

***The Performance of Iraqi EFL Students  
on Nationality Words***

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## *The Performance of Iraqi EFL Students on Nationality Words*

### **Abstract**

This paper attempts introducing a somehow detailed presentation of Nationality Words in English. These are a grammatical area that students should know its derivations, uses, groups and the syntactic features each group may reflect in these uses.

The present study is of two aims. The first is to specify the degree to which fourth-year students are able to identify or recognize the different uses of Nationality Words as Nationality Adjectives referring to the nationality or style of a country, Nationality Nouns referring to the people of that country or Language Name referring to its language. Also, it is aimed to know how far the students are acquainted with producing these Nationality Words correctly (in form and grammatical feature) to express these uses.

It is hypothesized that fourth-year students are rather able to identify the Nationality Word in question either as Nationality Adjective, Nationality Noun or Language Name. But, they have certain problems in producing these uses in the suitable form and with the correct syntactic features. The second hypothesis is that students show a clear variation in recognizing and producing the different four groups of Nationality Words.

For verifying the hypotheses above, a test of two sides: recognition and production is conducted. Students were encouraged to submit for the test. They spent one hour and a half doing it. Their responses are analysed. The results obtained confirm the hypotheses. Their responses on the recognition of Nationality Words are better than their production of these words. They are good at answering some groups other than the other groups.

### **المخلص**

يحاول هذا البحث تقديم شرح مفصل نوعاً ما للكلمات الدالة على القومية في اللغة الانكليزية. تمثل هذه الكلمات جانباً نحوياً يجب على الطلبة اشتقاقه، استخداماته، مجاميعه والخصائص النحوية التي تظهرها كل مجموعة في هذه الاستخدامات.

الدراسة الحالية ذات هدفين. يتمثل الأول في تحديد مدى قدرة طلبة المرحلة الرابعة على تمييز الاستعمالات المختلفة للكلمات الدالة على القومية. مثل صفات القومية الدالة جنسية لسكان بلد ما أو أسلوبهم، أسماء القومية الدالة على سكان هذا البلد، أو أسماء القومية الدالة على لغة ذلك البلد. يتمثل الهدف الثاني في معرفة مدى كون طلبة المرحلة الرابعة قادرين على إنتاج أو استخدام الكلمات الدالة على القومية بصيغتها الصحيحة (من ناحية الصيغة أو الخصائص النحوية) للتعبير عن الاستخدامات السابقة. افترض أنّ طلبة المرحلة الرابعة قادرين على الكلمات الدالة على القومية إلى: اسم دال على سكان بلد ما أو اسم دال على لغتهم أو صفة دالة على جنسيتهم. لكن لديهم مشاكل في استخدامها بصيغتها المناسبة وخصائصها الصحيحة. توضح الفرضية الثانية إنّ الطلبة عكسوا تنوعاً في تمييزهم وإنتاجهم للمجاميع الأربعة للكلمات الدالة على القومية.

لإثبات الفرضيات أعلاه، تم إجراء اختبار ذاتي جانبيين (تمييز وإنتاج). تم تشجيع الطلبة للخضوع للاختبار وقد أمضوا ساعة ونصف للإجابة عليه. تم تحليل إجاباتهم. وقد طبقت نتائجهم

للفرضيات أعلاه. حيث كانت إجاباتهم في تمييز الكلمات الدالة على القومية أفضل من إنتاجها. وقد أجادوا في إجابتهم على بعض من مجاميع الكلمات الدالة على لقومية أكثر من غيرها.

### **Introduction**

Nationality means citizenship. That is, the legal right of belonging to a particular nation (Hornby, 2010:1017). Nationality Words (and hence NWs) are generally derived proper nouns of countries and continents and Thus they are denoting their nationality. Eastwood and Mackin (1982:101) assume that nationality words can be used to more than denoting nationalities. (Ibid.) explain that NWs can be used as adjectives referring to nationality or style (NA), the name of the country language(LN), to talk about a person or a group of persons and finally to talk about the nation as whole(NN) .This is shown respectively in:

- 1-(a) I have bought some *Italian* shoes.  
(b) Can you speak *Italian*?  
(c) The owner is an *Italian*.  
(d) *Italians* / the *Italians* are very artistic.

(Ibid.)

It is obvious that the NW (Italian) is varying in its function from displaying adjective-like properties to noun-like ones. That is, in (a) it is an attributive adjective premodifying the noun (shoes). In (b) it is a noun functioning as a direct object to the verb (speak). In (c) it is also a noun forming with the determiner (an) a noun phrase functioning as subject complement .In (d), it is again a noun, forming with the article (the) a noun phrase functioning as subject. Beside, it is inflected for plurality. Other NWs which could be used both as adjectives and nouns may reflect some noun-like properties but not all of them.

- 2-(a) This is a *Japanese* radio.  
(b) I am trying to learn some *Japanese*.  
(d) A lot of *Japanese* come here in summer.  
(c) The *Japanese* sell a lot of things to Europe.

(Ibid.)

The NW (Japanese) is an adjective in (a) and a noun in (b), (c) and (d) .Still, in (c) it is not inflected for plurality although the determiner (a lot of ) requires the following noun to be plural. Such NWs are called zero plural (Chalker, 1984:41).

With other nationality words, there are two separate forms one for the adjective and the other for the noun.

- 3-(a) Frank was a *Dane* from Copenhagen.  
(b) It was the desire of the great powers to see the integrity of the *Danish* monarchy preserved.

Schipsbye (1969:125)

Consequently, nationality words could be nationality adjective or nationality noun (Leech and Svartvick (1975), Chalker (ibid.).

As far as generic reference is concerned, nationalities show obvious variation. Trask (1993:232) defines reference as “the phenomena by which some noun phrase in a particular utterance or sentence is associated with some entity in the real world”. Accordingly generic reference is achieved by a noun phrase consisting of (the) combined with a singular count noun or plural count noun. With NWs generic reference is achieved differently. Some nationalities words achieve reference by the determiner (the) and a NA like (the French), (the Dutch) to refer to people as a whole. Other nationalities use the determiner (the) and a plural NN like (the Italians), (the Poles) to express it (Schipsbye, ibid.:55).

### ***1- Leech and Svartvik's Nationality Table***

In *A Communicative Grammar of English*, Leech and Svartvik (1975:304) provide the table below. At first sight, the table seems to be based on derivations, i. e., the derivation of NWs (adjectives and nouns) from proper nouns of countries and continents. Rather, a close inspection might reveal other bases for the groups in that table beside derivation. The table is given to cover the variation of NWs in forms, syntactic features and uses. It might be appropriate to start discussing the major divisions of NWs into NAs and NN (the latter includes LNs).

**Table (1): Nationality Words**

Name of country, continent	Adjective	Noun with singular reference	Noun with plural reference	Noun with generic reference
China	Chinese	a Chinese	Chinese	the Chinese
Japan	Japanese	a Japanese	Japanese	the Japanese
Portugal	Portuguese	a Portuguese	Portuguese	the Portuguese
Sri Lanka	Ceylonese	a Ceylonese	Ceylonese	the Ceylonese
Switzerland	Swiss	a Swiss	Swiss	the Swiss
Vietnamese	Vietnamese	a Vietnamese	Vietnamese	the Vietnamese
Iraq	Iraqi	an Iraqi	Iraqis	the Iraqis
Israel	Israeli	an Israeli	Israelis	the Israelis
Kuwait	Kuwaiti	a Kuwaiti	Kuwaitis	the Kuwaitis
Pakistan	Pakistani	a Pakistani	Pakistanis	the Pakistanis
Africa	African	an African	Africans	the Africans
America	American	an American	Americans	the Americans
Asia	Asian	an Asian	Asians	the Asians
Australia	Australian	an Australian	Australians	the Australians
Belgium	Belgian	an Belgian	Belgians	the Belgians
Brazil	Brazilian	an Brazilian	Brazilians	the Brazilians
Europe	European	an European	Europeans	the Europeans
Germany	German	a German	Germans	the Germans
Greece	Greek	a Greek	Greeks	the Greeks
Hungary	Hungarian	a Hungarian	Hungarians	the Hungarians
India	Indian	an Indian	Indians	the Indians
Norway	Norwegian	a Norwegian	Norwegians	the Norwegians
Russia	Russian	a Russian	Russians	the Russians
Argentina , (the) Argentine	Argentinian, Argentine	an Argentinian , an Argentine	Argentiniens, Argentines	the Agentinians the Argentines
Denmark	Danish	a Dane	Danes	the Danes
Finland	Finnish	a Finn	Finns	the Finns
the Philippines	Philippine	a Filipino	Filipinos	the Filipinos
Poland	Polish	a Pole	Poles	the Poles
Saudi Arabia	Saudi (Arabian)	a Saudi (Arabian)	Saudis Saudi Arabians	the Saudis, Saudi Arabians
Spain	Spanish	a Spaniard	Spaniards	the Spanish
Sweden	Swedish	a Swede	Swedes	the Swedes
Turkey	Turkish	a Turk	Turks	the Turks
England	English	an Englishman	Englishmen	the English
France	French	a Frenchman	Frenchmen	the French
Holland, The Netherlands	Dutch	a Dutchman	Dutchmen	the Dutchman
Ireland	Irish	an Irishman	Irishmen	the Irish
Wales	Welsh	a Welshman	Welshmen	the Welsh
Britain	British	a Briton	Britons	the British
Scotland	Scots, Scottish	a Scotsman a Scot	Scotsmen Scots	the Scots

### ***1-1 Nationality Adjectives: Terminology and Morphology***

NAs are found under different terms. Grammarians usually call them proper Adjectives due to their derivation from proper nouns, but they differ in subcategorizing them. For example, Waldhorn and Zeiger (1954:33) state that there are two kinds of descriptive adjectives common like (industrious beaver) and (yellow journalism), and ‘Proper adjectives’ like (American way) and (English literature). Similarly, Jagger (1960:173) assumes that “adjectives can be classified according to the type of meaning they express”. (Ibid.) states that (American), (English) and (Russian) are ‘Proper Adjectives’.

Quirk, Greenbaum, Leech and Svartvik (1972: 267) identify them as adjectives denoting provenance or style. Murcia and Freeman (1983:398) call them adjectives referring to origin, assuming that they are often written with a capital letter. Quirk, Greenbaum, Leech and Svartvik (1985:437) call them adjectives denoting nationality. Thomson and Martinet (1990:25) use the term nationality adjectives to describe words like (French), (Spanish), and (Chinese).

NAs are the result of derivation. Generally, derivation is one of the major processes of word formation in English. The other is inflection. In derivation, a suffix (an ending) is added to the stem resulting in a new word, of a grammatical class different from that of the original one (Crystal, 1985:89). In the case of NAs, the stem is the proper noun to which a certain suffix is attached. The form of the proper noun is simply changed when adding the adjectives-forming suffix. For example, to some country proper nouns like (China), (Japan), (Vietnam) the suffix (-ese) is attached resulting in nationality adjectives as (Chinese), (Japanese), (Vietnamese). With other country nouns like (Africa), (America), (Brazil) another suffix (-ian) is added (African), (American), (Brazilian).

What distinguishes NAs in writing is the capitalization due to its derivation from proper nouns that differ from common nouns in beginning with a capital letter. In this respect, Strumph (1999:98) writes “Usually the proper noun undergoes some mild change in form on its way to becoming an adjective.....Proper adjectives need to be capitalized as are the proper nouns in which they have their origin”.

Actually, this is not always the case. Some NAs can not be described in the light of adjective-forming rules in English. For example, country nouns like (Isle of Man) and (Netherlander) have their NAs as (Manx) and (Dutch) respectively (Thakur, *ibid.*:341).

#### ***1-1-1 The Syntax and Semantics of Nationality Adjectives***

Adjectives in general have four features to distinguish them from other form classes. Quirk *et al* (1972:231-232) list these features as:

- premodifying a noun, i. e., attributive position.

- functioning as subject complement and object complement in predicative position.

- being modified by the intensifier (very)

- being inflected for comparative and superlative forms.

As part of the adjective word class, NAs vary in satisfying these features. The feature of premodifying means “to occur before or precede the head in a noun phrase” (Chalker, *ibid.*:162). That is, it means to come before the noun which is the head in the constructions called noun phrases. (*Ibid.*) assumes that in this pre-head position, the adjective attributes a quality or characteristic to the noun head. That is why it is an attributive position. In the case of NAs, they attribute nationality or origin to the noun they premodify.

4- Poor Willy lost his *Irish* setter.

5- I like her *Italian* cooking.

6- He is fond of the *Spanish* music.

Ehrlich and Murphy (1976:97, 99)

The second feature is the predicative position /function. An adjective is predicative when it functions as subject complement or object complement (Quirk *et al.*, 1985:417).<sup>(1)</sup>

Biber, Johansson, Leech, Conrad and. Finegan (1999:515) think that adjectives functioning as subject complement are found in the clause pattern :

Subject –Verb phrase – Subject predicative where the predicative Adjective complement the meaning of the verb phrase which is of the copular type<sup>(2)</sup> and thus characterizing the subject. Hence the adjectival complement is termed subject complement.

For example:

7- He is *American*.

(*Ibid.*)

the NA (American) completes the copular (is) and characterizes the subject (He) by ascribing the property of being (American) to it.

Finegan *et al.* (*ibid.*:151) assume that predicative adjectives as object complement are found in the following pattern:

Subject -verb phrase – direct object- object predicative where the verb is a complex transitive followed by an object and objective complement.

8- David considered it accurate.

1-It should be noted that a subject complement could not only be adjective but also an adjunct (a kind of adverbial). The same is true for the object complement. Here the focus is the adjective complement (See Greenbaum and Quirk, 1990:349)

2-Copular verbs are variously called ‘copulative’, ‘equative’ ‘intensive’ or ‘liking verb’ (See Quirk *et al.* 1985:54).

Quirk *et al.* (1972:234) consider the first two features as distinguishing to the class of adjectives, while the other two features “do not have diagnostic value” in separating adjectives from other classes. This will be evident later.

In other words, membership to the adjective class is measured according to the ability to function attributively (before nouns) or predicatively (after copular verbs). Adjectives that satisfy both criteria are termed central adjectives. Those satisfying either (attributive-only criterion) or (predicative-only one) but not both are called peripheral (ibid.).

(Ibid.:259- 264) divide peripheral adjectives into attributive-only and predicative-only adjectives. Attributive-only adjectives, in turn, are divided into intensifying, restrictive, related to adverbs and denominal (derived from nouns).

Semantically speaking and following (ibid.), adjective restricted to attributive-only position is said to be non-inherent. Non-inherent adjectives are defined as those which do not characterize the referent of the (noun they) modify directly.

Generally speaking, denominal adjectives are said to be non-inherent adjectives that might refer to the activity of the agent but not the agent itself or it might denote material. That is why they are restricted to attributive position (Quirk *et al.*, 1972:263).

9- He is an atomic scientist. (a scientist specialized in atomic science)

10- This is a woolen dress. (a dress made of wool)

(Ibid.)

Regarding NAs, they seem to be peripheral adjectives of the attributive-only subtype. Thus Quirk *et al.* (1985:437) call them denominal adjectives denoting nationality. That is, NAs are denominal due to their derivation from proper nouns (See 1-1).

Being denominal, NAs are attributive-only because they are non-inherent adjectives with classifying meaning. While discussing classes of adjectives in pre-head position (attributive), Sinclair (1972:164-165) claims that adjectives like (Danish), which he calls classifiers, are “classifying rather than descriptive”. (Ibid.) assumes that the relationship with nouns emphasizes the classifying meaning of these adjectives. (Ibid.) writes in this respect “Most classifying adjectives have a distinctive word-structure, because they have been formed, at one time or another, from other words usually nouns”.

Biber *et al.* (1999:508-509) also call them classifiers assuming that adjectives like (American), (Chinese), (German) are strongly associated with attributive –only position since “the primary function of classifiers is to delimit or restrict a noun referent by placing it in a category in relation to other referents”.

(Ibid.) call these classifier adjectives as ‘affiliative’ assuming that they restrict the reference of the noun simply by “designating the national ... group to which a referent belongs”. In Quirk *et al*’s (1972:259) terms, the classifying affiliative meaning of NAs make them non-inherent. They are delimiting the nationality or style of the noun they modify by relating it to a certain nation or country. Thus such meaning restricts NAs to attributive function.

11 Two *American* boys bought a piano.

Sinclair (1973:158)

12- The lecturer spent his time on *French* culture not *French* history.

13- The Metropolitan no longer relies solely on *Italian* opera.

14- The *German* naval challenge was immediate.

15-He spoke with a *Scots* accent.

Schibsbye (1969:125-126)

16-A new *Russian* spacecraft has just been launched.

Still, this is not always the case. Quirk *et al.* (1972:266) consider the NA (British) as an inherent adjective if it modifies (citizen) .Thus one could say:

17(a)- He is a *British* citizen.

(b)- This citizen is *British*.

Other examples of NAs in predicative function are:

18-Both of them are *Russian*.

Greenbaum and Quirk (1999:91)

19-America had no idea what one day would be *American*.

Strumph (1999:89)

Quirk *et al.* (ibid.:234) assume the other two features of adjectives (intensification and comparison) are related to gradability .

Biber *et al.* (1999:506) explain gradability assuming that adjectives are gradable in meaning when “they can denote degrees of a given quality”.This grading can be achieved either by an intensifier premodifying the adjective or by inflecting the adjective for comparative and superlative.

Starting with intensification, an intensifier is an adverb used as ‘a scaling device’ to heighten or lower the quality denoted by the adjective it modifies (Quirk *et al.*,1985:445) .

The other means of gradability is comparison which means specifying the extent of adjective application with respect to three dimensions: positive comparative and superlative. Comparison with its comparative and superlative dimension are achieved either by the inflections (-er and -est) added to the adjective or by the periphrastic constructions (more and most) preceding it.

Generally speaking, NAs are non-gradable .That is, they do not accept to be scaled for intensity or take comparative and superlative forms(Quirk et al., 1972:266).

20- \*a very **British** army.

21- \*a more **Parisian** citizen.

(Ibid.:290)

22-\* She is very **Scottish**.

Murcia and Freeman (1999:392)

Also, Biber *et al.* (1999:521) explain that “classifier adjectives are generally non-gradable” .Thus being a classier of the affiliative type, NAs do not show gradability.

Still, there are some exceptions. Chalker (1984:164) explains that NAs are non-gradable in their primary sense of expressing origin (nationality) or provenance .But when they express way of behaving, they are gradable.

- He is more **Welsh** than the **Welsh**. {meaning he behaves in A welsh way} (bid.)

Also, in some restricted conditions, NAs can be gradable if they are used qualitatively and not in their primary sense (Quirk et al., 1985:453,469).

23- John is very **English**.

24- John is more **English** than the English.

(Ibid. ;470) assume that (English) above is not referring to John’s nationality , rather it refers to “the way he behaves or to his racial background”. In other words, (English) is gradable due to its qualitative meaning of behaving like the English.

Similar to Chalker (ibid.), Murcia and Freeman (ibid.) explain that NAs can be gradable in (She is very Scottish) “if we are referring to some aspect of her behaviour such as her pronunciation”.

### **1-1-2 Nationality Adjectives: Order before Nouns**

It should be noted that N As are not the only adjectives the head noun may have in attributive position .In addition to them, adjectives of opinion, measurement, shape, age, size or material may simultaneously modify or co-occur before the head .Even more, some grammarians like Chalker (ibid.:181) and Eastwood (1994:256) consider nouns and participles in relation to these adjectives that co-occur before the head. Accordingly, Murcia and Freeman (ibid.:392) suppose that English has an ordering system governing the sequence of modifiers , including N As, in noun phrases.

It would be convenient to discuss adjectival order in the scope of the noun phrase. The focus is on the position which NAs might occupy in comparison with other modifiers.

Grammarians follow different approaches in defining adjectival order. Some like Leech and Svartvik (1972:350), Chalker (1984:181-182) Murcia and Freeman (1999:392-394), Eastwood (1994:256) and Swan (2005:11-12) depend only on the meaning of adjectives as a factor determining their sequence before the head. In such meaning-based order, adjectives follow the general order: opinion, description and classification. That is, adjectives denoting opinion or 'attitudes and judgment' are usually the first modifiers to the head (starting from left to right towards the head) (Swan (ibid.: 15). Following are adjectives of description, i.e., these describe shape, size and colour (Chalker: ibid.:181). Following opinion and description and closest to the head are adjectives of classification. These are "saying what type of thing we are talking about" (Swan, ibid.:11).

It is previously established that NAs are generally classifiers of the affiliative type. In accounting for adjectival order, Quirk et al. (1972:267,922) propose 'semantic sets' which are based on 'class membership', that is adjective classification into central and peripheral. (Ibid.) depend on not only semantics (as in the previous order) but also syntactic function. These sets are:

- a- peripheral intensifying adjectives: a real hero
- b- post-determiners (ordinal and cardinal) and peripheral restrictive adjectives : a certain reason
- c- central adjective of subjective measurement : a wealthy woman
- d- general adjectives of objective measurement such as those denoting size, or shape : a large house
- e- adjective denoting age: a young man
- f- adjectives denoting colour ; red shoes
- g- peripheral denominal adjectives of material such as (a silken handkerchief ) or resemblance to material ( a silken hair)
- h- peripheral denominal adjectives of provenance or NAs : a British ship

It is clear that the semantic set (c) is almost corresponding to opinion adjectives. Also, the adjectives in the semantic sets (d), (e) and (f) resemble adjectives of description. Finally the semantic sets (g) and (h) contain adjectives referring to classification.

25- certain rich *American* producers.

Quirk *et al.* ( 1985: ibid.)

The order of nominal items before the head is not a one -to- one order, rather it is variable. Leech and Svartvik (1975:350) assume that the order (from left to right) is classifying adjectives (meaning consisting of material, involving, relating to), the noun modifier and finally adjectives derived from a proper noun (NAs).

26- I mean the *American* spring medical conference.

(Ibid.)

To conclude, the rules governing adjectival order are not one –to-one. Rather they are flexible. In other words, they are a matter of general preferences .Still, there is a consensus up a general order.(See Chalker ,1984:181)and Biber *et al.*, 1999:560)

### ***1-2 Nationality Nouns or Names***

NWs could function as adjectives denoting nationality or style NAs. They may also be nouns referring to the people of this nationality NNs or their national language (LN) (Thakur, 1987:341). Chalker(ibid.: 33-34) assumes that “nationalities and languages” are categories of proper nouns that are “on the border lines with common nouns”.That is, NNs and NLs are derived from proper nouns of countries and thus they are written with capital letters. Still, NNs share some characteristics of common nouns. For example, some NNs of people resemble ordinary count nouns in being singular or plural (an American), (some Americans).Similarly, LNs resemble or liken mass nouns in some ways (ibid. 37-39).

27- I do not know much ***Japanese***, but I speak a little ***Thai***.

(Ibid.)

It would be appropriate to discuss NNs and LNs separately.

#### ***1-2-1 Nationality Nouns (People Nouns)***

Being on the border line between proper nouns and common nouns, Chalker (ibid.:33-34) assumes that nouns, referring to the inhabitants of a certain country, differ in satisfying the characteristics common to proper nouns. Proper nouns are generally said to have unique reference .Thus, they do not take determiners including the articles to limit their reference. Contrastively, NNs or people nouns as (ibid.) calls them, take determiners and accept the (a /an and the) contrast.

28- An ***Englishman***, an ***Irishman*** and a ***Welshman*** went into a pub .The ***Irishman*** said....

29- There were two ***Welshmen***....

Chalker (ibid.:38-39)

30- The owner is an ***Italian***.

Eastwood and Mackin (1982:101)

Chalker (ibid.: 34) mentions another point. That is, a proper noun could be either singular or plural but not both .But,Thakur (ibid.:342) assumes that words like (Burmese) , (Chinese) and (Japanese) ,i.e., “ words ending with ‘-ese’ and used for inhabitants of a country remains unchanged even in their plural form”.

31- He has offered a contract to a ***Chinese*** to make a certain section of the road.

32- There are four ***Chinese*** were standing behind the counter.

Schibsbye(1965:126)

Chalker (1984:38) assumes that people nouns, i. e., NNs referring to the inhabitants, keep capital letters in writing due to their derivation from the proper names of countries. Still, the forms NNs may take suggest that these nouns have much in common with ordinary common nouns .(Ibid.) writes in this respect:

**on formal grounds , while we include words like America we should exclude American which behaves like a common countable noun :< He is an American. They are Americans.> or like adjectives ;< He is / They are American.>.**

Leech and Svartvik (1975:305) provide the previously mentioned table detailing NWs (including nouns and adjectives).The table seems to be horizontally divided mainly into four groups (and hence Gs) according to the way NAs and NNs are derived from countries. Vertically, the table is mainly divided into: adjectives and nouns (the latter with three different forms). Each of the four horizontal groups is vertically divided into NAs and N Ns. NNs in their turn are subdivided into nouns with specific reference (singular and plural) and nouns with generic reference. Examining each group, it could be said that NNs vary with respect to derivation, inflection for number, their displaying the a /an contrast and thus their expression of reference especially generic one. In other words, NNs vary in displaying some characteristics they share with common count nouns.

Starting with the first G where NNs have the same form as NAs .Here the NW is derived from the name of country by adding the suffix –ese. Quirk *et al.* (1985:1552) assume that suffixes like –ese result in items that could be both nouns and adjectives, and the resulted or derived “ formations basically relate to human beings , chiefly as a member of a group ” .The suffix –ese in words like (Chinese) , (Japanese) , (Portuguese ) refers to a member of nationality or race(ibid.).Also , Biber *et al.* (1999:321)discuss the suffix –ese as one of the suffixes used to derive nouns from other nouns. (Ibid.) assume that this suffix has the meaning (person living in N) or (language of N) where N refers to the word class of the base noun.

Being on the border line with common count nouns, these NNs permit the contrast a /an and the. Leech and Svartick (1975:304-305) and Quirk *et al.* (1985:284-285) claim that when first G NNs co-occur with the definite and indefinite articles, they express the semantic implication of article usage. Hence, they convey specific reference and generic reference. Accordingly, reference is specific when a singular NN occurs with the

indefinite article, and also when a plural NN occurs with the indefinite or zero article .Examples of specific reference are:

33- He had offered a contract to a *Chinese* to make a certain section of the road.

34- The only persons to be seen were serious *Swiss*.

(Schibsbye, 1969:126)

Eastwood and Mackin (1982:101) explain that when a NN is used with the indefinite articles (a/ an and zero) , it is used to “ talk about a person or a group of people ”.That is , the reference is specific . Generic reference means “referring to what is general or typical of a whole class of objects” (Leech and Svartvick, 1974:53). With NNs, the reference is generic when they are used to “talk about a nation as a whole” (Eastwood and Mackin, *ibid* ).

Leech and Svartvick(1975:55) point out that (the) is used “with NAs ending in a sibilant –ch , -ese , -sh , -ss used to refer to a people as a whole ”.Accordingly , generic reference is achieved in the first group of nationality words by adjectives ending in -ese and -ss not by plural NNs.

Still, Quirk et al (1985: 421,423) assume that it is the noun phrases, (consisting of the definite article (the) and a NA that functions as head of these noun phrases) that “normally have generic reference”.

35- *The Japanese* sell lots of things to Europe.

(Schibsbye,, *ibid.*)

36- *The Chinese* have been throughout their history a colonizing race.

Eastwood and Mackin (*ibid.*)

When these NAs function as heads of noun phrases, they do not “behave inflectionally like a noun”, that is they do not inflict for number or genitive case (Quirk et al. (1972:421). One can not find:

37-\* *The Japaneses* sell lots of things to Europe.

Chalker (1984: 182-183) describe adjectives functioning as heads of noun phrases, including NAs, as ‘nominals’ saying that they “can be used to mean a category of people as a whole” .Whole here does not mean throughout the world, but a total group in a particular context. The adjective does not take –s but a plural verb is required and the meaning is plural. (*Ibid.*)

The second G of NNs comprises forms ending in the suffix –(i)an .It is one of the suffixes that yields items that could be used both as adjectives and nouns . As with the first G, the forms resulted from adding such suffixes to the name of the country relate to “human beings, chiefly as members of a group”. With the suffix –(i)an , the resulted form specially gives the meaning of ‘citizen of ’(Quirk *et al* . 1985:1552).

38- Brazil~ Brazilian  
- Iraq~ Iraqi

Greenbaum and Quirk (1990:92)

Accordingly, NNs of the second G have the same form of NAs.

39- With his stiff cropped hair he looked an unmistakable *German*.

40- An observer warned us that there were *Germans* in our front trench.

41- The *German* naval challenge was immediate.

Schibsbye (1969:125)

But the NN (German) above have singular and plural forms, that is, it inflects with –s for plural. (See also Chalker, 1984:39).

In this second G, NNs achieve or express specific reference in the same way as the first group does, that is, a singular NN with the indefinite article or a plural NN .

42- He is *a Russian*, I think.

43- There are several *Russians* among my students.

Greenbaum and Quirk (1999:91)

Leech and Svartvick (1975:55) assume that generic reference is commonly expressed by the definite article (the) with a plural NN ,like (the Indians) ,(the Germans) .

44- The plan has received a warm support from the *Germans*.

(Ibid.)

Then, (ibid.) explain that (the) plus a plural NN can be both generic and specific. There is no separate generic form in this G.

45- The *Australians* are said to like the outdoors. [Australians in general]

46- The *Australians* I know do not particularly like the out doors. [ some specific Australians ]

(Ibid.)

But, Stern (1977) (cited in Murcia and Freeman, 1999:284) points out that the pattern the + noun plural:

usually expresses generic facts about human groups that have a religious , political , national, linguistic , social or occupation professional basis. Group affiliation\_is critical

47- The *Germans* now realize that reunification has come with problems.

(Ibid.:279)

In the third G, NNs have a form that is distinct and different from the NAs. In this respect, Ghalker thinks that “ In some cases there are two separate words , one word used as an adjective and the other word for the inhabitants of that country ”.Thus there are (Finnish) and (Finn) , (Danish) and (Dane) as NAs and NNs respectively.

48-It was the desire of the great powers to see the integrity of the *Danish* monarchy preserved.

49- The real settlement of England by the *Danes* began in the year 876.

Schibsbye (1969:125)

It is evident that NNs of this G have singular and plural forms. Accordingly, specific reference is expressed by the indefinite article and a singular NN or a plural NN. With generic reference, these NNs show a certain variation. Leech and Svartvick (1975: 55, 305) assume that (the) is commonly generic plural N Ns. The Danes, The Poles...

50- The Dutch did not relish the idea of both shores of the sound being in the hands of the *Swedes* any more than in the hands of the *Danes*.

Schibsbye (1969:125)

Contrastingly, Quirk *et al.* (1985:285,423) claim that NAs ending in -(i)sh can function as heads of noun phrases to express generic reference. Thus , either (the Danes )or (the Danish ) can have generic reference. Still, Greenbaum and Svartvick (1990:91-92) claim that only NAs ending in -ish are used with (the) to express generic reference.

In the forth G, the NN is a compound noun consisting of the NA and the noun (man) like (Englishman), (Dutchman), (Irishman).(See Schibsbye , 1969:126 and Leech and Svartvick ,1975:304)

Greenbaum and Quirk (1990:86) describe the words above as “nationality nouns with distinct singular and plural forms, i.e., there also (Englishmen), (Dutchmen) and (Irishmen)

Specific reference is expressed by the indefinite article and a singular N N (ending in man) or by a plural N N (ending in man).

51-Many **Englishmen** broad did credit to England.

Schibsbye (ibid.:126)

Adding to that, the definite article is also specific with these plural NNs (ending in men or women). (See Leech and Svartvick, 1975:55,303-304)

52- The *Englishmen* I met at the conference were all doctors.

(Ibid.)

On the other hand, generic reference is expressed in two ways .In this respect Eastwood and Mackin (1982:101) writes “We can refer to some nations by using either a noun or an adjective e.g. Englishmen / the English”. That is, when the plural NN is used without the definite article, the reference is generic .And it is also generic if the NA, that ends in –(i)sh or –ch and functions as head of noun phrases , is used with the definite article (Leech and Svartvick ,1975: 303-304).

53- *The English* have managed to hold their madrigal tradition better than any one else.

54- Most *Englishmen* either do not know or are not concerned with the historical significance of the day.

(Ibid.)

### 1-2-2 Language Names LNs

Eastwood and Mackin (1982:101) explain that a NW could be used as the name of a language. (Also Swan 1995:342)

55- I am trying to Learn *Japanese*.

It is clear that the word (Japanese) is a NA by form, but nouns by function objects of the verb (learn).Chalker (1984:38) assumes that “languages are often denoted by the same form as the (national) adjectives without articles”.The fact that language names usually have the same form as the N As might cause ambiguity.

Conlin (1961:118) mentions that when the name of a certain language is a noun adjunct, i.e., functions as a modifier of another noun, confusion will result.

56- Miss Gonzales is a *Spanish* teacher.

(Ibid.)

It is not clear whether the word (Spanish) is a LN functioning as noun adjunct to modify the noun teacher and meaning (a teacher of Spanish language):

56-a- Miss Gonzales teaches *Spanish*.

or it is a NA modifying the (teacher) and meaning (a native citizen of Spain):

56-b- Miss Gonzales, our teacher, is *Spanish*.

Regarding the formation of LNs, Quirk et al. (1985:1552) show that items ending in the suffix -(i)an , which could also be nouns or adjectives, could give the meaning of “(in) the language of ”like (Indonesian) , (Russian) .Also , adjectives resulting from attaching the suffixes –ish and –ic to the names of countries can be used to refer to the NL of that country for example (Swedish), (Turkish) ,(Celtic) and (Arabic ) (Ibid.: 1553- 1554).

Besides the noun function ,Chalker (1984:38) explains that LNs are like mass (non-count) nouns in not being inflected for number .Also, they are alike in taking determiners restricted to mass nouns like(much) and (a little).

- I do not know much *Japanese*, but I speak a little *Thai*.

(Ibid.)

Quirk *et al.* (1985: 253) explain that LNs can be used as ‘full nouns’. They may co-occur with possessive pronouns and adjectives of a restrictive range.

57- My *Spanish* is very good.

58- I can not understand his difficult *German*.

(Ibid)

It should be noted that not all L Ns have the same form as the NAs .In certain cases, the LN might be completely distinct (Chalker, 1984:38).

59- Indians speak *Hindi*.

(Ibid.)

## 2- *The Test*

Forth- year students (and hence Ss) ,for the academic year 2009-2010 in College of Education in Thi-qar University, might know what a NW means .But they have no idea about its derivation, divisions, uses or what syntactic features each division may show .To cover these details three lectures were given to them. Examples were given whenever necessary. To make things clearer, the test was introduced with an example. Their responses will be presented in the tables below.

The test (Appendix 2) is both a recognition and production test. On the recognition part, Ss are required to identify the underlined NW as NA, NN or LN .On the production part, they are supposed to correct the underlined parts .Every part includes a NW which should be modified or used correctly(in form and grammatical features) to fit into the sentences . The test consists of 25 items. Some of them are modified in the light of the jury members' notes.<sup>(3)</sup>

Items (2-3-6-16-23-24) belong to the first G of NW table. In (2-3-16) the Ss should first identify the NWs as NNs. Then they put them in the correct form since generic reference in this G is expressed by the definite and a zero-plural noun. That is, the answers are (The Japanese), (The Chinese) and (The Swiss) respectively. Item (6) requires the Ss to identify WN as a singular NN and precede it by the indefinite article (a) to express specific reference (a blond Swiss). In (23), they identify the underlined NW as NN which should be zero-plural, i.e. (Portuguese), to express specific reference. Item (24), the identified NA is required to follow the descriptive adjective in order (pink Vietnamese flowers).Items (7-8-10-12- 13- 14- 22) have NWs that belong to the second G. Item (7) requires the recognized NA to follow the descriptive adjective next to the noun head (new Italian shoe) .Item (8) conditions that the recognized NA should not be intensified by (rather) because it is non-gradable (Brazilian coffee). The recognized NN in (10) must be pluralized to express specific reference (Americans) .Item (12) requires the NN to be plural to express, with (the), generic reference.

3-The jury includes: 1.Prof Dr. Mahammed Al-Seady , Dr. Raad Al-Nawas (Assis.Prof) 3.Mr.Umran Mosa (lecturere)4. Mr. Khalid Shakir (Assis. Prof).

In (13), the recognized LN is conditioned to be non-count (Hungarian). The recognized NN in (14) must have an indefinite article to express specific reference (a German) . Item (22) requires the identified NN to have a definite article expressing specific reference (The Australians).

Items (5-9-11-15-25) constitute the third G of NWs. Item (5) conditions the recognized NN to be in a form distinct from ANs to convey, with (a), specific reference. Item (9) requires the students to recognize the underlined NW as LN; thus they should use the correct form of the NA and delete (a) to express the language in question (Turkish) .In item (11), the identified NA is non-gradable and thus they should delete the intensifier (Finnish).Item (15) requires the Ss to delete (the) to allow the recognized LN to express language (Spanish). Item (25) conditions that the NN of this group to take (s) of plurality to express with (the) generic reference in this group (The Swedes). Items (1-4-17-18-19-20-21) belong to the fourth group. Item (1) requires the recognized NW to be in the form of NA to express with (the) generic reference (The French).According to the order of adjectives before the head, item (4) conditions that the recognized NA should follow the opinion adjective (greatest) and precede the nominal adjective (theoretical), (the greatest Welsh theoretical) .Item (17) requires that denominal adjectives, before the recognized LN, should not be coordinated (British Political parties). In item (18), the LN is non-count and (a) must be deleted. In item (19), the NA is non-gradable. Thus, Ss must delete the intensifier (English Channel). Item (20) requires the recognized plural NN to take (the) to express specific reference (The Irishmen) .In item (21) , the identified NA ,which functions as head of a noun phrase, can not be inflected for (s) of possessiveness.

The number of Ss is (42) .They are chosen from the fourth stage. This is because they are supposed to have advanced level of knowledge in this grammatical area. They are also motivated by the lecturer to take the test seriously.

### ***3- Data Discussion and Results***

Although fourth- year Ss may know what a NW means, they have no idea about its derivation, uses, groups and the syntactic features each group has. After giving them detailing lectures, the topic has become more understandable. They answered the test easily as they said .The results are shown in the tables below.

Regarding recognition, Ss' CRs on fourth G are more than their CRs on the other Gs. Fourth G (items 1-4-17-18-19-20-21) records (205) CRs out of the total 678 CRs on recognition. This is due to the fact that fourth G has nearly distinct forms for NA and NN. On the other hand, first G

(items: 2-3-6-16-23-24) signals the higher numbers of Inc Rs that is (106) out of the total Inc Rs (362) on recognition.

Table (2): Ss' Responses on Recognition of NWs

Item No	Correct Responses	%	Incorrect Responses	%	Blank
1	30	71.42	10	23.80	
2	20	47.61	22	52.38	
3	22	52.38	20	47.61	
4	26	61.90	16	38.09	
5	15	35.71	27	64.28	
6	6	14.28	35	83.33	1
7	28	66.66	14	33.33	
8	34	80.95	8	19.04	
9	34	80.95	8	19.04	
10	27	64.28	14	33.33	1
11	28	66.66	14	33.33	
12	23	54.76	19	45.23	
13	32	76.19	10	23.80	
14	27	64.28	15	35.71	
15	21	50	21	50	
16	32	76.19	10	23.80	
17	26	61.90	13	30.95	3
18	30	71.42	12	28.57	
19	29	69.04	12	28.57	1
20	32	76.19	10	23.80	
21	32	76.19	10	23.80	
22	28	66.66	12	28.57	
23	29	69.04	13	30.95	
24	36	85.71	6	14.28	
25	31	73.80	11	26.19	
total	678	27.12	362	14.48	6

Regarding production, Ss score highly on second G (items 7-8-10-12-13-14-22), that is 181 CRs out of the total 535 CRs. This might be attributed to the distinction in number since NNs of second G have singular and plural forms to distinguish them from NAs. On the other hand, Ss achieve high numbers of IncRs on forth G (items 1-4-17-18-19-20-21), that is (151 IncRs out of the total 488 IncRs. The reason is that

forth G has certain forms (NA+ man/men) for specific reference and another form (the NA) for generic reference.

Table (3): Ss' Responses on Production of NWs

Item No	Correct Responses	%	Incorrect Responses	%	Blank
1	8	19.04	34	80.95	
2	27	64.28	15	35.71	
3	21	50	21	50	
4	9	21.42	33	78.57	
5	28	66.66	11	26.19	3
6	13	30.95	26	61.90	3
7	18	42.85	21	50	3
8	30	71.42	12	28.57	
9	21	50	21	50	
10	32	76.19	8	19.04	2
11	28	66.66	14	33.33	3
12	19	45.23	22	52.38	1
13	30	71.42	12	28.57	
14	28	66.66	14	33.33	
15	25	59.52	17	40.47	
16	5	11.90	37	88.09	
17	12	28.57	22	52.38	8
18	27	64.28	17	40.47	
19	27	64.28	14	33.33	1
20	27	64.28	15	35.71	
21	24	57.14	16	38.09	2
22	24	57.14	18	42.85	
23	33	78.57	8	19.04	1
24	18	42.85	20	47.61	2
25	1	2.38	40	95.23	1
total	535	21.4	488	19.52	30

Their recognition of NWs is better than their production .Statistics can prove this. The mean of CRs on recognition is 27.12 while that of IncRs is 14.48.On the production part, the mean of CRs is 21.4 while that of IncRs is 19.52

#### **4-Conclusions and Recommendations:**

1-NWs are generally derived from the name of a certain country in order to refer to the people of that country (specific and generic reference), to their language or their nationality or style. That is why, NWs are either NAs, NNs or LNs .

2- According to the nationality table, NWs are mainly NNs or NAs. Sometimes, the NN form could also be used as NA (like the first G).Other times, the NN has a form distinct from the NA like (Dane, Danish) of the third G.

3- NAs are generally classifiers since they classify or relate their referents to a certain nation or group. But when they refer to their way of behaving, it is descriptive. NAs are usually non-gradable. Regarding order, a NA is generally preferred to be placed next to the head following adjectives of opinion and description and preceding adjectives of material.

4- NNs (or people nouns) show variation in expressing specific and generic reference .For example, generic reference is expressed by (the) and a zero- plural NN as in the first G. Other times, it is expressed by (the) and a plural NN as in the third one.

5- LNs usually take the form of adjective .But they function as a non-count noun.

6- Ss show variation in their performance on the four different Gs of NWs .For example, there are high numbers of CRs on fourth G and high numbers of IncRs on first G on the recognition side. Besides, there are high numbers of CRs on second G and high numbers of IncRs on forth G on the production side. Generally their recognition is better than their production.

7- It is recommended that forth-year Ss should be lectured on different topics .They studied NWs under nouns and determiners in third year. But they are not acquainted with using NWs according to the nationality table.

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**Appendix (1): A List of Abbreviations and Symbols**

CR	Correct Responses
IncR	Incorrect Responses
G	Group Of NWs
LN	Language Name
NA	Nationality Adjectives
NN	Nationality Nouns
NW	Nationality Words
Ss	Students of the study
*	Ungrammatical sentence

*Appendix (2): A Copy of the Test<sup>(4)</sup>*

**Q/Read these sentences carefully and distinguish the underlined NWs as NA, NN or LN. Then correct the underlined parts. Each item is given 4marks.**

**Example: I have seen their passports. They were very German, were not they?**

**The answer: NA , German.**

- 1- The Frenchmen drink a lot of wine.
- 2- The Japanese are industrious people.
- 3- A Chinese invented paper.
- 4- He was the theoretical Welsh greatest physicist.
- 5- Gunnar Frank was a Danish from Copenhagen.
- 6- The landlady was blond Swiss.
- 7- We are importing an Italian new shoe.
- 8- I like rather Brazilian coffee.
- 9- I could speak a Turk fluently when I was a child.
- 10- There have been more American killed in road accidents than the wars since 1900.
- 11- I knew you were extremely Finnish. I recognized the flag.
- 12- The Russian have a marvelous folk song tradition.
- 13- How do you spell this word in Hungarians?
- 14- I met German. He seems quite respectable.
- 15- My colleague was writing a book about the definite Articles in the Spanish.
- 16- Swissmen like to be neutral.
- 17- We respect both the British and Political parties.
- 18- We always speak a prefect Dutch.
- 19- William the conqueror crossed the deeply English Channel.
- 20- Irishmen, I met, are very proud of their sense of humor.
- 21- The French's revolution has influenced every popular radical movement in Europe since 1800.
- 22- Australians, I know, do not particularly like the outdoors.
- 23- Three or four Portugueses were standing before the corner.
- 24- She admires some Vietnamese pink flowers.
- 25- Swedemen are generally tall.

**4. most statements of the test are taken, after modification, from Schibsbye, K.(1969), Leech, G. and Jan. Svartvik (1974) and Swan, M. (1995).**