Iraqi EFL College Learners' Performance
of Adjective Placement Order

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Abstract

This paper deals with the preferable order of adjectives as one of the open classes in English grammar where various adjectives describe a following noun or pronoun. It also tends to identify the students' perception of the placement of patterns of adjectives. The problem of this study lies precisely in the sense that this subject may cause difficulty for Iraqi students in ordering multiple successive adjectives in a spoken or written form of the language. For this reason, it accounts for the causes of the dominant errors made by the undergraduates and their sources. To evaluate the student's strengths and weaknesses and trace the difficulties they face in this area, a diagnostic procedure is guided to a purposive sample of fifty senior students chosen randomly from English Department at the Faculty of Education, University of Al-Qadisiyah in the academic year 2023-2024. Utilizing a statistical method for analyzing the study sample responses, the general performance proves that most Iraqi EFL undergraduates face challenges in understanding the complex arrangement of English adjectives, particularly when more than one adjective precedes a noun. This is clear from evaluating the test findings on recognition and production levels.

Introduction

In English, words can be categorized into basic types, which are called "word classes", also known as "parts of speech". The most commonly listed word classes that English has are adjectives, verbs, nouns, adverbs, articles, pronouns, conjunctions, prepositions, and interjections. This research paper focuses on the adjective and, in particular, the rules that govern its correct order patterns when there are more than one adjective in a sentence. In English grammar, the adjective word order is one of the parts with an important rule, which is accurately ordered. The problem that the current study has to tackle is that most Iraqi college learners may not know this concept, as multiple adjectives should be used in line with the theory of the arrangement of adjectives.

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They are still confused about how to arrange them in the correct order.

1.1 Objectives

This paper aims at:

1. Examining the perception of the senior college learners concerning the position as well as the

correct arrangement of adjectives.

2. Explaining the subjects' areas of difficulty concerning to using English adjectives.

3. Characterizing the errors that the subjects make concerning the topic under discussion.

1.2 Research questions

The following research questions are addressed in this study:

1. To what extent do the Iraqi English foreign language college students perceive the

correct order and position of English adjectives?

2. Do those undergraduates face serious issues in constructing sentences involving several

adjectives?

1.3 Limitations

This research is limited to the following:

1- It is concerned with descriptive adjectives only not limiting adjectives.

2. It is applied to 50 females and males college students in their last year at the English

Department, the Faculty of Education, Al-Qadisiyah University, for the academic year 2023- 2024.

1.4 Significance of the Study

The great hope is that the investigation results of this study are of high quality to produce knowledge that is significant enough to encourage syllabus planners, designers, and teachers to adopt new techniques to decide what subject has to be learned and taught to improve the performance of the students.

2. Literature Review

2.1 Terminology of adjective

Crystal (2003:11) argues that an adjective is "a term belonging to one of the grammatical classifications of words. It refers to the main set of items that specify the characteristics of nouns from a formal point of view. He adds that adjective applications of the term in its broader sense could include everything between a determiner and a noun." In Ogbulogo's words (2004: 44), adjectives are defined as "words which modify nouns. They come nearer to the nouns they modify than all other elements that modify such nouns." For him, without adjectives, reading, writing, and speaking would be very dull. He also adds that adjectives give extra flavor or condiment to linguistic expressions. Another relevant point is offered by Noonan (2010: 168), who remarks that an adjective is the label given to a word whose main function is the modification of nouns and which indicates qualities or attributes.

Along with Noonan, Radford et al. (2009: 130) assert that adjectives customarily speak about the qualities that persons or things possess, and they can be used to modify nouns, e.g., *angry woman, loud sound.* They also assure that "adjectives do share with articles the quality of preceding a noun if an article as well as an adjective both combines with a noun". As a result, they act in a fixed order, as in *an angry woman*, *the loud sound,* but *not *angry a woman*, * loud the sound.*

At this point, it has been announced by Herring (2016: 13) that adjectives are words that add description to nouns and occasionally pronouns, and they can be a part of either the subject or the predicate. From the foregoing

definitions, it can be simply said that adjectives generally describe, modify, or qualify a noun or pronoun in an expression.

2.2 Kinds of Adjectives

Adjectives can be classified into two main types: limiting adjectives and descriptive adjectives.

1. Limiting adjectives include:

A. Articles: definite and indefinite

"The" is the only definite article. When "precedes a noun, it specifies a particular noun as opposed to anyone. For instance: "*the lion"* (a specific and identifiable lion) / "*the palaces"* (specific and identifiable palaces)

a and an are the only two indefinite articles. They come with nouns when they are specific and not pointed at. For instance: "*a tiger"* (any tiger), "*an elephant"* (any elephant).

B. Possessive adjectives

Your, my, her, his, our, its, and their are possessive adjectives (a type of personal pronouns). They are noun modifiers by showing ownership or possession. For instance:

1. She lost **her** wallet in the restaurant.

2. Where is **his** house?

C. Demonstrative adjectives

They are (*this, that, these, those, as well as what*) similar to "the demonstrative pronouns, but are used as adjectives to modify noun phrases or nouns." For example:

3. **This** cat looks sick.

4. She resides in **that** villa.

D. Indefinite adjectives

Indefinite adjectives are identical to indefinite pronouns, except that they modify nouns, pronouns, or noun phrases, as in:

5. **All** children should be taught to swim.

6. There are **a few** guests standing at the back of the room.

E. Interrogative adjectives

Interrogative adjectives "*which, whose, what*" are identical to interrogative pronouns, except that they modify nouns or noun phrases rather than standing on their own, as in:

7. **Which** subject did you enjoy?

8. Do you know **what** sort of cakes Jennifer likes? (https://7esl.com/types-of-adjectives/)

F. Cardinal adjectives

They modify the nouns by numbering them (stating how many). Examples:

9. I bought **five** pens.

10. There are *six* tables in that hall.

G. Ordinal adjectives

They indicate "the position of a noun in a series", e.g.:

11. Do you remember our **first** date?

12. Summer is the **third** season.

H. Proper adjectives

They are derived from proper names and can be easily recognized in that they are always capitalized: 13. Judy loves **Chinese** food.

14. The **Italian** opera is great.

I. Nouns used as adjectives

Occasionally, Nouns can be used as "adjectives" to describe or define another "noun".

15. The **Samsung** conference was fantastic.

16. We all like our **history** teacher (https://7esl.com/types-of-adjectives/).

2. Descriptive adjectives include:

A. Attributive Adjectives

B. Predicative Adjectives

According to the position in the sentence, most adjectives may go into these two main places. They can come both before and after a noun. When it precedes a noun, an adjective is

positionally attributive and it is called an "attributive adjective", for instance:

17. The **new** employee is an MA. holder.

18. The **tall** women are models.

However, when an adjective follows a noun, it is positionally predicative and it is called a "predicative adjective". It usually follows the linking verbs *seem*, *be, become, look,* and comes to be a part of the predicate. Examples are:

19. Sam is **afraid** of heights.

20. Janet looks **rich**.

Hence, the main distinction between predicative and attributive adjectives is that predicative adjectives follow the noun whereas attributive adjectives precede the noun. In English, most adjectives can be used attributively as well as predicatively (Swan, 2005:8 & Meetu, 2009)**.**

Another way of adjective classification is suggested by Greenbaum and Nelson (2013: 41) who classify descriptive adjectives into three categories based on their function in the sentence. They clarify that if it is used "alone or with one or more modifiers, an adjective can be: pre-modifier of a noun, subject complement, and object complement." For them, adjectives are called attributive when used as pre-modifiers, e.g.:

21. It is a **comfortable** journey. (attributive)

Comparatively, adjectives are called predicative**, i.e.,** part of the predicate "when they are being used as either subject complement when there is a reference between the subject and subject complement", for instance**:**

22. This journey is **comfortable**. (predicative)

Or as "object complement when there is a reference between the direct object and object complement", e.g.:

23. I made the bed **comfortable**. (predicative)

Quirk et al. (1985: 417) claim that most adjectives can occur in both positions: i.e., attributively and predicatively. In such cases, they are called central adjectives:

24. She has read an **interesting** story.

25. Your ideas are **interesting.**

Eastwood (1999: 245) mentions some adjectives that can come in a single position only but not in the other. The following examples show adjectives that could only precede a noun:

26. Be cautious when you drive in the **main** roads.

27. My **only** concern is I have no cash.

Other instances are "*chief* = main", "*elder* = older", "*eldest* = oldest", "*outer, outdoor, inner*", "*principal* = main", "*indoor, upper, former*".

Some of the adjectives can only follow linking verbs:

28. My dad is **asleep**.

29. Jimmy's two sisters are very **alike**.

Here are some more instances: *ashamed, afraid, alive, alone, awake, glad, well, well, ill, pleased, ill, fine* = in good health, *content* = happy, etc.

2.3 Confusion: Adjectives or Adverbs

Greenbaum and Nelson (2013: 139) state that it may not be occasionally known if you "use an adjective or a related adverb. One norm of using an adjective is that the subject complement follows a linking verb. In this case, the adjective labels the subject":

30. He feels **bad**.

31. He doesn't feel **well**.

32. This sandwich smells **good**.

The adverb "badly" is frequently used with the linking verb "feel". When writing in a formal style, use "feels bad". In the following example, "well" is an adjective which means "in good health":

33. I don't feel **well**.

It is an adverb in:

34. They haven't played **well**.

If a word shows "the manner of the action" expressed by the verb, an adverb may be used:

35. He speaks well. (Not: 'He speaks good')

36. She injured her leg *badly*. (Not: 'She injured her leg *bad*')

37. Her baby is crying *loudly*. (Not: 'Her baby is crying *loud*')

38. If you do the job *satisfactorily*, I'll reward you. (Not: 'If you do the job *satisfactory, . . .*')

Many words do have the same form and can function as both adjectives and adverbs at the same time: *long, quick, slow, late, hard, fast, early*, as well as words in "-ly*"* which can be formed from nouns expressing "time" (*daily*, *hourly*). The adverbs "*quick"*, "*slow",* and "*deep"* also do have analogous forms of adverb in "-ly": "*quickly"*, "*slowly",* and "*deeply"*. "These three adverbs formed without the *-ly* suffix are mainly used with imperatives", e.g.:

39. Move slow.

40. Drive quick.

41. Dig deep in the ground.

They (2013: 139) also argue that "direct" as well as "directly" are adverbs meaning "in a straight line" or "without anything intervening":

42. The commander sent his orders *direct* to Berlin for immediate dispatch.

43. This road leads *directly* to the river.

2.4 Order of Descriptive Adjectives

In this study, the most remarkable issue is the ordering of multiple descriptive adjectives. Descriptive adjectives are adjectives that describe nouns or pronouns. They answer the question *What kind?* Descriptive adjectives are viewed as the prime kind of adjectives as there are interminable adjectives to term every aspect of the noun. Thus, when multiple adjectives are used together to describe a noun, the order to arrange them depends on their function. The order of adjectives "is a rule or condition that aims to describe or explain something depending on the provisions in force in English". With this basis, Eastwood (1999: 245) orders adjectives based on their meaning. The normal order is:

1. "Opinion (how good?)": nice, wonderful, great, terrible, awful

2. "Size (how big?)': tall, short, long, small, large, big

3. "Most other qualities": fast, wet, difficult, hard, famous, important, quiet

4. "Age (how old?): old, new, young

5. "Color: white, black, yellow, blue, red

6. "Origin (where from?)": French, Arab, Scottish, American

7. "Material (made of?)": paper, glass, steel, stone.

8. "Type (what kind?)": road transport, political matters, electric kettle

9. "Purpose (what for?)": bath towel, hair dryer, coffee mug, laptop charger

Some examples are: "*a big black insect"* (size, color), "*Chinese industrial engineers"* (origin, type), "a *marvelous new body* cream" (opinion, age, purpose), "*short interesting car*

journey" (size, quality, type). Sometimes commas are used between adjectives: a *terrible, unattractive building/ a **busy, lively, beautiful** city*.

Moreover, Celce-Murcia and Larsen-Freeman (1999: 185) present another clear list of the order of attributive descriptive adjectives. The following order is:

1. "Opinion": awful, nice, wonderful, beautiful, etc.

2. "Size": long, tall, short, large, small, etc.

3. "Most of the other qualities": famous, clear, busy, etc.

4. "Age": ancient, new, young, old, etc.

5. "Shape": wide, fat, slim, thin, narrow, square, round, etc.

6. "Colour": white, red, green, black, red, blue, etc.

7. "Participle forms": missing, running, broken, covered, etc.

8. "Origin": Chinese, Italian, British, Russian, French, etc.

9. "Material": wooden, sandy, plastic, paper, brick, etc.

10. "Type": human, electronic, physical, chemical, etc.

11. "Purpose": walking (boots), tennis (court), alarm (clock), etc.

To illustrate, here are some instances:

44. The poor big brown wooden doll.

45. A beautiful new gray metal statue.

46. An ugly small round chipped ancient green Spanish vase.

In a like manner, Carter and McCarthy (2006: 241), introduce a neutral sequence of adjective kinds which is "the applicable provisions that are used to determine the order of features that exist in an adjective order." As

illustrated by them, the precise rule of the order can be summarized as:

1. "evaluation (e)" 2. "size (s)" 3. "physical quality (q)" 4. "age (ag)" 5. "shape (sh)"

6. "color (c)" 7. "participle (pa)" 8. "origin (o)" 9. "material (m)" 10. "type (t)"

11. "purpose (p)"

Here is example which includes a number of these types:

(e) (s) (q) (ag) (c) (o) (p)

38. "These **wonderful, monumental, strong old, grey, Indian, log-carrying** elephants of

northern Thailand ...". This example is created to show the possibilities.

3. The Study Method
3.1 Participants

The study design that the researcher does is a study model. In this model, the participants who are the subject of the study are 50 female and male college senior undergraduates in their final year at the English Department, Faculty of Education, Al-Qadisiyah University. It is thought that those students master the study techniques and can take tests effectively. Their ages observed during this project ranged from 23-25 years old. All of them are Iraqi students whose native language is Arabic and share a common set of qualities.

3.2 Research Instrument

The measuring instrument is an important method for collecting data in a research method based on which a researcher takes out data from participants for his work. The research instrument determined by the authors

is a diagnostic test. Henning (1987) defines a test as a "method or a technique that is designed to identify areas of language strengths and weaknesses, i.e., the level of skill or knowledge, generally to provide additional and appropriate assistance at a later time." On the side of Douglas (2014: 2), "a test is a measuring tool, not differing in rule from a ruler, a weighing scale, or a thermometer". A language test is "an instrument for measuring language ability. It can be thought of in terms of quantity, i.e., how much of a language a student possesses." For this reason, designing a test is an important part of testing the students' level of competency in applying what they are learning. Consequently, a diagnostic test is created to discover the subjects' knowledge in ordering cumulative adjectives through controlled items.

The test comprises two questions. The first one is a type of multiple-choice items in that the students are allowed to pick one answer out of a set of choices that are created properly. In this type, the answer is either correct (where the subject chooses the right possible answer) or incorrect (where it is wrong. It includes ten items each of which includes three options. It is designed for the sake of assessing the subjects' ability at the recognition level (See Appendix 1). The second question concerns the productive ability of the students in ordering various multiple adjectives. It also comprises ten items in which the students are requested to put the random adjectives in the order they are ruled them. For a test to be regarded as acceptable, it must have two fundamental qualities which are validity and reliability as they indicate how well a test measures something.

The first quality of measuring a test is *validity* which is usually defined as "the degree to which an instrument measures what it asserts to measure" (Blumberg et al., 2005). In other words, "it assesses the extent to which the instrument measures what it is designed to measure" to get truthful results.

Characteristically, the main categories of validity taken into consideration in the present study are content validity and face validity. The former concept is formulated by (Hughes, 2003), who points out that a test with content validity refers to an attempt that shows the items on a test have "a representative sample of the language skills" and structures the test seeks to measure. Content validity suffers if the objectives of the course are not covered in a sufficient quantity. The latter concept is framed by Boyle and Fisher (2007:65) who declare that "face validity is a type of validity mainly referring to the degree that the designed document measures what it is supposed to measure."

The second key indicator of the quality of measuring a test is Reliability which "addresses the overall consistency of a research study's measure." When a research instrument, for instance, a questionnaire, a survey, or a test that "produces similar results under consistently applied conditions, it lessens the chance that the obtained scores are due to randomly occurring factors, like seasonality or current events, and measurement error" (Marczyk et al., 2005). Testing for reliability is significant "as it refers to the consistency across the parts of a measuring instrument" (Huck, 2007).

To compute the test reliability, there are four procedures in common. Heaton

(1988:163-4) mentions them as follows: test/retest, two parallel forms, split-half, and Kurder – Richardson which is the most popular one. It is taken on to find out the reliability of the current test. The Kurder – Richardson procedure has the following formula: "R=N / N-1 (m (N-m) / NX²)

Where *R* represents reliability, *N* exemplifies the number of the test items, *m* expresses the average of the scores of the test and *X* embodies the scores' standard deviation of the examinees."

3.3 Procedure

The participants who volunteered to take the test were fifty undergraduate students. Essentially, the subjects are informed about the purpose of conducting the test, its attributes, and how to answer their items although written instructions are provided in the test sheets of papers. They are instructed to read each question carefully before answering and encouraged to begin

by going through a design test containing two questions to measure their real performance in the items under consideration. Test items that are given in printed form to the shared sample meet the needs of the test and are free of vagueness and misunderstanding. Every participant in the class takes the same test at the same time in the same environment.

To check the students' understanding and data gathering, the students are engaged in one test sitting held at the College of Education, University of Al-Qadisiyah. At that moment, the test sheets are distributed and the participants are asked to offer their answers on

the sheet itself. The learners are given 30 minutes to submit the answers.

3.4 Results and Discussion

This section is devoted to discussing the test findings at both the recognition and the production levels. The performance of the students at the recognition level is assessed in the first question. The outcomes of each question item are displayed in the table below: According to the table above, the total number and percentage of accurate items are (251, 50.2%), while the total number and percentage of erroneous items are (249, 49.8%). The highest percentage of the students' incorrect answers suggests that their ability to recognize the appropriate adjective is inadequate.

Concerning this portion of the acquisition, it appears that item (9) comes into view to be the easiest to recognize with a proportion of (70%) and this rate shows the students' familiarity with this item. However, the most challenging item is item (10) which has a percentage of (76%). This outcome offers proof that the students are incapable of using such an item.

Accordingly, it can be said that students struggle with the recognition level because the largest percentage of wrong responses (49.8%) is lower than the percentage of correct answers (50.2%). This indicates a lack of knowledge among the students regarding adjective order. This is the answer of the research question 1.

The subjects' acquisition at the production level is evaluated in question two. The following table exposes the students' answers to each item:

Table1. Responses of the Students to Question (1)

No. of Question	No. of Items	No. of correct answers	%	No. of incorrect answers	%
	1	27	54	23	46
	2	28	56	22	44
	3	17	34	33	66
	4	28	56	22	44
Q1	**5**	27	54	23	46
	6	24	48	26	52
	7	25	50	25	50
	8	28	56	22	44
	9	35	70	15	30
	10	12	24	38	76
Total		251	50.2	249	49.8

Table 2. Responses of the Students to Question (2)

No. of Question	No. of Items	No. of correct answers	%	No. of incorrect answers	%
	1	10	20	40	80
	2	11	22	39	78
	3	6	12	44	88
	4	9	18	41	82
Q2	**5**	9	18	41	82
	6	11	22	39	78
	7	16	32	34	68
	8	8	16	42	84
	9	13	26	37	74
	10	15	30	35	70
Total		108	21.6	392	78.4

In the preceding table, the total number and percentage of correct items are (108, 21.6%), while the total number and percentage of erroneous items are (392, 78%). Because the total number of incorrect responses is greater than the total number of correct responses, this finding provides evidence that the students are unable to utilize adjectives. It is also evident from this production section that items (15 and 16) with a rate of (30% and 32%) have been the easiest elements to produce. These percentages show how much these products have been exposed to the students. On the other hand, item (3) has shown to be the most challenging with a percentage of (12%) indicating that the students are completely

unable to handle this item. This is the answer to research question 2.

Due to insufficient exposure to language use and/or incomplete acquisition of the target language, the students attempt to infer incorrect conclusions about the information they have

been exposed to. Inaccurate responses in identifying and producing them can result from incomplete information or the presentation of language structures,

elements, or both. The most common mistakes made by students include incorrect arrangement when two or more adjectives come together; incorrect identification and reusing the same structures in different situations; giving no response and incorrect choice of adjective. The results of both levels are presented in Table (3) below:

Table 3. Data Distribution of the Recognition and Production Levels

Level	No. of Correct Items	%	No. of Incorrect Items	%
Recognition	251	50.2	249	49.8
Production	108	21.6	392	78.4
Total	359	35.9	641	64.1

Table (3) illustrates the testees' overall act at the recognition as well as production levels. This indicates that the total number and the rate of incorrect answers which reached (641, 64.1%) is a lower performance than that of the correct answers which have reached (359, 35.9%). This suggests that students may not be aware of their poor judgment of the proper order and grammar of adjective usage. This evidence presents a significant revelation: the order of adjectives presents a difficult acquisition learning task for English language learners. The responses to the two research questions are provided here.

About the sources of errors, it is important to note that there could be more than one source of errors. Meanwhile, the source of errors may be attributed to one of these sources: interlingual transfer (when students try to learn the target language's

system using the mother tongue's system; intralingual transfer (when students expand on a pattern from the intended language); the context of learning which might be the teacher, the resources, or both and communication strategies like approximation, guessing and avoidance of errors.

4. Conclusion

The following results of the study have been obtained:

1. The findings of this research study demonstrated that the majority of Iraqi EFL senior students struggle with the recognition level of adjectives because they are unable to accurately select the appropriate responses to identify the different types of adjectives.

2. These students do not seem to understand adjectives as well as the various types of them; in other words, they do not seem to grasp when or how to use

adjectives. Furthermore, they are unable to discriminate between them, which means they are unable to employ the proper adjective in the appropriate contexts.

3. It is important to note that the students' incorrect answers could have resulted from applying the first language's rules, ignoring rule restrictions, applying and practicing the second language insufficiently, or emphasizing certain parts of the language while ignoring others. It is possible to attribute the students' mistakes to one or more of these causes.

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APPENDIX (1)

The Test

Q1: Choose the correct order of adjectives:

1- He was wearing a …………... shirt.
  A- dirty old red flannel
  B- flannel red old dirty
  C- old dirty red flannel

2- Pass me the ……………....... cups.
  a- plastic big blue
  b- big blue plastic
  c- big plastic blue

3- All the students love the …..................... teacher.
  a- handsome tall British
  b- British tall handsome
  c- tall handsome British

4- We wanted the ……..………... .
  a- table covered metal
  b- table metal covered
  c- covered metal table

5- He recently married a …..………… woman.
  a- short beautiful famous
  b- beautiful short famous

c- beautiful famous short

6- She bought a ……………….. chair.
  a- round Italian wonderful
  b- wonderful Italian round
  c- wonderful round Italian

7- She is a ………………....... supermodel.
  a- nice slim Brazilian
  b- Brazilian nice slim
  c- slim Brazilian nice

8- It's on the …………..……….. bus.
  a- wide white missing
  b- wide missing white
  c- white wide missing

9- He sat behind a ………..……… desk.
  a- wooden small broken
  b- small broken wooden
  c- wooden broken small

10- She gave him ………..……… geese.
  a- black two fat
  b- two black fat
  c- two fat black

Q2: Put the adjectives in the correct order to complete the sentences:

1- She uses a ……………….. computer. (silver/ small/ amazing)

2- He put on an ……………….. coat. (leather/ old/ expensive)

3- She bought a ……………….. glass. (Italian/gold/ round)

4- He gave his father a ……………….. tie. (silk/modern/dark)

5- A ……………….. girl walked into the room.   (smiling/ young/ pretty)

6- She sat on her ……………….. bed. (comfortable/ steel / new)

7- The company develop …………..equipment. (electronic/ great/ thin)

8- The store had more ……………… baskets.   (shopping/ square/ aluminum)

9- He saw a ……………….. desk. (ancient/ writing/ nice)

10- The engineer built a ……………… house.   (brick/ one / huge)

Appendix (2)

The Test Possible Answers

Q1:

1- a   2- b   3-a   4- c   5- b   6- c   7- a   8- a   9- b   10- c

Q2:

1- She uses an *amazing small silver* computer.

2- He put on an *expensive old leather* coat.

3- She bought a *round gold Italian* glass.

4- He gave his father a *modern dark silk* tie.

5- A *pretty young smiling* girl walked into the room.

6- She sat on her *new comfortable steel* bed.

7- They develop *great thin electronic* equipment.

8- The store had more *square aluminum shopping* baskets.

9- He saw a *nice ancient writing* desk.

10- The engineer built a *one huge brick* house.

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الملخص

يتناول هذا البحث الترتيب المفضل للصفات كأحد أجزاء الكلام المفتوحة في قواعد اللغة الإنجليزية حيث تصف الصفات المختلفة اسمًا أو ضميرًا يليه. تكمن مشكلة هذه الدراسة على وجه التحديد في أن هذا الموضوع قد يسبب صعوبة للطلاب العراقيين في ترتيب صفات متعددة متتالية في شكل منطوق أو مكتوب للغة. لتقييم أداء الطلاب، تم عمل اختبار تشخيصي إلى عينة من خمسين طالبًا من قسم اللغة الإنجليزية بكلية التربية بجامعة القادسية في العام الدراسي 2023-2024. يثبت الأداء العام أن معظم طلاب اللغة الإنجليزية العراقيين يواجهون صعوبات في فهم الترتيب المعقد للصفات الإنجليزية.

الكلمات المفتاحية : الصفات – ترتيب الكلمات – الصلاحية – الموثوقية.

أداء طلاب الكليات العراقية الذين يدرسون اللغة الإنجليزية كلغة أجنبية في ترتيب وضع الصفات

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