Investigating Strategies for Enhancing Appropriate Nominalisation by Selected Grade 7 English First Additional Language Learners: Morphological Perspective

Farisani Thomas Nephawe[1]

[1] Senior Lecturer, University of Venda, South Africa

Correspondence: Farisani Thomas Nephawe, Senior Lecturer, University of Venda, South Africa.

Abstract

Nominalisation is an indispensable process in written and verbal communication. However, nominalising words is a daunting exercise for learners with limited exposure to English. This study investigated strategies for enhancing appropriate nominalisation by selected Grade 7 English First Additional Language (EFAL) learners. This topic has been chosen because the nominalisation process challenges these learners. The paper was underpinned by Halliday's (1985) grammatical metaphor and Jackendoff's parallel architecture theories relevant to the study. The objectives were to identify, describe and evaluate suitable strategies for dealing with the nominalisation process by selected Grade 7 EFAL learners at primary schools. This study employed a quantitative research approach coupled with a descriptive research design. Using a simple random sampling technique, 47 learners participated in this study. Data were collected using structured questionnaires. A pilot study was conducted on 10 learners, not from the target group. The Statistical Package for Social Sciences version 29 was employed to analyse the findings due to its new achievements towards data interpretation. The preliminary results showed that some learners could not nominalise English words appropriately. However, the main findings revealed that learners performed preternaturally after utilising 'written and spoken instruction', 'vocabulary learning', 'comprehensible input' and 'language output' strategies. The study implies that the identified strategies are indispensable during nominalisation. Future researchers can conduct further studies on the current topic. This study recommends frequently using the identified strategies to enhance appropriate nominalisation by selected Grade 7 EFAL learners.

Keywords: Grammar, morphological process, nominalisation, semantic structures

1. Introduction

Normalising English words is invaluable and ensures a comprehensive understanding of language structure and conventions. Twinkl (2024: n. p.) postulates that "the aim of language structures and conventions Grade 7 is to develop learners' writing skills, to teach them to use language and structure to reason effectively and to convey facts and their feelings coherently". Nominalisation entails using verbs, adjectives, or adverbs as nouns or noun phrases. Additionally, it involves a "morphological process producing a noun based on an input that may belong to various categories" (Hacken, 2023:129). During nominalisation, a change occurs from one grammatical category to another using morphological transformation. However, it poses challenges for non-native English speakers as it is "more sophisticated" (Śleszyńska, 2024: 150) due to the "divergence of languages" (Li et al., 2024: 535, Yingrui & Yibu, 2024). Istiqomah and Basthomi (2024) add that nominalisation is a common source of obscurity, wordiness, and needless complexity in professional writing.

The process of nominalisation occurs at various levels, namely, the level of the word (*Teacher, Ligege's washing of the windows*), the level of a structure that lies in between a verb and a complete clause (*Ligege's washing the windows*), and the level consisting of whole clauses as in *that Ligege washed the windows*). The latter two types deviate from the 'normal' rank scale of units. They represent nominals or phrases with clausal or clause-like structures (Cicerchia & Freeman, 2024) and are challenging for users. At the vocabulary level, for example, nominalisation focuses on forming nouns from different words. It entails the transformation of verbs and adjectives into nouns (Nordquist, 2019), which calls learners to master meanings and vocabulary suffixations. At the phraseological level, the focus is on the fixed collocations of several words, enabling the new language to be formed from the mixture of adjectives and verbs, nominalisation with other verbs, and between different words (Cicerchia & Freeman, 2024).

The rules engaged during nominalisation involve "one type that belongs to word formation and exemplified by *jager* 'hunter' from jagen 'huntv' and *engerd* 'creep' while the other type is transposition typified by *jacht* 'hunt' and *zachtheid* 'softness'" (Hacken, 2023:130). Nominalisation occurs impressively by adding a broad range of suffixes to either English verbs or adjectives (Grey & Callahan, 2023: n. p.), including -ability: creating nouns referring to quality or capacity, e.g., *measurability* from *measure;* -able: describing a characteristic or suitability, such as *teachable* from *teaching;*-ance: for the nouns presenting an action, process, or state, for example, *performance* from *perform*; -action: showing a process, as in *exploration* from *explore;*-ence: where the nouns depict a state or

quality as in *compliance* from *compliance* or *resilience* from *resilience* and -ency: concerning the nouns involving a state or quality, like *urgency* from *urgent* (Istiqomah & Basthomi, 2024). However, Aslam and Fayyaz (2021:3645) claim that "the nominalisation ending in different suffixes does not have the same frequency of usage in both the sub-corpora analysed". On the other hand, Li and Yang (2024) claim that verbs and adjectives are transformed into metaphorical nouns, as in "He *failed* to complete the task because of his lack of effort, and *His failure to complete the task* was due to his lack of effort, where the first sentence shows congruent form while the second is transformed into the noun phrase. Additionally, ideational grammatical metaphor occurs if a "clause like glass cracks more quickly" is rankshifted and nominalised as glass crack growth rate. However, 'the fact that a forgery ruined his argument' is rankshifted in meanings and forms (Yang, 2020). Thus, this situation is indispensable during nominalisation (Yingrui & Yibu, 2024).

Previous studies have consistently been conducted by various scholars, including Smirnova (2023), He and Zhang (2024), Krebs (2024), Muhammad et al. (2024), Mustofa et al. (2024), Oanh and Dung (2024), Xin (2024), and Zhu (2024) to address nominalisation worldwide. However, little information has been obtained regarding the level of attainment recognised by the learners. The present study aimed to close the gap concerning nominalisation by primary school learners. Smirnova (2023) investigated nominalisation in newspaper writing and found it challenging for non-native English-speaking learners. He and Zhang (2024) researched the importance of nominalisation and discovered that although verbs construed events, adjectives construed statuses employed in identifying live grammatical metaphors to exhibit discipline sensitivity during nominalisation.

Krebs (2024) studied grammatical properties that nominals inherit from their derivational bases built on a verbal or adjectival phase by French learners and found the lack of lexicalisation of the source during nominalisation irrelevant to its grammatical properties. Muhammad et al. (2024) investigated the nominalisation in English, German and Indonesian and found similarities and differences between the languages regarding affixations. Mustofa et al. (2024) explored grammatical metaphors about the written characteristics of analytical exposition text, cause-effect networks, and impersonal points of view. The findings showed that nominalisation contributed to better clause forms, anaphoric re-construal, technicality, abstraction, and lexical density. Oanh and Dung (2024) investigated non-English Majors' use of nominalisation to enhance their vocabulary in specific tasks in Vietnamese universities. They found that learners' academic writing quality, complexity, and formality are improved.

Xin (2024) investigated the grammatical metaphor or nominalisation process by English Majors in China and found that they encounter challenges in academic writing due to limited proficiency with nominalisation. Likewise, Zhu (2024) explored the role of three grammatical structures: nominalisation, passive voice, and active voice in the environmental discourse to demonstrate how grammatical structures shape the spread of information and the cognitive recipients' responses regarding the articulation and comprehension of ecological discourse. The study showed EFAL learners have trouble during nominalisation based on foregrounding theory, transitivity analysis, and grammatical metaphor.

This study was underpinned by Halliday's (1985) grammatical metaphor theory and the concept of nominalisation and Jackendoff's (2023) parallel architecture (PA) theory. The former theory holds that language can be used metaphorically at the grammatical level, where a process (verb) or participant (noun) is realised by a different grammatical structure than expected. Grammatical metaphor does not simply substitute one word or phrase for another but expresses similar meaning using various grammatical categories or structures. Thus, language is not just about conveying information directly but also about using grammatical structures. The parallel architecture theory concerns mental representations involving the role of language in generative systems, phonological, syntactic, and semantic structures, and interface links during communication (Jackedoff, 2023).

The following strategies are indispensable during the nominalisation process: 1) *Written and spoken instruction strategies* are helpful when notes or task instruction activities are reviewed daily to highlight the critical information they contain (Cicerchia & Freeman, 2024). Classroom activities like Think-pair-share, a Carousel or Gallery Walk, Book clubs, learner interviews, and Pick a Side (Schneider, 2024: n. p) are indispensable in this essence. 2) *Vocabulary learning strategy* encourages learners to get meanings using dictionaries, flashcards, audio recordings, phonics, and Mnemonic Device*s,* enabling them to think of similar words (Cicerchia & Freeman, 2024). 3) *Comprehensible input* and *language output strategies* enable learning through word encounters (input) and the language they produce (output). Language input can be done by reading aloud, playing audio versions of texts before reading, and using textbooks, videos, guest speakers and stories (Schneider, 2024). However, language output is enhanced using open-ended questions and daily low-stakes writing opportunities.

The objectives of this study were to identify, describe and evaluate suitable strategies for dealing with the nominalisation process by selected Grade 7 EFAL learners at primary schools. It attempted to answer the following research questions: 1) What strategies are used by selected Grade 7 EFAL learners at a primary school during nominalisation? 2) How can the strategies selected Grade 7 EFAL learners use at a primary school during nominalisation be described? 3) How do selected Grade 7 EFAL learners nominalise words at primary school? Hence, the researcher investigated strategies for enhancing appropriate nominalisation by selected Grade 7 English First Additional Language learners at a primary school.

2. Method

This study employed a qualitative research approach over a quantitative approach because qualitative research provides profound perceptions of human behaviour, context, and understanding of complex issues and flexibility in data collection and uncovers trends and patterns that quantitative data might miss (Bhandari, 2024). It emphasises understanding social phenomena from the participants'

perspective (Oranga & Matere, 2024). A quantitative approach was adopted over a qualitative approach as the former is more scientific, objective, focused, and acceptable. Hence, the researcher can collect and analyse numerical data, determine patterns and averages, and generalise results for broader populations (Lim, 2024).

2.1 Research Design

A descriptive research design was utilised to describe, demonstrate, and summarise data numerically (Bhandari, 2020) and identify characteristics, frequencies, trends, and categories. It was functional when little was known about nominalisation to study participants that could be tested later (Foster & Causby, 2024), although it cannot control variables or establish causality. However, descriptive design is limited by 1) Descriptive studies cannot be used to establish cause-and-effect relationships. 2) Participants may not be truthful when answering survey questions or may give socially desirable responses. 3) The choice and wording of questions on a questionnaire may influence the descriptive findings, and 4) Depending on the type and size of the sample, the findings may not be generalisable or accurately describe the population of interest (Hassan, 2024: n. p.).

2.2 Sample and Sampling Criteria

A probability sampling technique was employed to select 47 Grade 7 EFAL participants from a corpus of 237 enrolled learners in the 2023 academic year at Dzwerani Primary School. As this study's population comprised 237 learners, the researchers used a 20% population sampling norm to obtain 47 participants (De la Torre, 2024: para.1). The criteria for sampling 47 study participants were to determine whether those sampled could produce representative and generalisable estimates of the target population, subsamples, recruitment efforts and costs, whether they entailed established sampling objectives like identifying the analytes of concern and concentration, decision unit, desired confidence, sampling errors combination, sampling processing and analytical protocols.

The researcher employed sample size and selection criteria for a successful pilot study, established the measurement instrument and sampled the participants who shared characteristics with the target group. Also, the researcher considered the participants' demographics and characteristics, prepared questionnaires, explained the purpose of the study, provided a timeline, analysed results to identify any trends or patterns, gave feedback, and reported the findings in written forms (Elfseyie, 2024). However, the potential biases regarding probability sampling were that it was time-consuming and expensive, difficult to access specific populations, limited sample size, impractical and feasible because the population was large, and potentially non-response bias. Some individuals might choose not to participate in the study. In addition, sampling errors might occur due to variations in the sample size, which impacts the accuracy of the results, and limited flexibility compared to different types of sampling methods that could limit the ability to make changes (Hassan, 2024: n. p.).

Predetermined participants from a larger population were asked to participate in the survey, which allowed the researcher to study a manageable number of participants (Depersio, 2024). However, the researcher determined if a representative sample was best selected according to the participants' traditional rural-based attributes regarding nominalisations (Ulrich-Schad, 2022). They provided experiences, insights, and opinions and generated data that contributed to the overall findings of the research. Additionally, the study population comprised only 47 Grade 7 EFAL learners. The following demographic profile was utilised:

Table 1. Demographic Profile of the Participants

Age ranges	Number of Participants	Gender
12 years	26	Female -14 Male - 12
13 years	11	Female - 7 Male - 4
14 years	7	Female - 3 Male - 4
15 years	3	Female - 2 Male - 1

In Figure 1, data visualisation is represented in three columns. Column one indicates the age ranges of the participants, two shows the number of participants, and three depicts the participants' genders, where females are 26 while males are 21. The number of learners with an age range of 12 is 26, 13 with 11, 14 with 7 and 15 with 3. There are 14 females and 12 males who are 12 years old, seven females and four males aged 13, 3 females and four males who are 14, while two females and one male are 15.

2.3 Data Collection

Data was collected using a closed-ended questionnaire because it is efficient, quantifies overall sentiment, and allows researchers to analyse it statistically (Bhandari, 2024). A questionnaire instrument was chosen over other studies because it provides a 'quick fix' for research methodology and is easy to use. However, producing good generalisable data requires vigilant planning and imaginative design. Five questions were written on the table, allowing learners to choose the correct answers. Furthermore, single multiple-type questions were placed on a pie chart and a graph. Learners chose the correct answer, as was the case in the table. Three questionnaires were employed to extract information regarding nominalisation by Grade 7 EFAL learners. A feasibility study was conducted on 47 participants who were not in the target group to test the reliability of the research instrument. Also, the researcher employed numerous statistical techniques to investigate relationships between variables and measure the findings' significance (Lindemann, 2023).

To comply with the ethical considerations, the researcher sought and obtained permission from different stakeholders, including parents or guardians of the participants since they were under the age of 16 years, the principal of the primary school, the Circuit manager of Dzindi Circuit, and the Department of Education in Limpopo Province, South Africa. A consent was informed that their participation was voluntary, and they could withdraw at any time. The participants were further informed that their information was private, personal, and anonymous and would only be used for research purposes. The researcher used numbers and codes to represent the participants' credentials and those of the schools. The researcher ensured the participants would not suffer any psychological or physical harm.

2.4 Data Analysis

The Statistical Package for Social Sciences Version 29 was employed to analyse the findings and handle extensive data collected quantitively (Rahman & Muktadir, 2021) due to its new enhancements in quantitative data interpretation that improved the messaging and workbook usability, allowing switching between Classic syntax and output or the workbook option by clicking on a button at the bottom right of the Data Editor (Kumar, 2023). Also, it has multiple vagaries with parametric survival models, additional regression techniques, violin plots and new characters designed to make working in Statistics even easier. The researchers can open and load their data, click the 'Analyse' icon, choose the appropriate test from the list, and move the variable they want to test to the Test Variable box. Additionally, they clicked 'Olla Kalla', a Greek term (Klein, 2024), which means 'All Correct' (OK), to run the analysis. The researcher reduced data into valuable concepts and facts interpreted quantitatively (Alem, 2020). The researcher sorted and analysed data from the preliminary investigation and the subsequent findings by comparing learners' responses. To test the suitability of the measures of quality control, the researchers employed validity and reliability to ensure the accuracy of the quantitative data; the results measured what was supposed to be measured (Sürücü & Maslakçi, 2020) and the extent to which the questionnaire measured what was meant to measure. Reliability was maintained, and the researcher gave the study to other renowned researchers to critique it (Sugiarta et al., 2023) in line with the instrument's consistency. This ensured that the 23 learners who did not form part of the study group responded to the pilot study effectively.

3. Results

The participants were given a questionnaire with five questions placed on a table to demonstrate their understanding of using nominalisation in English. They had to follow the instructions given by the researcher, for example, 'Choose the Correct Noun Form of the Adjectives from Columns A and B':

Table 2. Noun Form of Adjectives

Questions	Response A	Number/%	Response B	Number/%
1) The newly built pool is **small** enough.	measurable	43 (91.5%)	measuring	3 (8.5%)
2) The **nominate** of the president is underway.	nominated	2 (4.3%)	nomination	45(95.7%)
3) There was a serious **enjoy** in the rally.	enjoyment	46 (98%)	enjoys	1 (2%)
4) Betty is a beautiful **music** in the country.	musician	39 (83%)	muse	8 (7%)
5) Thomas has reputable **capable**.	capability	41 (87.2%)	capably	6 (12.8%)
6)				

In Table 2, data visualisation was represented by a table titled 'Noun Form of Adjectives'. This table consists of five columns with six rows. In column one, five questions, namely, 'The newly built pool is *measure* enough.', 'The *nominate* of the president is underway.', 'There was serious *enjoy* in the rally.', 'Betty is a beautiful *music* in the country.' and 'Thomas has reputable *capable*.' are provided. These questions comprise deliberated grammatical errors that test learners' understanding of nominalisation.

Column Two has Response A: 'measurable', 'enjoyment', 'musician', and 'capability' followed by the number and percentages of the research participants such as 43 (91.5%), 45 (95.7%), 46 (98%), 39 (83%) and 41 (87.2%) in Column Three. Column Four consists of Response B with other answers, namely, 'measuring', 'nomination', 'enjoyed', 'musicology', and 'capably', followed by Column Five bearing numbers and percentages: 3 (8.5%), 2 (4.3%), 1 (2%), 8 (7%) and 6 (12.8%). In the following figures, namely, a pie chart and a graph, the researcher tested learners' understanding of using nominalisation in English.
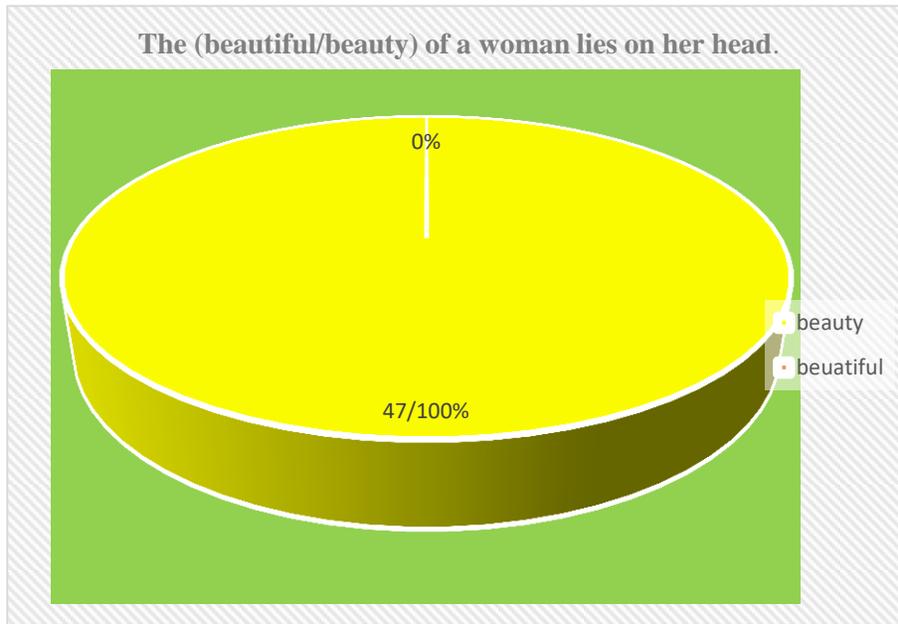
Figure 1. Nominalisation of the noun: *Beauty*

In Figure 1, data visualisation was represented by a pie chart titled 'Nominalisation of the noun: Beauty.' Light green is the background, while light yellow and brownish-black show the number and percentage of 47 (100%) participants. Over the light green background stands a question titled 'The (beautiful/beauty) of a woman lies on her head.' for the participants to test their understanding of nominalisation as illustrated in the following figure:
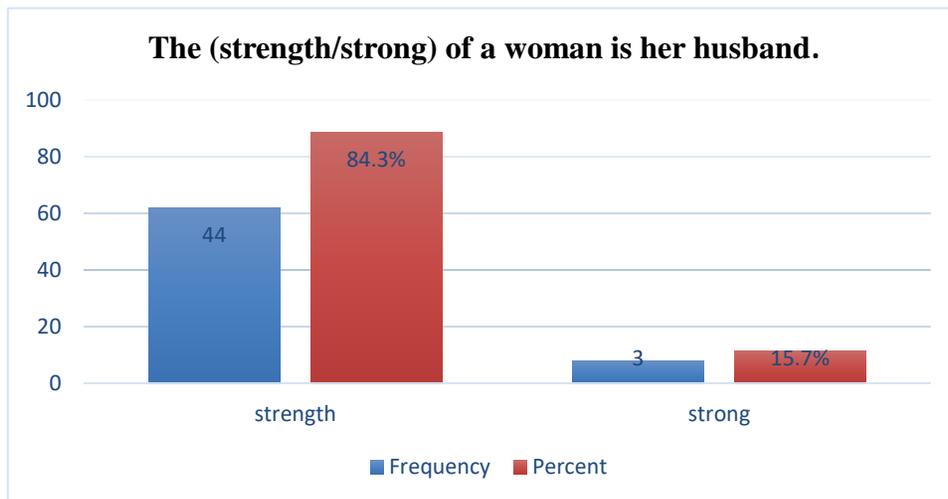

Figure 2. Nominalisation of the Adjective: S*trong*

In Figure 2, data visualisation was represented by a graph titled 'Nominalisation of the Adjective: S*trong*'. Figure 2 comprises four bars: two tallest with blue and orange colours on the left side of the graph. One of these bars represents 44 participants, 84, 3%. The two shortest bars with blue and orange colours are on the right, representing three participants totalling 15.7%. Both bars represent the participants' frequency of responses. Also, at the top of the graph, a question is designed: 'The (strength/strong) of a woman is her husband.' to test how the participants nominalise English words.

4. Discussion

Question 1, 'The newly built pool measures enough.' placed in Table 2, shows that 43 participants, amounting to 91.5%, could use the noun form of the adjective 'measurable' in Response A during nominalisation. These participants could use the adjective 'measurable' since they were conversant with the rules for nominalising English words. Additionally, they knew that the verb 'measure' was incorrect in talking about the measurability of the depth or width of 'the pool.' The participants in this question knew that the 'newly built pool' could be measured to establish depth or width. This performance suggests that using strategies such as *written and spoken instruction, vocabulary*

learning, and *comprehensible input and language output* strategies are rewarding during the nominalisation process. The finding supports Smirnova (2023), who suggests that nominalisation is challenging to non-native English-speaking learners.

However, 3 participants, amounting to 8.5%, formed the incorrect present participle verb, 'measuring', in the same question placed under Response B instead of measurable in A. Instead of creating an adjective 'measurable', they thought the word 'measuring' was the correct answer due to its status as a verb. These participants could not realise that the word 'measure' was irrelevant. These participants never measured the pool as a matter of grave concern. Hence, their choice of forming the wrong 'measuring.' The finding is incongruent with Krebs (2024), who suggests that learners' lack of informed knowledge regarding nominalisation necessitates poor competence in the English language.

Question 2, 'The nominate of the president is underway.' depicts the majority (45), totalling 95.7% of the participants, were competent in nominalising the verb 'nominate' into the noun 'nomination'. These participants knew adding the suffix '-ion' could form the correct answer, 'nomination'. They were aware that the vowel 'e' after the consonant 't' must fall off when creating the noun' nomination'. This performance suggests that the participants knew the rules regarding the formation of nouns. This rule states that the suffix '-ion' can be added to the end of some verbs to form nouns. Although the verb 'nominate' in the past tense is 'nominated', it was inappropriate here. Thus, strategies including written and spoken instruction, vocabulary learning, and comprehensible input and language output enhance nominalisation. This finding supports Muhammad et al. (2024), who maintain that suffixes can be added to some verbs to nominalise them.

Nevertheless, the 2 participants, amounting to 4.3%, were incompetent in nominalisation because they could not create the correct answer from the verb 'nominate' into the noun 'nomination'. Instead, they made the past participle verb form, 'nominated', from the verb 'nominate'. This response suggests that the participants in this context lacked informed knowledge of creating nouns from the verbs. Also, they overgeneralised the rule regarding adding the '-d' ending to some verbs when changing them from present to past tense forms. The result is harmonious with Xin's (2024) suggestion that learners experience difficulties in academic writing due to limited proficiency with nominalisation.

Question 3 shows an overwhelming majority (46) of the participants, amounting to 98%, were competent in the use of nominalisation because they responded positively by creating the correct noun: 'enjoyment' from the verb 'enjoy' from the question 'There was a serious enjoy in the rally.' These participants knew the suffix '-ment' was suitable for forming the adjective 'enjoyment' from the verb 'enjoy'. Also, they knew that the word 'enjoy' was a verb and could not be the appropriate answer. Hence, written and spoken instruction, vocabulary learning, comprehensible input and language output strategies are indispensable during nominalisation. The discovery aligns with Oanh and Dung's (2024) claim that nominalisation substantially enhances learners' academic writing quality, complexity, and formality in the use of English if suitable strategies are employed.

Contrastingly, Question 3 shows that one participant, amounting to 2%, was incompetent in using nominalisation. This participant did not know that the verb 'enjoy' cannot be the correct answer. This participant might have been confused by the rule regarding using verbs and consequently overgeneralised the verb 'enjoy'. The discovery supports Zhu (2024), who suggests that learners face challenges using nominalisation based on foreground theory, transitivity analysis and grammatical metaphor.

In Question 4, 'Betty is beautiful **music** in the country', 39 participants, totalling 83%, were aware that the person specialising in music is a 'musician' but not a 'muse'. These participants knew the suffix '-ian' could be added to the noun music to form another musician. They knew that, in parts of speech, the word 'musician' is a noun and could be changed from one noun class to another, and so was 'muse'. Moreover, the noun 'musician' could have been easily remembered because learners spend more time listening to music. Therefore, strategies such as written and spoken instruction, vocabulary learning, comprehensible input and language output are rewarding during nominalisation. The establishment supports Mustofa et al. (2024), who suggest that nominalisation contributes to the written characteristics of analytical exposition text through reasoning within the clause, anaphoric re-construal, technicality, abstraction, and lexical density to produce tangible results.

Contrarily, 8 participants, amounting to 7%, could not nominalise English words appropriately. These participants did not know that noun categories can be changed from one class to another. They thought that the noun 'muse', which is instead an inspiration in this context, could have been the correct answer, and so was a musician. However, it was concerning that they opted for the noun 'muse' rather than 'musician' without paying attention to the meaning of the sentence 'Betty is a beautiful **music** in the country'. The finding supports Xin (2024), who maintains that the participants encounter challenges in using nominalisation.

Question 5, 'Thomas has reputable **capable**.' denotes those 41 participants, amounting to 87.2%, could nominalise the adverb 'capable' into 'capability.' They knew the adverb 'capably' could not be the correct answer because what was required by the question was the noun. This suggests these participants' prowess during nominalisation was remarkable. They knew that the adverb 'capable' was aligned with the human character, and the word 'capably' has the same meaning as efficiently, proficiently, skillfully, or potentially in this context. Furthermore, they knew the adverb 'capable' could be changed into 'capability' by removing the ending '-le' and replacing it with the suffix '-ility.' Hence, *written and spoken instruction, vocabulary learning, comprehensible input and language output* strategies cannot be ignored during nominalisation. The result supports Muhammad et al.'s (2024) suggestion that suffixes can be added to some verbs during nominalisation.

Nevertheless, six (6) participants, amounting to 12%, could not nominalise the adverb 'capable' into 'capability.' because they formed the incorrect answer represented by the adverb 'capably'. They did not know that the '-ility ending can be added to the adverb 'capable' to form

the correct answer 'capability' after removing the '-le' ending from the adverb 'capable'. These participants might have been confused by the rules regarding the formation of adverbs. This rule states that the suffix '-ly' is added to the end of the adverbs; in this context, although various rules for forming adverbs like '-ily', '-y', '-ally', '-er' and '-est'. Also, they did not know that the sentence '*Thomas has reputable **capable.'** is ungrammatical and was not what the researcher expected from them. This result supports Smirnova's (2023) suggestion that nominalisation is challenging for non-native English-speaking learners.

Figure 1 shows that all (47) participants, amounting to 100%, were competent in the nominalisation process since the question 'The (beautiful/beauty) of a woman lies on her head' never confounded them. They could choose the correct answer, 'beauty' instead of 'beautiful' because they knew that the word 'beauty' is a noun while 'beautiful' is an adverb. Moreover, these participants were never confused by the presence of the word 'beautiful', although it sounds like a noun at face value. Thus, written and spoken instruction, vocabulary learning, comprehensible input and language output strategies are indispensable. The finding aligns with Oanh and Dung's (2024) suggestion that nominalisation enhances learners' academic writing quality, complexity, and formality.

In Figure 2, the question 'The (strength, strong) of a woman is her husband.' indicates that the majority (44), totalling 84 3%, could select the correct answer, 'strength' rather than 'strong'. These participants knew that the word 'strength' is a noun, whereas 'strong' is an adjective. Although these answers seemed similar because they both start with the consonant 's- 'and differ by the presence of the ending '-th' to the word 'strength', the participants never confused the noun 'strength' for the adjective 'strong'. This performance indicates the importance of using *written and spoken instruction, vocabulary learning,* and *comprehensible input and language output* strategies in learning nominalisation. The finding is incongruent with Oanh and Dung (2024), who state that nominalisation enhances learners' academic writing quality, complexity, and formality in English.

Contrastively, most (3) participants, amounting to 15.7%, were incompetent in using nominalisation. They chose the incorrect answer 'strong' because they could not discriminate between the noun 'strength' and the adjective 'strong.' These participants might have been confused by the ruse regarding adjectives. This rule states that adjectives can be formed from the respective verbs by adding the suffix '-y', '-able', '-ous', '-al', '-full', '-ic', '-less', '-ing', and '-give'. This finding supports Zhu (2024), who argues that nominalisation challenges EFAL learners based on foregrounding theory, transitivity analysis, and grammatical metaphors.

5. Conclusion

The study investigated strategies for enhancing appropriate nominalisation by selected Grade 7 EFAL learners: morphological perspective and found that written and spoken instruction, vocabulary learning, comprehensible input and language output strategies are indispensable in teaching and learning. The findings from this study scientifically contribute to the academic body of knowledge because learners, teachers, curriculum advisors and curriculum developers can benefit from the appropriate use of those strategies. The strategies, including *written and spoken instruction, vocabulary learning, comprehensible input and language output*, enable most learners to nominalise words with utmost competence and precision. The findings from the provided questionnaire, which comprises five questions, a pie chart graph with one question, and a bar graph with another, respectively, regarding strategies for enhancing learners' appropriate use of nominalisation in this context, are endorsed.

The key findings from this study are that although the nominalisation process challenges selected Grade 7 EFAL learners, the study has identified that using strategies, including *written and spoken instruction, vocabulary learning, comprehensible input and language output,* cannot be ignored in learning. Learners' academic writing quality, complexity, and formality of the English language can be enhanced because they can add suffixes to verbs and adjectives, for example, during nominalisation. In this regard, the reliability and the validity of morphological perspective in investigating strategies for enhancing appropriate nominalisation by selected Grade 7 EFAL learners are that their frequent use can mitigate poor competence in the nominalisation process.

The implications for this study are that written and spoken instruction, vocabulary learning, comprehensible input, and language output strategies enhance the appropriate nominalisation of these learners. Future researchers can investigate the indispensability of those strategies further. Nevertheless, the principal limitations involving the general consideration of these findings are 1) Time factor as the researcher had to distribute the questionnaire and allow his learners to use only 25 minutes to complete it within the specified period to cater for the next lesson. 2) There was a limited adequate simple random sampling because learners who participated in the study were only 47. Also, some learners found it hard to follow the instructions given by the researcher. The strategies for enhancing appropriate nominalisation by Grade 7 learners at primary schools are indispensable because they promote the proper use of English.

Also, if suitable strategies are employed, the nominalisation process can be a grammatical element that brings recognisable competence to non-native English learners, not only to South African primary schools but also to other learning institutions worldwide. Future researchers are encouraged to research further the strategies for enhancing appropriate nominalisation by Grade 7 EFAL learners at primary schools to harvest considerable morphological perspectives since the findings from this study cannot be fully generalised. Hence, this study recommends frequent use of 'written and spoken instruction', 'vocabulary learning', 'comprehensible input' and 'language output' strategies to enhance appropriate nominalisation by Grade 7 EFAL learners.

Authors' contributions

Dr. Farisani Thomas Nephawe was responsible for all the components of this paper. The author read and approved the final manuscript alone.

Competing interests

The authors declares that he has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

References

Alem, D. D. (2020). An overview of data analysis and interpretations in research. *International Journal of Academic Research in Education and Review*, *8*(1), 1-27. https://doi.org/10.14662/IJARER2020.015

Aslam, A., & Fayyaz, D. S. (2021). Investigating nominalisation: A comparative study of Pakistani learners' and native English speakers' argumentative essays. *Psychology and Education Journal*, *58*, pp. 3638-3648.

Bandari, C. (2020). *Human Resource Management Practices for Sustainability of Ghanaian Small and Medium Enterprises* (Doctoral dissertation, Walden University).

Bhandari, P. (2024). *What Is Qualitative Research? | Methods & Examples.* Scribbr. Retrieved from https://www.scribbr.com/methodology/qualitative-research/

Cicerchia, M., & Freeman, C. (2024). Teaching strategies for EFAL learning. Touch-type Read & Spell (TTRS. Retrieved from https://www.readandspell.com/teaching-strategies-for-ELL-students.

De la Torre, Luis. (2024). Re: What is the minimum number of respondents for a pilot study questionnaire? University of Benghazi. Retrieved from https://www.researchgate.net/post/What_is_the_minimum_number_of_respondents_for_a_pilot_study_questionnaire/6642e5e77399 47dc9f0145f6/citation/download

Depersio, G. (2024). Using a simple random sample to study larger populations. Retrieved from https://www.investopedia.com/ask/answers/042915/what-are-advantages-using-simple-random-sample-study-larger-population.asp

Elfseyie, M. (2024). What is the minimum number of respondents for a pilot study questionnaire? Retrieved from https://www.researchgate.net/post/What_is_the_minimum_number_of_respondents_for_a_pilot_study_questionnaire/6642e5e77399 47dc9f0145f6/citation/download

Foster, C. S., & Causby, M. (2024). Instrumental Music Education in rural Mississippi: A descriptive study. *Journal of Music Teacher Education*, *33*(2), 48-65. https://doi.org/10.1177/10570837231182401

Grey, I.B., & Callahan, K. (2023). How to spot nominalisations and transform them into active verbs. Retrieved from

https://www.wordrake.com/blog/how-to-transform-nominalisations-into-active-verbs#:~:text=The%20most%2C%20gerund%20

Hacken, P. T. (2023). The meaning of nominalisation. *Roczniki Humanistyczne*, *71*(11S), 129-147. https://doi.org/10.18290/rh237111-5s

Halliday, M. A. K. (1985): An Introduction to Functional Grammar. London: Edward Arnold.

Hassan, M. (2024). Descriptive research design – types, methods and examples. Retrieved from https://researchmethod.net/descriptive-research-design/

He, Q., & Zhang, Q. (2024). A corpus-based study of live metaphor in English academic writing. Studia Neophilological, pp.1-20. https//doi.org/10.1080/00393274.2024.2373728

Istiqomah, F., & Basthomi, Y. (2024). Exploring nominalization and lexical density deployed within research article abstracts: A grammatical metaphor analysis. *Englisia: Journal of Language, Education, and Humanities*, *11*(2), 14-28. https://doi.org/10.22373/ej.v11i2.20390

Jackendoff, R. (2023). The parallel architecture in language and elsewhere. *Topics in Cognitive Science*. https://doi.org/10.1111/tops.12698

Jackendoff, R., & Audring, J. (2019). 'Relational Morphology in the Parallel Architecture', in Jenny Audring, and Francesca Masini (eds), *The Oxford Handbook of Morphological Theory*, Oxford Handbooks (2018; online (eds.). Oxford Academic, pp.390-408. https://doi.org/10.1093/oxfordhb/9780199668984.013.33

Klein, C. (2024). The birth of OK. A & E Television Networks. Retrieved November 11, 2024, from https://wwwhttps://www.history.com/news/the-birth-of-ok-175-years-ago

Krebs V. (2024). *The Syntactic Derivation of Event Nominals: Property inheritance beyond lexicalisation* (Doctoral dissertation, Nantes Université). https://hal.science/tel-04674132v1

Kumar, I. (2023). What's New in SPSS Statistics-Version 29.0.1. Retrieved from https://www.travelncare.com/

Li, W., & Yang, B. (2024). Towards a system of principles for identifying nominalising metaphors. *Lingua*, *312*, 103832. https://doi.org/10.1016/j.lingua.2024.103832

Li, W., Zhang, Y., Emerson, G., & Sun, W. (2024). UG-schematic Annotation for Event Nominals: A Case Study in Mandarin Chinese. *Computational Linguistics*, 1-27. https://doi.org/10.1162/coli_a_00504

Lim, W. M. (2024). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*, p.14413582241264619. https://doi.org/10.1177/14413582241264619

Lindemann, N. (2023). *12 advantages and disadvantages of questionnaires.* Retrieved from https://pointerpro.com/blog/questionnaire-pros-and-cons/

Muhammad, A., Yusri, Y., Mantasiah, R., & Jufri, J. (2024). English, German and Indonesian nominalisations: a contrastive study and their application in teaching English to Indonesian learners of German. *Journal of Applied Research in Higher Education*. https://doi.org/10.1108/JARHE-01-2024-0055

Mustofa, M. I., Gunawan, W., & Ihrom, S. M. (2024). The effects of grammatical metaphor on analytical exposition texts: A functional grammar study on EFL textbooks. In *AIP Conference Proceedings*, 3220 (1). AIP Publishing. https://doi.org/10.1063/5.0234794

Nordquist, R. (2020). "What is nominalisation in English grammar?" Retrieved from https://www.thoughtco.com/nominalisation-in-grammar-1691430

Oanh, N. H., & Dung, N. T. (2024). Investigating the effectiveness of ideational grammatical metaphor in improving non-majored students' academic writing. *Nurturing open minds, shaping inclusive futures in language education*, p.439-603

Oranga, J., & Matere, A. (2024) Qualitative Research: Essence, Types and Advantages. *Open Access Library Journal*, p.10: e11001. https://doi.org/10.4236/oalib.1111001

Rahman, A., & Muktadir, M. G. (2021). SPSS: An imperative quantitative data analysis tool for social science research. *International Journal of Research and Innovation in Social Science*, *5*(10), 300-302. https://doi.org/10.47772/IJRISS.2021.51012

Schneider (2024). Innovative strategies for teaching English language learners. Retrieved from https://www.umassglobal.edu/news-and-events/blog/innovative-strategies-for-english-language-learners

Śleszyńska, M. (2024). A tentative study on integrating plain English into the Doctoral Language Programme. *Hermes–Journal of Language and Communication in Business*, *64*, 149-163. https://doi.org/10.7146/hjlcb.vi64.147980

Smirnova, D. (2023). *Nominalisations in English newspaper writing*. Univerzita Pardubice. https://hdl.handle.net/10195/80872

Sugiarta, R. D., Arofiati, F., & Rosa, E. M. (2023). Validity and Reliability of Research Instruments on the Effect of Motivation on Nurse Performance in Moderation with Nurse Credentials. *JMMR (Jurnal Medicoeticolegal dan Manajemen Rumah Sakit)*, *12*(1), 46-55. https://doi.org/10.18196/jmmr.v12i1.6

Sürücü, L., & Maslakçi, A. (2020). Validity and reliability in quantitative research. *Business & Management Studies: An International Journal*, 8(3), 2694-2726. https://doi.org/10.15295/bmij.v8i3.1540

Twinkl. (2024). What is niminalisation?   (teacher made). Retrieved from
https://www.twinkl.co.za/resources/english-senior-phase-south-africa-suid-afrika/grade-7-english-senior-phase-south-africa-suid-afri ka/language-structures-and-conventions-grade-7-english-senior-phase-south-africa-suid-afrika

Ulrich-Schad, J.D., Jakus, P.M., Bordigioni, M., & Albrecht, D.E. (2022). Preferences for economic and environmental goals in rural community development in the Western United States. *Rural Sociology*, *87*(2), 605-641. https://doi.org/10.1111/ruso.12429

Xin, W. (2024). An exploration of strategies to enhance EFL students' academic writing capabilities from a nominalisation perspective. *US-China Education Review*, *14*(3), 226-232. https://doi.org/10.17265/2161-623X/2024.03.008

Yang, B. (2020). Full realisation principle for identifying ideational grammatical metaphor: nominalisation as an example. *Journal of World Languages*, *6*(3), 161-174.https://doi.org/10.1080/21698252.2020.1777682

Yingrui, G., & Yibu, Z. (2024). Exploring nominalisation in English abstracts of Applied Linguistics research articles: A comparative study between Chinese and International Journals. *Contemporary Social Sciences*, *9*(4), 122-142. https://doi.org/1019873/j.cnk.2096-0212.2024o4.008

Zhu, R. (2024). The grammatical mechanism in environmental discourse: An Ecolinguistics Study of voice, nominalisation, and metaphor. *Journal of Linguistics and Communication Studies*, *3*(3), 53-58. https://doi.org/10.56397/JLCS.2024.09.07