

The Performance of Iraqi EFL University Students in Using the Semantic Roles of the

Subject: An Error Analysis

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Abstract

In English the term "subject" (henceforth, sub) is used in the analysis of grammatical functions to refer to a major constituent of a sentence or clause structure traditionally associated with the "doer" of the action. Most Iraqi EFL university students face difficulties in recognizing and producing different semantic roles adumbrated by the grammatical subject. As such, the students are garbling in the selection of the appropriate semantic role. Thus, the main pursuit of this study is to adequately project the main causes of the students' errors and the types of such errors so that some solutions could be posited to decipher and decimate these ever hindering the teaching process.

Key Words: Error analysis, Semantic Role, performance, Iraq, EFL university, students.

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1. Rationale

In English, the term subject (henceforth, sub.) is used in the analysis of grammatical functions to refer to a major constituent of a sentence or clause structure, traditionally associated with the "doer" of an action, as in

(1) **The cat** bit the dog.

(Crystal, 2003:441)

Most Iraqi EFL university students may face difficulties in recognizing and producing different semantic roles of the sub. In this respect, the problem that may arise is that the students face difficulty and show weakness in their use of the appropriate semantic roles of the sub. in the appropriate sentences. For example, the students may not distinguish the semantic roles of the sub. in sentence (2); which is a positioner, from that in (3); which is affected:

(2) **Your sister** is lying on the bed.

(3) **Your book** is lying on the bed. (Quirk et al., 1985:747)

This study aims at: 1- Identifying Iraqi EFL university students' performance in recognizing and producing different types of the semantic roles of the sub. , 2- Finding out the causes of the students' errors and the types of such errors so that some solutions can be posited to help them overcome the problems they face in using different semantic roles of the sub. in the sentence and 3- Introducing some suggestions that help the students deal with such roles.

It is hypothesized that Iraqi EFL university students do not distinguish different semantic roles of the sub. Such learners are confused in using the semantic roles of the sub. Students are influenced by the grammatical function of the sub. more than its semantic roles.

To achieve the aims of this study the following procedures will be adopted: Presenting a description of English semantic roles of the sub., Involving a sample of Iraqi EFL university students; fourth year in a test specifically designed to collect data about the difficulties that they encounter in using the semantic roles of the sub., Using statistic methods to rate the students' performance at the recognition and the production levels in using these roles and Analyzing the results of the test according to the model chosen and the conclusions and pedagogical implications that will be put forward.

2. Lists of Semantic Roles

It is believed that the set of semantic roles in English is derived from highly restricted, finite and universal ones (Saad, 1982:68).

Linguists propose general norms for a list of cases. Fillmore (1975:5) contemplates the general terms for such a list. According to him, the list of cases must be small in number, adequate for the classification of verbs in the language, and universal across languages: So the precise set of semantic roles differs from one author to another. The assignment

Of these different lists refers to different ways in which case grammarians may choose to divide the continuum of semantic reality.

2.1 The Semantic Roles of the Subject

2.1.1 Agentive

Cook (1979:52) defines Agentive (henceforth, Ag) as "the role that accompanies an action verb and has the ability to determine the entity involved in causing the event". Inanimate nouns may also be Ag (Fillmore, 1975:25). Ag role may include natural phenomena, mechanical devices, and human institutions. (Platt, 1971:23)

- (1) **a. John** broke the window.
- b. The dog** ate the model plane.
- c. The wind** tore up the trees.

(Todd and Hancock, 1986:26)

2.1.2 Affected

The Affected role (henceforth, Aff), is defined as "the entity which is viewed as existing in a state, or whose state is changing". (Sarasota, 1978:472)

- (2) **The dam** blew up.
- (Quirk et al., 1972:352)

The way that Sarasota defines Aff is similar to that of Fillmore (1975: 376) in which Aff is defined as "the entity that moves or changes or whose position or existence is in consideration". It is also similar to Fillmore's (1971b: 42) definition that "the object case is that of the entity which moves or which undergoes change, and I still use it as a wastebasket".

2.1.3 Benefactive

The benefactive (henceforth, Ben), also labelled as a recipient in Quirk et al. (1985: 746), is defined as "the case required by "benefactive" verbs, which specify the one in the state of possession, or the one who undergoes loss or gain in the transfer of an obj."

(3) **The lawyer** received the summons.

(Cook, 1979: 56)

Hutchins (1975:62) states that Ben not only has a value, that it covers the entities which benefit from an action, but also a negative value when those entities may be the victims of an action:

(4) **John** lost his wife.

(5) **Allen** was sent a special offer from the Reader's Digest.

(Hurford and Heasley, 1983:225)

2.1.4 Positioner

Positioner (henceforth, Pos) is explained in relation with the verb types it co-occurs with. It occurs with intransitive stance verbs (they are a small important class of verbs which express the situation type, and intermediate between the stative and dynamic categories) such as sit, stand, lie, live, stay, remain and with transitive verbs related to stance verbs such as carry, hold, keep, wear. In this role (i.e. Pos) the participant is in control, but the situation is not resultative in that no change is indicated in the Pos during the period in which the situation lasts.(Quirk et al., 1985:747)

(6) **I** have lived in London most of my life.

(7) **Joseph** is lying in bed.

(Thakur, 1999:69)

2.1.5 Instrumental

Linguists such as Falk (1978:262), and Carnie (2002:169) define the Instrumental role (henceforth, Instr) as the medium by which the action or event denoted by the predicate is carried out.

(8) **A**. The knife cut the cake.

(9) **A** note scribbled the crayon.

(Laresn, 1984:201)

2.1.6 Force

The Force role, used in Sarasota (1978:488) also called 'External causer' in Quirk et al. (1985:743) and 'Natural force' in De Blecker (1976:76), is defined as "the inanimate entity that causes the action described by the verb". (Thakur, 1999:69)

(10) a. **The tornado** destroyed the houses near the seacoast. (ibid)

b. **The electric** shock killed him.

(Quirk et al., 1985:743)

2.1.7 Experiencer

Many linguists define the experiencer role (henceforth, Exp), which is used by Thakur (1999: 68) as "the animate being that undergoes a psychological event of sensation, emotion or cognition". (Postal, 1971:209)

An Exp role is the sub. of copular verb or a transitive verb of perception, cognition or emotion.

(11) a. **John** saw the door and the key.

b. **John** disliked the food.

(Falk, 1978:263)

c. **John** knows that actor.

d. **John** is very happy.

(Radford, 1997:326)

2.1.8 Stimulus

Stimulus (henceforth, Stim) is similar to other roles in some respects, it has not been listed as a separate and distinct role. (Plank, 1979:65). This role occurs in obj. and sub. positions. In sub. position it is used as in the following example:

(12) The new film pleases him.

(ibid)

2.1.9 Zero

Some types of sentences take the “prop” word it as its sub. especially when they require no participant. Since it has little or no semantic content, it can occur in sentences signifying atmospheric conditions, time, and distance.

- (13) a. It's just one more stop to Toronto. (distance)
b. It's getting dark. (atmospheric conditions)
c. It's very late. (time)
(Quirk et al., 1985:748)

2.1.10 Locative

Locative (henceforth, Loc) marks the place or the setting of the state or action (Sarasota, 1978:493; Quirk et al., 1985:747):

- (13) a. **Los Angeles** is foggy. ['It is foggy in Los Angeles']
b. **My tent** sleeps four people. ['Four people can sleep in my tent']
(Quirk et al., 1985:747)

2.1.11 Temporal

Temporal (henceforth, Temp), also labelled Time (Cook, 1979:19), gives the time of the state or action. (Quirk et al., 1985:747)

- (14) a. Yesterday was a holiday. ['It was a holiday yesterday'.]
(ibid)
b. 9 o'clock is a good time for such meetings.
(Thakur, 1999:74)

2.1.12 Eventive

The Eventive role refers to “man — made events as opposed to external causers which are forces of usually beyond human control”.
(Thakur, 1999:71)

- (15) a. **The Norman invasion** took place in 1066.
b. **The match** is tomorrow..
(Quirk et al., 1985:747)

2.1.13 Source and Goal

Aarts (1997:88), and Radford (1997:326) report Source as the entity from which a living or a non-living entity moves. For instance:

- (16) a. Bob gave Steve the syntax assignment.
b. She has come from London.
(Camie, 2002:169)

Goal refers to the entity towards which a living or a non-living entity moves.

- (17) a. Jim was given a gift.

b. He goes to London.

(ibid)

2.1.14 Summary

To sum up the following table summarizes the most important semantic roles discussed by the different authors mentioned earlier (2.1.1-2.1.13).

Table
Different Lists of Semantic Roles by Different Authors

Fillmore (1968)	Fillmore (1970)	Cook (1977)	Dik (1978)	Cook (1979)	Quirk et al.(1985)	Radford (1988)
Agentive	Agent	Agent	Agent	Agent	Agentive	Agent
Instrumental	Instrument	Experiencer	Istrument	Instrument	Instrument	Instrument
Dative	Experiencer	Locative	Goal	Experincer	Locative	Experiencer
Objective	Object	Benefactive	Location	Goal	Temporal	Goal
Locative	Locative	Object	Beneficiary	Locative	Affected	Locative
Benefactive	Benefactive		Time	Benefactive	Recipient	Benefactive
Time	Time		Source	Time	Positioner	Theme
Factative	Source		Source	Recipient	External causer	Source
	Goal		Positioner		Prop it	
			Force		Eventive	
			Zero Function			

2.2 Universality of Semantic Roles

Miller (1989:190) states that the semantic roles which underlie linguistic constructions mirror the way human beings universally discern events and situations i.e. these semantic roles are based on the assumption that the meaning of a sentence can be understood in terms of how people and things participate in real-life situations and this is why these semantic roles are known as participant roles. Cook (1979:121) states that both ‘cases’ and ‘case configurations’ are universal. The verb give, for example, in any language, means that ‘somebody gives something to somebody else’.

2.3 Concepts Related to Semantic Roles

This section discusses the main ideas and concepts that are important for a study of semantic roles.

2.3.1 Overt and Covert Semantic Roles of the Subject

Jackendoff (1972:36) believes that a theory of case grammar which assigns exactly one semantic role to each NP in deep structure cannot provide all semantic information about the sentence. Therefore, he proposes what he calls ‘primary’ and ‘secondary’ actions or roles. Primary semantic roles are mainly overt roles which can also be partially covert (Cook, 1979:9 1). They include Ag, Inst, Force, Loc, Pos, Rec, Stim, Ben, and Zero.

Secondary semantic roles are always covert and appear only in the deep structure. They include only Source and Goal. (ibid)

Radford mentions that although most preds do assign the semantic roles to their subs, a small number of preds are accompanied by what is called ‘non-thematic subs’ which refers to subs that are not assigned any semantic role by their preds.

For example:

(18) The soil is hardening.

(Thakur, 1999:78)

NPs may have one semantic role, two semantic roles simultaneously or no semantic role at all depending on the kind of verb, in part, and on the kind of NP that is chosen as the sub. of sentence.

2.4 Models to the Study of Semantic Roles of the Subject

2.4.1 Platt's Model (1971)

Platt (1971) studies Grammatical Meanings (henceforth, GMs) (i.e., semantic roles) within a tagmemic framework. He examines the types of relationships involved by several predicate fillers and displays the variant nature of possibilities of GMs.

He proposes a list which consists of eight GMs: Affective, Agentive, Benefactive, Instrumental, Locative, Neutral, participative and purposive.

2.4.2 Jackendoff's Model (1972)

Jackendoff (1972:39) believes that semantic roles can be defined in terms of semantic subfunctions. Ag, for example, is the argument of CAUSE that is an individual. Source and Goal are the initial and final state arguments of CHANGE.

2.4.3 Wiffiam's Model (1981)

William (1981) argues that lexical entries should consist of a specification of the argument structure of items. They contain unordered list of the semantic roles.

2.4.4 Foley and Van Valin's Model (1984)

This approach is called the 'silent movie' approach. Their approach indicates that, in spite of the fact that a given event might be described in various ways; there is one invariant event which includes the same action, state or event and the same semantic roles.

Their approach, according to Miller (1989:91), unfortunately ignores the fact that events could not be interpreted directly, but through the use of language, and languages have different constructions that encode different images.

(19) The sun emits radiation.

(ibid)

The sun is the Ag, according to Foley and Van Valin (1984: 30), the entity which performs the emission of radiation. Simultaneously, the sun is also a Source "the place from which the radiation comes". This information can be interpreted in a semantic analysis:

[SUN CAUSE [RADIATION COMES FROM SUN]]

2.4.5 Givon's Model (1984)

Givon's (1984) model depends on propositional semantics. His approach is developed gradually as a rejection of the tenets of the transformational — generative tradition. Givon chooses certain classes of nouns and verbs and matches them with the semantic roles of the argument in a sentence.

2.4.6 Quirk et al.'s Model (1985)

Quirk et al. (1985) study semantic roles of arguments of sentences in relation with the type of sentence patterns they belong to. They present many roles which can be sub, Od, and O. (See Table (1)).

They construct a table in which the semantic roles of the arguments of a sentence are presented according to sentence patterns. This model includes Ag, Aff, Pos, Instr, and Rec, External causer, Loc, Temp, Eventive and Zero semantic roles. In addition, two semantic roles (i.e. Source and Goal) can be added to the model's semantic roles since they are easy to comprehend. This model is more comprehensive than others since it involves most of the semantic roles that have been mentioned by the grammarians and for its wider scope in comparison to other models. It includes the semantic roles which have been studied by sample. Quirk et al.'s model deals with the semantic roles in a systematic way since it first defines them, then it distinguish between these roles by reporting the main points that differ from one to another. It also limits the circumstances in which each semantic role comes with. As such, this model is adopted in this study.

2.4.7 Radford's Model (1988)

Radford's (1988) approach is similar to William's (1981) approach using 'theta grid' which includes an unordered list of the theta roles (i.e., semantic roles in this study), instead of 'argument structure'.

3. The Test

According to Skehan (1999:303), a test is "a systematic method of eliciting performance which is intended to be the basis for some sort of decision making".

The test comprises four questions: the first two questions are designed to measure the subjects' responses at the recognition level, except for the second one which tests both the recognition and the production level whereas the last two questions are designed to measure the subjects' responses at the production level. The first question includes thirty items intended to measure the subjects' ability to indicate the different roles of the given subjs. The subjects are provided with a list of semantic roles of the sub. and they are asked to write the letters of the suitable roles in the blanks. The second question involves forty items. The subjects are asked to state whether the given roles of the underlined subjs in each item are true or false and correct the false one. Going to the third question, it consists of fifteen items in which, the subjects are instructed to identify the semantic roles of the given subjs.

Finally, the fourth question involves fifteen items. It is designed to test the subject's ability in supplying the appropriate subjs showing the semantic roles required in brackets.

It aims at locating the precise areas of difficulty encountered by Iraqi EFL university students in using the semantic roles of the sub. and simultaneously identifying the causes and types of their errors.

3.1 Result Analysis

This section displays the results in relation to the subjects' performance on each question of the test. It is the cornerstone of approving or disapproving the hypotheses i.e. they are either verified or refuted.

3.1.1 Subjects' Performance of the First Question

This question is determined to measure the subjects' responses at the recognition level. To see whether they are capable of recognizing and choosing the correct roles of the appointed subjs. The

subjects' performance at the recognition level is less than the expected result since their incorrect responses are (36.4, 1093) whereas their correct responses are (63.6, 1907). This leads to the verification of the first hypothesis that reads Iraqi EFL university students do not distinguish different semantic roles of the subject.

3.1.2 Subjects' Performance of the Second Question

The second question is designed to measure the subjects' ability to recognize the true and the false responses, then it recommends to correct the false ones. The subjects face difficulty in recognizing the true and false responses simultaneously; they fail to correct the false ones. Their failure in the correction of the false responses may be attributed to the fact that they either recognize that the item is wrong but they are unable to correct it or consider it wrong by guessing. This awkwardness is obvious in the higher number of the incorrect responses which is (25.7, 1027). Accordingly this validates the second hypothesis which entails that such learners are confused in using the semantic roles of the subject.

3.1.3 Subjects' Performance of the Third Question

The third question of the test is built in a way to measure the subjects' responses at the production level. Also, it is formed to approve or disapprove the third hypothesis that students are influenced by the grammatical function of the subject more than its semantic roles. It has been observed that the total number of the correct responses (26.6, 399) is lower than the incorrect responses (73.4, 1101). This refers to the subjects' low performance concerning the semantic roles of the sub. As such, the third hypothesis is validated.

3.1.4 Subjects' Performance of the Fourth Question

As far as the fourth question is concerned, it is planned to measure the subjects' ability to supply the suitable roles in the brackets. The results give an explicit idea about the subjects' responses of each item in this question. The total number of the incorrect responses (69.3, 1039) is higher than the total number of the correct responses (30.7, 461). This proves that the subjects have failed to add the appropriate roles and this may be ascribable to their incompetence in this aspect. In turn, the high rate of the subjects' incorrect responses concerning questions (3) and (4), proves that they face difficulty in using the semantic roles of the sub. at the production level and this verifies the first hypothesis.

3.1.5 Subjects' Performance of the Semantic Roles of the Subject in the Whole Test

It has been concluded that the total number of subjects' incorrect responses (71.3, 2140) at the production level is higher than that at the recognition level which is (30.3, 210). While the total number of subjects' correct responses (69.7, 4880) at the recognition level (including half correct responses in the second question) is higher than that at the production level which is (28.7, 860). Also, there are certain means used to confirm the obtained results such as the mean and the coefficient variation. The mean for the production level (11.03) is lower than that for the recognition one (19.5) and the coefficient variation for the production level (74.2) is higher than that for the recognition one (64.7). This happens because the students' performance at the recognition level is better than their performance at the production one.

Table (2)
The Frequency and Rate of Subject’s Performance at the Recognition and Production Levels in the Whole Test

Level	NO. of Question	NO. of Correct Responses	%	NO. of Incorrect Responses	%	NO. of Half Correct Responses	%
Recognition	Q.1	1907	63.6	1093	36.4	/	/
	Q.2	2675	66.9	1027	25.8	296	7.4
Production	Q.3	399	26.6	1101	73.4	/	/
	Q.4	461	30.7	1039	69.3	/	/

3.2 Error analysis

Error analysis is a type of linguistic analysis that focuses on the errors that the learners make. It involves a comparison between the errors made in the target language and that target language itself (Taylor, 1975: 74)

3.2.1 Possible Sources of Errors

It is seen that “Systematically analyzing errors made by language learners make it possible to determine areas that need reinforcement in teaching”.

(Corder, 1974: 120).

These errors can be of great help to the learners’ in order to specify the points of weaknesses since the making of errors can be regarded as a device the learner uses in order to learn.(ibid)

3.2.1.1 Interlingual Transfer

This kind of errors is attributed to the native language (henceforth, L1). Lado (1964:86) mentions that this source of error is the result of the native influence of the mother language on the performance of the target language learner (henceforth, L2). The interlingual effect is clear through the subjects’ errors in their responses at the production level to items (ii) and (15) in question (3):

- Item (11) The train stopped. Aff
- * The train stopped. Rec
- Item (15) Los Angeles is foggy. Loc
- * Los Angeles is foggy. Temp

It seems from the subjects’ responses that they have depended upon translation. Although the subjects know the semantic roles of the sub, in particular items (11 and 15) i.e., Loc and Aff roles the subjects rely upon what they can understand from the given sub ignoring its meaning in relation to the whole sentence. The subjects may translate the above items as follows: ‘j (Item (11)) u.’i (Item (15)).The total number of errors of this kind is (70, 2.15%).

3.2.1.2 Intralingual Transfer

According to Richards (1974:6), intralingual errors are due to the language being learned target language, independent of the native language. They are “items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language”. (ibid)

As regard sources of errors, there are many that have been reported by different authors:

- 1) **Overgeneralization:** It is associated with reduction. It covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.
- 2) **Ignoring of rule restrictions:** It refers to the applying of the rules to contexts to which they do not apply.
- 3) **Incomplete application of rules:** It is the learners' effective communication through using simple rules which does not help the learner to acquire the complex types of structure.
- 4) **Semantic errors such as building false concepts / systems:** the learners of L2 are seen to adopt wrong hypothesis or build wrong rule about L2 i.e. faulty comprehension of distinctions in the target language.

(Corder, 1974: 120)

The subjects' strategy of overgeneralization, as mentioned earlier, is one of the factors that can lead to errors' generation. Errors type 3 and 5 which are putting Ag instead of Aff and using Ag in more than one place in items (1), and (16) are seen in question (1). The items below can illustrate this aspect:

Item (1) The curtains disappeared. Aff

* The curtains disappeared. Ag

Item (16) He is holding a knife. Loc

* He is holding a knife. Ag

Apparently, it seems that errors type in question (3) which is failure to give the correct semantic roles of the sub. may be attributed to ignorance of rule restrictions. The following examples in question (3) give an apparent idea about such type of errors.

Item (1) The suspect received a caution Rec

* The suspect received a caution. Aff

Item (10) The water evaorated. Aff

* The winner was given a prize. Rec

The effect of ignorance of rule restrictions is obvious in error type 1 which is failure to choose the correct semantic role of the sub. in question (1) in items (19), (24), and (27).

Item (19) Your book is lying on the bed. Aff

* Your book is lying on the bed. Loc

Item (24) The final match will be held next week. Eventive

* The final match will be held next week. Temp

Errors attributed to incomplete application of rules are mostly found in errors type 2 and 4 which are confusing between the semantic roles of the sub. and putting Eventive instead of Temp in question (1) as shown in items (3), (8), and (18).

Item (3) Last night was worm. Temp

* Last night was worm. Eventive

Item (1 1)The bus seats thirty. Loc

* The bus seats thirty. Rec

A large number of the subjects' errors might be ascribed to false concepts hypothesized as shown in error type which is failure to supply the correct sub. in question (4) in items (9) and (15):

Item (9) The screw won't turn. (instrumental)

* The wall won't turn. (affected)

Item (15) The party have pleased me. (eventive)

* Today have pleased me. (Temporal)

The total number of errors of this kind is (1020, 60.26%).

3.2.1.3 Context of Learning

The third major source of errors, though it overlaps with both types of transfer, is the “Context”. It refers to the influence of the situation of learning, i.e., classroom. Buck, Bymes, and Thompson (1989: 3) define context as “the circumstances or settings in which a person uses language”. The context of learning’s influence can be noticed obviously in the first question in item (14) as in the following instances:

Item (14) I prefer fried eggs and butter on toast.

The total number of this kind of errors is (220, 7.9 %).

3.2.1.4 Communication Strategies

These are strategies employed by a learner to convey a message to a hearer. The learner may simply use his native language whether he knows that language or not. There are many communicative strategies but some of them have been observed in the subjects’ responses such as guessing which refers to clues that are either language or not language based, including knowledge of a context, world, or text structure. The following examples are from question (2), items (2 and 9), and question (3), item (4):

Item (2) The cold affects me badly. affected

Item (9) Do you hold a British passport? recipient

The deployment of such a strategy results in error type 3 in question (2).

This type of error produces responses that do not yield any type of correction i.e. giving no correction. The total number of such errors is (981, 29.69 %).

4. Conclusions

1. The sub., as a syntactic unit, is easy to recognize and describe by appealing to the formal criteria: concord that holds between the sub. and other parts of the sentence.
2. Different verb classes determine the semantic roles of the sub.
3. It is not sufficient to depend on the semantic features of the sub. for determining the semantic roles of it.
4. Iraqi EFL university students at the fourth stage fail to manipulate the semantic roles of the sub. on both of the two levels i.e. recognition and production. This is proved by the high rate of errors (4205, 42.05 %) committed by the sample students. This validates the first hypothesis of the study which states that Iraqi EFL university students do not distinguish different semantic roles of the sub
5. The analysis concerning the questions (3) and (4) states that most of the subjects fail to identify the semantic roles of the sub. This is evident from the rate of their incorrect responses to these questions which is (71.3%) whereas the rate of the correct ones is (28.7%). Such rate confirms the second hypothesis.
6. Ten types of errors are made by the subjects concerning the semantic roles. The error types pinpointed by this study can be summed up as follows:
 - 1) Failure to choose the correct semantic role of the sub.
 - 2) Confusion in the use of semantic roles realized by the grammatical subject.
 - 3) Putting Ag instead of Aff.
 - 4) Putting Even instead of Temp.
 - 5) Using Ag in more than one place.
 - 6) Failure to recognize the correct semantic role of the sub.
 - 7) Failure to give the right correction.
 - 8) Giving no correction.
 - 9) Failure to give the correct semantic role of the sub.

10) Failure to supply the correct sub.

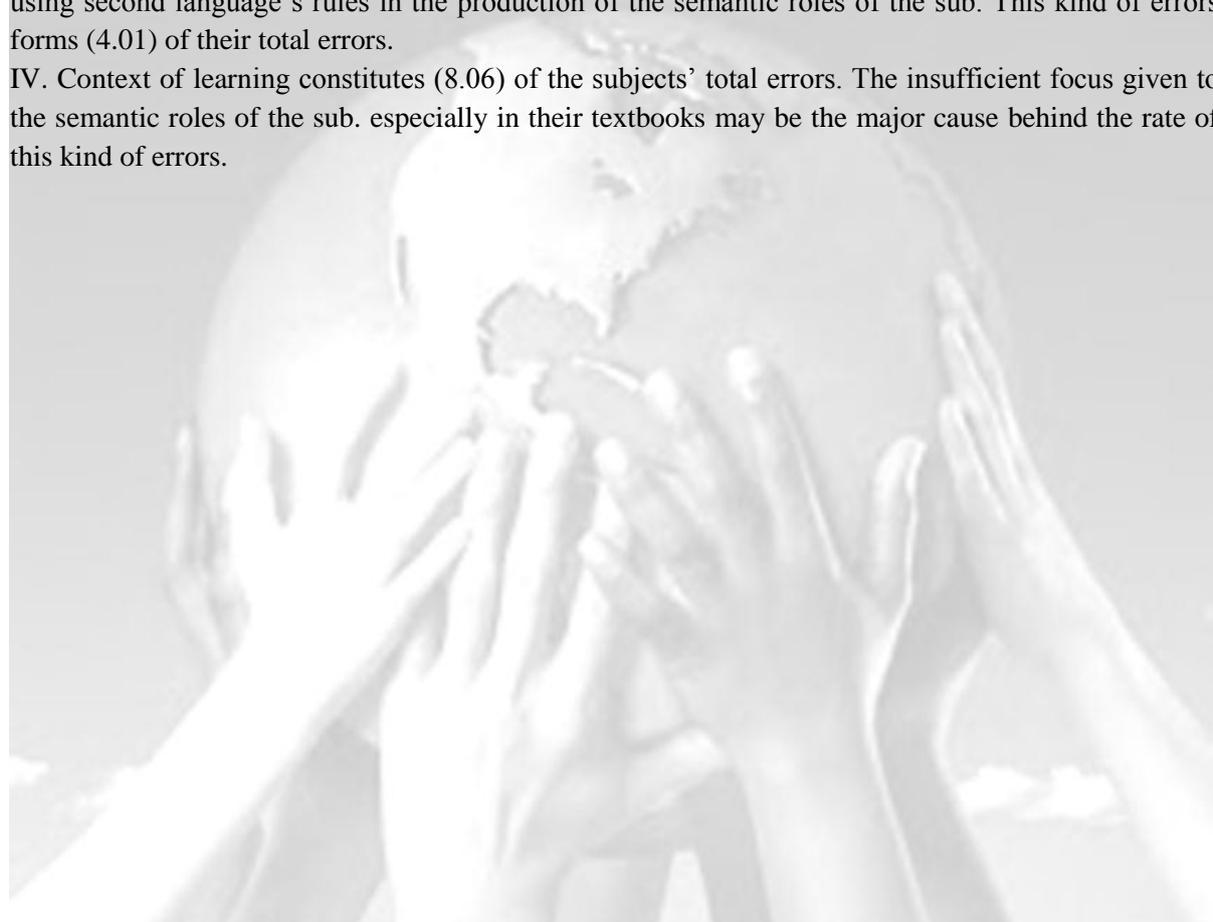
7. The reasonable causes underlying the subjects' low performance can be attributed to the following factors that are organized hierarchically relying on the rate of the committed errors in the whole test:

I. Intralingual transfer which forms most of the subjects' errors and it accounts for (60.3%) of their total errors. The inadequate understanding of the semantic roles of the sub. leads to making the subjects depend on overgeneralization, incomplete application of rules, false concepts hypothesized, and failure to learn conditions for rule application.

II. The communication strategies in using L2 knowledge are deployed when learners do not have the adequate linguistic potentiality for the concept they wish to express. Such strategies form (27.63) of their total errors.

III. Interlingual transfer which refers to the subjects' use of their native language's rules instead of using second language's rules in the production of the semantic roles of the sub. This kind of errors forms (4.01) of their total errors.

IV. Context of learning constitutes (8.06) of the subjects' total errors. The insufficient focus given to the semantic roles of the sub. especially in their textbooks may be the major cause behind the rate of this kind of errors.

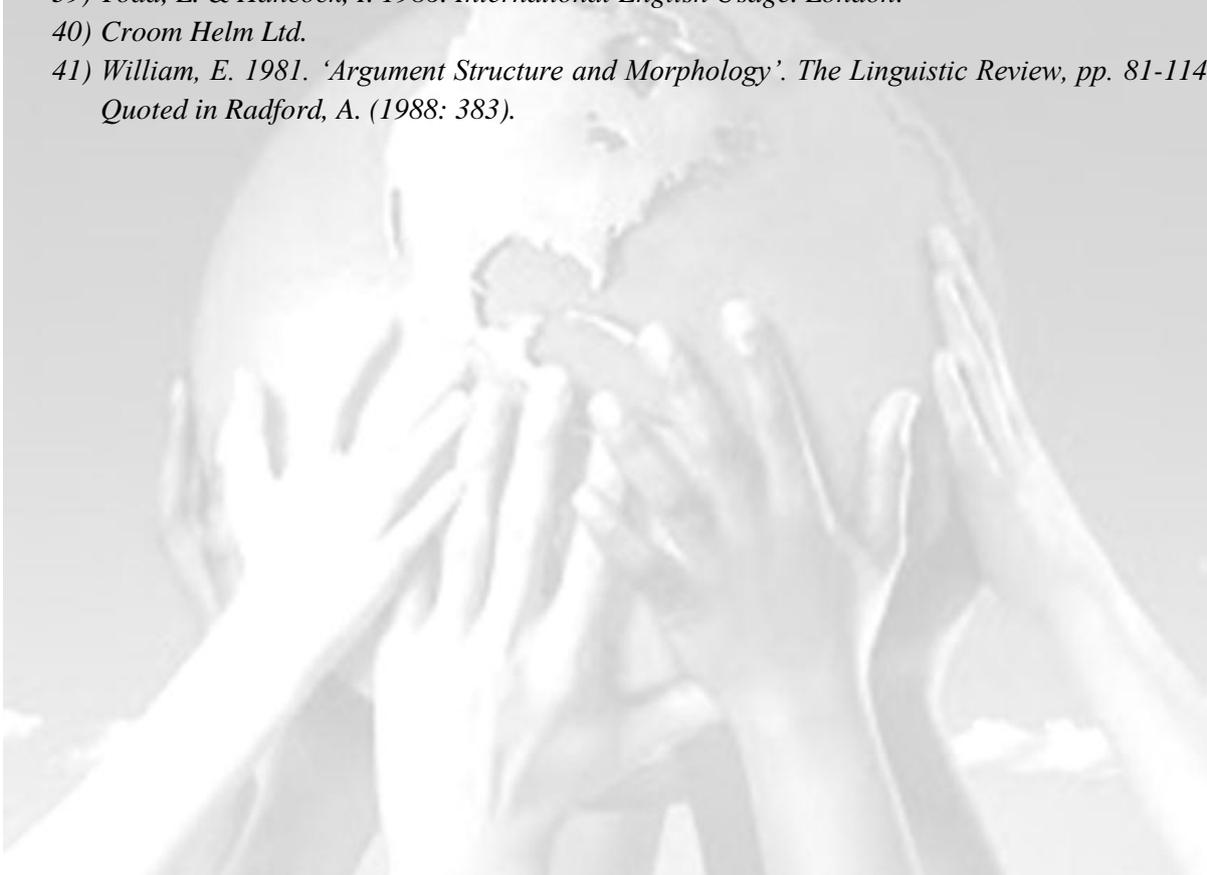


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