Errors Committed by EFL Learners in Using Anaphoric and Cataphoric Reference

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١- Introduction

Reference is the phenomenon by which some noun phrase in a particular utterance or sentence is asssociated with some entity in the real or conceptual world, its referent. Reference is a semantic phenomenon, but its expression is often grammaticalized in important ways. This paper deals with the most important ways of using reference: **anaphoric and cataphoric** which can be found in the definite article **(the)**, past tense, and pronouns.Iraqi EFL learners may not develop a full mastery of using anaphoric and cataphoric reference. The errors committed in this respect show the disability of learners in using anaphoric and cataphoric reference of the definite article, the past tense, and the personal pronouns. Besides, they cannot recognize these two forms of reference and they do not know how to use them.

The study aims at:

١- investigating the mastery of Iraqi EFL learners in recognizing and producing anaphoric and cataphoric use of the definite article, the past tense, and the personal pronouns.

٢- finding out the causes of the students' errors.

It is hypothesized that:

١- most Iraqi learners do not distinguish between anaphoric and cataphoric use of the definite article, past tense, and personal pronouns.   ٢- the students' performance in using anaphoric and cataphoric reference at recognition level is better than that one at the production level. The steps to be followed in carrying out this research include:

١- presenting, as far as possible, an adequate description of English anaphoric and cataphoric reference which can be of help to recognize and produce anaphoric and cataphoric referece.

٢- administrating a test to a sample of institute students to point out the difficulties encountered in using anaphoric and cataphoric reference and to analyze the results of

the test. The study is limited to English anaphoric and cataphoric reference. The sample of the study is confined to institute students at their fifth stage in the Department of English, Teachers' Institute for Girls/ Directorate of Education in Babylon, during the year (٢٠١٠-٢٠١١). The fifth year students have been selected because the topic under investigation is taught in this year and because their level is supported to be the most advanced one.

٢- Anaphoric and Cataphoric Reference

Foley and Van Valin (١٩٨٤:١٩) distinguish four major types of reference-tracking mechanisms: pivot/ voice systems; switch-reference systems; gender systems; and the inference systems of East Asian languages. The last type of system is hardly grammatical in nature at all, being characterized primarily by the extensive use of null anaphora.   Trask (١٩٩٣:١٥) defines anaphor (also pro-constituent, pro-form) as an item with little or no intrinsic meaning or reference which takes its interpretation from another item in the same sentence or discourse, its antecedent.

Cataphor is a traditional name for an anaphor which precedes its antecedent. Quirk et al (١٩٨٥:٨٦٤) consider anaphoric and cataphoric reference as a substitute pro-form which is normally highly dependent on its linguistic context for interpretation, it is difficult to make sense out of context: anaphoric, cataphoric and situational use of substitution always requires textual recoverability:

 (١) I've never met one...

(٢) Agnes said so.   (ibid)

Substitutes such as the pronoun **one** and the pro-predication **so** normally require an antecedent. The relation with the antecedent may be anaphoric as in:

(٣) There is a clean towel in the cupboard, if you need one. Or occasionally cataphoric as in:

(٤) If you need one, there's a clean towel in the cupboard.

There are many ways in which the identity of the referent may be determined or recovered by the hearer. In this study two ways are discussed: anaphoric and cataphoric reference.

٢٫١. The Anaphoric and Cataphoric Reference of the Definite Article (the)

The definite article (the) is used to mark the phrase it introduces as definite, as referring to something which can be identified uniquely in the contextual or general knowledge shared by speaker and hearer. The noun determined by (the) may have pre- or post modification, by which the something identified by (the) may be more precisely specified:

(٥) The tall lamp.

(٦) The lamp on the table.

In this paper, two ways of determination of the refrent are shown:

٢٫١٫١. Anaphoric Reference

According to Quirk et al (١٩٨٥:٢٦٧), "The term anaphoric reference is used where the uniqueness of reference of some phrase (the) is supplied by information given earlier in the discourse".

There are two types of anaphora that can be distinguished: **i- Anaphoric reference: direct**

A definite noun phrase receives direct anaphoric interpretation where the same noun has already occurred in the text and it is clear that a relation of coreference exists between the two noun phrases. By coreference a relation between the two noun phrases can be understood that they have the same reference:

(٧) John bought a TV and a video recorder, but he returned the video recorder.

(ibid)Here, as in other similar cases, there is a complementary role for the definite article and the indefinite articles, the first reference to an object will ordinarily be indefinite, but once the object has been introduced into the discourse in this way, it can be treated as 'contextually known' and can be referred to by means of the definite article.

ii- Anaphoric reference: indirect

Indirect anaphora arises when a reference becomes part of the hearer's knowledge indirectly, not by direct mention but by inference from what has already been mentioned:

(٨) John bought a bicycle, but when he rode it one of the wheels came off.

(ibid)The wheels of the bicycle can be taken for granted in this sentence because (a): a bicycle has already been mentioned (anaphora), and (b): it is known that bicycles have wheels (general knowledge). In this way, it can be seen that indirect anaphora combines two types of 'recoverability'. Another way to look at it is to say that indirect anaphora combines anaphoric reference with cataphoric reference, the wheels can be understood as an elliptical variant of the wheels of the bicycle. This latter explanation does not apply to all such cases. Some further examples of indirect anaphora are the following:

(٩) I lent Bill a valuable book, but when he returned it, the cover was filthy, and the pages were torn. (Joffery, ٢٠٠٣:١)

(١٠) They got married in grand style. The bride wore a long brocade dress, and the bridesmaids wore pink taffeta. The organist played superb music, and the choir sang magnificently.

(Quirk et al. ١٩٨٥:٢٦٨)

The topic of 'a wedding' is introduced by means of the verb phrase (got married), hence (the bride, the bridesmaids), there is also the presumption of a church, and hence (the organist, the choir). There is thus no easy way to explain the subsequent occurrences of (the) by means of ellipsis 'to do so', it would be necessary to postulate such long-winded phrases:

(١١)The bridesmaids who accompanied the bride when she got married.

٢,١,٢. Cataphoric Reference

By the cataphoric use of **(the)** may be understood the use of the definite article in a context where what follows the head noun, rather than what precedes it.

'Cataphoric' is therefore the opposite of 'anaphric' reference. In practice, however, the cataphoric use of the definite article is limited to cases where the modification of the noun phrase restricts the reference of the noun, so that its referent is, for the purpose of the discourse, uniquely defined. Thus, the postmodifiers of the following nouns justify the use of (the):

(١٢) The President of Mexico is to visit China.

(١٣) The girls sitting over there are my cousins.

(١٤) The wines of France are among the best in the world. That France

produces (ibid)In principle, however, there is no difference between postmodification and premodification as a means of specifying reference, compare:

 (١٥) The President of Mexico.

 (١٦) The Mexican President. (ibid)

Sometimes the definite noun phrase can be contrasted with an equivalent indefinite phrase. In such instances, the definite article is not in fact genuinely cataphoric but entails some degree of anaphoric reference, compare:

 (١٧) The bicycle John bought has been stolen.

[assumes unique reference of John's bicycle]

 (١٨) A bicycle John bought has been stolen.

[reference of a bicycle of Johns', of the post-genitive]

(Johannesson, ١٩٩٩: ١)

At other times, there is no such indefinite alternative, because the whole phrase has unique denotation:

(١٩) The height of Mont Blanc.

 [a height of Mont Blanc] (ibid)

(٢٠) The parents of Elvis Presley.

* (some) parents of Elvis Presley.

It is not necessary to postulate that the expression :

 (٢١) The mud on your coat.

presupposes some unspoken preamble such as:

 (٢٢) There's some mud on your coat.

rather than:

(٢٣) You know there's mud on your coat.

٢،٢. Anaphoric and Ctaphoric Use of the Past Tense

As most commonly used, the past tense combines two features of meaning:

a- The event/ state must have taken place in the past, with a gap between its completion and the present moment.

b- The speaker or writer must have in mind a definite time at which the event/state took place. (Quirk et al, ١٩٨٥: ١٨٣)

The first of these conditions is most clearly exemplified by a sentence like:

(٢٤) I stayed in Africa for several months.

where the usual implication is that:

(٢٥) I am no longer in Africa.

The second condition is most explicitly shown in cooccurrence relations between the past tense and past time-position adverbial such as:

Last week, in ١٩٣٢, several weeks ago, yesterday, etc.

(٢٦) Freda started school last year.

With such adverbials, the simple present or present perfective would be virtually ungrammatical.It is not necessary, however, for the past tense to be accompanied by an overt indicator of time. All that is required is that the speaker should be able to count on the hearer's assumption that he has a specific time in mind. In this respect, the past tense meaning of definite past tense is an equivalent, in the verb phrase, of the definite article in the noun phrase. Just as with the definite article, so with the verb phrase, an element of definite meaning may be recoverable from knowledge of:

a- the immediate or local situation.

b- the larger situation of general knowledge.

c- what has been said earlier in the same sentence or text.

d- what comes later on in the same sentence or text.

٢,٢,١. Anaphoric Use of the Past Tense

In line with the use of the term anaphoric with reference to the definite article, the use of the past tense is called ' anaphoric' where the time in the past to which the reference is made is already indicated by a previous use of the past tense. In this sense, (was) is anaphoric in:

(٢٧) Then we entered the city.... the sequare was deserted...

(Quirk et al. ١٩٨٥:١٨٥)

In other cases, a preceding use of the present perfective in the indefinite past sense provides a peg, so to speak, on which to hang a subsequent occurrence of the past tense:

(٢٨) They have decided to close down the factory. It took us

completely by surprise.

(٢٩) **There have been times when I <u>wished</u> myself safely home in bed.**

In the latter sentence, the present perfective **<u>have wished</u>** would also be possible. Again, this is similar to the case where the indefinite article prepares the way for a following coreferential definite article. In other cases, anaphoric reference is to the adverb of time in the same clause:

(٣٠) **Last week, we went to the theatre.**

In the mentioned examples above, a verb phrase is definite, the relevant time need not be specified, it matters only that the time should in principle be sepecifiable. This means that even unspesific time adverbs such as (once) and (when) suffice to make the past tense appropriate:

(٣١) **When did she arrive?**

 (٣٢) **I was once a heavy smoker.**

٢,٢,٢. **Cataphoric Use of the Past Tense**

When the adverbial follows the past tense, this may be called **'the cataphoric'** use of the definite past:

(٣٣) **We went to the theatre last week**.(Halliday and Hasan, ١٩٧٦:١٠)

The use of a temporal conjunction such as (while) or (as soon as) with past reference is a sufficient condition for the use of the past tense in both main and subordinate clauses:

(٣٤) **They left as soon as we arrived**.   (Hoey,١٩٩١:٤)

٢,٣.**Anaphoric and Cataphoric Use of the Personal Pronouns**

The personal pronouns usually have definite meaning, and resemble the noun phrase introduced by the definite article in that they have situational, anaphoric , or cataphoric reference.

The 1st person and 2nd person , when they have specific reference, are used to refer to those directly involved in the discourse situation.

The 3rd personal pronouns may also be used situationally to refer to some person(s) or thing(s) whose identity can be inferred from the extralinguistic context :

(٣٥) Are they asleep?

(spoken to his wife by a husband nodding his head towards the children's bedroom)

(٣٦) Oh, how kind of you! May I open it now?

(said by someone receiving a persent from a guest). (Quirk et al. ١٩٨٥:٣٤٧)As with the definite article, the anaphoric and cataphoric uses of ٣rd personal pronouns are distinguished according to whether the element with which it corefers (the antecedent) preceds or follows it. The more common type of textual reference is anaphoric reference.

٢.٣.١. The Anaphoric Reference of the Personal Pronouns

This type of reference is considered as the more common type of textual reference:

(٣٧) We have an excellent museum here. Would you like to visit it?

 (=the museum)

(٣٨) My brother is afraid that he will fail the test.

(٣٩) The young girl stared at Dan and said nothing. She seemed offended by his manner, as if he had had the intention of hurting her.

(٤٠) Dr. Solway took the student's blood pressure that day. He also examined his lungs and heart.

(Quirk et al, ١٩٨٥: ٣٧٤)

It is noticed that (he and Dr. Solway) are coreferential, and (his and the student's) are coreferential. The appropriate antecedent can be recovered by means of the context of the sentence. This sentence can be changed so as to enforce a different interpretation of the pronouns:

(٤١) Dr. Solway took the student's blood pressure that day. He had felt sick during the night and came for his help as soon as the clinic opened.

Now the content of the sentence suggests that **he** refers to the student and **his** to **Dr. Solway**. If the use of the pronoun is felt to be ambiguous or confusing, the antecedent can be used again, or a lexical equivalent can be found:

(٤٢)..... The student had felt sick during the night, and came for Dr. Solway help as soon as the clinic opened.   (ibid)

٢،٣،٢. **Cataphoric Reference of the Personal Pronouns**

It occurs less frequently, and under limited conditions, where it occurs, anaphoric reference is also possible, so that it can be equated two synonymous sentences in which the positions of pronoun and antecedent are reversed:

(٤٣) **Before he joined the Navy, Gerald made peace with family=**

(٤٤) **Before Gerald joined the Navy, he made peace with his family.** (Quirk et al. ١٩٨٥:٣٥١)

On the whole, **cataphoric reference** is associated with formal written English. Also it generally occurs only where the pronoun is at a lower level of structure than its antecedent (where 'level' is understood by reference to levels of branching on a tree diagram). Thus the pronoun is a constituent in a relative clause:

(٤٦) **Those who most deserve it rarely seem to suffer defeat.**

(٤٧) **Melville well knew that to the men who sailed in her, a whaler was anything but a pleasure boat.**

The cataphoric appears as part of the complement of an initial prepositional phrase:

(٤٨) **On his arrival in the capital, the secretary of State declared support for the government.**

When this condition of subordination is not fulfilled, there is no equivalent of the kind illustrated in the sentence:

(٤٩) **Suha thinks she understood me ...... (١)**

(٥٠)**She thinks Suha understood me...... (٢)**

While (she) can easily corefer to (Suha) in (١), such coreference is impossible in (٢), so that here (she and Suha) must be uderstood to refer to two different people.The conditions under which a pronoun can have coreference to another constituent can be summarized as follows: The constituent to which the reference is made must have precedence over the pronoun in one of two senses:

a- It must precede the pronoun. Or

b- It must have a higher position in the constituent structure of the sentence than the pronoun. With cataphoric pronouns, the first condition fails, and so the second must obtain. But this is not without exceptions. In journalistic writing, in

particular, there is occasional use of cataphoric pronouns which appear in noninferior positions:

(٥١) Failure of his latest attempt on the world record has caused   heavy financial loss to the backers of daredevil balloonist   Felix Champ.....

The personal pronouns cannot make cataphoric reference to part or all of a subsequent sentence, except for debatable cases:

(٥٢) It should never have happened. She went out and left the baby unattended. (ibid)

Here, it appears that it refers to the whole content of the succeeding sentence. Perhaps, this is not true cataphoric reference, but a special rhetorical device can be found in popular narrative. Another use of pronouns which may be called 'cataphoric' is illustrated in:

(٥٣) He who hesitates is lost (the person who ..... 'a proverb')   (٥٤) She who must be obeyed. (the woman who .....) (ibid)

Here (he and she) are cataphoric in that their meaning is defined by the following postmodifiers which is a restrictive relative clause. Their function is hence parallel to that of the cataphoric definite article.

There is no similar use of cataphoric (it) for nonpersonal reference, a nominal relative clause is used instead: **(٥٥) What stands over there is a church.   *It what stands over there is a church.**

The ٣rd personal pronouns can be used in anaphoric and cataphoric reference to generic noun phrases, in the normal way, the following example shows the generic use of (he) in coreference with a singular generic noun phrase:

(٥٦) Ever since he found a need to communicate, man has been the 'speaking animal'.

The anaphoric and cataphoric uses of the demonstratives are extensions of their situational use.

Anaphoric:

(٥٧) I hear you disliked his latest novel. I read his first novel, and *that* was boring, too.   (Quirk et al. ١٩٨٥:٣٧٥)

Cataphoric:

(٥٨) **He was told the story like this: 'Once upon a time....** The near demonstratives **this/ these** can have both anaphoric and cataphoric reference, while the 'distant' demonstratives **that/ those** can have only anaphoric reference. In very limited contexts such as in expressions of indignation, **(that)** can be used cataphorically:

(٥٩) **What do you think of *that*? Bob smashes up my car, and then expects me to pay for the repairs.** (ibid)

Anaphoric and cataphoric reference can also be illustrated with demonstrative determiners such as a pro-form which is similar to the demonstratives. It can have anaphoric reference both as pronoun and as a predeterminer:

(٦٠) **I longed to play the piano when I was a child; but in those days my parents could not afford an instrument.**

(61)*These language options* **are open to our students: Spanish, French, and German.** (ibid)

A reduced form such as the pronoun *she* may be said to presuppose knowledge on the part of the hearer, as well as for the speaker, of its intended referent. The identity of the referent can be recovered either from the linguistic context or from the information given in the discourse itself:

(٦٢) Is *she* **badly hurt?** (١)

(63)*The poor girl* **did not complain, although** *she* **was badly hurt.**(٢)

(٦٤)**Although** *she* **was badly hurt,** *the poor girl* **did not complain.** (٣)

One can imagine someone saying:

(١) On arriving at the scene of an accident in which *a girl has been struck by a car.* It would be evident from the situation, without further elaboration, which person was meant by *she*.

(Chalker and Weiner, ٢٠٠٨:٥)

In (٢) and (٣), on the other hand, the identity of (she) is given by the linguistic context. Here, two types of textual recoverability can be recognized: example (٢)

refers to the anaphoric use of pronoun whereas example (٣) shows the cataphoric use. Textual recoverability and, the information given elsewhere in the text are for the purpose of discourse, the explicit part of the situational knowledge which is available to addresser and addressee. It is natural, then, that anaphoric reference (reference to some antecedent which has already been mentioned) should be much more common than cataphoric reference (reference to some antecedent to be mentioned later). Although the term antecedent literally means 'going before', it can be applied to items which follow the pro-form or ellipsis, as well as items which precede it.

Recoverability is crucial to the use of pro-forms such as personal pronouns which have very unspecific meanings, such as *(she)* means simply 'the female person we know about', *(it)* 'the thing we know about', etc. Therefore, it is necessary, for the interpretation of these words, to have information from which their intended referents can be uniquely predicted. This information is usually found in a preceding or following part of the text, but it may be found in the situation. The task of interpretation is the same for pronouns such as *he, she, it* as for definite noun phrases such as *the poor girl*, except that since the meaning of a 3rd personal pronoun is less specific, there is consequently more dependence on context. In the case of 1s and 2nd personal pronouns, on the other hand, the referents are usually easily recoverable from the situation. Essentially the same distinctions apply to ellipsis. The normal understanding of the term ellipsis is that words are omitted where understanding can be achieved without word repetition:

(٦٥)**She might sing tonight, but I don't think she will** *(sing tonigh*t).

This is a case of textual recoverability, especially of anaphoric ellipsis, since the antecedent occurs earlier in the text. The other possibility, that of cataphoric ellipsis:

 (٦٦)**If you want (me to (buy the tickets)), I'll buy** *the tickets.*

(Halliday and Hasan, ١٩٧٦:١٠)

٣- The Test

The test aims to:

١- diagnose the difficulties which are relative to the use of English anaphoric and cataphoric reference.

٢- find out, through accounting for the errors detected and through a statistical study of their frequency, the reasons for such errors.

٣- identify the level at which the students would do better: recognition or production.

This test consists of two questions:The first question is designed to measure the performance of the subjects at the level of recognition. It is about multiple choice. It has (٢٥) items. Each one has two options whereby the subjects are asked to choose the correct answer. The second question is designed to measure the subjects' performance at the level of production. The subjects are asked to change anaphoric reference into cataphoric one. It has (٢٥) items. Most of the items of the test have been selected from grammar books that are familiar to the students as well as from their textbook **(English Grammar for Students Teachers/ English Department/ Teachers' Institutes (١٩٨٥) by Dr. Abbas Al-Wahab et al.).**

In choosing the subjects of this study, care has been taken to ensure that the students have the similar English foreign language background and that no erroneous factors were allowed to affect the results of the test. Weir (١٩٩٣:٣٨) asserts that the roles attached to students should certainly be within their experience and appropriate to their age, sex, and culture.

The sample of this study consists of thirty five subjects of the fifth class (٢٠١٠-٢٠١١) of the Department of English at the Teachers' Institute in Babylon. The fifth year students are preferred to apply the test because the topic under investigation is taught in the present year. They were also exposed to this topic in their previous year. The main test was carried out on the ٢٢nd, March during the academic year ٢٠١٠-٢٠١١. The time allocated for the test was one hour. The subjects were assured that the test was purely for research purposes and had no bearing on marks. The scores have been distributed in such a way as to give two scores for each correct answer and zero score for the incorrect one.

٤. Discussion of the Results

This section presents the results of the subjects' performance for each question of the test.

٤،١. Subjects' Performance of the First Question

The results obtained from analyzing the subjects' performance of each item in this question are presented in Table (١). The table displays the correct and the incorrect responses of each item. The total number of the correct responses of the subjects is (٤٣٧) which constitutes (٤٩،٩٤٪) whereas that of the incorrect ones is (٤٣٨) which constitutes (٥٠،٠٦٪).

Table (١)

Subjects' Performance at the Recognition Level of Question (١)

No.of Item	No. Of Correct Responses	%	No. Of Incorrect Responses	%
١	٢٢	٦٢،٨٥	١٣	٣٧،١٥
٢	١٤	٤٠	٢١	٦٠
٣	٢٣	٦٥،٧٢	١٢	٣٤،٢٨
٤	١٥	٤٢،٨٥	٢٠	٥٧،١٥
٥	١٢	٣٤،٢٨	٢٣	٦٥،٧٢
٦	٢١	٦٠	١٤	٤٠
٧	١١	٣١،٤٣	٢٤	٦٨،٥٧
٨	٢٤	٦٨،٥٧	١١	٣١،٤٣
٩	٢٣	٦٥،٧٢	١٢	٣٤،٢٨
١٠	٢١	٦٠	١٤	٤٠
١١	٢٥	٧١،٤٣	١٠	٢٨،٥٧
١٢	٨	٢٢،٨٥	٢٧	٧٧،١٥
١٣	٩	٢٥،٧١	٢٦	٧٤،٢٩
١٤	٢١	٦٠	١٤	٤٠
١٥	٢٣	٦٥،٧٢	١٢	٣٤،٢٨
١٦	٢٥	٧١،٤٣	١٠	٢٨،٥٧
١٧	١٥	٤٢،٨٥	٢٠	٥٧،١٥
١٨	١٧	٤٨،٥٧	١٨	٥١،٤٣
١٩	١٩	٥٤،٢٨	١٦	٤٥،٧٢
٢٠	٢٠	٥٧،١٥	١٥	٤٢،٨٥
٢١	٢٣	٦٥،٧٢	١٢	٣٤،٢٨
٢٢	٥	١٤،٢٨	٣٠	٨٥،٧٢

٢٣	١٢	٣٤,٢٨	٢٣	٦٥,٧٢
٢٤	١٤	٤٠	٢١	٦٠
٢٥	١٥	٤٢,٨٥	٢٠	٥٧,١٥
Total	٤٣٧	٤٩,٩٤	٤٣٨	٥٠,٠٦

The incorrect responses are classified as follows:

١- Wrong choice of the required reference.

This error forms (٤٠١) with a percentage of (٩١,٥٥٪) as in items (١ and ٢):

* **If you need one, there's a clean towel in the capboard.(anaphoric)**

* **He bought a TV and a video recorder, but he returned the video recorder. (cataphoric)**

٢- Giving no response.

This type of errors is totaled (٣٧) non-responses, which constitutes (٨,٤٥٪) as in items (٦, ٧ and ٩) .

* **The boys sitting over there are my cousins.**

 * **The wines of France are among the best in the world..**

* **Then we returned the city.... the square was deserted.**

The total number of the correct responses of the first question is about (٤٣٧) i.e., (٤٩,٩٤٪). As a result, the performance of the subjects is not good. Here, the subjects meet difficulties because they do not distinguish anaphoric from cataphoric reference. This validates the first hypothesis which states: "Most Iraqi learners do not distinguish anaphoric and cataphoric use of definite article, the past tense, and the personal pronouns."

٤,١. Subjects' Performance of the Second Question

The second questions measures the subjects' ability to change the anaphoric reference into the cataphoric one. Table (٢) presents the responses to each item. The total number of the correct rfesponses is (٣٧٥), i.e., (٤٢,٨٦٪), whereas that of the incorrect ones is (٥٠٠), i.e., (٥٧,١٤٪).

Table (٢)

Subjects' Performance at the Production Level of Question (٢)

No.of Item	No. Of Correct Responses	%	No. Of Incorrect Responses	%
١	٢٤	٦٨,٥٧	١١	٣١,٤٢

٢	٢٣	٦٥,٧١	١٢	٣٤,٢٨
٣	٥	١٤,٢٨	٣٠	٨٥,٧١
٤	٢٧	٧٧,١٤	٨	٢٢,٨٥
٥	٢٤	٦٨,٥٧	١١	٣١,٤٢
٦	٥	١٤,٢٨	٣٠	٨٥,٧١
٧	٦	١٧,١٤	٢٩	٨٢,٨٥
٨	٩	٢٥,٧١	٢٦	٧٤,٢٨
٩	١١	٣١,٤٢	٢٤	٦٨,٥٧
١٠	٤	١١,٤٢	٣١	٨٨,٥٧
١١	١٣	٣٧,١٤	٢٢	٦٢,٨٥
١٢	١٥	٤٢,٨٥	٢٠	٥٧,١٤
١٣	٢٥	٧١,٤٢	١٠	٢٨,٥٧
١٤	٧	٢٠	٢٨	٨٠
١٥	٢٣	٦٥,٧١	١٢	٣٤,٢٨
١٦	٩	٢٥,٧١	٢٦	٧٤,٢٨
١٧	٥	١٤,٢٨	٣٠	٨٥,٧١
١٨	١٠	٤٢,٨٥	٢٥	٧١,٤٢
١٩	١٢	٣٤,٢٨	٢٣	٦٥,٧١
٢٠	١٥	٤٢,٨٥	٢٠	٥٧,١٤
٢١	١٣	٣٧,١٤	٢٢	٦٢,٨٥
٢٢	٢٠	٥٧,١٤	١٥	٤٢,٨٥
٢٣	٢٢	٦٢,٨٥	١٣	٣٧,١٤
٢٤	٢٣	٦٥,٧١	١٢	٣٤,٢٨
٢٥	٢٥	٧١,٤٢	١٠	٢٨,٥٧
Total	٣٧٥	٤٢,٨٦	٥٠٠	٥٧,١٤

The incorrect responses are classified as follows:

١- Incorrect word order.

This error is totaled (٤٢٣) which constitutes (٨٤,٦٪) as in items (٣, ٥, and ٦):

* France President visits Mexican.

* Selma is so she stressed out about her assignments; she is talking about it on Facebook her.

* Before my father him died, he gave me an old cigar box a few weeks.

٢- Giving no response.

This type of errors is totaled (٧٧) non-responses, which constitute (١٥,٤٪) as in items (٢١, ٢٤, and ٢٥):

* We are watching a match. The match is exciting.

* Ahmed thinks he can lift this table.

* She wanted to be a successful engineer. She was ambitious.

Table (٣) shows that the subjects' performance of the first question, (٤٣٧) which constitutes (٤٩,٩٤٪), is better than that of the second question, (٣٧٥), i.e., (٤٢,٨٦٪), the subjects' ability to recognize anaphoric and cataphoric reference at the recognition level is better than that of the production level. This validates the second hypothesis which reads: "the students' performance in using anaphoric and cataphoric reference at recognition level is better than at the production level."

Table (٣)

Subjects' Total Performance in the whole Test

No. Q.	Correct Responses	%	Incorrect Responses	%
١	٤٣٧	٤٩,٩٤	٤٣٨	٥٠,٠٦
٢	٣٧٥	٤٢,٨٦	٥٠٠	٥٧,١٤
Total	٨١٢	٤٦,٤	٩٣٨	٥٣,٦

٥- Sources of Errors

It can be said that the identification of the exact source of errors made by the foreign learners cannot be completely accurate. Furthermore an error may be attributed to more than one source. In accounting for particular errors made by a learner, there is a large area of uncertainty and speculation.

Corder (١٩٧٣: ٢٩٠) states that " In many cases there appear to be several simultaneous processes going on: transfer, overgeneralizatio, faulty categorization, lapses and syntactic blends which operate in the planning and execution of utterances." There are factors that interact and influence the linguistic performance of a second or a foreign language learner. They include language transfer, intralingual interference, context of learning and communicative strategies. (Kardaleska, ٢٠٠٥:١)

٥,١. Language Learning Strategies

Language learning strategies refer to particular methods of approaching problems or tasks, modes of operation for achieving particular ends, planned designs for controlling and manipulating certain information. (Brown, ١٩٨٠:٨٣)

Language learning strategies have three types: the first two are interlingual transfer and intralingual transfer which represent two prominently different linguistic manifestations of one psychological process while the last is the context of learning.

٥,١,١. Interlingual Transfer

The term "interlanguage" refers to cantrastive analysis which deals with the differences and similarities between the native language of the learners and the target language.

Psycholinguists predict that the nature of the mother tongue will facilitate or make difficult the learning of certain aspects of the target language. (Barry, ١٩٩١:١٠١)Translation may lead to the first language of the subjects interference which the learners can transfer forms from their native language to the second one which they are learning. Thus when they translate the words in their first language they notice the changes that occur when they state whether the reference is anaphoric or cataphoric or change the anaphoric reference into the cataphoric one.

٥,١,٢. Intralingual Transfer

The term "intralingual transfer" deals with the explanation of errors which resulted from a complex structure of the target language itself. (Ellis, ١٩٨٤:٥٢)

The subjects cannot change the anaphoric into the cataphoric reference, they make mistakes in the word order as in items (١١, ١٢, and ١٤) in question (٢):

* He saw their girls, they were playing chess.

* She bought a shirt and a bag, the shirt was very nice it.

* She meets George, he seems him faint.

٥,١,٣. Context of Learning

This source overlaps with both (interlingual and intralingual transfer). The word context refers to a classroom with its teacher and its material. There is a logical relationship between what goes on in the classroom and the preparation of syllabuses and teaching material. The ease or difficulty of learning is not simply related to the nature of the task but has components of motivation, intelligence, aptitude, and quality of teachers and teaching material. (Corder, ١٩٧٣:١٤٠)

In Q١, some errors reveal the limit exposure to anaphoric and cataphoric

reference. The subjects cannot recognize whether the reference is anaphoric or cataphoric as in items (١٧, ١٩, ٢٠, and ٢٣):

* Before Gerald joined the Navy, he made peace with his family. (cataphoric)

 *On his arrival in the capital, the secretary of state declared support for the government.(anaphoric)

* Suha thinks she understands me... (cataphoric)

* The monkey took the banana and ate it. (cataphoric)

٦- Conclusions

Anaphoric reference is the most common type of reference, used unknowingly in everyday conversation and writing. It occurs when the writer refers back to someone or something that has been previously identified to avoid repetition.

Cataphoric reference is less common in speech but can be used for dramatic effect in writing. It occurs when the audience is introduced to someone as an abstract, before later learning his or her name.

Some traditional grammarians restrict the term 'anaphor' to an item which follows its antecedent, preferring cataphor for a similar item which precedes its antecedent, but the distinction seems to be without significance, and is not normally made today.

The empirical work of the study has come up with the following conclusions:

١- Iraqi students of Teachers' Institutes at their fifth stage face difficulties in recognizing and producing anaphoric and cataphoric reference. They are unable to answer with the correct reference. This is indicated by their low performance in the test as the rate of their correct responses (٨١٢, ٤٦,٤٪) is lower than that of their incorrect ones (٩٣٨, ٥٣,٦٪). This validates the first hypothesis, which states: "most Iraqi learners do not distinguish anaphoric and cataphoric use of definite article, the past tense, and the personal pronouns."

٢- The students' performance at the recognition level (٤٣٧) that constitutes (٤٩,٩٤٪) is better than that of the production level (٣٧٥) i.e. (٤٢,٨٦٪). This verifies the second hypothesis which reads: " the students' performance in using anaphoric and cataphoric reference at recognition level is better than at the production level."

٣- The plausible causes underlying the students' poor performance can be ascribed to the following factors:

i- Intralingual transfer constitutes the majority of the subjects' errors as it accounts (٤٦٩, ٢٦,٨٪) of their total errors. The subjects' reliance on the prior knowledge of the target language rules to recognize or produce anaphoric and cataphoric reference regardlessness of their acceptability is due to the incomplete understanding of such reference which encourages overgeneralization, simplification, incomplete application of a rule and false concept hypothesized..

٢- Errors attributed to **context of learning** constitute (٣٩٣, ٢٢,٤٦٪). The anaphoric and cataphoric reference has not been given more attention in the grammar books in general, and in the subjects' texbooks in particular.

٣- The rate of interlingual interference errors is (٧٦, ٣٤٪) of all the subjects' errors. The subjects use the rules of their native language in the production of anaphoric and cataphoric reference.

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Appendix

The test

Q١: State whether the following statements have anaphoric or cataphoric reference:

١- If you need one, there's a clean towel in the capboard.

٢- He bought a TV and a video recorder, but he returned the video recorder.

٣- Ali buys a bicycle, but when he rode it one of the wheels came off.

٤- I lent my friend a valuable book, but when he returned it, the cover was filthy.

٥- The president of Mexico is to visit China.

٦- The boys sitting over there are my cousins.

٧- The wines of France are among the best in the world.

٨- The lamp on the table is useful.

٩- Then we returned the city.... the square was deserted.

١٠- They decided to close down the factory. It took us compeletly by surprise.

١١- Last Satrurday, we went to the theatre.

١٢- They played football last Friday.

١٣- We have an excellent museum here, would you like to visit it?

١٤- My brother is afraid that he will fail the test.

١٥- The young girl stared at Dan and said nothing; she seemed offended by his manner.

١٦- Dr. Solway took the students' blood pressur that day. He also examined his lungs and heart.

١٧- Before Gerald joined the Navy, he made peace with his family.

١٨- Melville well knew that to the men who sailed in her.

١٩- On his arrival in the capital, the secretary of state declared support for the government.

٢٠- Suha thinks she understands me...

٢١- Ali is so polite that everyone likes him.

٢٢- He who hesitates is lost.

٢٣- The monkey took the banana and ate it.

٢٤- Pam went home because she felt sick.

٢٥- We found a house to rent, but the kitchen was very small.

Q٢: Change the following statements from the anaphoric reference into the cataphoric

reference:

١- Yesterday, we went to the cinema.

٢- On her arrival, she came to visit us.

٣- Mexican President visits France.

٤- When Suad arrived, she surprised to find her apartment door open.

٥- Selma is so stressed out about her assignments; she is talking about it on Facebook.

٦- A few weeks before my father died, he gave me an old cigar box filled with faded letters.

٧- If Suha were a doctor, she would be happy.

٨- Too scared to buy before some hmeowners sell, they aim for a trade.

٩- When the children are running, they become very tired.

١٠- I see a man and a woman, the man is very tall.

١١- He saw the girls, they were playing chess.

١٢- She bought a shirt and a bag, the shirt was very nice.

١٣- I bought a car yesterday. It was very expensive.

١٤- She meets George, he seems faint.

١٥- Last week, we visited our uncle.

١٦- Yesterday, the cat dropped the cup of coffee.

١٧- Because of their failure, they are sad.

١٨- I see a man. The man makes an accident.

١٩- Inspite of his richness, Ali doesn't his poor friends.

٢٠- A girl is very attractive, the girl is reading in the library.

٢١- We are watching a match. The match is exciting.

٢٢- Last ten years, they travelled to Basrah and settled down there.

٢٣- When Suha is reading, she feels tired.

٢٤- Ahmed thinks he can lift this table.

٢٥- She wanted to be a successful engineer. She was ambitious.