

Pragmatic study: Iraqi EFL Learners' Performance in adverbial movements

Haqi Ismaeel Ghanim
Ministry of Education
haqima20@gmail.com

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Abstract

The study deals with adverbial movements as one of the common methods in the origin of the English language on the one hand, and because it is problematic for learners of English language on the other hand. The study assumes that Iraqi learners face difficulties in using these adverbial. Their performance at the cognitive level is better than the productive level. The hypotheses were varied through the adoption of a diagnostic approach to ten questions. The research was carried out on a sample of 190 students from the English language learners. Where the answers to the topics were collected and analyzed to extract the results of the study: The results indicated that students do not have difficulty in using English. and the subjects' responses have been collected and analyzed in order to draw the findings of this study.

- These results indicate that the students don't face difficulty in using in English which, in turn, confirm the hypothesis of the study.
- There are main differences between males and females in the ability to understand the adverbial movement, and the differences in favor of females.

Keywords: Pragmatic study , EFL Learner, Performance in adverbial movements.

دراسة تداولية لأداء الطلبة العراقيين في تحريك الظروف

م. م. حقي اسماعيل غانم
وزارة التربية/ مديرية تربية الرصافة الثالثة
haqima20@gmail.com

الملخص:

- تهتم هذه الدراسة بتحريك الظروف باعتبارها أحد الطرق الشائعة في أصل اللغة الانكليزية من جهة، ولكونها تشكل إشكالية لمتعلمي اللغة الانكليزية من جهة أخرى.
- وتفترض الدراسة:
- أن المتعلمين العراقيين يواجهون صعوبات في استعمال هذه الظروف نتيجة عوامل متعددة.
 - أداءهم في المستوى الإدراكي أفضل من المستوى الإنتاجي.
- وتنوعت هذه الفرضيات من خلال تبني تصور تشخيصي لعشرة أسئلة، حيث طبق البحث على عينة مؤلفة من (١٩٠) طالب من متعلمي اللغة الانكليزية.

حيث جمعت إجابات المواضيع وحللت لاستخراج نتائج الدراسة: وأشارت النتائج إلى أن الطلبة لا يواجهون صعوبة في استعمال اللغة الانكليزية.
الكلمات المفتاحية: تحريك الظروف، متعلمي اللغة الانكليزية.

Introduction:

Learning a foreign language is considered a hard and difficult task for learners who find difficulties in the way of selecting the word whose symbols accurately indicate the concept which they have in their minds, and the way of selecting the proper word that fit a concept.

The most intrinsic problem in teaching vocabulary is the flexibility of word meaning and it is closely related to context. This fact may create difficulties for the description of word meaning as well as in relation with each other. The relations of synonymy as well as an tony my are particularly considered as intricate fields in teaching, and it is worthy to illuminate such kind of relations. Set of rules indicates that the correct use of adverbial in English is different in Arabic, and the environment plays an important role in acquiring and acquiring foreign language. It is not enough to keep the vocabulary separate. The context is very important for understanding. We must understand whether it refers to the past. Or present.

Iraqi students ,for approximately sixteen years from first in primary school to University are required to study English as a FL. In Iraq, the education system always focuses on teaching English grammar and reading as a main base. Consequently, Iraqi students may often fail to communicate efficaciously with foreigners when they communicate in English. In order to avoid the misunderstanding between the speaker and hearer and to achieve the communicative goal, it is very necessary and important to Understand the meaning behind the words.

According to Geis (1975), the movement analysis of adverbial clauses is adopted by, Larson (1990), Demirdache and Uribe-Etxebarria (2004: 165-176), Bhatt and Pancheva (2006), Liptak (2005), Tomaszewicz (2009), Citko (2000) shows that it is allowed to us to analyses this restriction in terms of an intervention effect. This movement leads us to predict that not all English adverbial clauses are correspondent with argument fronting, romance adverbial movement are correspondent with clitic left dislocation.

Research Problem:

Language is the primary means of understanding between people of different tongues and dialects, and is the means of man to express himself, and the transfer of ideas and opinions and the experiences of others around him to be able to coexist and understanding with them, has varied languages of the world and varied and varied importance, and perhaps one of the most important languages that are widespread in The majority of the countries of the world are English, the first language of a number of countries in the world and the second language in many other countries. Among the

countries that use English as a second language, Iraq is in keeping with global developments in all political, cultural and educational fields.

The process of learning a FL occurs in a predictable manner, this is according to two situations: the first situation where the individual lives, in an environment in which more than one language is used under criteria that lead to bilingualism. This bilingualism is usually referred to as natural bilingualism, because with appropriate conditions, failure to teach the FL is the exception rather than the rule. It is, also, natural that the linguistic or social environment is not controlled or exploited in any way to promote the learning of a language or two languages. In comparison, the second situation in the FL learning process usually takes the form of a sort of the educational institution curriculum. This is the typical practice of learning foreign language in schools and universities. While natural bilingualism appears to be more widespread on a global scale than for people living in one-language communities, the second language education supervised process is the subject of extensive educational research and planning; it is devoted to large human and economic resources.

Language use is basically a social activity. Language users rarely speak for themselves. Rather, they intercommunicate with each other to express their ideas, emotions, and feelings. In various cases and situations, speakers (or writers) tend to express their personal judgments or comments on the content of the propositions expressed. In these situations, there emerges the need of using adverbials, which represent the core of this research.

The adverbials have the primary function of commenting on the content of a clause or part of a clause. In this sense, they convey speakers' judgments on what they are saying. Also, it is argued that the employment of adverbials in various situations is a supportive factor and it coordinates with statement that "normal, effective language use requires of users that they coordinate their utterances with basic aspects of the situation and with the expectations of those to whom they are speaking or writing".

Aims of the study:

The study aims at:

1. providing a contrast evidence on apology speech acts in Iraqi Arabic and in English showing the differences and the similarities between these two languages regarding apologies.
2. providing Iraqi EFL learners with information that may help them improve their pragmatic competence in English.
3. The study also contributes to pragmatics-teaching curriculum and EFL research.

Significance of the study:

The study is considered very valuable, i.e. both theoretically and practically. Theoretically, the study gives a general conception of the speech act of disagreement whereas the practical part is considered important to EFL teachers, students as well as syllabus designers as it sheds light on the manners of avoiding refusing others'

impolitely. eventually, the study is considered very valuable to those interested in studying the pragmatic performance of EFL studies.

Hypotheses

hypotheses have been postulated to achieve the aims of the present study, these hypotheses as follow:

- 1- Iraqi EFL learners are not able have a full mastery and control of adverbial movements and their different types.
- 2- According to the recognition level of the learners' performance is considered better than their performance at the production level in adverbial movement.
- 3- There are statistically differences between males and females concerning their ability to understand adverbial movement.

Literature Review:

Krebt mentioned (2017) the differences between words that give a similarity of meaning, which are called to be synonymous, and words that give a contrary meaning, these are called to be antonymous. Both are universal and general linguistic phenomenon that be in terms of linguistic system for every language. This study aims at pointing out areas of difficulty Iraqi EFL learners face in the using synonymy and antonym in the recognition and production levels and to detect the main reasons behind difficulties. A diagnostic test of two parts, namely, recognition and production, is designed. The test is built to include two linguistic phenomenon which are: synonymy and antonym. A random sample of one (100) third year College students of two Colleges of Education, in University of Baghdad and University of Diyala, (50) students each. Data analyzed were based on Cruse's taxonomy (1986). The study has come up with the following conclusions: in spite of being students at an advanced level in learning English, they used a general lexical item, instead of their other synonyms and antonyms which imply a narrower sense of meaning. And although Iraqi EFL learners learn a number of synonym words and antonym words during their academic years of studying English, still they cannot utilize them correctly in context.

Phuong (2006:18-25) refer to the relevant literature to adverbial which is considered rich, especially in intra-cultural communication level. The studies have three aspects: those related to one particular language, which are done by Japanese or Chinese linguists, or those related to foreign language compared with American, British and Australian English, or those related to both Arabic and American English.

Beebe, et al. (1990) analyzed the adverbial movements given by native speakers of English and native speakers of Japanese by using a DCT of 12 items. They pointed out differences between Americans and Japanese regularly, and content of semantic formulas in adverbial movements. A different strategy is adopted for adverbial movements; Japanese is based on the social status of interlocutors whereas Americans is based on the degree of familiarity or on the social distance from the interlocutors.

Saeki and O'keef (1994) by using an experimental design, studied American and Japanese refusals. Participants responded to a scenario, such as a candidate who is

looking for a job, this is by writing what they would say to the person in the situation is used .

Liao and Brenham (1996) compared American English and Mandarin Chinese adverbial movements strategies by employing a six-item written DCT. Their own analysis showed that Americans used more strategies than Chinese in using adverbial movements. Phuong (2006) made a cross-cultural pragmatic analysis of adverbial movements to requests set by Australian native speakers and Vietnamese learners of English. adverbial movements showed Australian speak are more different from those of Vietnamese, though they share some similarities. Also, Americans and Vietnamese differed in the way of using the adverb (Usually) in their conversational partners. Vietnamese were very shrewd in expressing adverbial movements with caution . While Americans were more direct in their way of using adverbial movements, especially when they used more (Usually) expressions.

Arabic EFL learners ' adverbial movements and their relevant literature is not as rich as other cultures because some of these studies were co-authored with natives or Arab linguists. Stevens (1993) as cited in Phuong (2006:20), studied Arabic and English adverbial movements by using a written DCT which is composed of 15 situations, eight of these situations are requests and seven of them are invitations. His findings and conclusions are similar to Beebe. indicating that adverbial movements included multiple strategies and procedures that interlocutors used inappropriate strategies.

Hussein (1995) as cited in Nelson et.al. (2002;43), made a discussion when he considered adverbial movements sentences in Arabic as a main part of a highly study of speech acts in Arabic. He marks some of strategies done by Arabic native speakers and he also mentions that indirect use is just used with cognition of equal status, and also it is used with other close friends of unequal status. Here, his study is considered descriptive in nature and is mainly based on examples he gathered through participant observation. The semantic formulas that used by American and Saudi male undergraduate students performing adverbial movements is investigated by Al-Shawali (1997) . The results were, as stated in Al-Kahtani (2005:36ff), that Americans and Saudis used similar semantic formulas in adverbial movements offer, request, suggestion, and invitation. Here, the study also indicated that there were no main differences between them just in the employment of the direct (usually). In a study of Jordanian Arabic refusals, Al- Issa (1998) found that Jordanians were more likely to express regret (like "I'm sorry" now) than Americans, in addition, both groups employed explanations and reasons more than any other strategies. It was mentioned that there were three areas in which socio-cultural transfer is existent in EFL learners' speech these are: choice of selecting semantic formulas, length of responses, and content of semantic formulas. these were found in order to reflect cultural values transferred from Arabic to English. Nelson, et al (2002), mentioned in a DCT study that Americans and Egyptians are different in their level of directness used in face-to-face communication; because both groups employed the same strategies when making sentences and many were used with equal degree of frequency. Al-Kahtani (2005) mentioned that there were

some differences in the way Saudis and Americans realized and understood the speech act of adverbial movements according to the three dimensions of semantic formulas: the order, frequency, and content of semantic formulas. There were patterns in which they tended to be compatible with the same way as in 'request', that's why the two groups were not different across all situations. Al-Eryani (2007) , found out in a DCT study that cross-cultural variation was evident in the frequency and content of semantic formulas used by each language group in relation to the contextual variables though a similar range of adverbial movements strategies were available to Americans, Yemenis preferred to be less direct concerning their refusals by offering preceding (reason) or (explanation) other than their desire to speak. While Americans, tended to use different semantic arrangement by preceding in the first position giving more direct . Abdul Sattar et. al. (2011) tried to elicit the preferred semantic formulas used in adverbial movements suggestions in Arabic Iraqis living in Malaysia. They tended to use "No, Usually" followed by explanation. They pointed out that Iraqis employed when refusing a suggestion some preferred kinds of adverbial movements indirect patterns. So this indicates that they could be rude and risk of losing other's face when using negative willingness and ability. The researchers declared that their sentences were always explained and justified by giving explanations, reasons and other indirect strategies.

adverbial movements:

In this section, a description of the distribution of two major classes of English adverbs is offered. Section 1.1 presents observations from Jackendoff's (1972) work on adverb placement in English finite clauses. Section 1.2 gives generalizations to more recent proposals and proposes an explicit structural distribution and syntactic structures. Section 1.3 gives empirical support.

Jackendoff (1972) tends to classify adverbs in English, this is based on their positional distribution in tensed clauses. two syntactic classes of adverbs are recognized which are corresponding to the traditional distinction between propositional modifiers and predicate modifiers, predicate modifiers in Jackendoff's syntactic analysis are attached at the VP level while propositional modifiers modify S. So, the two classes are called VP-ADVERBS and S-ADVERBS. Two examples of each are given in (1) and (2):

(1) Horatio /probably/evidently/certainly/apparently lost his mind.

(2) Stanley/ easily/ completely /quickly/ handily/ ate his Wheaties.

Jackendoff's distribution for the two adverb classes can be illustrated in the sentence (3) to (7): S-adverbs may appear clause-initially, (3); immediately following the subject, (4); and to the immediate right of a finite auxiliary verb, (5).

(3) a. Probably Sam has been called.

b. Often Max is climbing the walls of the garden.

(4) a. Sam probably has been called.

b. Max often is climbing the walls of the garden.

(5) a. Sam has probably been called.

b. George will certainly show up late.

They may not appear to the right of a non-finite auxiliary, they were undoubtedly ruined by the hurricane (6).

(6) a. Sam has been probably called.

b. My phone is being possibly bugged.

VP-adverbs, may appear clause-finally, in (7). any combination of auxiliaries is permissible and this latter position is independent of what might precede the adverb:

(7) a. George won't be reading that book quickly.

b. The mouse went through the maze easily.

So, according to these notes, it is obvious that the distributions especially (1) and (2) are idealizations. They are considered very useful and otherwise realistic ones and I will adopt all of them for what follows.

A proposal that is ought to translate these descriptions into a concrete syntactic analysis is can be apparently truant in the recent linguistic literature.

Procedures:

These following procedures will be used in this study:

- 1- Choosing a sample of Iraqi learners to be subjects for administrating a test to find out the difficulties that they face in using adverbial movements.
- 2- Carrying out a statistical study of the test in order to locate the complicated points, and decide their difficulty level.
3. Analyzing and classifying the errors and mistakes made by the Iraqi EFL learners.

Item Analysis:

Baker (1989: 51) states that the discrimination index and the facility value are the most great used types of item analysis.

Item Discrimination Index:

The discrimination index of an item refers to what area the high-scores on the test do better on that item than the low scores (Ibid). Usually, the correc responses to the most difficult items are of those students with high scores and the incorrect answers to the same item are related to the students with low scores. They are calculated by deducting the correct responses in the low group from the correct responses in the high group, dividing the result by half number of students.

The following tables show all discrimination index of questions respectively:

Table (1): **discrimination index**

Items	DI
1	0.66
2	0.53
3	0.46
4	0.23
5	0.60

6	0.78
7	0.87
8	0.65
9	0.65
10	0.65
Mean	0.49

These tables show that no negative discrimination index to any item is found because all the test items have remarkably valued discrimination indices. The (DI) of the item verifies from (0.23) to (0.87) which shows the individual differences among learners. according to (Mousavi, 1997: 69) the average of the (DI) for the whole test is adequate and reasonable besides, it stands at (0.49) and the adequate and acceptable range of (DI) of the test items stands between (0.20 and 0.90).

Facility Value (FV)

Richards et al. (1992: 192) define the facility value (FV) of the item as a measure of the ease of the item and it is considered the proportion of the learners when respond to the item correctly. It is calculated by classifying the number of correct responses, this is done by the number of the testes. The following tables indicate the facility value of the items in questions sequentially:

Table (2): Facility Value (FV)

Item	FV
1	0.67
2	0.65
3	0.34
4	0.09
5	0.65
6	0.77
7	0.65
8	0.87
9	0.52
10	0.68
Mean	0.45

These tables show that values of facility for the test items range between (0.09) and (0.87) which are considered the mean of (FV) of the whole test is (0.45) which is adequate and acceptable.

Stability

To ensure reliability of the questionnaire, such as Stability, is the Stability of performance from one paragraph to another. This is close to the concept of internal Stability, but is influenced by the time limits of the procedure, and the uniformity of the

same questions in the tests. Some experts believe that the homogeneity of questions does not fall within the subject of the stability of the test, However, it deals with the stability of the responses of the fossils to the test questions one by one and this type of consistency is called the Stability coefficient within the test questions. Equations (Keoder-Richard Sun equation)

Table (3) Stability

Stability	Keoder-Richard Sun
	0.82

Subject's Responses Results:

The performance of the students in the test items of question can be shown in the following tables respectively:

Table (4): The students' Performance

Items	Correct responses	Percentage %	Incorrect Responses	Percentage %
1	120	63%	70	37%
2	116	61%	74	39%
3	110	57%	80	43%
4	127	66%	63	44%
5	142	74%	48	26%
6	150	78%	40	22%
7	90	47%	100	53%
8	112	58%	78	42%
9	141	74%	49	26%
10	106	55%	84	45%
Total	118	62%	72	38%

These tables show the following:

1. The number and percentage for the whole correct responses question (120) are more than those of incorrect responses (70) in questions
2. The number and percentage for the whole correct responses question (116) are more than those of incorrect responses (47) in questions
3. The number and percentage for the whole correct responses question (110) are more than those of incorrect responses (80) in questions
4. The number and percentage for the whole correct responses question (127) are more than those of incorrect responses (63) in questions
5. The number and percentage for the correct responses in question 5, (142) are more than those of incorrect responses (48). These results show that the students find difficulty at the production level.

6. The number and percentage of the correct responses question (150) are more than those of incorrect responses (40) in questions . The results show that the students encounter a difficulty in using adverbs at the recognition level.
7. The number and percentage for the whole correct responses question (90) are more than those of incorrect responses (100) in questions
8. The number and percentage for the whole correct responses question (112) are more than those of incorrect responses (78) in questions
9. The number and percentage for the whole correct responses question (141) are more than those of incorrect responses (49) in questions
10. The number and percentage for the whole correct responses question (106) are more than those of incorrect responses (48) in questions
11. In the whole test, the number and percentage for the whole correct responses (118) are more than those of incorrect responses (72). These results indicate that the students encounter difficulty in using the topic under investigation.
12. There are important differences between males and females concerning their ability to understand the adverbial movement.

Table (4): The students' Performance(Gender)

Gender	Mean	STD	T-Test	Sig
Male	5.6	2.5	1.5	0.000
Female	7.6	2.6		

The above table shows that the level of significance (0.00) is smaller than the default level (0.05). This indicates that there are significant differences in the ability of both males and females to understand the meaning of the adverbial movement.

Discussion:

- 1- Iraqi EFL learners are able to understand the meaning of the sentence after moving the circumstances and changing their place, and this can be attributed to the fact that the nature of language teaching in schools has become more accurate and transparent as Al-Eryani (2007).
- 2- Iraqi EFL learners were within the good range of their ability to recognize the circumstances of the place and time and to change their positions effectively, by answering the second question, and this can be attributed to the nature of the learners themselves and their eagerness to learn English.
- 3- The performance of the third question shows that Iraqi learners have the ability to determine the actual location of the situation despite moving it in more than one place. The English teachers try to clarify the idea and communicate it to the learners accurately.
- 4- Performance on the rest of the test questions showed that English language learners have a good idea of adverbial movement, and they use them clearly because the current life conditions have changed and English has become necessary in all walks of life and therefore the learners accept them vigorously and try to learn.

5. There are so significant differences between males and females concerning their ability to understand the adverbial movement, and the differences in favor of females, and can be attributed to the nature of the female is always seeking to learn everything new and accept it vigorously and activity and seek to know everything related to it.

Iraqi EFL students, according to regarding social constraints such as, social status, social distance, were well aware of the way they use adverbial movements forms for meeting the requirements of certain relationships and situations. The explicit expressions was the most frequently used strategy, especially expressions of regret. These results corroborate those of Holmes (1990), Intachakra (2001) and Marquez (2000). Taking in consideration the results of adverbial movements strategies of Iraqi Arabic. So, it is obvious that Iraqi EFL students also used explicit expressions of adverbial movements, particularly expressions of regret more frequently as Jackendoff's (1972).

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Appendix

Dear Student, Please answer the following questions carefully and objectively. They reflect your ability to understand English:

N	ITems	true	false
1	I bought a book yesterday. Yesterday, I bought a book.		
2	He quickly left the room. He left the room quickly		
3	It rains in Autumn, occasionally.		
4	He is a fast man. He speak fast.		
5	John occasionally wakes Up early. John wakes Up occasionally.		
6	I read a book sometimes. Sometimes I read a book.		
7	They are still absent. She is still talking.		
8	We don't usually wake up early on Friday.		
9	Students usually study before the exam. Usually, students study before the exam		
10	It rarely rains in Autumn.		