

As is stated by Quirk and Greenbaum (1973:98), "In some postmodified noun phrases it is possible to use an –s genitive by affixing the inflection to the final part of the postmodification rather than to the head noun itself". This is referred to as the group genitive:

(35) The *teacher of music's room* is very large.

(36) He saw *someone else's house*.

Coordinations may be involved in other examples, as in:

(37) *An hour and a half's discussion* was devoted to that project.

(38) *A week or so's sunshine* will be enough.

The –s genitive is normally used with the following four animate noun classes:

1. Personal Names, e.g.

(39) *George Washington's statue* is still there.

(40) *John's house* is near mine.

2. Personal Nouns, e.g.

(41) *The boy's books* are new.

3. Collective Nouns, e.g.

(42) *The nation's security* is very important.

4. Higher Animals (Quirk et al.:1972:198-99; Aziz, 1989:127), e.g.

(43) *That lion's tail* is very long.

The –s genitive is also used with certain types of inanimate nouns including the following:

1. Geographical and Institutional Names, e.g.

(44) *Europe's future* is promising.

(45) *The school's history* is well-known.

## 2. Temporal Nouns, e.g.

(46) *A week's holiday* will be enough.

(47) *Today's business* needs more planning.

## 3. Nouns of Special Interest to Human Activity (Quirk and Greenbaun, 1973:97), e.g.

(48) *The game's history* is very good.

(49) *The body's needs* are numerous.

### 2.4 Nouns

Unlike other premodifiers, nouns as prenominal modifiers, are often so closely associated with the noun head to the point that they are regarded as compounded with it (see Quirk et al., 1972:914). In many cases, they appear to have prepositional phrase analogues:

(50) *The partition question* will be discussed later. (The question of partition)

(51) *The cupboard door* is very nice. (The door of the cupboard)

However, not all noun premodifiers have a relation with prepositional postmodifiers:

(52) *The actor-producer* was Bernard Miles. (He was both actor and producer)

Furthermore, not all postmodifying phrases can be changed into premodifying nouns. Thus, while it is possible to change *The table in the corner* into *The corner table*, it is not possible to change *The girl in the*

*corner* into *\*The corner girl*. Again it is to be insisted here that this is a property of the semantic relation rather than of the lexical item itself (in this case corner). "Premodification confers relative permanence which befits the assignment to a corner of a table or even a waitress, but not a girl as such" (Quirk and Greenbaun, 1973:400).

It is to be noted here that plural nouns usually become singular. This is applicable even to those plural nouns that otherwise have no singular forms like summation plurals (Praninskas, 1975:137; Azar, 1989:203; Aziz, 1989:290):

(53) The *trouser leg* needs to be ironed. (The leg of the trousers)

Although singularization is normal, it is not universal, "especially with noun premodification that is not hardening into a fixed phrase or compound"(Quirk and Greenbaun, 1973:400; Biber et al., 1999:594):

(54) The *promotions committee* will do that. (The committee on promotions)

(55) They will join the *trades union*. (The union of trades)

## 2.5 Adverb

A noun head can be premodified by an adverb phrase:

(56) This is an unusually thick cotton shirt.

(57) I visited his *far-away* cottage.

(58) I have this *under-the-weather* feeling.

This type of premodification, however, is regarded as a minor type (Quirk, et al., 1985:1336).

## 3. Relative Sequence of Open-class Prenominal Modifiers

A noun phrase may involve multiple premodification where two premodifiers or even longer sequences of premodifiers occur. When more than one type of open-class prenominal modifiers precede the noun head, they occur, starting with the closest type to the noun head, in the following order:

Directly preceding the noun head is the position of denominal adjectives, e.g.

(59) The *city political problems* are numerous.

(60) The *London social life* is completely different from ours.

Next closest to the noun head is the position of the noun as a premodifier, already exemplified with *city* and *London* in the above



two examples. As is stated by Quirk et al.(1972:922), "when two nouns premodify, one which corresponds to the head as object to verb will follow one relating to material or agency", e.g.

(61) A *cardboard detergent carton* is needed. (the cartoon contains detergent.)

(62) This is my *gas cigarette lighter*.

Directly before a noun is the position of adjectives of provenance or style, e.g.

(63) A *Russian trade delegation* will arrive tomorrow.

(64) He is fond of the *Gothic church architecture*.

And preceding adjectives of provenance or style is the participle, e.g.

(65) That is the *carved Gothic doorway*.

(66) They have presented some *interlocking Chinese designs*.

Next is the position of adjectives of colour, e.g.

(67) A *black diving line* was seen there.

(68) A *green carved idol* is kept in that room.

Preceding adjectives of colour are adjectives of age, e.g.

(69) She has bought an *old brown leather handbag*.

(70) She was riding a *young white horse*.

Occurring before age adjectives are adjectives of size, e.g.

(71) A *large new green tent* will be brought later.

(72) That is the *fat old white horse*.

Next is the position of general adjectives (or subjective adjectives) which express the attitude of the speaker (See Aziz, 1989:291; Murphy, 1994:98; Swan, 2005:11), e.g.

(73) They have bought a *wonderful big new white German house*.

(74) We saw a *beautiful small green carved jade idol* there.

Preceding general adjectives is the position of adverbs (Biber et al., 1999:599) , e.g.

(75) These are fully grown men.

(76) That is an immensely pleasing exhibition.

(77) They received a thoroughly satisfactory reply.

Unlike –s genitives of names (which occur in the position of determiners), -s genitives of common nouns can occur anywhere before the noun head, e.g.

(78) That is *John's wonderful new house*.

(79) He bought a *white cotton man's shirt*.

(80) She likes the *summer's garden roses*.

(81) They like the *summer's red garden roses*.

Finally, it is to be noted that it is unusual to find more than three-or-four premodifier sequences, although there is, theoretically, no grammatical upper limit to the number of premodifiers. There is considerable variation among the varieties of the language, and the higher proportion of three-or-more premodifier sequences is associated with written rather than spoken English (Quirk, et al.,1985:1338; *ibid.*:597).

#### 4.The Test

##### 4.1Test Objectives and Construction

A language test is a means for achieving specific ends. The first step in constructing a language test is to specify its objectives. The main objectives of the present test can be stated as follows:

1. Identifying Iraqi EFL undergraduates' errors in the production or use of open-class prenominal modifier sequences in English,
2. Testing the hypothesis stated at the outset of this study,
3. Finding out the sources of learners' errors in using such sequences.

Thus, the test has a diagnostic function focusing attention on specific learning problems.

Having stated the objectives of the test, the next step is to construct a production test to serve as a means for achieving the above- mentioned objectives. Consequently, a written test comprising thirty items (see Appendix 1) has been constructed and administered to

a randomly chosen sample of sixty third-class college students in the department of English /College of Education/ University of Wasit during the academic year 2011-2012. The test instructions require students to fill in the blanks using the words given in brackets in the correct order.

The test has been constructed in such a way that each group of items tests one length type of sequence within the linguistic area of open-class prenominal modifier sequences in English. Thus, items 1-10 represent two-word sequences, whereas items 11-18 represent three-word sequences. Four-word sequences are represented by items 19-24 and five-word sequences are represented by items 25-30. The researcher has done his best to include all the different possible types of open-class prenominal modifiers within the above-mentioned sequences. Moreover, each pair of successive items (i.e., 1 and 2, 3 and 4, etc.) tests one aspect within the linguistic area under investigation. In other words, the even items of the test in this study test almost the same content of the odd items of the test. Thus, the test can be described as having two almost equivalent halves: the odd-items half and the even items half. Including all the different possible types of open-class prenominal modifiers in the test as a whole and constructing it in such a way as to contain two almost equivalent halves is supposed to be especially helpful in achieving two of the most important features in language tests: validity and reliability.

#### 4.2 Validity and Reliability

Validity and reliability are two of the most important characteristics of a good language test. Test validity is the extent to which the test measures what it intends to measure and nothing else (Lado, 1961:30; Heaton, 1975:153). In language tests validity depends, to a large extent, on the linguistic content included in the test. In other words, the test should be based on a careful analysis of the linguistic area to be tested, and it should be constructed in such a way that it includes a representative sample of the various aspects of that linguistic area. If a language test is constructed on such a basis, it is said to have content validity (Mousavi, 1999:62-63; Fulcher and Davidson, 2007:6 ). As far as the present test is concerned, it can be described as having convenient content validity, for it has been constructed in such a way as to include representative items on each aspect within the linguistic area of the present study (see 4.1). Moreover, all the collocations included in the test items have been

checked in the *Oxford Collocations Dictionary for Students of English* (2009). Furthermore, the test has been exposed to a number of professors and instructors specialized in English in the Department of English at the College of Education/ University of Wasit and their notes were taken into consideration.

However, in order for a language test to be valid at all, it must first be reliable as a measuring instrument. As Harris (1969:13) puts it, "validity cannot be fully appreciated without a basic understanding of reliability". Reliability of a test refers to the measurement consistency (i.e., how consistent test scores are from one measurement to another). In other words, the more consistent the test scores are on different occasions, the more reliable the language test is, other things being equal (ibid.:14; Valette, 1977:44). Reliability of language tests can be calculated in a number of methods, the most common of which include:

- (1) the test-retest method, in which there are two administrations of the same test to the same group of learners;
- (2) the equivalent-forms method, in which two parallel versions of the test are administered to the same group of learners;
- (3) Kuder-Richardson formula where a single administration of the test is needed to estimate reliability by applying Kuder-Richardson formula;
- (4) The split-half method which is based on the principle that "if an accurate measuring instrument were broken into two equal parts, the measurements obtained with one part would correspond exactly to those obtained with the other" (Heaton, 1975:156). This method usually proves more feasible (Valette,1977:53). The reliability of a test can be obtained from a single administration of one form the test where the items are divided into two almost equivalent halves for scoring purposes.

As far as the present test is concerned, it can more readily satisfy the requirements of the last method by calculating the scores of each fifteen items (i.e., the odd items and the even items) of the test separately. To obtain the reliability of the test as a whole, special formulas (Pearson formula and Spearman –Brown correction formula) are used to correlate the sets of scores obtained on the items of the two halves of the test (see Lado, 1961:31; Gronlund, 1971:106). After applying the above-mentioned formulas to the scores of the two halves of the present test, the test has proved to be highly reliable with a correlation coefficient of (0.92).

### 4.3 Item Analysis

Item analysis of the present study has been delimited to finding out the frequencies of correct and incorrect responses on each item of the test and also of the test as a whole with their percentages.

### 4.4 The Results of the

### Test

The following table shows students' performance on the test items:

Item No.	No. of Correct Responses	Percentage %	No. of incorrect Responses	Percentage %
1.	30	50	30	50
2.	29	48	31	51
3.	27	45	33	55
4.	28	46	33	55
5.	33	55	27	45
6.	21	35	39	65
7.	45	75	15	25
8.	28	46	32	53
9.	31	51	29	48
10.	27	45	33	55
11.	29	48	31	51
12.	26	43	34	57
13.	41	68	19	32
14.	29	48	31	51
15.	22	36	38	63
16.	27	45	33	55
17.	25	41	37	62
18.	23	38	27	45
19.	17	28	33	55
20.	13	22	37	62
21.	11	18	49	82
22.	22	37	38	63
23.	23	38	37	62
24.	15	25	45	75
25.	9	15	51	85
26.	6	10	54	90
27.	7	12	53	88

28.	5	8	55	92
29.	6	10	54	90
30.	7	12	53	88
<b>Total</b>	<b>662</b>	<b>37</b>	<b>1138</b>	<b>63</b>

It is clear from the table above that Iraqi EFL undergraduates have weak performance on the items of the test as the total number and percentage of the incorrect responses in the test as a whole are (1138: 63%) which far outweigh that of the correct responses (662: 37%). Moreover, the test has shown that students' weak performance is inversely proportional to the sequences length of the open-class prenominal modifiers. Thus, the results have clearly shown that Iraqi EFL undergraduates do face difficulties in using open-class prenominal modifier sequences in English and this confirms the study hypothesis.

#### 4.2 Error Analysis

One of the justifications why it is important to analyse and study learners' errors is a pedagogical one: a good understanding of the nature of learners' errors is necessary before a remedial means to overcome them could be specified (see Corder, 1981:1)

##### 4.2.1 Sources of Errors

Corder (ibid: 24) stresses that "we cannot make any principled use of the learner's idiosyncratic sentences to improve teaching unless we understand how and why they occur."

As identified by Brown (1987: 177-85) sources of error include: (1) interlingual transfer, (2) intralingual transfer, (3) context of learning, and (4) communication strategies.

##### 4.2.1.1 Interlingual Transfer

many errors occur as a result of the influence of the mother tongue which takes place when the patterns of the native language differ from those of the target language.

items (11) and (17) can be regarded as examples of this type of transfer.

Item (11) They have bought old brown leather handbags .

\* They have bought handbags leather brown old.

Item (17) He bought a white cotton man's shirt.

\* He bought a shirt man's white cotton.

The percentage of errors of this kind is (18%) of the total errors in the whole test.

#### **4.2.1.2 Intralingual Transfer**

Intralingual transfer refers to the learners' use of already acquired knowledge of the target language in the process of learning, and as a result produce erroneous forms of the target language. Such errors may be attributed to certain factors one of which is overgeneralization which refers to the inappropriate application of the previously learned material to a present foreign language context. Other types include processes like ignorance of rule restrictions where the student applies some rule to a category to which it is not applicable, incomplete applications of rules which involve a failure to learn more complex types of structure because the learners find that they can achieve effective communication by using simple rules, and false concepts hypothesized which may derive from faulty comprehension of a distinction in the target language (see Ellis,1986:171).

Items (15), (24) can illustrate this type of transfer:

Item (15) That is John's wonderful new house.

\* That is new wonderful John's house.

Item (24) John is a fully trained Japanese car mechanic.

\* John is a trained fully Japanese mechanic car.

The percentage of such errors is (39%) of the total errors.

#### **4.2.1.3 Context of Learning**

Errors may also be caused as a result of the situation in the classroom with its teacher and teaching materials, the misleading explanation by the teacher, or the textbook writer who focuses on some aspects of the target language and neglects others (Brown,1987:179-80). Items (4) and (30) can be ascribed to this type.

Item (4): Jack took my gas cigarette lighter.

\* Jack took my cigarette gas lighter.

Item (30) This is her big round old white leather bag.

\* This is her round big old white bag leather.

The percentage of errors in the students' performance is (28%) of the total errors.

#### 4.2.1.4 Communication Strategies

Farch and Kasper (1983: 14) mention that these strategies have to do with how we express our messages. They are needed to meet a pressing communicative need. They are potentially conscious plans by the learner to solve a problem in reaching a particular communicative goal (see Ellis, 1986:181).

Items (25) and (27) are examples for such strategies.

Item (25) They have bought a wonderful big new white German house.

\*They have bought a big house German white new.

Item (27) He bought her a lovely old blue Chinese jade ring.

\*He bought her a lovely blue ring Chinese old jade.

The percentage of errors that might be related to such strategies is (17%) of the total number of students' errors.

### 5. Conclusions

1. The analysis of students' performance has shown that the total number and percentage of students' errors in using open-class pronominal modifier sequences is far higher than that of their correct responses. This has confirmed the research hypothesis which states that Iraqi EFL undergraduates do encounter difficulties in using open-class pronominal modifier sequences in English.

2. It has been found out that students' poor performance on the items of the test can be attributed to the following major sources, which can be arranged in terms of their effect on students' performance as follows:

- a. Intralingual transfer to which 39% of errors may be attributed.
- b. Context of learning which accounts for 28% of students' errors.
- c. Interlingual transfer to which 18% of students' errors may be ascribed.
- d. Communication strategies which account for 17% of students' errors.

3. In the light of the findings arrived at, the following pedagogical recommendations may be outlined:



- a. Teachers of English and textbook writers are recommended to present and integrate all the different types and uses of open-class pronominal modifiers and their sequences into the students' textbooks in their appropriate contexts.
- b. It is also recommended that textbook writers and teachers should do their best to provide students with intensive drills, activities, and exercises that help students better practice the different types and uses of pronominal modifiers and their sequences, especially the ones that proved to be the most difficult.

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## Appendix 1

### The Test

Fill in the blanks using the words given in brackets in the correct order:

1. They discussed the ----- . (problems/ city/ political)
2. He wrote a report about the ----- . (social/ London/ life)
3. She needs a ----- . (cardboard/ container/ detergent)
4. Jack took my ----- . (lighter/ gas/ cigarette)
5. The ----- were women in each case. (companions/ closest/ spies')
6. ----- are numerous. (needs/ business/ today's)
7. These are ----- . (principles/ accepted/ generally)
8. He wrote about their ----- . (exhibition/ pleasing/ immensely)
9. We saw a ----- there. (line/ black/ diving)
10. They put the ----- in that room. (green/ idol/ carved)
11. They have bought ----- . (handbags/ brown/ old/ leather)
12. She was riding a ----- . (horse/ black/ Arabian/ young)
13. A ----- will be brought later. (green/ large/ tent/ new)
14. That is the ----- . (horse/ fat/ old/ white)
15. That is ----- . (new/ wonderful/ house/ John's)
16. Anne saw ----- . (Japanese/ Jacks'/ car/ small)
17. He bought a ----- . (shirt/ white/ man's/ cotton)

18. They like the ----- . (garden/ red/ roses/ summer's)
19. These are ----- . (interlocking/ old/ intricate/ designs/ Japanese)
20. He wrote about the ----- . (idols/ small/ Chinese/ jade/ carved)
21. I heard about their ----- . (attractions/ splendid/ African/ numerous/ tourist)
22. The ----- live in this hostel. (young/ students/ black/ American/ tall)
23. He bought an ----- . (overcoat/ thick/ Turkish/ unusually/ winter)
24. John is a ----- . (mechanic/ car/ Japanese/ trained/ fully)
25. They have bought a ----- . (house/ big/ new/ German/ wonderful/ white)
26. We saw a ----- there. (green/ beautiful/ jade/ idol/ small/ carved)
27. He bought her a ----- . (jade/ blue/ lovely/ old/ ring/ Chinese)
28. They need a ----- . (large/ brown/ table/ new/ rectangular/ dining)
29. They sat on the ----- . (big/ chairs/ new/ fully/ wooden/ brown)
30. This is her ----- . (bag/ white/ big/ round/ old/ leather)

## Appendix 2

### The Answers of the Test

1. city political problems
2. London social life
3. cardboard detergent container
4. gas cigarette lighter
5. spies' closest companions
6. Today's business needs
7. generally accepted principles
8. immensely pleasing exhibition
9. black diving line
10. green carved idol
11. old brown leather handbags
12. young black Arabian horse

13. large new green tent
14. fat old white horse
15. John's wonderful new house
16. Jacks' small Japanese car
17. white cotton man's shirt
18. summer's red garden roses
19. intricate old interlocking Japanese designs
20. small carved Chinese jade idols
21. numerous splendid African tourist attractions
22. tall young black American students
23. an unusually thick Turkish winter overcoat
24. fully trained Japanese car mechanic
25. wonderful big new white German house
26. beautiful small green carved jade idol
27. lovely old blue Chinese jade ring
28. large rectangular new brown dining table
29. big new brown wooden Italian chairs
30. Big round old white leather bag

### أداء طلبة اللغة الانكليزية العراقيين الجامعيين في استخدام سلاسل المحددات المفتوحة المتقدمة على الاسم في اللغة الانكليزية

المخلص:

تهدف هذه الدراسة إلى (1) كشف وتحليل أداء متعلمي اللغة الانكليزية العراقيين الجامعيين في استخدام سلاسل المحددات المفتوحة المتقدمة على الاسم في اللغة الانكليزية، (2) الكشف عن مسببات أخطاء الطلبة في استخدام هذا النوع من المحددات، و(3) تحديد بعض التوصيات المتعلقة بتدريس هذه المحددات. وقد افترضت الدراسة أن متعلمي اللغة الانكليزية العراقيين الجامعيين يواجهون صعوبات في استخدام سلاسل المحددات المفتوحة المتقدمة على الاسم.

بعد استعراض ما كتب حول الموضوع في المصادر المتوفرة، تم تصميم اختبار تحريري مكون من ثلاثين فقرة، وتم توزيعه على عينة عشوائية ضمت ستين طالبا وطالبة من طلبة المرحلة الثالثة في قسم اللغة الانكليزية/ كلية التربية/ جامعة واسط.

وقد اثبت التحليل لأداء الممتحنين وفق هذا الاختبار صحة فرضية البحث أعلاه.