

Difficulties Faced by Iraqi EFL University Students in Using Verbs of Sensation

Lect. Zainab Hussein Alwan

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By

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Abstract

Including *see, smell, hear, etc.*, verbs of sensation are those verbs that refer to human's senses. Each verb has a physical meaning and also can often be expressed metaphorically. The nexus between the physical and metaphorical use of verbs of sensation is problematic. The present study attempts to shed much light on difficulties faced by Iraqi EFL learners in using verbs of sensation, their awareness to recognize verbs of sensation syntactically and semantically, do they have the same awareness to recognize verbs of sensation and the differences in the students' performance at the production and recognition levels.

الصعوبات التي يواجهها الطلبة العراقيون من متعلمي اللغة الانكليزية
كلغة اجنبية في استعمال أفعال الحواس
م. زينب حسين علوان / قسم السياحة الدينية - كلية العلوم السياحية - جامعة
كربلاء

الخلاصة

تستعمل الحواس لاكتساب معلومات و لمعرفة المحيط الخارجي للانسان حيث
توصف بانها مجموعة سلوكيات معرفية والتي تشمل حاسة الرؤية والشم والسمع
والذوق واللمس. ولكل فعل من هذه الافعال دور محدد في الاستخدام النحوي.
ويمكن ايضا التعبير عن الحواس مجازيا. وتكمن مشكلة البحث في تحديد العلاقة
بين الاستخدام المادي والمجازي لأفعال الحواس .
وتتلخص مشكلة البحث في الإجابة عن الأسئلة الآتية:
1. ماهي ابرز الصعوبات التي يواجهها متعلمو اللغة الانكليزية كلغة اجنبية في
استعمال أفعال الحواس؟

2. مامدى امتلاك الطلبة القدرة على التمييز النحوي والدلالي لأفعال الحواس؟

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3. هل يمتلك الطلبة القدرة ذاتها على مستويي الإنتاج والاستيعاب ؟
و تهدف الدراسة إلى:

- 1- استقصاء الصعوبات التي يواجهها الطلبة في استعمال أفعال الحواس.
 - 2- تحديد القدرة التي يمتلكها الطلبة للتعرف على أفعال الحواس دلاليا ونحويا.
 - 3- أداء الطالب على مستوى الاستيعاب اعلي منه على مستوى الإنتاج.
- وتفترض الدراسة:
- (1) نحويا، يواجه متعلمو اللغة الانكليزية كلغة اجنبية في صعوبة في استعمال افعال الحواس.
 - (2) ومن المرجح أيضا قدرة الطلبة على التعرف على افعال الحواس دلاليا.
- و بعد تحليل العينة المنتقاة، برهنت نتائج البحث مصداقية الفرضيات المذكورة انفاً.

Introduction

Hong and Huang (2004:1-2) state that senses are used to acquire information or knowledge about external world or they are described as cognitive behaviours. Verbs of sensation include (see, smell ,hear ,taste ,touch or feel). Each one of sensation verbs has a specific basic or role in grammatical use and also can often be expressed by few meaning in a physical and metaphorical domain (Hong,Huang,2004:2). The nexus between the physical and metaphorical use of verbs of sensation is challenging. This study attempts to answer the following questions:

- 1.What are the most obvious difficulties faced by Iraqi EFL learner in using verbs of sensation?
2. Do the students have the abilities to recognize verbs of sensation syntactically and semantically?
3. Do they have the same abilities at the production of recognition levels?

This study aims at investigating the difficulties faced by using verbs of sensation. It also shows the students' abilities to recognize the semantic meaning of verbs of sensation. In addition ,it highlights the students results at the production and recognition levels.

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It is hypothesized that:

- 1- Grammatically, Iraqi EFL learners face difficulty in using sensation verbs.
2. Iraqi EFL learners are able to recognize verbs of sensation semantically.
3. The students' errors at the production level is higher than that of the recognition one.

The study is going to give a theoretical part and a practical one. The theoretical part includes a background of sensation verbs, their grammatical and semantic uses with examples to clarify the position of these verbs. The practical part consists of a test identification, classification of errors and the causes behind such errors.

Section One

Verbs of Sensation

1.1 Verbs of Sensation: A General View

Kasschau(1985:186) states that " sensation occurs any time a stimulus activates one of your receptors. Perception occurs when you apply one of experience to interpret sensation ".

Ibarretxe- Antuñano (1999:131) defines sensation as a "biological process" where in the brain derives descriptions of objects and events in the world, using information gathered by the sense. thus, the traditional five senses see, hear, touch, smell ,and taste have been described as channels for information about the world .He (2002:119)adds that the verbs of sensation in metaphorical take place between two field of experience :the vocabulary of physical perception as the source field and the vocabulary of the internal self and sensation as the target field.

Susanne(2000:11) points out that sensation verbs belong to a group of predicated that is able to take different types of complements .These sensation complements mainly have two

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interpretations .So certain types of verb perceptual complement are used to describe the physical perception of some object or event.

Carman (2006:51)advocates this new idea of the concept of sensation verbs. He says that experience is not internal sensation ,but external things: objects, people, places, events, the concept of sensation corresponds to nothing in our experience.

Another concept of verbs of sensation is stated by Merlean-ponty, as Carman (ibid:51) remarks, the word sensation is perfectly at home and obvious, however, it turns out that nothing could in fact be more confused .Indeed ,in theoretical contexts the concept systematically obscures understanding of perception experience one's introduced, the notion of sensation ,distorts any analysis of perception.

Moreover, Carman (ibid:55) tries to define sensation in terms of stimuli. And even the concept of sensation would be no better off . For the ordinary notion of sensation is meant to capture how things look. In philosophy and psychology , Carman (2006:52) says that the concept practically no support in one is actual experience, and the idea of experience differs fundamentally from belief.

Silins(2011:2) says that" if the writer's words of sensing particular mental objects, and the contents that can be correct or incorrect depending on what is in the space around the subject".

Agreeing with Ibarretxe-Antuñano (2002:119), Gisborne (2010:538) defines verbs of sensation as "a part of the semantic structure and this put by a basis for the understanding off purposely and underscores the treatment of copy raising. "

According to Harmidly (2011: 1), those verbs denoting sight, hear, touch and smell in English, are capable of signifying an evidential meaning in addition the general sense

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of perception . They encode the speaker evidence for the perception.

2-1-2 Different Terms Related to Verbs of Sensation

In English there are different terms that are used to denote verbs of sensation each of these terms have specific cases they are:

(A)Non - action verbs: Schramper azer and Hagen(2006 :111) explain that this term expresses a sensory experience , not an action verb and also express a physical or emotional need. This verb is not used in the present continuous tense as in :

(1)I hear a siren .Do you hear it too?(Not I'm hearing a siren .Are you hearing it too).

(B)Feel or emotion Verbs: describe cognitive behavior and experience a particular emotion or physical feeling .It can be divided in to two group one dealing with liking and other with needing these verbs such as love , hate , want, and need (<http://www.fe.hku.hk/telec/pgram.com>).

(C)Perception Verbs: Hornby(2004:50) confirms that English has good number of perceptive verbs which all share the general perceptive meaning of "being aware of sb ,sth or an idea in mind". perceptive verbs classified in to two group primary perceptive verbs and secondary perceptive verbs each group has member of verbs indicate to different meaning .Primary perceptive verbs include (believe, apprehend , discern, conceive.....ect), while secondary perceptive verbs consist of only three verbs one of the major these verbs is "see".

1-2 The Grammatical Uses of Verbs of Sensation

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In present tense, occasionally, the present tense is used to refer to the present moment as in (2) and (3) where certain verbs of sensation are used, in moments (Aziz, 1984:41).

(2) I see two men coming.

(3) He knows the answer.

Verbs of sensation are not normally used in present continuous tenses such as see, hear, touch, and taste.

(4) I smell something burning (now).

(5) This dish tastes delicious.

(6) How soft this cloth feels?

Some of these verbs are used in continuous tenses when they express voluntary actions which can be stopped or started at will (AL-Jumaily, 1997:125-6).

(7) What is she doing? she is tasting the food.

Another use of verbs of sensation with stative verbs usually occurs in simple form. Sometimes, verbs describing physical sensation can be used in simple or progressive forms with hardly any change Alexander (1988:176) meaning also that these verbs occur in stative verbs when it has progressive form with "always".

(8) I'm always hearing strange stories about him.

Also use in "time" references with some adverbs like "yesterday" and "Tomorrow" refer to past or future (Alexander, 1988:172).

(9) Saw Jim yesterday.

(10) I will be seeing is able tomorrow.

Quirk (1992:172-23), mentions that verbs of sensation are used with types of subject especially "*recipient subject*". This type of subject use certain types of verbs one of these types "*perceptual verbs*". Such as see, hear, smell, touch, and taste.

(11) Foolishly, he tasted the soup.

(12) Foolishly, he tasted the pepper in the soup.

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Especially in British English , the modal "can" is used with verbs of sensation in order to give a sense of continuity.

(13) I can see Jane coming down the road ?

(14) Can you smell something burning ?

Swan (2005:471) and Alexander(1988:171) agree in another way "can /cannot" and "could /could not" often combine with these verbs to refer to a particular moment in the present or past where the progressive form could be impossible .

(15) Can smell gas = I smell gas .

(16) I can see Susan coming.(Not I'm seeing)

(17) Can you hear somebody coming up the stairs?

Verbs of senses "see, hear, smell, touch , and taste". Can be both "stative" and "dynamic".

See "stative" =see with your eyes / understand.

(18) I see what you mean .

(19) I see her now , she is just coming along the road .

See" dynamic "= meet /have a relationship with.

(20) I have been seeing my boy friend for three years .

(21) I'm seeing Robert tomorrow.

Also taste, smell, and feel are used dynamically.
taste "stative"= has a certain taste .

(22) This soup tastes great.

(23) The chef is tasting the soup .

(<http://www.perfect-english-grammar.com>).

It is noticed that verbs "see and hear", and other verbs of sensation can be followed by (*object +infinitive*) without to or (*object +ing*) (Swan ,2005:221)

(24) I hear him go down the stairs.

(25) I heard him went down the stairs.(Not I heard him went down the stairs).

In addition , Swan (ibid:222) mentions that there is often a difference of meaning .After these verbs , an infinitive suggests

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that see or hear the whole of an action or event, an-ing form suggests that see or hear something in progress, going on .

(26) I saw her cross the road . (=I saw her cross it from one side to the other.)

(27) I saw her crossing the road. (=I saw her in the middle , on her way cross.)

(28) I once heard him give a talk on Japanese politics .As I walked past his room. I head him talking on the phone .

A progressive form also can suggest repetition (Swan,2005:222).

(29) I saw her throwing stones at the other children.

After "can" verbs of sensation (which refer to actions or events) that are in progress only the - ing structure is used .(Swan,ibid:222)

(30) I could see John getting on the bus .(No I could see John get).

These structures can be used after the passive form of the verbs of sensation. In this case, the infinitive has to (Swan,ibid:222-3)

(31) He was never heard to say 'thank you 'in his life . (Not He was never heard say....)

(32) Justice must not only be done, it must be seen to be done.

(33) She was seen walking away from the accident.

There are certain restriction, that must not be violated for the use of the verbs of sensation. One of these restrictions is that verbs cannot be followed by possessives (Swan ,2005:223)

(34) I saw Mary crossing the road .(Not. I saw Mary's crossing the road)

Structurally, the formula (*object+ past participle*) indicates that past participle has a passive meaning.

(35) I heard my name repeated several times .(=My name was repeated).

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The idea of "actions and events" in progressive can be given by a progressive form followed this role (being + past participle).

(36) I woke up to hear the bed room door being opened slowly.

The structure of (*being + past participle*), are not possible after passive forms of verbs of sensation. (ibid)

Swan (2005:223) emphasizes that verbs of sensation are used in "that - clause" in the present tense form, such as: *I hear (that).....and I see (that).....* are often used to introduce pieces of news which one has heard , read or seen on television .

(37) I hear(that)Alice is expecting a baby .

(38) I see (that) the firemen are going on strike.

Other uses of infinitives with verbs of sensation the infinitive of see and hear can be used to explain the reason for a false impression .The infinitive structure usually followed by "you'd think" or a similar expression (Swan,ibid:268)

(39) To see them , you 'd think they were married. But they only met yesterday .

(40) To hear him talk , you 'd think he was made of money.

Verbs of sensation can be followed , in active structures , by (*object+ infinitive*).While in passive structures *to infinitives* are used (ibid:391).

(41) I saw him come out of the house .

(42) He was seen to come out of the house.

Some verbs of sensation such as "smell" and "taste" are used "of" and "like" as Mayor(2000:1456,1582) mentions verb smell use with "of" to say what has given sth a smell.

(43) His jacket smelled of smoke (Not smelled smoke).

Also can use smell with "like" to say that sth has the same kind of smell as sth else.

(44) A glass of wine that smelled like flowers.

The same grammatical ruler use with verb taste .

(45) I did not much of ginger.

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(46) It tastes just like champagne tome.

1-3 Adjectives Used with Verbs Of Sensation

There are some adjectives which are used with verbs of sensation. Such adjectives make these verbs appropriate to describe a particular situation (Mayor,2000:709). Some adjectives give the meaning of unable, good, and bad. To illustrate, some adjectives come with verb "Hear":

(A) deaf= not able to hear anything at all .

(B) hard of hearing / hearing impaired: not able to hear very well because of a physical problem with your ears.

Also there are some words come with verb "smell" to recognize it is good smell or bad such as Perfume /fragrance /scent /aroma these words refer to good smell and the last one "aroma" especially used about food (Mayor:ibid,1456).

(47)The aroma of fresh coffee.

Other words refer to bad smell such as odour/pong/stink/reek= refer to a very strong bad smell (ibid).

Grammatically, Mayor(2000:1456) states that only adjectives are used after smell and never use an adverb.

(48)The house smelled awful.(Not awfully)

Adjectives use with taste to describe the taste of sth some of these adjectives refer to good taste and others to bad Mayor(ibid:1582) such as delicious/ disgusting=awful/ sweet/sour/ salty/ mild/bland.

(49)The liver tasted a disgusting and the potatoes had not been cooked for long enough .

(50) Mmm! this tastes delicious(= very good).

1.4 Types Of Verbs Of Sensation

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1-See: It is the first and foremost verbs of sensation which has the highest position on the classification of the other verbs. There is no clear evident which specifies the identity of the verb see in these sense of being stative or dynamic. Ibarretxe-Antuñano (1999:85) denotes the metaphor of verb see use in the field of mental processing. This mental processes have different types such as "To understand", "To regard", "To imagine", "To revise", and "To meditate".

Do it another way Gisborne (2010:532-35), discusses the polysemy of see which means (the various senses of see different from one another). The advantage of the system Gisborne's capture the relationship between the different senses of "see" and their variation with argument structure, also refers to the semantic relation between look(at) and see is not properly represented because ontological the event of "looking at" apparently leads to it is state, is seen (perceived) (ibid:540).

2-Hear: It is the second type of verbs of sensation and it is also has the highest position on the classification of the other verbs. It has the same features as the verb "see" which makes it has a specific identity in the sense of stative and dynamic and also to know that sound is being made, using the ears (Auditory). Which means the word of hear is ordinary word to say that something "comes to our ears".

(1) Suddenly I heard a strange noise.

(2) Can you hear me?

Swan (2010:221) states it is mostly used to talk about concentrating on experiences. That are going on, in progress also to talk the result of listening experiencing or understanding the whole of the performance, speech, piece of music, broadcast or other communication, generally use hear.

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Otherwise , Ibarretxe- Antuñano (1999:65) says it is also the sense of linguistic communication .There are always two elements involved in this sense which is "the hearer and the speaker". Ibarretxe- Antuñano (ibid:66)mentions to the semantic shift of verb "hear" such as Hear--heed--obey.

Says that the verb hear means "obey "or "pay attention " if it is in the context of a conversation "interpersonal relation " is required that meaning

There is a compare in English between "hear" and "listen" Oxford word power (2006:366) explain this differences "hear" means to receive a sound by chance or in a passive way with your ears.

(7)I always wake up when I hear the milkman come (ibid).

"listen" means to make a conscious or active effort to hear something .

(8)I love listening to music in the evening.

3-Taste:It is third type of verbs of sensation .It is one of the five senses means the ability to recognize the flavor of food or drink(Oxford word power,2006:791).It is used as a link verb when it have a particular kind of taste and also similar to verb see it can occurs in stative and dynamic (Ibarretxe-Antuñano ,1999:85).The verb taste also has many synonyms such as" Savor "and "flavor", but the general word use is taste. (<http://dictionary.reference.com>)

(12)the taste of roast beef.

(A)Flavor: Is a characteristic taste ,usually of pleasing kind ,and as of some ingredient put in to the food .

(13)Lemon flavor.

(B)Savor :It is much less common than taste or flavor. Implies pleasing scent as well as taste or flavor ,cannot enjoyment in tasting .

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(14)The sauce has an excellent savor.

4-Smell:It is fourth type of verbs of sensation which has the same features as the previous verbs "see, hear, taste ". It is the sense or power of being aware of things one is nose. This sense in human being is not developed as the other senses such as "see"(Ibarrexe- Antuñano ,1999:72).

5-Touch:It is the fifth type of verbs of sensation ."Touch" has third position on the classification of the other verbs .The sense of "Touch" has been related to the field of emotions. Ibarrexe-Antuñano states that "Touching "words are widely used in English .This verb has sense of modality higher in the hierarchy can get extended meaning of other sense modality .It can be a verb as transitive sometimes it comes as intransitive .A noun as countable or sometimes uncountable. And adjective (Oxford word power,2006:814-5).

In general "Touch" is divided in to physical touch and metaphorical touch (Ibarreche ,n.d:3).He adds that the semantic changes take place from the concrete physical to an abstract domain . "In other words/says the physical touch has come characteristics called "the prototypical features". The features of sense of touch can extended it is meaning to wider scope , to the metaphorical "Touch|"(Cited in Susanne ,2000:23-6) In another view Oxford word power(2006:814)explain the physical meaning of verb "Touch". It expresses about two or more things surfaces to be or so close to gather that are no space between them or to put hands on Sth or Sb and also gives the meaning of "affect" when express the feeling or affected towards sth.

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Section Two

The Test

2.1 Definitions of the Test

Al-Hamash and Younis,(1985:195)state that the test is only one aspect of evaluation "as form objectives or aims and as develop materials and translate the material in to learning experiences and actually teach them and should think of evaluating our work". The chief purpose of evaluation" is to examine how much the whole programme has succeeded or failed and in what areas" .One way of obtaining information that is necessary for such evaluation is by testing.

They also remark that a test is an instrument or tool of measurement .It is like the scales used for weighing other things. Some tests measure what want to measure. In general , the test is any means of checking what students can do with the language.

2.2.1 Characteristics of the Test

Al-Joboury ,(2000:22-3) states that characteristics of the test are:

2. Validity: "It is the degree to which a test measure what is supposed to measure or can be used successfully for the purpose for which it is intended". There are four types of validity:

a. Content validity: The test adequately covers the syllabus to be tested . It must be based upon a careful analysis of the subject or skill we are testing ,it should relate to the content of the course .

b. Empirical validity: It is check the effectiveness of a test and to determine how well the test measures, the test scores to some independent outside criteria such as scores given at the end of the course or the teacher's judgment of his students or an external examination.

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c. Face validity: It means the way the test looks to the examinees, supervisors or in general to the people concerned with the education.

d. Constructed validity: A test is said to possess construct, if it is designed in accordance with a theory of language behavior and learning.

2. Reliability: It means the stability of the test scores. It has four kinds:

a. Multiple samples: The more samples of students' performance we take, the more reliable will be our test their knowledge and ability. The test must be long enough to provide a generous sampling of the areas tested. It should also contain a wide variety of levels of difficulty.

b. Standard conditions: The reliability of the test scores can be assured only if all students take the exam under identical conditions.

c. Standard tasks: All the students must be given the same items or items of equal difficulty. The test must be identical so as the format.

d. Standard scoring: All tests must be scored in an identical manner. The scores should give the same or almost the same scores repeatedly for the same test performance.

3. Practicality: A test is practical, when it can be easily given. A test which is valid and reliable but difficult to administer or score or which is expensive may fail to gain acceptance.

2.3.1 Background of the Test

The test is carried out on third stage students at the Department of English, College of Education, University of Karbala. The test consists of two parts: production and recognition. These two parts depend on the knowledge and background of the students and measuring the ability to recognize the answers.

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3.4.1 The Result of the Test

Table(1): Subjects' Responses of the First Question

%	In correct answers	%	Correct answers	Q1
4.05%	9	16.2%	36	1
9.9%	22	10.35%	23	2
8.1%	18	12.6%	28	3
11.25%	25	9%	20	4
6.3%	14	13.95%	31	5
11.7%	26	8.55%	19	6
7.2%	16	13.05%	29	7
7.2%	16	13.05%	29	8
17.55%	39	2.7%	6	9
3.6%	8	10.65%	37	10
79.65%	193	110.1%	258	Total

3.5.1 Analysis of Results

Ignoring the basic rule, in the above mentioned table, in item (1), it is noticed that only (9) students fail to observe that verbs of sensation in passive structures can be followed by (To+ infinitive). This low number of incorrect answers of this particular item is an indicator for having sufficient mastery of such rule.

In item (2), (22) students commit errors thinking that the verb heard must be followed by past tense. Being followed by (object+ infinitive) without to or (object+ ing), it can be stated that the students have not adequate knowledge. Similarity, in item (3), the percentage of the incorrect answers is (8.1%). Here, the students' errors can be attributed to the unfamiliarity of the special use of models.

Because of the influence of their mother tongue, in item(4), (25) students are not acquainted with the use verbs of sensation with (That-clause) in the present form. Negatively, the high

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percentage of the incorrect answers is due to the interference between the students' native language and the acquisition one.

Violating certain limitations, in item(5), (14) students do not recognize that verbs of sensation cannot be followed by possessives. *Ignorance of rule restriction* may be the reason beyond the subjects' incorrect responses.

In item (6) and (7) the students depend on their knowledge thinking that verbs of sensation cannot be followed by progressive structure (-ing). Referring to actions or events, Most of them generalize the rules.

Picking out randomly, , in item (9), (39) students are not acquainted with the use of adjectives after verbs of sensation instead of adverbs. This high number of incorrect answers gives an impression that the majority of the subjects do not have sufficient knowledge of such use, therefore, they resort to the choose the wrong answer.

Being followed by a preposition, in item (10), only (8) students have committed errors in marking 'His jacket smelled of smoke'. This low percentage indicates that students could recognize that verb smell used "of " when to say what has given *sth* a smell.

Table (2):Percentage of the correct and the in correct answers for the second question (A).

%	In correct answers	%	Correct answers	Q2:A
17.1%	38	3.15%	7	1
19.8%	44	0.45%	1	2
18.45%	41	1.8%	4	3
17.55%	39	2.7%	6	4
16.2%	36	4.05%	9	5
89.1%	198	12.15%	27	Total

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3.5.2 Analysis of the Result

In this table noticed most of the students committed errors in item(1),(33)students constituting (14.25%) have answered this point incorrectly this indicates the students interference between metaphorical and physical meaning of the sentences and approximately, in item (2) half of the students (27)constituting (12.15%) have given incorrect answers which means students have faced the same difficulty as with the pervious point.

While in item(3),(34)students constituting (15.3%)have committed errors because the students do not have enough background to remember that verbs of sensation can be both stative and dynamic . Thus in item(4),(41)students constituting (18.45%)have not provided correct answers because they cannot be recognized between the meaning of the sentences.

While in item (5),(30)students constituting (13.5%) have answered incorrectly indicates unfamiliarity of knowledge in the meaning of the sentences.

Table(3):Percentage of the correct and the incorrect answers for the second question (B):

%	Incorrect answers	%	Correct answers	Q2:B
17.1%	38	13.15%	7	1
19.8%	44	0.45%	1	2
18.45%	41	1.8%	4	3
17.55%	39	2.7%	6	4
16.2%	36	4.05%	9	5
89.1%	198	12.15%	27	Total

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3.5.3 Analysis of the Result

Using guessing, in this table (3), it is observed students' answers of this question depend on expectation. For instance, in item(1), (38)students constituting(17.1%) have commit errors because they do not know verbs of sensation can be stative verb. And in item (2)that (44)students constituting (19.8%)have committed errors because most of the students ignorance that verbs of sensation come with present continuous tense this due to lack of knowledge. Also in item (3)that(41)students constituting (18.45%)errors answered This indicates that students could not recognize the meaning of hear as listen.

While in item (4)that(39)students constituting(17.55%)commit errors this may be due to the lack of knowledge because they do not know adjectives with verbs of sensation come after these verbs. Similarity in item(3)item(5)that(36)students constituting (16.2%)do not recognize touch gives the meaning of affect.

CONCLUSIONS

The conclusions here may be looked at from two main levels:

- 1.On the theoretical level it is syntactically, students face difficulties in using verbs of sensation and this can be ascribed to the interference between the English and their mother tongue and lack of knowledge.
- 2.There is a kind of interference between the physical and metaphorical use of verbs of sensation to the extent that is cannot be separated.
- 3.From the semantic points of view, it can be confirmed that the students are able to recognize verbs of sensation.
- 4.It noticed on the practical level students are face difficulties in the grammatical use of verbs of sensation and noticed that the errors in recognize between the meaning are more

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frequent than other types of errors this lead to the lack of knowledge or background of the students .

Appendix

Q1: Choose the correct answer of the following sentences

- 1-He was (seen, seen to) come out of the house.
- 2-I heard him (went ,going) down the stairs .
- 3-I (can see , am seeing) Susan coming.
- 4-I (heard ,hear) that Alice is expecting a baby .
- 5-I saw (Mary's crossing , Mary crossing) the road.
- 6-I (smell ,am smelling) something burning .
- 7-I could see (John get , john getting) on the bus .
- 8-He was never (hear , heard) to say thank you in his life.
- 9-The house smelled (awfully ,awful) .
- 10-His jacket (smelled ,smelled of) smoke .

Q2:A: Compare between the following sentences:-

- 1-a-The sense of touching is very important to blind people .
- b- John touched Mary's heart.
- 2-a-I see her now .
- b-I'm seeing her tomorrow.
- 3-a-This dish tastes delicious.
- b- She is tasting the food.
- 4-a-To hear him talk ,you'd think he was made of money .
- b- Can you hear me?
- 5-a-I saw her cross the road .
- b- I saw her crossing the road.

B: Exemplify

- 1-*Taste* as a stative verb.
- 2-Verbs of sensation present continuous tense .
- 3- *Hear* in the meaning of *listen*.
- 4-Adjective with one of sensation verbs .
- 5-*Touch* in the sense of *affect*.