

# **The Difficulties Faced by Iraqi Undergraduate Students in Using Verbs of Perception**

**الصعوبات التي يواجهها طلبة الجامعات  
العراقية في استخدام أفعال الحواس**

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## **Abstract**

The purpose of this research is to investigate the difficulties that Iraqi Undergraduate students encounter in using verbs of perception at the production and recognition level and to examine the sources of these difficulties and suggest possible solutions for them. A total of (100) Iraqi college students from College of Languages / University of Baghdad completed a production and recognition test. Brown's (2007a) theory of error analysis is used to describe the categorize students' errors. The highest cause of errors in the data is the linguistic errors which account for (48.1%) due to the difficulty encountered in the progressive aspect in metaphoric and polysemous uses of verbs of perception.

Cognitive errors rank second as they constitute (31%) of students' overall errors. Communicative errors rank third in the data. The rate of errors pertaining to such factor is (20.3%) of all the students' errors which is due to the flexibility and richness of the semantic field of verbs of perception in English, in addition to verbs of perception' difficulty at the production level and the variety of meanings each verb possesses. The study recommends that adopting communicative grammars in teaching verbs of perception is more productive than adopting structural grammars; Communicative grammars present students the grammatical points and the language functions that they actually need to communicate and might encounter in real life situations.

**Keywords:** Verbs of Perception, Production, Recognition, Error Analysis, Undergraduate Students.

## الملخص

يهدف هذا البحث إلى دراسة الصعوبات التي تواجه طلبة المرحلة الجامعية العراقية في استخدام أفعال الحواس على مستوى الإنتاج والادراك ودراسة مصادر هذه الصعوبات واقتراح الحلول الممكنة لها. أكمل (100) طالب جامعي عراقي من كلية اللغات - جامعة بغداد اختبار الإنتاج والادراك. تم استخدام نظرية تحليل الأخطاء لبراون (2007) لوصف أخطاء الطلاب في التصنيف. إن أكبر أسباب الأخطاء في العينة هي الأخطاء اللغوية بنسبة (48.1٪) وذلك بسبب الصعوبة في الصيغة النحوية المستمرة والاستخدامات المجازية وتعدد المعاني لأفعال الحواس. وتأتي الأخطاء المعرفية في المرتبة الثانية إذ تشكل (31٪) من إجمالي أخطاء الطلاب. الأخطاء التواصلية تحتل المرتبة الثالثة في العينة. وتبلغ نسبة الأخطاء المتعلقة بهذا العامل (20.3٪) من مجمل أخطاء الطلاب، ويرجع ذلك إلى مرونة وثراء المجال الدلالي لأفعال الحواس في اللغة الإنجليزية، بالإضافة إلى صعوبة أفعال الحواس على مستوى الإنتاج. وتنوع المعاني التي يحملها كل فعل. وتوصي الدراسة بأن اعتماد القواعد التواصلية في تدريس أفعال الحواس أكثر إنتاجية من اعتماد القواعد النحوية؛ يقدم النحو التواصل للطلاب النقاط النحوية والوظائف اللغوية التي يحتاجون إليها بالفعل للتواصل والتي قد يواجهونها في مواقف الحياة اليومية.

الكلمات المفتاحية: أفعال الحواس، الإنتاج، الادراك، تحليل الخطأ، طلاب المرحلة الجامعية.

## **Introduction**

For almost any language, the most difficult part is the verb. In order to learn a language, one has to learn how to use the verbal forms of that language, and, taking out those that are related historically, the pattern and structure of the verb in each language appear to differ remarkably from those in every other language. Native speakers of a language, are as a result reasonably think that their language possesses a clear way of handling verbs and they struggle when faced with a linguistic structure that is different from their language (Palmer, 2014; Peterson, 2015).

To Cowan (2008, p. 350) “use of verb forms is one of the two or three most difficult areas for English language learners to master”. Consequently, EFL (English as a foreign language, hence EFL) learners commit errors in the correct usage of verb forms as they try to describe the time of an event in the target language. Bardovi-Harlig and Reynolds (1995) comment that more intension must be paid to the teaching of verbs that pose difficulty for students – activity verbs and stati ve verbs in the case of simple part tense.

Verbs can be classified according to certain syntactic and semantic criteria. Semantic classification categorises verbs into stative and dynamic. The former might not involve a change; they denote a situation that lasts more or less indefinitely. The latter, dynamic verbs, are viewed as durative and express an ongoing action. Stative verbs include different classes such as verbs of cognition, emotion and senses.

Verbs of perception are those that express senses employed in the process of human sensory cognition such as smell, see, hear, taste and feel, in addition to their meaning components: sound, touch, look, listen, etc. (Rosthstein, 2004: 6) Manczak-wohlfeld et al., 2007:155)

According to Huddleston and Pullum (2002: 70), verbs of perception might pose difficulties for EFL learners on the syntactic and semantic level. Such verbs can be stative in one situation and dynamic in another. In example (1), the verb smell cannot be used with the progressive aspect because it refers to private sensations available to the speaker only in a way that he/she alone can report. However, the same verb can occur with the progressive aspect in other situations as in example (2).

- (1) I smell something burning. (Not \*I am smelling)
- (2) My scarf is no longer smelling of lavender.

Decapua (2017: 171) states that EFL learners might not know or forget which verbs are generally not used in the present progressive. EFL learners get confused when dealing with the different meanings particular verbs of perception have when they are used in the simple present versus when they are used in the present progressive. Some verbs of perception convey metaphorical and idiomatic meanings when they are used in the present progressive.

Gisborne (2010: 3) describes verbs of perception as a “difficult analytical challenge.” These verbs raise many issues connected with the progressive aspect, semantic relatedness, polysemy, metaphor, evidentiality, hedging as well as issues related to their complementation patterns. It appears that verbs of perception’ dimensions move beyond the expression of a simple embodied experience. The nature

of difficulty of verbs of perception is addressed by Langacker (2008:148) as he states that many verbs of perception are comfortably used as stative and dynamic verbs. Their Categorization is flexible and subject to a conceptual influence from a variety of sources. Radden and Dirven (2007: 192) further argues that the division between static and dynamic verbs might work for other classes of verbs very well, but it raises many issues with verbs of perception as it might relates to perspectives of the participants. Swan (2005: 457) describes the difficulty of such verbs by exemplifying how their metaphorical and polysemic uses can affect their syntactic behavior. EFL learners find highly polysemous words such as verb of senses quite problematic when they face them in their readings or in the classroom due to the various meanings they can convey and sometimes due to the ambiguity of the texts in which they occur. EFL learners tend to consult dictionaries to look up the meanings of polysemous words, but the problem is that it neither provides all the meanings of polysemous words all the time nor does it illustrate their usages (Parent, 2009).

Studying a semantic class such as verbs of perception is important as they are associated with the human's senses which are described as the channels through which people gather up-to-date information about the world (Barlow & Mollon 1982; Blake & Sekuler 2005; Classen 1993, 1997; Goldstein 2009; HHMI 1995; Howes 2004; Rouby et al. 2002) Hence, five senses – vision, hearing, touch, smell and taste – have been portrayed as the primary means for collecting different information about the physical and material world (Sekuler and Blake, 2005). Drawing from the significance placed upon these verbs, thus, the present study

aims at investigating the difficulties that Iraqi EFL students encounter in the use of verbs of perception both on the recognition and production levels; accounting for the difficulties that Iraqi EFL students might encounter in the use of verbs of perception as well as suggesting possible solutions to them.

### Error Analysis

Error analysis (Henceforth EA) is the investigation of the language of second language learners using “a set of procedures for identifying, describing and explaining learner’s errors” (Ellis and Barkhuizen, 2005: 51). The first step, i.e., identifying errors is not a smooth process. One must distinguish between errors and mistakes. On the one hand, errors are systematic and they reveal a gap in the learner’s linguistic knowledge. Learners make errors because they do not know what the correct rule is. On the other hand, mistakes are unsystematic; they are accidental slips of the tongue or lapses in performance. Learners make mistakes due to different non-linguistic reasons. In short, errors are related to competence while mistakes are associated with performance (Ellis, 1997: 17).

The second step, i.e., describing errors is referred to by Corder (1981: 24) as “bilingual comparison”. It involves a mapping between the forms produced by the learners and those produced by the native speakers. This stage requires developing a set of categories to code the errors that have been identified. These categories describe the surface structure of the learner’s utterance (Ellis and Barkhuizen, 2005: 60). For example, Corder (1973: 277) presents four categories of errors: “omission of some required elements, addition of some unnecessary or incorrect element, selection



of incorrect element, and disordering of elements.” The third step, i.e., explaining errors deals with finding out the sources of errors, that is, how errors come about. This step is psychologically-oriented. In other words, it discusses the different strategies that the learner uses in the process of learning (Ellis, 1997: 19). Brown (2007b:263-4) identifies four sources of errors: “interlingual transfer, intralingual transfer, context of learning and communication strategies.” Students errors in the present study are analyzed according to the following model shown in Table (1):

**Table 1**  
Categorization of Learning  
Strategies and their Sources

Learning Strategies	Major Sources	Categorization of Sources
Linguistic Strategies	Linguistic Errors	-Addition -Substitution -Selection of incorrect elements
Cognitive Strategies	(Transfer ) Interlingual Transfer	-Interference
	Intralingual Transfer	- Ignorance of rule restrictions - Overgeneralization
	Context of Learning	-False concept hypothesized
Communicative Strategies	Paraphrase	- Use of Synonymy -Literal Translation -Approximation -Word Coinage - Avoidance

(After Brown, 2007:138, 263-266)

## Review of Literature

Foreign language learners usually face various kinds of problems in the course of learning a target language, and Arab EFL learners face the same issue. Many studies have been done to point out the difficulties that these learners face in the different phases of learning English and at the different linguistic levels beginning from the segmental phonemes moving up to the level of sentence and discourse. Such studies have shown that the acquisition of the semantic and syntactic features of verbs tends to be more problematic than is the case with nouns. This difficulty might be related to the fact that verbs are linked with complex semantic and syntactic characteristics related to tense, time, aspect and phase. As a result , verbs are cognitively more complex than nouns in the process of learning (Gentner, 1981, 1982, 2006; Gropen et al. 1991; Kersten and Smith 2002; Mandler 1996).

Many researchers studied how children and young learners acquire particular linguistic features. For instance, Parish et al. (2006) tried to identify the factors that determine the acquisition of verbs by conducting a survey on a sample of (49) children. They were able to identify five main features that perform an important role in acquiring verbs. These features are: (1) the variety of syntactic frames in which a verb is used; (2) repetition (especially in the ostensive context) and distributed learning; (3) multiple exemplars and corrective feedback; (4) actions with goals/results; and (5) pragmatic cues.

Moreover, Papafragou and Selimis (2010) studied how young Greek learners acquire English motion verbs. The study demonstrated that Greek and English understand the notion of motion in distinct manners, an issue which creates

problems and results in confusion to Greek learners of English and vice versa. Other researchers examined the acquisition of specific syntactic characteristics of particular verbs. For instance, Joo (2003) studied the Korean learners' competence of locative alternation in particular English verbs. The study shown that that Korean and English are share common features in relation to broad-range constraints, but they differ with respect to narrow-range constraints for locative alternations. Additionally, it was revealed that interlingual differences between Korean and English were significance factors in the acquisition of Korean students of locative alternation in English.

Altenberg and Granger (2001) identified EFL learners' errors in using high frequency verbs, and particularly the verb 'make'. The study tried to examine the role of transfer in the misuse of these verbs. Moreover, the study attempted to see whether learners tend to over- or underuse these verbs, and to what extent high-frequency verbs is error-prone. The study shown that foreign advanced learners of English face many difficulties with the high-frequently used verb 'make'. Certain pedagogical implications to teaching lexical items were also put forward.

Fareh (2006) investigated Arab learners' competence in the use of English verbs of saying at the levels of recognition and production. His study has demonstrated that the performance of Arab learners of English in using the verbs was poor. The percentage of acquisition has been revealed to be 61%. Consequently, the study recommended that more detailed studies be conducted to investigate the uses of possibly confusing words, especially in relation to their subtle semantic and syntactic features.

Fareh (2012) conducted a further study to examine Arab EFL learners' acquisition of verbs of perception. The study investigated the difficulties that Arab EFL learners of English encounter in the use of five verbs of perception when used as linking verbs, main verbs, main verbs with a metaphorical use, and as parts of idioms. A questionnaire consisting of three parts was specially designed to obtain the required data for this study at the levels of recognition and production. The subjects of the study were 30 randomly selected senior English major university students. The results of the study demonstrated that the students faced real difficulties in using the five target verbs. It was revealed that idiomatic uses of verbs of perception posited the greatest challenge for students.

## Materials and Methods

### Sample

The population of the present study comprises (100) fourth-year students from the Department of English, in The College of Languages, University of Baghdad for the Academic year 2022-2023. Fourth-year students are chosen because the students at this year are supposed to have an adequate competence in using verbs of perception. The students are familiar with this type of verbs throughout their four years of studying English in college (they have studied it in their second year, third year and their fourth year). The sample is homogenous as far as the factors of age, level of education and first language background are concerned. Each student of both groups is (22 or 23) years old. The native language of the students in both groups is Arabic. Additionally, non-Iraqi students from other countries are excluded from the test since their linguistic background

maybe different from that of the Iraqi students. Division according to sex is not taken into consideration since sex is not a factor under investigation in this study. However, the number of females exceeds that of males in both colleges.

### **Instrument**

The study employs a diagnostic test (Appendix ) (Brown, 2004: 47) which aims at measuring the areas of weaknesses and difficulties faced by Iraqi college students in the recognition and production of verbs of perception, and at assessing their receptive and productive knowledge of this type of verbs . The test consists of four tasks. Each task comprises sixty items in total ( fifteen items in each task) . The first two tasks are designed to measure the students' ability at the recognition level, whereas the last two are designed to measure their proficiency at the production level. The test contains items that display verbs of perception in different shades. In other words, verbs of perception are used as linking verbs, main verbs, main verbs with meaning extension, and as part of idioms and phrasal verbs.

### **Scoring Scheme**

A necessary requirement of a good test is to have a consistent scoring scheme. The whole test is scored out of (60) marks. Since the test comprises four tasks each task is scored out of (15) marks. The distribution of the scores is as follows: (1) mark for the correct answer and zero for the incorrect one. The items that are left vacant by the students with no answer are also given a zero score because the students have failed to give any answer.

## Procedures

Before the administration of the test in its final version to the sample of, a pilot test was conducted on (30) students from the College of Languages/University of Baghdad. The purposes of the pilot test are to: (1) test the clarity of the instructions, (2) check the estimated time required for the students to answer all the items (3) and discover any weaknesses or ambiguity in the construction of the items. . The final version of the test was conducted (10) days after the pilot study. The term ‘verbs of perception’ was explained to the students and instructions were read carefully. The researcher emphasized that those verbs are used in five different ways in this test: as main verbs, main verbs with extended meaning, linking verbs and as parts of idioms and phrasal verbs. Furthermore, the researcher explained some difficult words to the students and sometimes used the Arabic language to facilitate better communication and understanding. The test format was organised in such a way that the students can provide their responses to the test paper to save time and effort. The test papers were all submitted within the prescribed time.

## Results and Discussions

The present section explains and accounts for the categories and the sources of errors behind students’ error in verbs of perception. Table (2) outlines the results of error analysis:

**Table 2**

**Results of the Categories of Errors Analysis**

Categories	Source of Errors	Occurrence	Percentage
Linguistic Categories	Addition	27	8.3 %
	Substitution	222	5.9%
	Selection of Incorrect Elements	922	33.6%
	Total	1783	48.1%
Cognitive Strategies	Interlingual Transfer Interference	262	7 %
	Intralingual Transfer		
	- Ignorance of Rule Restrictions	487 74	13.1% 1.9%
	- Overgeneralisation Context of Learning	346	9.3%
	Total	1169	31.5%
Communication Strategies	Use of Synonymy	200	5.3%
	Literal Translation	195	5.2%
	Approximation	222	5.9%
	Word Coinage	8	0.2%
	Avoidance	128	3.4%
	Total	753	20.3%
		3705	100%

## Linguistic Errors

According to Corder (1973: 277) there are four categories of errors: “omission of some required elements; addition of some unnecessary or incorrect element; selection of incorrect element; and disordering of elements.” The data reveal the following linguistic errors:

### Addition

For the category of addition, the data show a number of errors made by the students which results in the addition of redundant prepositions to the verbs. The followings are examples taken from the data under investigation:

2- اليوم بدأت هيئة المحلفين تسمع الى وقائع الدعوى. (Today the jury

began to hear the case)

15- أظهرت النتائج وجود صلات قوية بين المستوى التعليمي للاباء

وطموحات الطلبة

(The results showed strong associations between parents ‘educational level and students’ aspirations).

In item (2), (12) students commit an error by producing the incorrect verb hear out instead of hear. The phrasal verb hear out means ‘to listen until somebody has finished saying what they want to say’. This usage is incorrect within the context of the sentence. Here the correct verb hear is used formally and it means ‘to judge a case in court’.

In item (15), (15) students add an unnecessary preposition up to the verb show resulting in an unacceptable sentence on the syntactic and semantic level. Syntactically, show up is an intransitive phrasal verb that does not take an object. Semantically, the addition of the preposition up



changes the meaning of the verb from ‘to prove something’ into ‘to arrive’ or ‘to become visible’.

### **Substitution**

Sentences related to the phrasal verbs result in the error of substitution. Items (2) and (11) in task (II) and item (3) in task (IV) show a substitution in the use of the preposition accompanying the verbs:

2- \*After the accident she didn't feel like to driving. Q2

11- \*That aftershave of yours is smelling in the whole house. Q2

In item (2), (92) students do not detect the substitution of the preposition up with like. The correct phrasal verb is feel up which means ‘having enough energy to do something’. In item (11), (99) students are also not able to notice the substitution of the preposition out with in. The correct answer is smell out which means ‘to fill a place with a smell in an unpleasant way’.

3- نحن ننعم النظر في إماكنيه دمج القسمين. Q4

We're looking into the possibility of merging the two departments). (

As item (3) reveals, 31 students commit an error by substituting the preposition into with the prepositions for resulting in the incorrect answer looking for. Obviously, these students are an aware of the meaning of the verb looking into which means ‘to examine’. Looking for is incorrect because it means ‘to search for something’.

### **Selection of Incorrect Elements**

This type of errors is relatively dominant in the present data. The data show a high number of students who select incorrect elements due to their inability to recognise the metaphoric expression of verbs of perception. Needless to say, this demonstrates a poor lexical knowledge on the part of the students under study. Recognition and production of the metaphoric uses of verbs of perception lend themselves to cognitive parameters. In other words, explaining why a certain item is correct or incorrect is related to the physiological and psychological properties. The metaphoric uses of such verbs are the result of a conceptual mapping from the physical domain onto the conceptual domain; certain properties get selected from one domain onto the other. For example:

7- \*He saw / heard / sounded the high point in his career.

In item (7), 69 students were unable to recognize the correct verb touch. The sentence ‘touch the high point in his career’ means ‘to reach’. It selects three properties: <limits yes>. <closeness yes> and <contact yes>, The last property is mapped because a metaphoric contact happens when the perceiver reaches the high point in his/her life. This moment represents an end-point in the person’s career since he/she cannot go any further, this is pointed out by the property <limits yes>. The verbs see, hear and sound take negative values in the two properties <closeness > and <contact >. On top of that, the three verbs do not even possess the property <limits >. This property (<limits >) is a part of the physiological makeup of the sense of touch only. (27) students choose saw; (26) students choose heard; (16) students choose sounded.

12 - \*It is 13 years since they last touched/saw/heard victory.

The correct verb is taste. The metaphor ‘taste victory’ means ‘experience’ and it selects three properties: <closeness yes>, <effects yes> and <contact yes >. The property <contact > has a negative value in see and hear, and a positive one in taste and touch. The verbs touch is incorrect because it means ‘to reach victory’. This expresses a situation where the agent obtains his/her victory or goal after struggling for some time. The properties <limits> and <briefness> can be detected in the meaning expressed by the verb touch as well. The verb taste means ‘to experience’; ‘to experience what victory is in one’s own flesh’. Notably, both senses, taste and touch, possess a positive value in the property <contact yes>. However, the different interpretations in taste and touch are attributed to the property <internal>. This property takes a negative value in the sense of touch and a positive one in the sense of taste.

The readings of verbs saw and heard are <contact no>, thus, they are not interpreted in the same way. Sentence (c) denotes a mental activity such as ‘to foresee’. Sentence (d) is not very suitable; it can be interpreted as ‘to be told’ whereby someone physically perceives the word ‘victory’ being uttered by somebody else. (20) students opt for the verb touched; (11) students opt for saw; (9) students opt for heard.

15- \*She felt/heard/saw many people’s lives through her charity work. Q1

In item (15), the correct verb is touch which means ‘to affect’. This verb selects three properties: <closeness yes>, <effects yes > and <contact yes>. One can detect a

metaphoric shift from the sense of touch onto the meaning of emotion. The perceiver touches people's lives metaphorically by making contact with them. This contact is the trigger of the emotions. People's emotions are the effect of the contact. Since no actual contact happens, the effect is not physical, rather it is the emotions triggered by the action of the perceiver. The verbs felt, heard and saw signify a physical meaning that is why they are incorrect. The three prerequisite properties necessary for the metaphoric mapping, i.e., <contact >, <closeness > and <effects > take a negative value in hear and see. While the verb feel takes a negative value in the property <contact >. (33) students choose the verb felt; (19) choose heard; (17) students choose saw.

7- \*The other officers laughed but Nichols couldn't hear/listen the joke. Q3

In item (7), the correct answer is see which means 'to understand' . This verb selects three properties: <detection yes>, <directness yes> and <evaluation yes>. Here, there is a conceptual shift from the sense of vision onto the sense of intellection. The perceiver can detect the presence of a joke due to the officer's laughter, but he fails to evaluate it correctly, i.e., he fails to understand it. The verbs hear and listen denote physical interpretation that is why they are incorrect. More importantly, the property <evaluation > takes a negative value in the sense of hearing. (51) students produce the verb hear; (38) student produce listen; (6) students produce other verbs.

11- \*Brenda can see/feel trouble a mile off. Q3

The correct answer is smell which means 'to sense' The sense organ smell possesses certain properties such as

< detection yes>, < identificationno>,< voluntary no> and < correction-of-the hypothesisyes>. The object of perception remains blurred, the perceiver cannot identify what exactly the problem is, he/she can only detect that there is something wrong. Here, there is a mapping from the physical perception onto a more abstract domain of knowledge. The verbs see and feel are incorrect because they imply physical meaning. (37) students produce the verb see; (29) students produce the verb feel.

12- \*I wouldn't see/hear that business. Q3

In item (12), the correct answer is 'touch' which means 'to deal. This verb selects two cognitive properties: <contact yes> and <closeness yes>. Dealing with any kind of business necessitates making a contact with it. Therefore, the two aforementioned properties are selected. The verbs see and hear are incorrect because they take negative values in <contact > and <closeness> respectively. Thus, no contact or closeness with the object of perception can be achieved. Notably, (31) students produce the verb see and (52) students produce the verb hear.

Selection of incorrect lexical items is also found in the ordinary and polysemous uses of verbs of perception:

2. \*Did you listen/see/look that play on the radio last night? Q1

Students who choose the verbs see and look do not pay attention to the context of the sentence. The sentence means that the play is on the radio and not on television. As for those who choose the verb listen, are unaware of the fact that when listen is used transitively it is followed by the preposition to before an object. More accurately, listen can

be used to discuss experiences that are ongoing. To discuss the outcome of the listening, understanding or experiencing the whole of a performance, speech, etc., the verb hear is used which is the correct answer . In other words, listen is incorrect because it is an agentive verb, i.e., [ + ACTIVE] [ + VOLITIONAL ], and the situation described in the sentence requires a stative verb, i.e., [- ACTIVE] and [- VOLITIONAL ]. (22) students choose the verb listen, (16) students choose see, whereas (7) students choose look.

#### 4- \*Touch/ Hear your horn to warn other drivers. Q1

In item (4), (64) of the students are not aware that the verb sound can be used transitively to mean ‘to produce sound’. The verbs touch and hear do not fit the meaning expressed in the sentence. (25) students opt for the verb touch, while (19) students opt for the verb hear.

#### Cognitive Strategies

It has been argued that if a previously learned skill influences current learning or if solving an earlier problem affects how a learner solves a new problem, transfer will take place ( Woolfolk et al., 2003: 301). There are two broad types of transfer in cognitive education: low-road transfer and high-road transfer. The former means the “the automatic transfer of highly practiced skills,” while the latter means the “conscious application of abstract knowledge to a new situation” (ibid: 302).

In a high-road transfer, if a recently acquired information, rule or strategy is stored in the brain to be used in the future it is called ‘forward-reaching transfer’. By the way of contrast, if a student looks back on what he/she has learned to solve a certain problem it is called ‘backward-

reaching transfer'. It is the backward-reaching transfer that is most relevant to this present study, in which students are invoked to perform a 'mindful abstraction' of the previous information they have learned in their previous years of college. This mindful abstraction is a part of the metacognitive knowledge that guides future learning (ibid).

If the application of the previously acquired knowledge is correct then the result is a positive transfer, otherwise it is a negative transfer. Negative transfer occurs in different situations and in two different types which are explained in the following subsections:

### 1. Interlingual Transfer

Many errors of second language learners can be traced back to the negative transfer of the rules of the native language (Arabic in this case) on second language acquisition (i.e., English). Interlingual transfer refers to the influence that the learner's first language exercises over the learning of a second language. Interlingual errors indicate a construction that resembles a semantically equivalent phrase or sentence in the learner's first language. In order to recognise these errors, researchers render the forms produced by the learners to detect if any similarities can be found (Dulay et al., 1982:171; Ellis, 1997:51).

There are phrases and idioms in the present data that have their equivalences in Arabic. So, it is natural to find answers that indicate Arabic interpretations:

5- \*When I saw the look they gave each other I felt a rat.  
Q1

There is a colloquial saying in Arabic الفار يلعب في عبي (feel suspicious) that implies the verb feel instead of the verb

smell which is used in English. (71) students make this error. The same thing is applicable to the following item:

14- \*Perhaps you could feel the chairman out before the meeting to see which way she's going to vote. Q1

The correct answer is sound out; it is a fixed phrasal verb that means 'to know what people think indirectly'. (83) students choose the verb feel in correspondence to the Arabic phrase يجس نبض (know someone's intention ) which carries the same meaning.

13-a. \*He looked in his pockets for some money. Q1

b. ✓He felt in his pockets for some money.

(84) students make this error by choosing the inappropriate structure looked in which is attributed to the influence of the Arabic language. It corresponds to the Arabic phrase بحث في (looked in), while the correct English structure felt in.

6- أنت لا تنصت ابداً. يستحسن لي أن أتحدث إلى الجدار. ( *You never listen. I might as well talk to the wall*).

Likewise, in Arabic, there is the phrase لا يسمع النصيحة which means 'not to obey or heed advice'. As a result, (20) students wrongly decide that the correct translation of item (6) is as follows:

6- \*You never hear. I might as well talk to the wall.

More instances of interlanguage errors can be detected in the data whereby (20) students render the sentence structure literally:



12- ملمسُ شعرك ناعم جدا. Q4 ( Your hair feels very soft. )

12- a\*Your hair's touch / the touching / the touch / the feeling / the fell is very soft.

The students here use a noun to translate a linking verb construction noun/pronoun +verb + adjective) which differs from the Arabic construction that involves a noun . Thus, the correct answer is using the verbal constriction feels.

## 2. Intralingual Transfer

Intralingual errors “are caused by the mutual interference of items in the target language, i.e., the influence of one target language item upon another” (Keshavarz, 2011:117). These errors echo the competence of learners at a certain stage of second language development and demonstrate the general features of language learning. As a matter of fact, this type of errors shows similarity to those errors made by monolingual children. That is to say, such errors are the outcome of learner's effort to construct hypotheses and concepts about the target language from his/her limited experience with it (ibid).

The early stage of learning a second language is marked by a high occurrence of interlingual errors since this is the only source that the learner can rely on. However, once the learner's knowledge of the second language develops, the number of intralingual errors increases as the learner starts to confuse the acquired structures of the target language (Brown, 2007b: 264; Keshavarz, 2011:118). The types of errors found in the data are ignorance of rule restrictions and overgeneralisation:

## Ignorance of Rule Restrictions

In this type of errors the learner fails to observe the syntactic restrictions of the target language. Ignorance of rule restrictions appears to be a significant source in the misrecognition and misproduction of verbs of perception. This category of errors is found in task (I) (items 9 and 11), task (II) (item 14) and Task (IV) (items 12 and 15):

9- \*He had to wait months before his case was listened/appeared. Q1

c. ✓ He had to wait months before his case was heard.

Only two verbs of perception can be made passive: hear and see. Other verbs of perception cannot be made in the passive construction. This fact eliminates listen and appear. (35) students choose listened, whereas (22) students choose appeared. The correct answer is heard. The phrase hear the case is fixed expression in English which means ‘to listen to someone officially in court’.

11- a. \* If you're new to cabrito, the aroma can smell / look a little odd, but once you see the meat fall off of the bone, you'll become a believer. Q1

In item (11), the students fail to recognise the hedging construction of can seem a little odd. Both of smell and look can never occur in such structure because of the modal verb can. When smell and look occur as linking verbs the usage of can is blocked. Additionally, look as a main verb cannot be preceded by the modal can because when can is used with verbs of perception it refers to the general passive ability of the humans' senses. (21) students wrongly choose smell, whereas (26) students choose look.

**6- \*You have looked weird – What is the problem? Q2**

(54) students do not recognise the ungrammaticality in item (6). In this context, the verb look is a linking verb. It is well-known that linking verbs link the subject to the complement of the sentence without any intervening copular be.

14- \*Three evenings later, Mercury and Venus seems as a single object to the naked eye as they pass closer than at any time in the past 15 years. Q3

In item (15), the linking verb seem cannot be followed by the preposition as. Although the as-phrase introduces a 1st-order entity (immediate perception of the object), the situation described is mental and intellectual more than sensory. (57) students make this error. The correct verb is appear.

There is a group of errors that reflects the students' ignorance of the restrictions imposed by the preposition that follows verbs of perception as in:

**4- \*listen your horn to warn other drivers. Q1**

Error in item (4) shows that (20) students are ignorant of the fact that when listen is used transitively it must be followed by the preposition to.

**8- a. \*He's feeling / seeing / appearing to get rich. Q1**

In item (8), (34) students fail to see that looking to is a fixed phrasal expression which means to 'expect something.' (10) students choose feeling; (9) students choose seeing; (15) students choose appearing.

5- \*When the results of the fraud investigation were announced last week, the staff came up appearing/looming of roses. Q3

In item (5), (82) students are not able to form the correct idiomatic phrase ‘came up smelling of roses’ which means ‘to lead people to think that someone is honest after a certain problem that could ruin his/her reputation’. Both appear and look cannot be followed by the preposition of. It seems that the students do not make use of the sentence structure to infer the correct choice. (35) students opt for the verb appear; (31) students opt for the verb look; (16) students opt for other infelicitous verbs.

### Overgeneralisation

Overgeneralisation, according to Brown (2007b: 624), is a fundamental strategy in human learning. Usually, learners extend a rule to areas where it is not applicable. They rely on previous knowledge to facilitate their new learning. The general rule states that an adverb usually modifies a verb. However, linking verbs are an exception to this rule in that they are modified by adjectives. Students who are not familiar with this fact are likely to produce erroneous constructions. The data reveal a number of students who fail to recognise the error in the following sentences:

5- \*This Pasta tastes deliciously. Q2

(29) students are unable to tell that deliciously is an erroneous complement. The linking verbs taste is usually modified by an adjective and not an adverb. (27) students decide that the error lies in the verb tastes. Amazingly, (2) students believe that the error in the sentence is the article this.

14- \*a. The whole story sounded very oddly. Q2

In item (14), (45) students go for the verb sounded as an erroneous formation in the sentence; they do not recognise the error in the word oddly. Again, sound here is a linking verbs which must be modified by the adjective odd rather than the adverb oddly.

**Context of Learning**

Another major source of errors which overlaps with both interlanguage and intralanguage is the context of learning which refers to the learning situation of the second language including the classroom, the teacher and the curriculum. Students often make errors due to a faulty or incomplete presentation of a material by the teacher or the textbook. The teacher or the textbook can lead the students to form false concepts or hypotheses about the structure of the target language. A course that places much weight and effort on the major problems and issues such as the simple present and present continuous tense without viewing the structure of the foreign language as a whole will leave the learner with a poor set of generalisations (Richards, 1974:178 -9; Brown, 2007b :266).

Having examined the textbooks given to the students during their four years of study in the College of Languages, the researcher has discovered that little space and instructions are allocated to the English verbs of perception. This type of verbs is not introduced to the students until they are a second year students since their specified curricula of the first year of study in praninskas (1975) and Murphy (1994) do not cover the term. Some first-year students are acquainted with the term ‘verbs of inert perception and

cognition' which is a general heading that includes verbs of perception (Quirk and Greenbaum, 1973: 47).

Students of the second year are introduced with the following verbs as verbs of perception: feel, hear, notice, observe, see, smell, taste and watch (Praninskas, 1975: 295). This list is unsatisfactory and not precise; it lacks other basic verbs of perception such as look, touch and sound. Besides, observe is not a verb of senses, rather it is a verb of cognition. Watch and notice are a semantic extension of the verb see and not elementary verbs of perception. Moreover, no mention of verbs of perception can be found in Yule (2006) except few lines explaining that linking verbs such as be, seem, etc., are used to describe state, i.e., "how things are or seem to be" (ibid:3).

In their third year of study, the students are acquainted with the fact that verbs such as taste, feel, etc., occur as linking verbs as they link the adjective with the subject. However, the grammar textbook by Stageberg (1981) is structurally-oriented and does not refer to verbs of perception since they are a semantic category.

Furthermore, students of the fourth year still lack a clear general idea of verbs of perception. For example, students of the College of Arts study a transformational grammar (Liles, 1971) which is unqualified to tackle a semantic class of verbs like verbs of perception. Additionally, Leech and Svartvik (1994: 74) provide the students of the College of Languages with a vague explanation of verbs of perception without showing explicitly that those verbs have three classes: agentive, experiencer and percept.

Following Leech and Svartvik (ibid), verbs of perception are stative verbs and cannot be used in the progressive form.

However, there is an exception to this rule. Verbs of perception (experiencer class) can be used in the progressive form when there is reference to hallucination, imagination or temporariness. This misrepresentation has led the students to produce one of the typical errors in second language learning, thus producing be+verb stem for be+ verb+ing form:

1- \* There is no one there – You must be see things. Q3

In item (1), the verb see is a stative verb that belongs to the experiencer class and it should not be used in the progressive. However, when there is an indication of a temporary hallucination, the progressive aspect usage is considered correct. Only (10) students produce the correct form seeing .

4- \*The COPD Assessment Test identifies that Jed has been suffering from a productive cough and has been feel more short of breath lately. Q3

The correct form in item (4) is feeling. Here, the verb feel is used in the progressive form to emphasise a limited duration. The adverb lately indicates the limited duration but only (12) students manage to respond correctly.

6- \*We sneaked out while Jessie's mom wasn't look. Q3

In item (6), the correct form of the verb is looking. The verb look belongs to the agentive class of verbs of perception. Therefore, it can be used in the progressive form. Only (29) students respond correctly to this item.

10- \*He is always sound about how he thinks the country should be run. Q3

Here, in item (10) the correct form is sounding. Sound about is a phrasal verb with extended meaning; it is no longer a verb of senses. Thus, it can be used in the progressive form unrestrictedly. (3) students only are able to provide the correct answer. The errors discussed above could also be the result of oversimplification. However, the influence of the context of learning and the insufficient representation of the material seem to be stronger in errors generation.

### Communication Strategies

Communication strategies focus on the conscious errors that arise as a result of communication problems experienced by the learner (Ellis, 2008: 500). Brown (2007b: 137) defines those strategies as “the employment of verbal and non-verbal mechanisms for the productive communication of information.” The learner uses such strategies to compensate for his/her limited linguistic resources. In other words, these strategies are certain tactics used by the learner to fill the gap in his/her linguistic knowledge and to convey the message by whatever means possible (Keshavarz, 2011:123). The data of the present study reveal distinct communication strategies used by the students while rendering verbs of perception from Arabic into English.

#### 1. Use of Synonymy

Blum and Levenston (1987:65) notice that resort to semantic affinity is a common lexical simplification strategy. Learners may not possess a complete knowledge of the semantic features of synonymous words in certain linguistic contexts. Therefore, they employ near-synonymous words to substitute each other without observing contextual appropriateness of the substituted word with the neighboring items and their appropriate



collocations. The use of assumed synonymy is a source of error generation in the present data. This can be seen in item (4),(9) and (11) in task (IV).

4- أذكر أني لمحتها مرة في الطريق.

(I remember seeing/that I have seen her once on the street. )

4- \* I remember glanced her once on the street.

In item (4), (71) students use the verb glance as an attempt to render the verb underlined. This verb is incorrect because it is an agentive verb that involves an intentional activity. It has the following features: [+ ACTIVE ] and [+ VOLITIONAL ]. The act of perception described in the sentence is involuntary. Thus, it needs a stative verb that display features of [- ACTIVE ] and [ -VOLITIONAL ]. The correct verb is see. Glimpse is also considered correct, but it cannot be used with the -ing form.

9- تلمستِ القماشَ لترى كم هو جيد. Q4

( She felt the cloth to see how good it was.)

9- \*She groped/touched the cloth to see how good it was.

In sentence (9), (37) students use the incorrect synonym grope which indicates an intensity of perception. To grope is 'to try to find something one cannot see by feeling with his/her hand'. Thus, it has the semantic feature [+ INTENSIVE]. The situation expressed in the sentence requires a verb which takes the feature [- INTENSIVE]. Hence, feel is the correct verb which in this context means 'to deliberately move one's fingers over something in order to find out what it is like'. (46) students use the verb touch. This verb is incorrect because it denotes a brief contact, i.e.,

it is [+MOMENTARY]. The perception presented in the sentence should last for a specific duration in order to be successful. Therefore, the verb feel is correct because it is durative, i.e., it is [ - MOMENTARY ].

11 - يفوح بيتهم برائحة المسك.

(Their house smells of musk.)

11- \*Their house reeks of musk.

In (11), (46) students use the verb reek. This verb is incorrect because it always indicates a negative attitude of the perceiver towards the object of perception, i.e., it takes the feature [ +NEGATIVE ]. Taking the context of the sentence into consideration, the noun musk is a pleasant smell. Therefore, the sentence needs a verb that is positive or neutral such as smell having the feature [ -NEGATIVE ].

#### Literal Translation

Errors may be the result of literal translation, i.e., translating “literally a lexical item, idiom, compound word or structure” from the first language to the second language (Brown, 2007b: 138). Such cases can be found in the data in item (2), (5) and (13) in task (IV).

2 - اليوم بدأت هيئة المحلفين تسمع الى وقائع الدعوى. Q4

(Today the jury began to hear the case)

2- \*Today the jury began to listen to the case.

In item (2), (71) students render the verb as listen to. This direct translation is incorrect. The correct verb is hear because the phrase hear the case is a fixed expression used in legal register and there is no such phrase as listen to the case.

**13 - تخلفَ عن المثول أمام القضاء. Q4**

( ✓He failed to appear in court )

13- \*He failed to stand in court.

In item (13), (74) students render the underlined verb literally as stand which is incorrect. The correct expression is appear in court which is another fixed phrase used in legal register.

**Approximation**

Tarone (1977) explains approximation as the use of an “item known to be incorrect but which shares some semantic features in common with the correct item”(cited in Ellis, 2008: 507). In addition to that, approximation could be defined as “using an alternative term which expresses the meaning of the target lexical item as closely as possible” (Brown, 2007b: 138). The present data reveal instances of approximation:

**4 - أذكر أني لمحتها مرة في الطريق. Q4**

(✓ I remember seeing her once on the street.)

4- \*I remember look at/watch/ behold/peep/glare her once on the street.

In item (4), the sentence expresses a perception that is unintentional and momentary which entail . The verbs above given by the students are incorrect because they do not fit the context of the sentence. (21) students gave incorrect verbs such as watch, behold and look. These verbs are [+VOLITIONAL], [-MOMENTARY] and [+ ACTIVE]; (10) students incorrectly produced the verb peep which denotes a secret type of perception, i.e., it is [+FURTIVE];

(5) students produced the verb glare which expresses a negative attitude on the part of the perceiver, i.e., it is [+NEGATIVE].

8 - تلذذتُ بالطعام كما لم اتلذذ بغيره .

( I have never tasted anything like it )

8- a. \*I have never relished/ enjoyed anything like it.

In item (8), the verb relish means ‘to enjoy an experience/ prospect or the thought of something that is going to happen’; it is not used with food or drink, while the verb enjoy is general and not specific to the category of food and drink. (45) students commit this mistake because they could not produce the correct verb taste.

10 - تثبت أن الأسلاك الكهربائية لا تتلامس .

( Make sure the wires don't touch. )

10- \*Make sure the wires don't contact.

In item (10), (47) students produced the verb contact which is incorrect because it is a transitive verb meaning ‘to communicate with somebody’.

### Word Coinage

According to Brown (2007b:138) word coinage is creating a new word that does not exist in the second language. The present data reveal instances where the students created nonexisting verbs in English. This can be seen in task (IV) in items (3):

3 - نحن ننعم النظر في إمكانيه دمج القسمين .

(We are looking into the possibility of merging the two departments)

3- \*We're well-see into the possibility of merging the two departments. (7 students)

The error in item (3) is formed by the students' attempt to translate the Arabic structure literally which resulted in an odd compound word

### Avoidance Strategy

This strategy was first identified by Schachter (1974:53) emphasising the importance of analysing the consistent avoidance of using certain forms in the target language by the learners. Hence, studying the avoidance in the target language forms is as important as studying the production of these forms. Learners often tend to avoid using some difficult words or structures when writing or speaking in the target language. Rather, they prefer using simpler words and structures. Avoidance strategies can be further subdivided into several subcategories. The most common ones are syntactic and lexical avoidance. In the former, the learner avoids expressing difficult structures and employs more familiar structures instead. In the latter, the learner tries to avoid lexical items entirely. Another type is phonological avoidance in which the learner uses other alternative ways of pronouncing a word (because of its phonological difficulty). A more direct type of avoidance is topic avoidance where the learner refrains from talking about the concept altogether (Brown, 2007b: 138-9).

As for the present study, the lexical avoidance appears to be relevant to the errors found in the data. Lexical avoidance of verbs of perception can be found in the translation task; whereby the students under study avoid the lexical item entirely for not being able to produce the required verb. In other words, the students resort to using other lexical items

that denote the same meaning expressed through the sentences. Moreover, the data also reveal abnormal sentences in which students choose lexical items that do not fit the context. Here are some examples:

1- يبدو أننا غير قادرين على إصلاح الحاسبة. Q4

( It seems that we are unable to fix the computer)

1- Obviously, Apparently, It's obvious,, we are unable to fix the computer.

In item (1) , students use adverbs and adjectives that denote the same meaning of the verb seem. 16 students used obviously, 12 students used apparently, while 15 students used it is obvious.

3- نحن ننعم النظر في إمكانية دمج القسمين. Q4

( We're looking into the possibility of merging the two departments.)

3- a \*We're digging deep in looking/ deep looking the possibility of merging the two departments.

Here, the students are unable to produce the preposition into of the phrasal verb look into and use other lexical items to compensate for it. 13 students are unaware of the expression look into means to examine. Thus, (13) students use other expression such as digging deep in looking/ deep looking.

14- أتضح أن السيد روتشستر قد جلب معه إيدل إلى انكلترا للعيش معه بعد

وفاة والدتها. Q4

(It appeared that Mr. Rochester has brought Adel back to England to live with him after her mother died.)

14- \* Clearly, that Mr. Rochester ... .

In item (14), (11) students produce a variety of constructions that communicate the same meaning of the verb appear. Here, the verb أَتَضَحَّ ( it appeared )expresses the meaning of clarity and truth.

### Discussions

The plausible causes underlying the subjects' poor performance can be ascribed to the following factors arranged hierarchically according to the frequency of errors attributed to the following factors which are shown in table (3).

**Table 3**

### Summary of the Results of Error Analysis

Error Source	Percentage
Linguistic Errors	35%
Interlanguage Errors	5%
Intralinguage Errors	10%
Context of Learning	2%
Communication Strategies	47%

1- The highest cause of errors in the data is the linguistic errors which account for (48.1%) due to the difficulty encountered in the progressive aspect and metaphoric and polysemous uses of verbs of perception.

2- A. Interlingual transfer whereby the students use the rules of their native language in the production and recognition of verbs of perception. The rate of such errors is (7%).

B. Intralingual transfer which constitutes (14.10%) of the students' errors. The students' reliance on their prior knowledge of the target language rules to recognise or produce verbs of perception regardless of their acceptability is due to the incomplete understanding of such verbs which encourages overgeneralisation and failure to apply rules correctly.

C. Context of learning as verbs of perception have not been given due attention in the grammar books in general, and in the students' textbooks in particular. Errors attributed to this factor constitute (9.3%) of all the students' errors. As a matter of fact, context of learning errors are not a minor source in the present data but most of errors result from this factor are essentially linguistic errors.

3- Communication strategies which the students resort to in their attempt to structure what they mean. The rate of errors pertaining to such factor is (20.3%) of all the students' errors which is due to the flexibility and richness of the semantic field of verbs of perception in English, in addition to verbs of perception' difficulty at the production level and the variety of meanings each verb possesses.

## Conclusions

The study has arrived at the following conclusions:

1- It is revealed that students face more difficulties in using the extended meaning of verbs of perception than using linking verbs. The number of incorrect answers in using the extended meaning is (70%), while the number of incorrect responses in using linking verbs is (61%). Students' performance displays poor lexical knowledge and poor cognitive and contextual processing ability.



2- Linguistic categories are the highest type of errors found in the data. The rate of errors of this factor constitutes (48.1%) of all the students' errors. This reflects students' ignorance of the selectional restrictions of words. Obviously, students' lack of awareness that certain words go together leads to miscollocation.

3- Students' performance also exhibits poor grammatical skills. In other words, it shows poor lexical and syntactic processing ability. This fact is shown in their performance in the progressive aspect and complements of verbs of perception. The number of correct responses in the progressive aspect is (29%) while that of complements is (49%). This demonstrates that students' performance in the complements is better than that in the progressive aspect.

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## APPENDIX

### PART ONE: RECOGNITION

#### TASK I

Please circle the correct option (a, b, c, d).

1- You \_\_\_\_\_ a million dollars in that dress, honey!

- a. seem
- b. appear
- c. look
- d. see

2- Did you \_\_\_\_\_ that play on the radio last night?

- a. hear
- b. listen
- c. see
- d. look

3. He can't \_\_\_\_\_ further than the end of his nose.

- a. Smell
- b. look
- c. appear
- d. see

4- \_\_\_\_\_ your horn to warn other drivers.

- a. touch
- b. sound
- c. hear
- d. listen



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5. When I saw the look they gave each other I \_\_\_\_\_ a rat.

- a. saw
- b. heard
- c. felt
- d. smelled

6- There's something in the fridge that \_\_\_\_\_ musty.

- a. seems
- b. smells
- c. appears
- d. looks.

7- He \_\_\_\_\_ the high point in his career.

- a. touched
- b. saw
- c. heard
- d. sounded

8- He's \_\_\_\_\_ to get rich.

- a. feeling
- b. seeing
- c. looking
- d. appearing

9- He had to wait months before his case was \_\_\_\_\_.

- a. listened
- b. seen
- c. appeared
- d. heard

10- Scientists have \_\_\_\_\_ a note of caution on the technique.

- a. sounded
- b. seen
- c. heard
- d. felt

11- If you're new to cabrito, the aroma can \_\_\_\_\_ a little odd, but once you see the meat fall off of the bone, you'll become a believer.

- a. appear
- b. smell
- c. seem
- d. look

12- It is 13 years since they last \_\_\_\_\_ victory.

- a. felt
- b. tasted
- c. saw
- d. touched

13- He \_\_\_\_\_ in his pockets for some money.

- a. looked
- b. felt
- c. touched
- d. saw

14. Perhaps you could \_\_\_\_\_ the chairwoman out before the meeting, to see which way she's going to vote?

- a. see
- b. sound
- c. feel
- e. look

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15- She \_\_\_\_\_ many people's lives through her charity work.

- a. touched
- b. felt
- c. heard
- d. saw

### TASK II

Determine whether each of the following sentences is grammatically correct (C) or incorrect (INC). Write C or INC on the lines provided followed by the incorrect word(s).

1- That was his tragedy you are seeing, to have failed at so many things.

\_\_\_\_\_.

2- After the accident she didn't feel like to driving

\_\_\_\_\_.

3- I could see john get on the bus.

\_\_\_\_\_.

4- I heard the bomb exploded.

\_\_\_\_\_.

5- This pasta tastes deliciously.

\_\_\_\_\_.

6- You have looked weird – What is the problem?

\_\_\_\_\_.

7- I saw two children drown, but I rescued them.

\_\_\_\_\_.

8- What are you doing? - I taste the wine, to see how sweet it is.

\_\_\_\_\_.

9- Your argument is sounding fine.

\_\_\_\_\_.

10- Poor light made the room seems to be gloomy.

\_\_\_\_\_.

11- That aftershave of yours is smelling in the whole house.

\_\_\_\_\_.

12- James looked back, and he saw her stand by the door.

\_\_\_\_\_.

13- We are seeing the problem here.

\_\_\_\_\_.

14- The whole story sounded very oddly.

\_\_\_\_\_.

15- It appears like you may be quite innocent of any crime.

\_\_\_\_\_.

## PART TWO: PRODUCTION

### TASK III

Fill in the blanks with suitable verbs from the box below.  
Make sure you use the correct form of the verb.

See Look Hear Listen Sound Smell Taste Feel Touch Seem  
Appear

1- There is no one there – You must be \_\_\_\_\_  
things.

2- I \_\_\_\_\_ on the grapevine that he was  
leaving - is it true?

3- She \_\_\_\_\_ with interest as he told her about  
his travel.

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4- The COPD Assessment Test identifies that Jed has been suffering from a productive cough and has been \_\_\_\_\_ more short of breath lately.

5- When the results of the fraud investigation were announced last week, the staff came up \_\_\_\_\_ of roses.

6- We sneaked out while Jessie's mom wasn't \_\_\_\_\_.

7- The other officers laughed but Nichols couldn't \_\_\_\_\_ the joke.

8- With the arrival of the new member of the football team, James will have to \_\_\_\_\_ to his laurels to remain as the highest scorer.

9- I look forward to \_\_\_\_\_ from you.

10- He is always \_\_\_\_\_ about how he thinks the country should be run.

11- Brenda can \_\_\_\_\_ trouble a mile off.

12- I wouldn't \_\_\_\_\_ that business.

13- Susan \_\_\_\_\_ her grandmother's death more than the others.

14- Three evenings later, Mercury and Venus \_\_\_\_\_ as a single object to the naked eye as they pass closer than at any time in the past 15 years.

15- It \_\_\_\_\_ a shame that we can't take Kevin on holiday with us.

## TASK IV

Translate the underlined words into English.

- 1) يبدو أننا غير قادرين على إصلاح الحاسبة.
- 2) اليوم بدأت هيئة المحلفين تستمع الى وقائع الدعوى.
- 3) نحن ننعم النظر في إمكانية دمج القسمين.
- 4) أذكر أنني لمحتها مرة في الطريق.
- 5) قدرة الواقع المعزز على إنشاء صورة ثلاثية الأبعاد يمكن أن تصبح عنصراً رئيساً في تكنولوجيا التصميم والهندسة. (انظر الشكل 1).
- 6) أنت لا تنصت ابداً. يستحسن لي أن أتحدث إلى الجدا
- 7) دوت صفارات الإنذار محذرة من إلاعصار.
- 8) تلذذت بالطعام كما لم اتلذذ بغيره قط.
- 9) تلمست القماش لترى كم هو جيد.
- 10) تثبت أن الأسلاك الكهربائية لا تتلامس.
- 11) يفوح بيتهم برائحة المسك.
- 12) ملمس شعرك ناعم جداً.
- 13) تخلف عن المثل أمام القضاء.
- 14) أتضح أن السيد روتشستر قد جلب معه إيدل إلى انكلترا للعيش معه بعد وفاة والدتها.
- 15) أظهرت النتائج صلات قوية بين المستوى التعليمي للاباء و طموحات الطلبة.