
Second Language Learners' Awareness of Adjectivalisation: The Challenge of Differentiating between Verbal Participles and Adjectival Participles by Libyan EFL Students

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Abstract

This study explores Libyan EFL learners' awareness of the process of adjectivalisation, and more specifically the process of using the participle form and progressive form of verbs as adjectives used in English Language. In addition, this study aims to test Libyan students' recognition of adjectival participles and whether they will be able to distinguish them from verbal participles, prove them as real adjectives with their progressive – ing, and participle – ed, – en forms, and find out appropriate Arabic equivalents of these adjectives easily. The data gathered for this study were based on students' marks they got by answering a two-part test consisting of an introductory part which is a multiple-choice test, followed by the main part which is the translation test. In the first part, the participants who were 30 students enrolled in Translation III course, were asked to choose the correct adjectivalised participle, and in the second part, the participants were asked to translate some participles used as adjectives into Arabic language. The study was mainly based on quantitatively as well as qualitatively analysing students' answers to the test questions. The findings of this research revealed that only 16.67 % of the

participating students successfully recognized verbal participles used as adjectives. On the other hand, 33.33 % of the students have appropriately rendered the involved de-participle adjectives into Arabic. In addition to the previous results, 20 % of the respondents properly recognized the present participle adjectives, whereas 50% of them truly recognized past adjectival participles in English.

Keywords: Adjectivalisation, Past Participles, EFL Libyan Learners, Translation Tests.

1. Introduction

Adjectives are among the major grammatical categories in English language which also include nouns and verbs. Adjectives are words that describe a noun, a pronoun, or a noun phrase. Additionally, they adhere to certain forms, meanings, and uses in English. As a result, there are certain peculiarities concerning adjectives' forms, use, and meanings in English that may show distinct challenges for English as a Foreign Language (EFL) learners. Regarding their place in English sentences, the placement of an adjective in a sentence is influenced by the location of the noun being modified as well as the usage of the verb.

Concerning the formation of adjectives, the term adjectivalization is now used to refer to a variety of grammatical processes that create adjectives that bear significant resemblances to adjectives or adjectival phrases. Huddleston (1988) explains that adjectivalization in English can appear in several forms such as participles and de-participle adjectives besides the affixation type and the use of modifiers. According to Meltzer-Asscher (2010: 2), traditional grammarians often refer to participles as “verbal adjectives”, belonging to a “mixed category” with characteristics of both categories; verbs and adjectives.

By dealing with both forms, the issue of differentiating between verbal participles and the participles that have adjectival readings has always been confusing among EFL students due to the fact that these kinds of participles are somehow close in form

and meaning to each other (Embick, 2004). Additionally, the fact that adjectives can assume the attributive (before noun) or predicative (after a linking verb) position in a sentence, besides their ability to function as a present or past participle albeit adjectivally, makes these adjectival participles hard for EFL learners to distinguish from verbal and other participles, and to prove them as having adjectival readings only.

On recognizing adjectival participles, Azar (2002) assumes that placing an intensifier such as ‘very’, ‘too’, or ‘so’ before the participle can simply identify it as an adjective, not as a verb. As this placement cannot be done with the case of verbal participles, it will be easy for EFL students to distinguish them from adjectival participles and to obviously exemplify these participle forms of verbs as de-participle adjectives.

When trying to find a tool to assess students’ understanding of various grammatical and syntactic structures, translation can be used to test EFL learners’ ability to differentiate between participle forms of verbs used as verbs and participle forms used as adjectives as a result of adjectivalisation. It is possible that when students work on the two languages, their mother tongue and the target language, their ability to link this specific matter of language helps them to widen their knowledge of participles used as adjectives.

This can also help researchers interested in the field of second language learning and teaching to demonstrate the role and effect of dealing with two different languages in helping the target group of learners to show their grammatical knowledge of structures in the target language. Mansour (2013) refers to the translation of English Participle Phrase Modifiers (PPMs) into Arabic as a way to raise awareness of the distribution of Arabic rendering of PPMs which occupy various positions in the English sentence. Mansour (ibid) refers to the fact that such cross-linguistic studies have the ability to be more illuminating than monolingual studies.

This use of translation as a tool to examine knowledge of the target language is also mentioned by Arono & Nadrah (2019) who explain that translation into the second language learner's mother tongue can be used to test their acquired knowledge of the target language as it does not rely on literally changing word to word or sentence to sentence from the source language (SL) into the target language (TL). Instead, it requires knowledge of the two languages which helps to choose the most appropriate equivalence in the TL to better convey the message contained in the SL.

Statement of the Problem

The fact that participles are used for two different usages in English language, as verbs or nouns, and as adjectives can be confusing for second language learners. This study aims to examine this problem among adult EFL Libyan learners who are students in the Department of English, Faculty of Arts at Misurata University. The study seeks to examine whether these students commit mistakes while differentiating between the different usages of these participles. In other words, this research aims to test their awareness of the process of adjectivalisation without which students would never be able to recognize these participles as adjectives, rather than verbs or nouns. It also seeks to know whether this target group of Libyan EFL learners will be able to differentiate between the different usages of the progressive and the participle forms of verbs when used as adjectives in English and whether they will be able to find their equivalents in Arabic correctly.

To be more specific, the current study seeks to answer the following questions:

1. Will EFL Libyan students be able to differentiate between adjectival and verbal participles correctly?
2. Does their awareness of adjectivalisation lead them to recognize these adjectival participles appropriately as adjectives, not as verbs or nouns?

3. Can the progressive forms and participle forms of adjectives in English be differentiated easily by the students?
4. Is the students' knowledge of such syntactic forms adequate for finding the proper Arabic equivalents of these adjectival participles?

Hypotheses

1. It is hypothesized that Libyan EFL students will not be able to easily recognize adjectival participles, as they will have a kind of confusion between them and their forms used as verbs and nouns.
2. It is hypothesized that the respondents will not have the adequate capability to differentiate between present and past participles used as adjectives in English.
3. It is also hypothesized that the target group of participants will not be capable of finding the appropriate equivalent Arabic adjectives easily as they will translate them as verbs or as nouns.

2. Review of Related Literature

2.1.1 Adjectives and Adjectivalisation in English

Upon considering the basic function of adjectives within the English language, their syntactic purpose can quite simply be defined as words that describe, modify, or identify a particular quality of a noun. While Croft (2003) proposed a rich and detailed characterization of what a verb can do from a cross-linguistic perspective, the treatment of adjectives in his own research can be defined only functionally, as the category that prototypically but not exclusively performs noun modifications. Hale & Keyser (2002) treated English adjectives as the only category that is unable to satisfy its licensing conditions autonomously. In addition, English adjectives are decidedly less complex than their counterparts in other languages in that they no longer inflect for gender, person, or number (Robinson, 2020).

On the other hand, and with relation to adjectives, the general definition of a participle is that it applies to a word class sharing properties of verbs and adjectives. Huddleston (1988) demonstrates a participle as a verbal adjective, and one of its major roles is giving priority to the adjectival properties: ‘verbal adjective’ implies a type of adjective. Embick (2004) distinguishes three types of participles in English: eventives, resultatives, and statives. Emick claims that eventives are verbal participles, whereas resultatives and statives are adjectival ones. In the same spirit, Meltzer-Asscher (2010) view participles’ function as they cross-linguistically exhibit properties of both verbs and adjectives.

On the occasion of using the participle as belonging to the adjective class, the participle, in this case, can be called ‘verbal adjectives’, and in keeping with the usual terminology, ‘deverbal adjectives’ or more specifically, ‘de-participle adjectives’ – an adjective derived from the participle from a verb. (Huddleston, 1988). While there are various processes by which adjectivalisation in English can be created, de-participle adjectives are one of the prominent kinds of adjectives commonly used in the English language. The form of adjectival participles can be very confusing for EFL learners. This confusion arises due to the fact that adjectival participles and verbal participles closely resemble one another in form. (ibid). Existing as a present participle that serves an adjectival function, adjectival participles can fulfil any position in the sentence that other adjectives can.

2.1.2 Differentiating between Adjectival Participles and Verbal Participles

With the general ambiguity surrounding the definitive identification of adjectival participles from their verb counterparts, this uncertainty becomes an issue for EFL learners with regard to adjectival form as well as meaning. Embick (2004) argues that instructors typically teach students to distinguish adjectival participles from verbal participles based on the stative (adjectival) or action (verbal) meaning of the participle. In the analysis of his own research, he found out that to differentiate

between verbal participles and adjectival participles, the internal syntactic structure of the participle must be taken into consideration. Going on the same line, Brekke (1988) points out that verbs can denote permanent properties, and stage-level adjectives denote transitory eventualities. Therefore, the syntactic behaviour and distribution of the participles must be examined.

In addition, one-way students can use to help them differentiate between the two types of participles is through using an intensifier test – to use or find an intensifier such as ‘very’ before the participle. Placing such intensifiers can readily identify the participle as an adjective or verb, and since an intensifier before the verb is ungrammatical, this process will immediately reveal the adjectival form of participles. Borer (1990) agrees with this view that the participles that can be modified by ‘very’ can safely be classified as adjectives.

Another factor which students can depend on to distinguish verbal participles from adjectival participles is the prenominal position of the participle. If the participle occurs in such positions; before the noun, and more specifically the participles of intransitive verbs, then the participle is clearly an adjectival one. Besides, if these positions are indeed exclusively adjectival, these facts unequivocally suggest that all the participles have an adjectival reading. This is what led Borer (1990), Bresnan (1996), and Parsons (1990) to claim that all present participles can be adjectives. Almost the same point of view regarding this was claimed by Huddleston (1988). He believes that for the participles to function as adjectives, they have to occur attributively as well as predicatively in addition to testing the participle by using one of the modifiers such as ‘very or too’.

However, with regard to meaning, many EFL students struggle with participles using– ing and – ed that originate from emotive verbs. Emotive verbs are verbs such as intrigue, please, and excite that convey emotion (Robinson, 2020). Additionally, according to Celce - Murcia & Larsen-Freeman (1999: 389), ‘non-native speakers

tend to overgeneralize the – ing participle and produce sentences such as I am interesting in sports’. In this occasion, interesting is used to refer to the person experiencing the emotion. However, grammar textbooks used in most English as foreign language classrooms point out that – ed is used to refer to the experiencer, and – ing to the cause of the experience.

2.1.3 Translating English Adjectival Participles into Arabic

One way to test Libyan EFL learners’ awareness of adjectivalization is by asking them to render such participles into their first language. In this case, translating adjectival participles can work as a tool to show if students can identify participles used as adjectives and if they can differentiate between the different ways of using the two kinds of adjectival participles when translating them into their correct Arabic equivalents.

One reason for using translation in recognizing participles and other language issues is that many teachers find translation useful in foreign language teaching and learning. (Mohamed, 2014). Specifically, some English as a foreign language teacher, who use translation in their EFL classes, claim that translation is very helpful in facilitating the process of teaching, especially with low-level students, and in clarifying grammatical and lexical concepts as well. In an attempt to shed light on the importance of using translation as an assessment tool in second language classrooms in Libya, Al-Mansouri (n.d.: p.1) points out that “through analysing the syntactic errors made by Libyan students, we can argue that translation can prove to be a very useful pedagogical tool to learn grammar, syntax, and lexis of the target language”.

2.2 Related Studies

In a bilingual corpus-based study titled ‘On Translating English Participle Phrase Modifiers into Arabic: A Corpus-Based Study’, Mansour (2013) uses data taken

from five English novels and their Arabic equivalents to test how English phrase modifiers can be translated into Arabic. The results of this study which was based on making comparisons between English participle phrase modifiers into Arabic show that ‘the Arabic structural adjustments used to translate English PPMs fall into two categories: adverbials and adjectivals’ (ibid: 1).

The study comes to the result that ‘...bilingual studies can reveal the linguistic characteristics of a single language and cross-linguistically between two or more languages’ (ibid: 1). That study is similar to the current study in that it is interested in studying how the constituents of English adjective phrases are translated into Arabic. However, it is very different from the current study, which uses translation into Arabic as a method of measuring Libyan EFL learners’ knowledge of adjectivalisation.

Concerning the importance of using translation to assess the knowledge of second-language learners, Mohamed (2014) has done a study titled, ‘Use of Translation in the Classroom by EFL Teachers in Libya: a descriptive study’. The aim of that study was to assess and explore the attitudes of EFL teachers in Libyan towards using translation as a tool in their classrooms. It included a number of Libyan teachers in Tripoli and nearby areas. It was based on collecting data via a questionnaire from 171 teachers of English holding different qualifications and teaching English at universities, higher institutes, language centres, and schools.

The findings of this study confirm the fact that translation is widely used in Libyan EFL classrooms as ‘a technique to check students’ understanding, help students clarify the meanings of linguistic units, increase students’ vocabulary, develop students’ ability of contrastive analysis, and assess students’ overall language learning’ (Mohamed, 2014: 27). Thus, these findings support the use of translation in foreign language teaching. This study is similar to the current study in that they are interested in using translation in EFL classrooms in Libya. However, the current

study is different in that it actually uses translation as a method to assess the participants' knowledge of a certain grammatical topic, while Mohamed's study (2014) explores teachers' attitudes toward this use.

Mohamed (2014: 29) refers to another study conducted by Al-Mansouri from the University of Benghazi. It was an unpublished research paper titled, 'Translation a Teaching Technique in ELT Classroom'. The aim of that study was to examine the pedagogical role of translation in teaching English as a foreign language. The findings, which came as a result of analysing syntactic errors made by Libyan students, came to the result that translation can be a very useful pedagogical tool to teach and learn grammar, syntax, and lexis of the target language.

As pointed out by Mohamed (2014), two of the conclusions drawn from that research reported that translation is a useful technique not only to save time but also to provoke discussions and raise students' awareness of the interaction between the first language and the target language. The other result demonstrated using translation as a testing technique and showed its ability to be very helpful in shedding light on the nature of learners' interlanguage system and pointing out structure difficulty in both languages.

Therefore, it is seen that translation can play a significant role to check students' understanding, help them clarify the meanings of linguistic units, and increase their skills and abilities in different syntactic structures in the target language. In the current study, one of the two methods which were used to assess EFL students' ability to differentiate between verbal and adjectival participles is to render these English participles into their first language (Arabic).

3. Research Design

A mixed-method approach was adopted by the researcher to conduct the current study as it analysed qualitatively as well as quantitatively data to find out possible

explanations for the recognition and dealing with English adjectival participles among EFL students in the Department of English, Faculty of Arts at Misurata University. In addition, this study was carried out to explore the various ways in which Libyan EFL learners render the English de-participle adjectives into Arabic. Hence, descriptive statistics was used to highlight the awareness of using and translating the adjectival participles in this case. This approach contained a two-part test, a multiple-choice test, and a translation test to provide adequate clarification for second language learners' awareness of adjectivalisation.

Participants and Setting

30 Libyan undergraduate EFL students joining the Department of English in the Faculty of Arts at Misurata University participated in this study. Because of the fact that a translation test was going to be used to gather data, the participants were chosen from Translation III course students in the fall semester of 2022/2023, as the researcher assumed that they are going to be good enough at translation to provide clear indication about their awareness of the process of adjectivalization within the English language. Another reason for choosing this group of participants is that they were in their last year of studying at this department (From the seventh and the eighth semesters) which makes them a good sample of participants to test whether this process of adjectivalisation is covered in the syllabi used in teaching English grammar in the department or not.

Research Instrument

For the aim of gathering data needed for this study, the researcher used a test which consisted of two prominent sections, each of which held different types of questions to be answered by the students. The first test part involved 10 multiple-choice questions to measure students' understanding of adjectival participles by testing if they will be able to differentiate them from verbal participles, and by testing their

knowledge of the different usages of present and past participle forms when used as adjectives in English sentences. On the other hand, the second part of the test had a number of 10 English adjectival participles put within 10 different sentences and the participants were asked to translate them into Arabic.

Among the questions of each part, a number of dummy items were included in order to blur the main focus of the study, and they were not taken into account while analysing the data. They included items of simple present and past verbs, past passive voice, and past progressive tense forms as well. For the second test portion, past participle verbs and present participles used as nouns in the sentences, which the students were asked to translate, were also considered dummy items as well.

Procedure

Data Collection

The researcher distributed the test to the students of Translation III course in 2022. After gathering the required information, the data were analysed using proper descriptive statistical techniques. In the data analysis process, students' marks for correctly answering the test questions were the major indicator of their adjectivalisation awareness, and they were gathered, calculated, and then divided into groups based on their total percentages.

Data Analysis

The present study deals with quantitative as well as qualitative data through the research instrument. For this reason, the researcher used statistical thematic techniques to appropriately analyse the given data. To start with working on the first part of the test, students' correct answers were given marks and were put into groups based on their percentages. Each question included in this part was given two marks, as it includes two options to be chosen by the participants simultaneously. Consequently, students' number of each group, their marks of correctly answering

the questions, and their percentages were taken into consideration while quantitatively analysing data of this part. As this part also testifies students' awareness of the present and past forms of adjectival participles besides distinguishing them from their verbal counterparts, the researcher followed the same statistical technique of quantitatively analysing the related given data.

Coming to the other part of the test, the researcher statistically and thematically analysed students' Arabic equivalents of the involved adjectival participles in each sentence. Similarly, each participant was given one mark for each correct translation of the target adjectival participle included in the sentences. Though the possible Arabic translations differ from one student to another, students' Arabic equivalents of each de-participle adjective involved in each sentence were analyzed separately by the researcher. After that, the researcher divided the given data in this part into groups based on the way students translated these adjectives into Arabic with the number of students who gave every translation.

4. Results and Discussion

This chapter presents the results of the study instruments (a multiple-choice test and a translation test) that were used to investigate Libyan EFL learners' awareness of adjectivalisation in English. The first part of this chapter presents the overall marks got by the participants in the used test, and the last part shows in detail the thematic analysis of the students' translations. A discussion will follow the results to clearly illustrate the outcomes of the conducted test.

4.1 The Overall Analysis of the Two Parts of the Test

This part introduces the general findings obtained from the participants' answers which are considered as proof of their ability to recognize the participles used as adjectives and translate them correctly into Arabic. The answers to all the test 30 questions were counted, calculated, and divided into groups based on the students'

marks got when answering these questions correctly. Many dummy items or questions were involved in these two testing parts as normal questions to hide the main focus of the exam so that the participants' responses would not be affected by knowing the real purpose of testing them.

Table No. (1): Students' scores of the two-part questions of the test.

Number of students	Mark out of 30	Percentage
3	30	10%
2	29	6.67%
2	28	6.67%
4	27	13.33%
2	26	6.67%
4	25	13.33%
1	24	3.33%
1	21	3.33%
1	20	3.33%
2	19	6.67%
3	18	10%
1	17	13.33%
3	16	10%
1	14	3.33%

As can be noticed in Table No.1 above and pie chart No.1 below, the scores of the participants which were based on their correct answers to the exam questions refer to the idea that these participants were very different in how they recognized participles used as adjectives. Only three participants, (10%) of the total number of the students who participated in this test got the final mark as they correctly recognized the adjectival participles in the first part of the test, and translated them into their correct Arabic equivalents in the second part. Meanwhile, 2 students (6.67%) of the participants' total number scored 29 points in answering the test questions, and two (6.67%) of them got 28 out of 30 points.

Moreover, 13.33% of the respondents got 27 points, 6.67% of them got 26 points, and 13.33% of them got 25 points in doing the test. The test results showed that only one student (3.33%) of the participants scored 24 points while answering the questions, only one other student (3.33%) of them achieved 21 points, and another student (3.33%) got 20 points. Two students (6.67%) got 19 points in doing the test, three (10%) of them got 18, and only one student (3.33) achieved 17 points. While 3 students (10%) of the total number of the respondents got 16 points in translating and dealing with de-participle adjectives, only one student (3.33%) got 14 points in doing so.

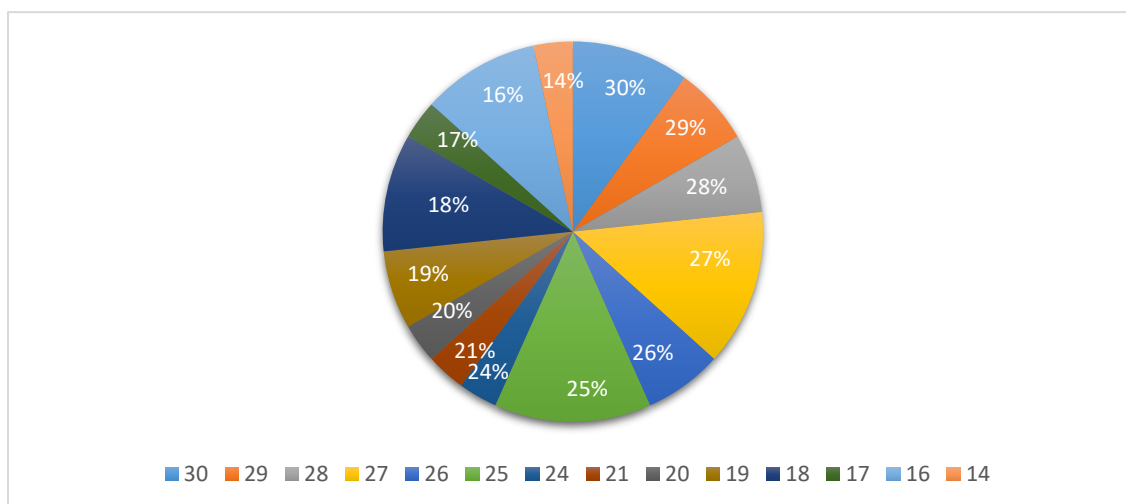


Figure (1): Students' percentages in answering the two parts' questions

4.2 Recognizing Adjectival Participles by Libyan EFL Students

The first part of the test included multiple-choice questions in which each question is followed by three answers and each answer includes two options to test if the participants can easily and simultaneously choose the correct answer which involves two correct options as it was mentioned before. This is done in an attempt to encounter the students' awareness of differentiating between adjectival and verbal participles in English language. The results of this part show that the participating

students differently recognized these various forms including the present participle and the past participle forms used as adjectives.

In this first part of the study, the multiple-choice test examines the students' capability to differentiate between verbal and adjectival forms of the participles. Table No.2, and pie chart No.2 below represent the marks which the participants scored while answering the related test questions to indicate their knowledge of this syntactic matter. The total number of multiple-choice questions in this part was ten, and each question included two correct options to be chosen, therefore, twenty points were given for the correct answers to these questions.

Table No. (2): Students' scores in the multiple-choice question which tested their ability to differentiate between verbal and adjectival participles

Number of students	Mark 20/20	Percentage of students
5	20	16.67%
4	19	13.33%
4	18	13.33%
3	17	10%
1	16	3.33%
2	13	6.67%
2	12	6.67%
1	11	3.33%
6	10	20%
2	7	6.67%

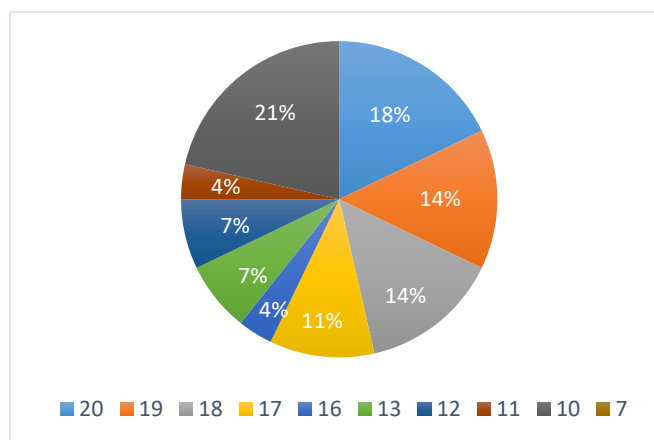


Figure (2): Students' percentages in differentiating between verbal and adjectival participles.

In answering the questions of this part, 5 students (16.67% of the total number of participants) were able to correctly differentiate between verbal and adjectival participles in the test and got a full mark in this part. Two groups of participants consisting of 4 students (13.33%) each scored 18 and 19 points respectively while answering this question. Whereas 3 students (10%) got 17 points in this portion, only one student (3.33%) got 16 out of 20 in this case.

Moreover, the study findings indicated that only two students (6.67%) got 13 points for recognizing participles as adjectives and differentiating them from verbal participles. The same number of students (6.67%) got 12 points on this task. When it comes to the point of 11, only one student (3.33%) got this score, and in contrast, six students (20%) scored 10 points while approaching the participles as adjectives. Finally, point 7 was calculated for only two students (6.67%), as their recognition of this usage of participles as adjectives was limited.

Among the criteria, by which EFL students' knowledge of adjectivalization was tested, is their ability to reach the adjectival participles as real adjectives, rather than verbs or nouns. The researcher examined the participants' awareness by asking them to answer multiple-choice questions asking about the correct present and past forms

of adjectival participles, in particular, used as adjectives and included in a number of questions within the test.

Table No. (3): Students' progress in recognizing the present and past forms of adjectival participles

The present form of adjectival participles			The past form of adjectival participles		
Number of students	Mark	Percentage	Number of students	Mark	Percentage
6	8	20%	15	6	50%
7	7	23.33%	5	5	16.67%
4	6	13.33%	6	4	20%
5	5	16.67%	3	3	10%
3	4	10%	1	2	3.33%
2	3	6.67%			
3	2	10%			

As represented in Table No.3 above, the total number of questions asking about the present adjectival participles was eight, and about 6 (20%) of the students correctly chose this form to prove their clear understanding of the correct use of present participles as adjectives describing things. Whereas 7 (23.33%) of the respondents got 7 points out of 8 in this part, and 4 participants (13.33%) scored 6 points as they properly chose the present participle adjectives depending on their position within the sentences. A percentage of 16.67% of the participants (5 of them) got 5 points in this part of the test, and 3 participants (10%) scored 4 points out of eight. In addition, only two students (6.67% of them) got 3 points in this test portion, and 3 students (10%) scored just 2 points in differentiating between the present and past participles used as adjectives.

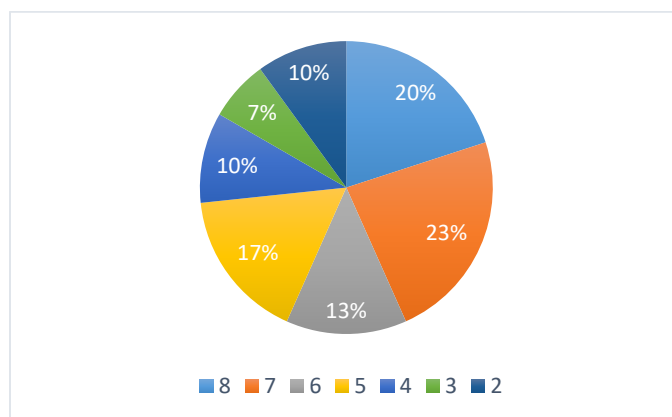


Figure (3): Students' percentages in recognizing the present participles used as adjectives.

Considering the past participles used as adjectives to describe people, the total number of questions examining the students in this aspect was six, and as clarified in Table No.3, half of the total number of the respondents (50%) correctly answered them. Five participants got 5 points out of 6 here as they correctly chose the past participles used as adjectives, a percentage (16.67%) of the total number of the participated students. Additionally, 6 students (20% of the overall number) got 4 out of 6 points. Whereas 3 students (10%) took 3 points in correctly choosing the past form of de-participle adjectives used to describe people in these sentences, and only one student (3.33%) got just two points in that.

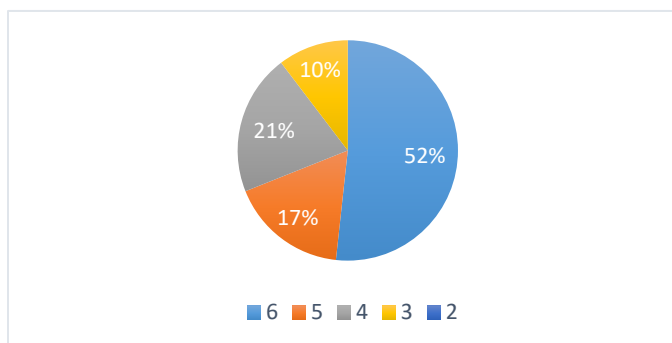


Figure (4): Students' percentages in recognizing the past participles used as adjectives.

4.3 Translating English Participles used as Adjectives into Arabic

The participating students were divided into four groups according to the marks they got in the second part of the test in which they were asked to translate adjectival participles into Arabic, and their marks in this part of the test were out of 8, as illustrated in table No.4 below. In the first group, there were 4 respondents (13.33%) who got a full mark in rendering the adjectives into Arabic. On the other hand, eleven students (36.67% of the participants) successfully translated seven participle adjectives into their Arabic equivalents. Meanwhile, the third group included 10 participants (33.33% of the total number) who correctly translated six adjectival participles and got 6 marks out of 8. Lastly, only five students (16.67 of the total number of them) properly translated five of the 8 participle adjectives included in this part of the test, so they scored five points in that.

Table No. (4): Students' scores in translating English Adjectival participles into Arabic

Number of students	Point	Percentage
4	8	13.33%
11	7	36.67%
10	6	33.33%
5	5	16.67%

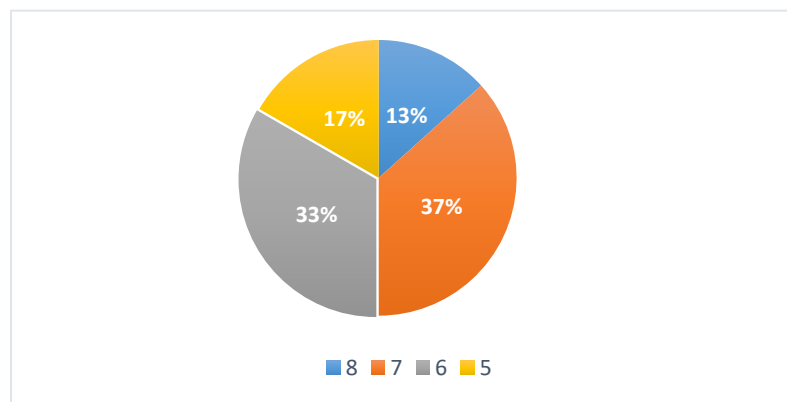


Figure (5): Students' percentages in translating English adjectival participles into Arabic

The Arabic translations of the involved adjectival participles done by the students are represented here with the various percentages of the participants' responses. Each sentence is analysed separately to quantitatively as well as qualitatively present the students' progress of rendering these adjectival participles, besides the other possible renderings of the participles by done the respondents.

To start with the first sentence involved in the test, 'The approaching deadline hung over the heads of all the people in the office'. The majority of the participants with a percentage of 80% translated this sentence's adjectival participle (Approaching) into its Arabic equivalent "النهائي". Whereas 6.67% of the respondents chose the Arabic equivalent "الأخير" to be their own translation, 6.67% picked up the Arabic adjective "المقرب" to represent the appropriate Arabic translation of this adjectival participle. Finally, 6.67% of the participants left the involved participle without a translation as can be seen in Figure 6 below.

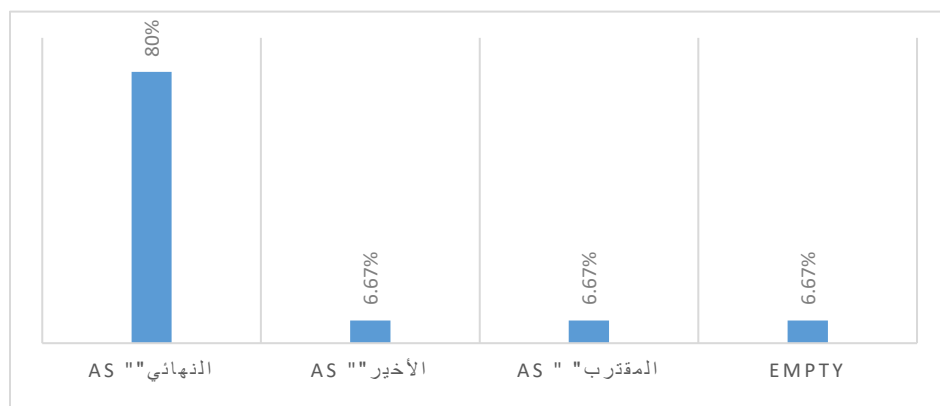


Figure (6): Translation of the adjectival participle 'Approaching' into Arabic

The second sentence 'He was embarrassed when he arrived late for class' involves the participle 'embarrassed' which was translated differently by the participants, as 66.67% of them correctly chose the Arabic equivalent "محرَجًا", 33.33% of them decided to render it as "شعر بالإحراج" which shows their attempt to use an Arabic

verbal clause instead of an Arabic adjective in this case as can be noticed from Figure 7 below.

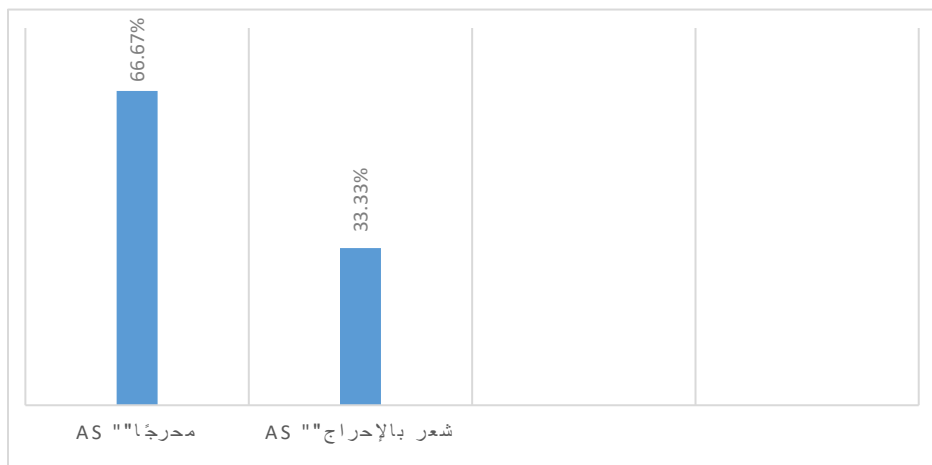


Figure (7): Translation of the adjectival participle 'Embarrassed' into Arabic

Whereas a high percentage of the respondents (76.66%) agreed to choose the Arabic adjective "مخفوقة" to translate the adjectival participle 'Beaten' included in the third sentence, 'The recipe calls for three beaten eggs', only 23.33% of them decided to make it as the Arabic prepositional phrase "للخفق" as can be seen in Figure 8.

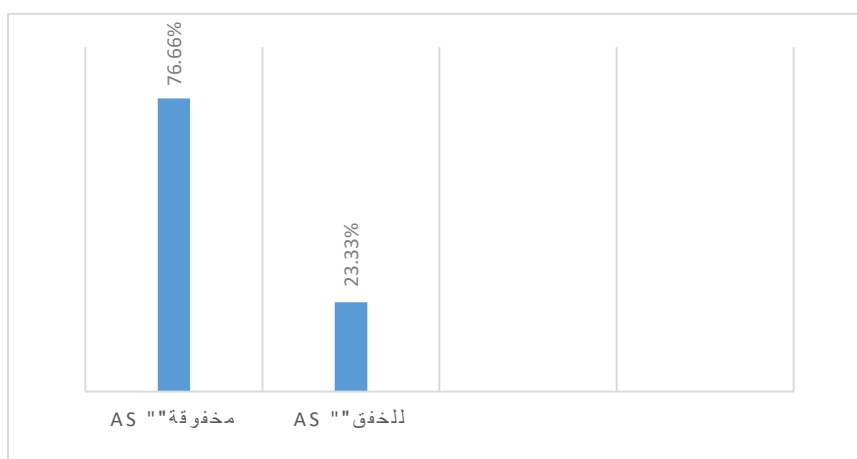


Figure (8): Translation of the adjectival participle 'Beaten' into Arabic

The fourth sentence involved in the test was ‘He was concerned about the rapidly falling share prices’, and about half of the students (66.67%) used the Arabic adjective "قلق" to properly render the English participle adjective ‘concerned’ into Arabic. On the other hand, about 20% of them used a verbal phrase in Arabic to convey the meaning, which was "شعر بالقلق". In addition, 13.33% of the participants used a similar translation as "أعرب عن قلقه" to be their own answer as can be noticed in Figure 9.

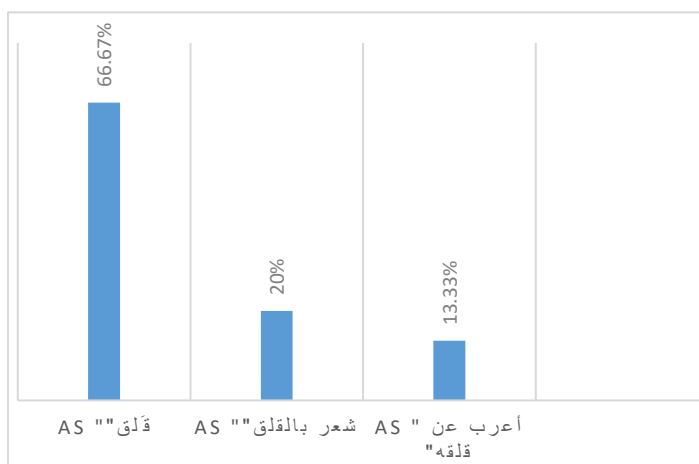


Figure (9): Translation of the adjectival participle ‘Concerned’ into Arabic

Almost all the participating students with an average of (96.67%) have translated the participle adjective ‘Broken’ included in the fifth sentence ‘On the top of the cupboard was a badly broken vase’ as "مكسورة", while only one student (3.33%) chose "محطمة" to be his/her own translation of the adjective here as can be seen in Figure 10.

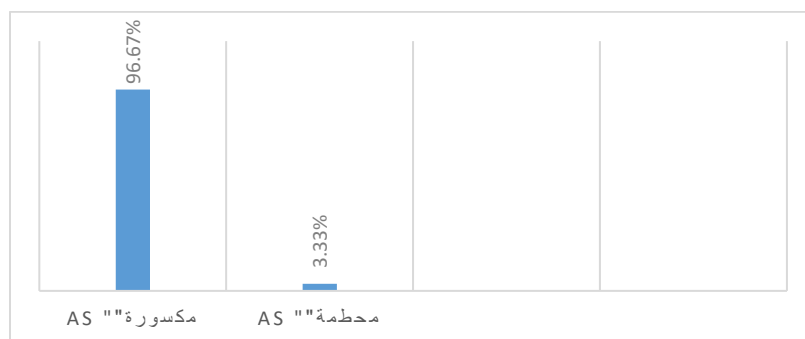


Figure (10): Translation of the adjectival participle 'Broken' into Arabic

The test sixth sentence was 'Butterflies are fascinating creatures. About 36.67% of the participants translated the participle adjective 'Fascinating' included in this sentence as "رائعة". In contrast, 30% of the students selected "مذهلة" to be their Arabic equivalent of this adjective, 20% of them used "فاتنة" as the appropriate Arabic equivalent in this case, and lastly, 13.33% of the respondents used another similar Arabic equivalent "جذابة" which was their own answer. In all the previous answers, the participants were able to recognize the present participle Fascinating as an adjective and they were able to choose an appropriate Arabic equivalent as can be noticed in Figure 11.

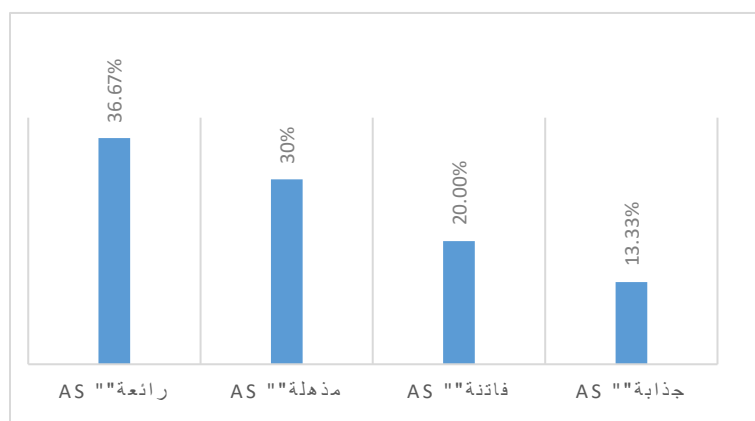


Figure (11): Translation of the adjectival participle 'Fascinating' into Arabic

The majority of the students (93.33% of them) decided to pick "مكسور" as their appropriate Arabic adjectival equivalent of the adjectival participle 'Broken' involved in the seventh sentence 'The doctor fixed the patient's broken bone'. However, only two participants (6.67% of them) changed its grammatical structure in Arabic and used a past passive voice form instead as "الذي كُسِرَ" as can be noticed in Figure 12 below.

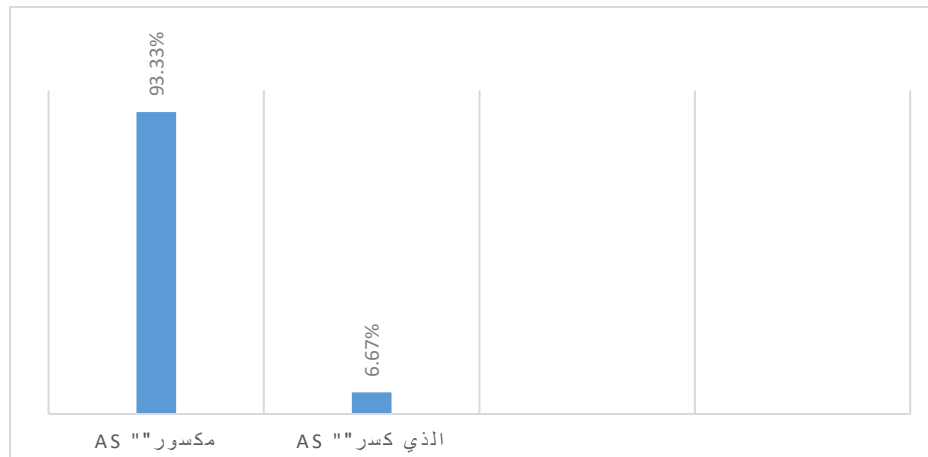


Figure (12): Translation of the adjectival participle 'Broken' into Arabic

Different interpretations were given by the participants for the adjectival participle 'Beaten' in the last test sentence, 'I am always looking for trips that are off the beaten track'. To begin with, 76.67% of the participants translated the past adjectival participle as "خارجة عن المسار المؤلف", whereas only 10% of them rendered it into Arabic as "التي تخرج عن المسار المؤلف" believing that inserting a verbal phrase can perfectly get the Arabic equivalent. Moreover, 6.67% of the participants used "بعيدة عن الزحام" to be their own translation in this case, and only one student (3.33%) translated it into "غير عادية". Finally, only one student (3.33%) did not try to translate this adjectival participle into Arabic as shown in Figure 13.

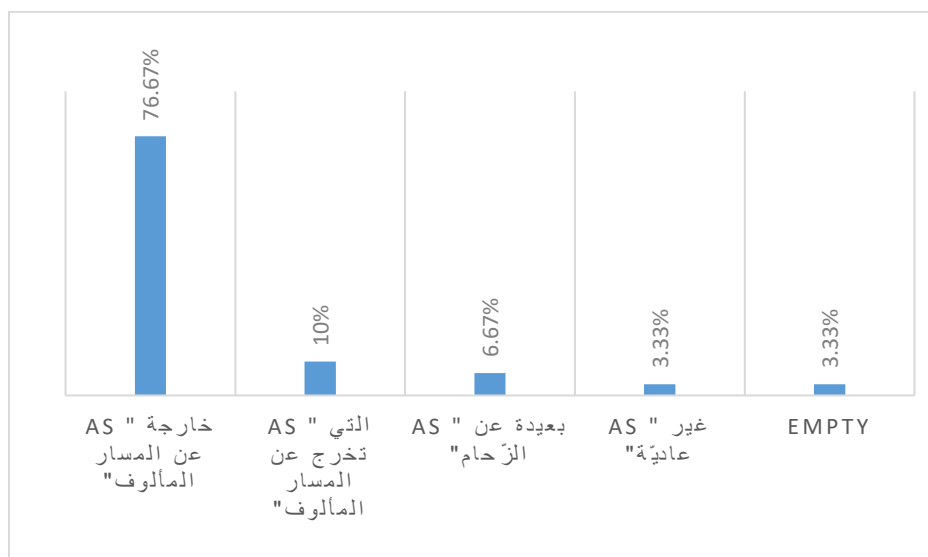


Figure (13): Translation of the adjectival participle 'Beaten' into Arabic

Discussion

In this study, a test consisting of two prominent parts was conducted to investigate whether undergraduate Libyan EFL students are aware of the process of adjectivalisation by which some English verbs in their participle and progressive forms come to be used as adjectives. The participants' answers to the grammar multiple choice test and the translation test (as represented in the tables and charts above) referred to the fact that Libyan undergraduate students in the Department of English, Faculty of Arts at Misurata University obviously came across some problems in recognizing and being aware of the fact that past and present participle verbs can be used as adjectives in English language.

Part of this study's focus was to check the students' awareness of adjectivalisation and whether they are capable to differentiate between two forms of participles – verbal and adjectival. The participants responded to these questions differently, showing their disparate knowledge of these forms within the English language. The

results proved one of the study's hypotheses that the target group of Libyan EFL learners has a limited ability to properly distinguish the adjectival form of participles from their verbal one. The researcher found out that students had inadequate knowledge to recognize participles used as adjectives correctly.

As the researcher believed that Libyan EFL students in the Department of English would encounter some difficulties in recognizing and differentiating between present and past participles when used as adjectives. About half of the respondents successfully recognized the past form of the participles used as adjectives, while some of them appropriately adhere to the present adjectival participles. Therefore, the various ways by which EFL students use these two forms strongly show that the participating Libyan EFL learners have issues in recognizing the difference between present and past participles used as adjectives which needs to be taken into consideration.

As Mansour (2013) demonstrated cross-linguistic studies are more crucial than monolingual studies due to their ability to be illuminating, the researcher sought to test this hypothesis on Libyan EFL learners' translation abilities of this specific structure. The researcher assumed that Libyan EFL students would commit some mistakes while finding the proper Arabic equivalent adjectives. However, these students obviously showed their good capability of rendering the involved participle adjectives into Arabic language. Moreover, their various equivalents of the adjectival participles demonstrate their cross-linguistic adherence to deal with what are called de-participle adjectives.

5. Conclusion and Recommendations

Conclusion

University students can face various problems while learning a foreign language, and grammar mistakes committed by second language learners can obviously be noticed

throughout their performance. One of the noticeable mistakes that EFL students commit is the fact that they do not differentiate between the different types of participles in English. The fact that participle forms can be used for totally different purposes and the fact that they can be classified as belonging to different parts of speech at the same time can confuse the learners because the different forms and functions of these types are somehow close to each other. Concerning Arabic learners of English involved in this study, rendering these participles into Arabic strongly shows the students' possible capability of differentiating and recognizing such syntactic structures.

Adjectival participles or de-participle adjectives are different types of adjectives in English, and the ability to differentiate them from the other type, verbal participles, is crucial to test the students' recognition of them. This study aimed at investigating Libyan EFL university students' awareness of this specific process of forming adjectives in English grammar. The participants were examined to find out if they would be able to approach these adjectival participles as real adjectives, not as verbs or nouns. The research also tried to measure Libyan students' knowledge of these adjectives by investigating their ways of finding an appropriate Arabic equivalent for them.

Using a two-part test, it was concluded that a few students (16.67% of them) could differentiate between adjectival and verbal participles properly. Moreover, the test proved that half of the participating students (50%) were able to recognize the past participle forms used as adjectives to describe people which was higher than the students who recognized the present participles used as adjectives to describe things as this group included just 20% of the participants. In addition, the results of the study show that the majority of the respondents were able to render most of the adjectival participles included in the translation test sentences properly into Arabic.

This result may encourage the use of translation as an assessment method in second-language grammar classrooms.

Recommendations

Based on the results and conclusions gathered from this study, the following are recommended:

1. Adjectivalisation is one of several processes for creating adjectives in English. This is due to the fact that adjectivalisation plays a major role in producing constructive language and developing a good understanding of different language structures and fields. Accordingly, adjectivalisation serves as a linguistic syntactic creation that promotes appropriate language usage.
2. English departments should provide required sessions for both students and instructors about the awareness of these kinds of adjectives, showing their forms, use, and meaning within the language.
3. Including adjectival participles in classroom dealings as part of an efficient teaching process can enhance students' grammatical recognition of this construction.
4. Target students' use and awareness of the adjectival function of participles reflects the extent to which they learn and approach this process.
5. Translators should pay more attention to this particular form as they need adequate knowledge of it in both languages.
6. For any further researchers and studies, they should focus more on utilizing the process of adjectivalisation and its impact on students' performance.

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