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# *Adab Al-Rafidayn Journal*

**A refereed journal concerned with the publishing of scientific researches  
in the field of arts and humanities both in Arabic and English**

Supplement Vol. Eighty-ninth / year Fifty- Second / Muharram - 1444 AH / August 2022 AD

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- The researcher should take into consideration the choice of references or sources of information on which the research depends, and choose what is appropriate for his research taking into account the modernity in it, and the accuracy in documenting , quoting form these sources.

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## CONTENTS

Title	Page
<p><i>Etude de manuels de FLE enseignés aux institutions éducatives irakiennes</i></p> <p style="text-align: center;"><b>Wasn Nuri Hashem Mohamed Zuhair Zidan</b></p>	1 - 24
<p><i>Shakespearean Language and Figures of Speech in Romeo and Juliet: A translator's insights</i></p> <p style="text-align: center;"><b>Safaa Ramzi Muhammad Atheel Abd Elkhalek Al Hayaly</b></p>	25 - 44
<p><i>Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts</i></p> <p style="text-align: center;"><b>Musaab Najah Al-Surhan Sanaa Sabeeh Al- thafee</b></p>	45 - 64
<p><i>Conventionalised Impoliteness Formulae Used by Tweeters against Trump</i></p> <p style="text-align: center;"><b>Salar Qasim Rashid Ashraf Riyadh Abdullah</b></p>	65 – 92
<p><i>Lusage de la chanson au serivce de la compréhension orale en clasee du FLE, cas des étudiants de la 2e année</i></p> <p style="text-align: center;"><b>Ali Najm Abdullah ALQAISSI</b></p>	93 – 132

***Identifying the Problems of Adjuncts and  
Subjuncts Position and their Semantic Functions  
Faced by Iraqi EFL Learners in Literary Texts***

**Musaab Najah Al-Surhan \***

**Sanaa Sabeeh Al- thafee \*\***

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**Abstract:**

Adverbial is a clause element that reflects various syntactic functions and semantic roles. It has different morphological forms and positions, therefore dealing with this topic demands a lot of cautiousness and accuracy. There are many different structures working as adverbials in English, involving, single words, phrases and even finite/non-finite clauses. The excessive nature of adverbials can be considered problematic for EFL learners. This research is associated, as its title proposes, with the problems of the effect of adjuncts' and subjuncts' positions on their meanings encountered by Iraqi EFL learners in literary texts. This paper hypothesizes that Iraqi EFL students are unable to realize the relation between the semantic functions of adverbials and their position. It is assumed that they find hardness in determining the adverbials within various literary devices. The study hopes to show the effect of adverbials' positions on their semantic roles in certain literary genres. It aims to clarify adverbials within different literary devices. The study adopts for the most professional students who to do the test. The researcher selects fifteen MA candidates at the academic year (2019-2020). The hypotheses are proved by a diagnostic test whose results approve the hypotheses. The whole percentage of correct responses is 46% while the rate of incorrect answers is 54%. It is concluded that Iraqi EFL learners are unaware of the fact that the position of adverbials affects the semantic functions of adjunct and subjunct. It is also concluded that these learners misunderstand adverbial usage within various literary techniques.

Key words : Problems , Adjunct, Subjunct, Literary, Text

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## **Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts**

**Musaab Najah Al-Surhan & Sanaa Sabeeh Al-thafee**

**1. Introduction:** Adverbial constructions are a problematic subject in English grammatical studies. They have different forms and functions. They do not have tidily defined classes. The ignorance of this topic in linguistic studies is clear. The lack of this subject is overgeneralized. This topic has vast nature of the categories, this study only deals with effect of the position of adjunct and subjunct on the their semantic functions. It excludes the other syntactic aspects of adverbials, namely disjunct, and conjunct. This study reveals the relations between the position of adverbials and these clause elements in literary texts. The problem of the present research states that learners have no ability to realize the effect of adverbials' placement on the semantic roles in literature. The Iraqi EFL learners may mistreat that the position affects its grammatical feature and meanings. A distinctive property of adverbials is the considerable movement they have with regard to other grammatical items in clause structure which affects their grammatical and semantic status in relation to such elements. By differentiating dissimilar classes of adverbials, in clause construction it becomes necessary that the same structural component may work within various adverbial classes. This requires an explanation of adverbials which is built on their precise semantic roles within clause construction. The similar term can have more than one semantic purpose. Adverbials can be observed by various syntactic forms. They do not have a distinct syntactic shape. The complication of their construction, place and order may reflect difficulties for Iraqi EFL learners. Thus, this research examines the Iraqi EFL learners' awareness of this topic. The study measures their capacity in the relation between the syntactic/semantic function and the position by conducting a test.

**1.1 Research Questions and Hypotheses** According to stating the problem above, the following two questions have been asked: 1-Are the Iraqi EFL learners capable of realizing the relation between the semantic function of adverbials and their positions? 2-Do they have the ability to determine adverbials within various literary techniques?

**Research**

**Hypotheses** On the basis of the previous two questions, the following hypotheses have been produced:1-It is believed that that Iraqi EFL learners are incapable of realizing the connection between adverbial positions and their semantic roles.

2-It is hypothesized that they find difficulty in determining the adverbial within various literary devices.

### **1.2 The Aims of the Research**

The present study aims at:1-Presenting a syntactic analysis of English adverbials. Clarifying adverbials as clause elements and giving a semantic analysis of adjuncts and subjuncts 2-.Oferring these syntactic and Semantic classes of adverbials in specific literary techniques. 3- Showing the various places of adverbials in sentences.4-Offerring the relationship between the position of adjuncts /subjuncts and their semantic roles. 5- Arriving at some points that might help both learners and teachers to overcome the difficulties and problems they encounter in this particular linguistic area.

**1.3 Limitation of the Study** The study is restricted to adjuncts and subjuncts. It excludes disjuncts and conjuncts. It highlights the performance of Iraqi EFL learners in this subject. This study is limited to the Iraqi EFL postgraduate students. It restricts to literary texts. It excludes the scientific ones. Within literary texts, this research adopts one novel and a novella only.

**1.4 Value of the Study** This study may prove to be substantial for the following causes:1- The study will provide up to date information about **Adverbial Semantic Classification** which can be useful for the researchers as it can pave the way for further research on this topic. 2- Solving the problems can help material designers and teachers to choose an appropriate method for their teaching.

### **1.5 The Procedures of the Paper**

1-Presenting **adverbial classification** semantically. 2-Givivg various definitions for adverbials and offering different positions of adverbials.

3-Testing the sample of the study about this topic.4-Analysing the data, presenting conclusions, recommendations, and suggestions.

## **Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts**

**Musaab Najah Al-Surhan & Sanaa Sabeeh Al-thafee**

**1.6 The Model Adopted:** Quirk et al 1985 is chosen as a model for this study since it covers all the essential matters and it extracts the weakness of learners because it tackles the subject with details. Eventually, this model achieves the goals of the research.

**2. Definition of Adverbials:** Before providing a precise definition for the adverbial, it is important to give a brief description for an adverb as a clause element. An adverb is a word class. All adverbs are involved within the umbrella of adverbials. The adverb is one of the most important formula of adverbial realisations. It is one of the most remarkable syntactic components in language. On the other hand, giving a suitable definition for adverbials according to their position and function is not an easy mission. It demands sustained efforts and accumulated knowledge. Some linguists define an adverbial as a word that modifies ,characterises and adds more information about verbs, adjectives, nouns, other adverbs, or phrases. So, it inserts adjustment to all these grammatical elements. At the same time, an adverbial disambiguates the vagueness of a sentence as it is shown in the following examples:

(1)He ran quickly.

(2)He bought a new car last week.

(3)They did it very easily. (Hewing, 2005, p. 219).Leech (2006,p. 8) defines adverbial as a clause part that supplies extra information about a certain case or a situation depicted. On the other hand, Hasselgard considers the adverbial as an element in a clause that is neither a verb, nor a participant in the clause. (Hasselgard,2010,p. 13).Adverbials are defined from different perspectives by most grammarians.

### **2.1 The Position of Adverbials**

**2.1.1 Initial Position** Adverbials can occur at the initial place of a sentence/a clause. They occur before the subject of a sentence. Adverbials that are sentence-modifiers usually have front-location. These adverbials are usually split from the clause/the sentence by a comma. (Eckersley and Eckersley, 1960:261). Still, there are lots of adverbials occur in initial place for various targets, such as emphasis

or contrast, though their normal locations might be in other places. In other words, they are not limited only to this one place (Hornby, 1976,p. 165).(4) “Still, in spite of what he has said, I do not think it is true”.

(5) Naturally, we could not accept that proposal. (6) *Occasionally my brother goes to a wedding, but my sister spends much more time in the cinema.*(Eckersley and Eckersley 1960,p. 261-2) (Hornby, 1976,p.165).

**2.1.2 Medial Position** Adverbials locating in this place are normally put with the verb. Adverbials of frequency are an important class occupying this location. (Eckersley and Eckersley,1960,p. 264). Adverbials that occur in medial place are regarded as modifiers for the verb of a clause/sentence. The place of an adverbial and the verb are different according to the number of auxiliary verbs that join the verbs.

-Verbs with no Auxiliaries **A.** The verb (be) (the adverbial will be after the verb of a sentence) (7)They are sometimes early. **B.** With all other verbs (Adverbials occur before the verb of a sentence) (8)We sometimes leave early.

- Verbs that contain one to three auxiliaries, the adverbial will be located after the first auxiliary verb of a sentence.

(9) They have sometimes arrived late.

(10) They have sometimes been arriving too late. (Frank, 1972,p. 166)

**2.1.3 Final Position** This position is the most normal location for adverbials. Most of adverbials are put in this place. (Eckersley& Eckersley, 1960,p. 266). This position is "less emphatic than initial position, but more emphatic than mid-position". (Frank, 1993,p. 147). Adverbials which are used finally in a sentence, they are put after the verb and its complement(s). (Frank, 1972,p. 169). Moreover, adverbials that occur in this position are not restricted in their number. (11) He sang that song well.

(12) \*He sang well that song.

(13) She sings well. (Ibid: 165-

6) It is worth to state that adverbials are not put between the verb of a sentence and its object as it is shown in the following sentences.

## Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts

Musaab Najah Al-Surhan & Sanaa Sabeeh Al-thafee

(14) We very much like our work. / we like our work very much.

(15) \*We like very much our work. (Swan, 1984,p. 20, 21)

### 2.2 The Syntactic Function of Adverbials

**2.2.1 Adjuncts:** are grammatical functions of adverbials which are mixed in the structure of a sentence or a clause.(Greenbaum,1996,p. 148). Grammarians regard adjuncts as the fifth function of sentence components and they are equal like S, V, O, or C. Sentences will sometimes be damaged without the adjuncts. (Carter and Carthy,2006,p. 578)

#### 2.2.1.1The Grammatical Categories of Adjuncts

Adjuncts can be classified into two kinds: **predication adjunct** and **sentence adjunct**. The predication adjuncts can be either obligatory or optional. The Obligatory Predication Adjunct: is an important element in the construction of the clause or the sentence. Sentences are imperfect without the obligatory predication adjunct, they miss their grammatical functions and semantic roles. On the other hand, optional predication adjunct can be deleted without affecting the semantics of the sentence since it is not compulsory. Its deletion does not affect the grammaticality of a sentence because it is not like the fundamental elements of the sentence such as subject or predicate.

(16)The teacher arrived.

(17) The teacher arrived with the new glasses. (Quirk et al,1985,p. 510)

**Sentence adjuncts:** provide modification to the whole sentence. They do not supply modification to a specific element in a sentence. This type of adverbials can be deleted without affecting the meaning of the sentence or clause. It does not label action verbs. Sentence adjunct is different from predication adjunct in its movement, it has freedom to locate initially or finally. (Gelderen ,2002,p. 80). Dixon names sentence adverbials as outer adjuncts. These outer adverbials do not have the same semantic relations with the verb and they are put freely in a sentence.

(18) Jack kisses Portia in the garden. (Dixon,2005,p. 31).

**2.2.1.2 The Grammatical Properties of Adjunct** 1-Adjunct can be the concentration of a cleft sentence.

(19) They discovered her late. It was late when they discovered her. 2-Adjunct can be the basis of contrast in alternative negative or interrogative sentences.

(20) Did he meet them late afternoon or in the morning?. 3-Adjunct can be included under the umbrella of predication, ellipsis, or preforms.

(21) In 1984, Jim became a member in the army and so did Bob.

**2.2.1.3 The Semantic Categories of Adjunct** Adjuncts have many semantic parts. They are illustrated as follows:

**2.2.1.3.1 Space Adjuncts:** refer to the space within which the action takes place and these adverbials are often put at the end of the sentence. (Estwood,1994,p. 267). Space adverbials are concerned with various states that describe various situations in the clause or sentence. This type of adverbials includes position and direction. (Greenbaum, 1996,p. 148). In other words, space adverbials involve location, motion, or distance. They give answers to the raised questions, they provide either where (position) or where from/to (direction). (Hasselgard,2010,p. 24). Place and direction adjuncts are made by prepositional phrases or adverbials. They are located at the end, but they can be shifted to the beginning to focus on the location, highlight what occurs next, or to avoid adjunct clusters. (Hewing,2005,p. 152). This type is classified into the following subdivisions: A-Position, B-Direction, C-Distance.

1-Position: this subcategory of adverbials is an answer to where questions, (22)

The boys are in the park. Where are the boys?. The prepositional phrases are used to express this type of adverbials. (Rodden.G,2007,p. 307). 2-Direction Adverbials: indicate an activity which can be either to a location(goal) or it moves from a setting (source). They can also state a common way that cannot be a source or goal but it is path.

(23) But the way does not go over Ribble Valley Path. (Hasselgard,2010,p. 24). 3-Distance Adverbials: can be either specific or general. The specific distance is produced by a noun phrase which is predication.

## Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts

Musaab Najah Al-Surhan & Sanaa Sabeeh Al-thafee

(24) He walked five miles in three hours. While the general reference adverbials are done by prepositional phrases or noun phrases.

(25) We wandered for miles and then stopped. The normal arrangements for adverbials as follows: distance, direction, position.

(26) 'He walked a **few miles towards them in the huge hall**'.

(Quirk and Greenbaum, 1990, p. 166)

**2.2.1.3.2-Time Adjuncts:** tell about when the act is performed. They appear at the end of the sentence. They can be divided into the following subclasses: position, duration, and frequency. 1-Time position: can be produced by a noun phrase or prepositional phrase.

(27) We left Iraq last month. (28)

They met her on Saturday. 2-Duration: involves both "forward and backward span". It states the time that is not necessary related to future or past. Duration adverbials answer 'how long' questions. Forward span: is expressed by "till and until" and it is associated with a clause or prepositional phrase. Backward span: is done by "since". It is either followed by a prepositional phrase or a clause.

(29) They have not met their father since he was on holiday. 3-Time frequency adverbials: express the time that can be a response to "how often question". They are subdivided into: 1-definite frequency which consists of a-period frequency: 'weekly, monthly, daily, etc.' b-occasion frequency: once, twice, etc. (30)

Repeat the pills twice a day. 2-indefinite frequency a-usual occurrence: "usually, normally, commonly, generally, etc." b-continuous occurrence: always, constantly. C-high frequency: "often, regularly, repeatedly, etc." d-low frequency: rarely, never.

(31) We take training regularly.

**2.2.1.3.3-Process adverbials:** can be stated by a noun phrase, prepositional phrase, adverbial phrase or a clause. They are classified into: 'manner, means, instrument, and agent'.

(32) He looked at his rival

(very) angrily. (33) They

are examining the microbes microscopically.

(34) They can perform it as he informed.

(35) She was killed by a criminal. Adverbials of manner tell how the things occur. They inform about the circumstances of the action such as 'quietly, slowly, heavily, etc.' They can be put at medial or final position.

(36) He spoke to us politely.

(37) He politely spoke us.

(Estwood,1999,p. 278)

**2.2.1.3.4-Respect Adverbials:** involve expressions that make various syntactic functions such as 'adjunct, subjunct, and disjunct'. They explain the action as far as respect is associated. They are expressions such "with reference to, on the matter of, or as far as".

(38) We greet

the visitor formally.

**2.2.1.3.5-Contingency:** contingency adverbials are produced by a noun phrase, prepositional phrase or finite/non-finite clauses. They include 'a-purpose which can be an answer to "what for". They can be presented by expressions like "for, so as to, to, in order that". (Alexander,1988,p. 27). b-Comparison can be formed by certain expressions like "more, less, etc. c-Comparative adverbials can also be modified by inflectional forms. In other words they occur with gradable adverbs. (Alexander,1988,p. 123). d-Concession expresses an amazing nature of what is being said in regards of what is said previously said. e-Result tells a consequence of what is previously mentioned''.

(39)

Although she read a lot, she didn't pass the test.

**2.3 Subjuncts:** Although most linguists treat subjuncts as an inseparable branch of adjuncts, many linguists like Parrott (2002) and Thomson and Martinet (1986) mention only certain subdivisions of subjuncts. They adopt 'degree adverbials'. Yet, Quirk and his colleagues in (1985) identify subjuncts as a distinct part of its own. Subjuncts can be analogous to predicative adjuncts when they are related to the predicative portions of a sentence .

## Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts

Musaab Najah Al-Surhan & Sanaa Sabeeh Al-thafee

Subjuncts have a secondary function as far as other syntactic items are concerned. They can not participate in the grammatical features of adjuncts.

(40) “This play presents visually a sharp challenge to a discerning”. The word ‘visually’ is a subjunct. If it takes place syntactic characteristics of adjuncts, namely ‘clefting, negation, being a concentration of additive subjunct’. It will be interpreted as adjunct or the clause will be wrong.

(41) “It is only visually that this play achieves a sharp challenge”.

(42) “The play achieves only visually a sharp challenge”. (Quirk et al,1985,p, 566).Subjuncts have two main types: wide orientation and narrow orientation. The former indicates the whole sentence or clause. It supplies an impression for the whole clause, whereas the latter belongs to the predication or fragment of the predication.

### 2.3.1 The Semantic Functions of Subjunct

**2.3.1.1 Wide Orientation 1-Viewpoint:** a sentence is made from the adjective or a noun phrase consideration. Viewpoint subjuncts are associated with (-ly) or (-wise) suffix, they can not be comparative or superlative. They also do not take modification. They can be occurred initially.

(43) Architecturally, the establishment is an enormous ideation.

†**Courtesy:** can be produced by particular terms that express politeness and consideration. It reveals the speaker's sympathy towards the listener, therefore the courtesy subjunct is adopted to decrease the needs. The expressions of this kind are commonly occurred at medial or final position. When it locates in interrogative, it is regarded as a request for something.

(44) Can you please invite Boris to the celebration? (Greenbaum and Quirk,1990,p. 177).

### 2.3.2 Narrow Orientation

**2.3.2.1. Item Subjuncts:** can be subject oriented, verb phrase or predication subjunct. Subject orientation belongs to the subject of a sentence. They are quite analogous to ‘manner adjuncts’. Subject orientation limits the application to the subject of a sentence. This subtyping restricts the usage to the subject.

(45) Casually

Jean greeted the visitor. It indicates Jean was casual.

**2.3.2.2 Emphasiser Subjuncts:** concentrates the effect on the truth value of the clause or part of the clause. They reflect the meaning of modality and they can be classified into two sets. Group A: comprises elements that function as disjuncts, they indicate a comment of what is said is true. They include “certainly, clearly, definitely, really, for certain, absolutely, and for sure”.(46) Clinton really likes his wife. Group B: involves matters that also work as disjuncts. It displays that a speaker's statement is true. It is associated with the person's utterance. It has terms like, ‘frankly, honestly, simply, literally, etc.’

(47) We honestly don't hear what he said. Emphasizers can often be an answer to certain questions.

(48) Are you capable of getting the food? Yes, (certainly). (Greenbaum and Quirk,1990,p. 178-79).

**2.3.2.3 Intensifier Subjuncts:** reflect various grades of meaning. They are told with the semantic function of degree. It can be decreasing or increasing the intensification to various rates. The intensifiers are divided into subclasses namely: amplifiers, and downtoners. The amplifiers can be classified into ‘maximizers and boosters’.Downtoners can be subdivided into four subdivisions: ‘approximation, compromisers, diminishers, and minimisers’.The intensifier subjuncts are stated by “thoroughly, completely, badly, heartily, partially ,to some extent, almost, virtually, kind of, sort of, barely, hardly, etc.” (49) We are content with your character to some extent.

**2.3.2.4 Focusing Subjuncts:** centre on a particular syntactic unit of a clause. They can be ‘restrictive or additive’. The restrictive subjunct has two kinds: ‘exclusive and particularisers’. The exclusive adverbials: limits the application of the speech exclusively to the part focused. The particulariser subjunct: restricts the usage of the utterance to the part focused. The additive subjunct: shows that the speech connected is additionally true in concerned with the part emphasised. (50)Jessica

did the exam again. (Greenbaum,1996,p. 150).

## Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts

Musaab Najah Al-Surhan & Sanaa Sabeeh Al-thafee

### 2.4 The Relation between the Meaning of Adverbial and its Position

Adverbials have a wide series of locations and putting them in a suitable place may regard as a difficult task for a learner since their meanings (i.e. adverbials) are occasionally very complex and they produce various features. (Parrot., 2000, p. 61). Therefore, altering an adverbial from one site into another, will guide to the alternation of the lexical meaning of adverbials. (Miller and Brantley, 2005, p. 107). The replacement of space adverbials from its normal position into another place can influence the lexicon of a sentence or clause.

(51) Jean is here. 'here' means that Jean is in the 'house, office, building'.  
(52) Jean is here. 'here' means that we have already found her. (Thomson and Martinet, 1986, p. 54).

Changing the place of time adjuncts from one site into another causes to alternate the meaning of the adverbial as well as altering the meaning of the whole clause.

(53) She informed discovering the treasure last week. It relates to the verb 'discovering'.

(54) Last week, he informed discovering the treasure. It belongs to the verb 'informed'.

When the adverbial of manner is varied from its site to another place, its meaning will be changed.

(55) She is wounded badly.

(56) She is badly wounded. (Thomson and Martinet, 1986, p. 52)

Adverbials of degree: changing this type of subjuncts from one place into another will lead into replacement of the semantics of adverbials and it leads to change the meaning of the sentence.

(57) The fatherless is violently treated.

(58) The hard hearted treats the fatherless violently.

### 3. Data Analysis

**3.1 Introduction:** This section offers the test. It checks the performance of learners in the topic "The Effect of Adjuncts' and

Subjuncts' Position on their Semantic Roles" by providing a test. The researcher selects MA candidates in the academic year (2019-2020) who submit to the test which contains two questions whose items are taken from different literary genres. The sentences are taken from the novel 'Where Angels fear to tread' by Froster, E and the novella 'The Turn of the Screw' by James, H. The first question contains five items. It is out of fifty. It tackles adverbials semantically, it shows the relationship between the adverbial position and its semantic function. This question parades adverbials within different places. It measures the students' capacity in adjunct, and subjunct. The first question shows the effect of position on these semantic classes adjunct and subjunct. The second question is out of fifty. It consists of five items. It shows adverbials within different literary techniques. This question checks the Iraqi EFL learners in adverbials within various devices of literature.

### **3.2 The Characteristic of the Test**

#### **3.2.1 Validity**

Validity is a mixture of two principles: "face validity and content validity". Face validity according to ( Harries ,1969,p. 21 ),is concerned with the way the exam appears to the testees and others containing teachers ,testers , educated people, etc. As for face validity, the test has been displayed to a jury members of five experienced university instructors in order to check its validity (and also to measure the choice of the test elements).Asst. Prof. Dr.Marwaan. N. Tawfiq Prof. Dr.Hala. K. Najim.Prof. Dr. Nashwan M. SalehAsst. Prof. Dr.Wafa'a .M. Ali. Lecturer. Ma'an. M On the other hand, content Validity indicates what the test identifies exactly. It is concerned with telling and evaluating the test elements to be examined. (Heaton, 1988,p. 160).

**3.2.2 Reliability:**It is generally informed that reliability is a prior state of perfect tests. A reliable examination is one that makes essentially the same results consistently on different occasions when the conditions of the test remain the same. (Madsen, 1983,p. 178-179).

**Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts**

**Musaab Najah Al-Surhan & Sanaa Sabeeh Al-thafee**

**3.3 The Learners' Performance in the Test 3.3.1 The Learners' Performance in the First Question.**

<b>Items No</b>	<b>Correct Responses</b>	<b>%</b>	<b>Incorrect Responses</b>	<b>%</b>
<b>1</b>	<b>8</b>	<b>23.5</b>	<b>7</b>	<b>17</b>
<b>2</b>	<b>9</b>	<b>25</b>	<b>6</b>	<b>15</b>
<b>3</b>	<b>6</b>	<b>18</b>	<b>9</b>	<b>22</b>
<b>4</b>	<b>7</b>	<b>20.5</b>	<b>8</b>	<b>19</b>
<b>5</b>	<b>4</b>	<b>12</b>	<b>11</b>	<b>27</b>
<b>Total</b>	<b>34</b>	<b>100</b>	<b>41</b>	<b>100</b>

- 1-Nearly half of the population are unaware of the fact that the intensifiers don't occur with non-gradable verbs, but when they come with this type of verbs, they will be interpreted as manner adverbials or they can reflect other semantic functions depending on the context.
- 2-“Badly” is interpreted as booster adverbial. It differs from ‘badly’ in the sentence such: He was injured badly’ which is translated as manner adverbial. This transmission of the adverbial affects its semantic feature which is missed by many of the learners.
- 3-Some of the learners are unaware of some amplifiers that are interpreted as adverbials of frequency as it is appeared in this item. This item reflects the elusive nature of adverbials, thus the students should be accurate in interpreting the adverbial.
- 4-This item is done badly by most of the learners. They do not know that the same term can express different meanings. They are interpreted as intensifier. The term ‘a lot’ indicates very much. It is intensifier subjunct, it is not manner adjunct.
- 5-Most of the learners answer this item incorrectly. They are inexperienced of the minimizers. They do not realize that ‘hardly’ can come as manner, booster and minimizer. The semantic function of adverbial depends on its position.

**The Percentage of Correct and Incorrect Answers.**

	No of Items	Percentage
Correct	34	45
Incorrect	41	55
Total	75	100

**3.3.2The Learners' Achievement in the Second Question**

Items No	Correct Responses	%	Incorrect Responses	%
1	8	٢٣	7	١٧.5
2	6	١٧	9	22.5
3	6	١٧	9	22.5
4	7	٢٠	8	20
5	٨	٢٣	٧	17.5
Total	٣٥	١٠٠	٤٠	100

١-The obligatory predicative adjunct can be fronted. It is moved from its unmarked position which is finally to the marked one. This fronting can cause subject-verb inversion as it is found in this item. Some of the informants do not answer this item properly. 2-Mostly learners do not answer 'fronting' that involves the adverbial that can sometimes be accompanied with a type of inversion as it is appeared in this item which is subject-operator inversion. The writer puts adverbial initially for emphasis.

3- The extraposed structure of the adjunct to the end of the clause. Extraposition is an important process in literary texts. Nearly half of the subjects of the study can not detect the adverbial within this process. This technique is adopted to highlight the adverbial.

4- This item can not be answered by more than half of the population. They can not determine the literary device 'fronting' of the space adjunct which causes subject-verb inversion.

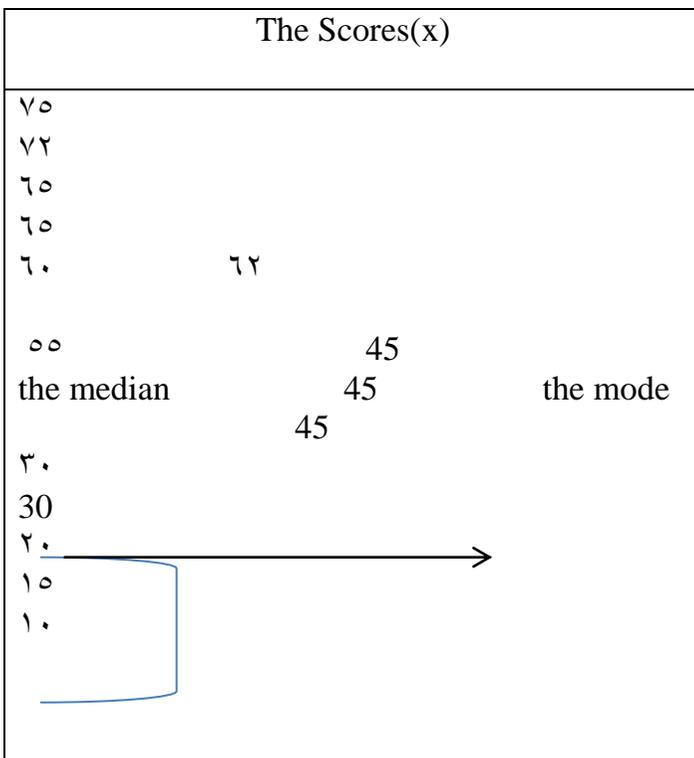
5-An adverbial can occur within ellipsis as it is shown in this item. More than half of learners can not detect the elliptical expression.

**Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts**  
**Musaab Najah Al-Surhan & Sanaa Sabeeh Al- thafee**  
**The Percentage of Correct and Incorrect Answers.**

	No of Items	Percentage
Correct	35	46.7
Incorrect	40	53.3
<b>Total</b>	<b>75</b>	<b>100</b>

**3.4 Central Tendencies:** Harris (1969:122) states that “the chief value of a measure of central tendency is to provide us with a concise indication of the typical test performance of a total group of examinees”. There are several forms of statistical instruments: mode, median, and the standard mean. They are shown in the following table.

**The Statistical Means.**



#### 4 Conclusions :

-This section summarizes the most important findings of the present study. It discusses the conclusions of the paper. These conclusions are as follows:

-It is concluded that most of Iraqi EFL learners do not often know the position of adverbials influence semantic roles of adjuncts, and subjuncts. The *Iraqi EFL learners face difficulties in learning the categories of adverbials*. The Iraqi EFL learners are unaware of the fact that the semantic function of an adverbial is affected by its position.

-It is also concluded that some of Iraqi EFL learners are unaware of the various literary devices that involve adverbials, they face difficulty in determining adverbials within cleft-sentences, ellipsis, fronting, inversion, etc.

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**Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts**

**Musaab Najah Al-Surhan & Sanaa Sabeeh Al-thafee**

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## **Appendix 1**

### **The Test's Questions**

**Q1) Classify the italic adverbials into their semantic functions:**

1-"Perfetta was weeping *violently*". (Where Angels Fear to Tread

:147) 2-"Her husband was *badly* injured".( Where Angels Fear

to Tread:128)3-"Oh, the English, they are drinking tea *alot*". (Where

Angels Fear to Tread: 147)4- "I like him *a lot*, Mrs.Grose said".(The

Turn of the Screw:35)5-"If she failed, she could *hardly* look them in

the face again". (Where Angels Fear to Tread:110)

**Q2) Determine the following literary devices( fronting, inversion, extraposition, cleft-sentences, ellipsis, etc.), which adverbials occur within.**

- 1-"Here lies the port". (Where Angels Fear to Tread:182)
- 2-"Thus, did the two women pay homage to their outraged male".(Where Angels Fear to Tread: 53)
- 3- "It was at midnight when she had her hand on the schoolroom door to leave". (The Turn of the Screw: 40)
- 4-"Here was the crossroad to Poggibonsi". (Where Angels Fear to Tread:141) 5-"While in his usual sweet manner, he sat at table". (The Turn of the Screw: 118)

## التعرّف على مشاكل الموقع والوظائف الدلالية للمساعد والمعاونيه التي يواجهها متعلمو اللغة الإنجليزية بوصفها لغة أجنبية في النصوص الأدبية

مصعب نجاح السرحان \*

سناء صبيح التحافي \*\*

المستخلص:

الظرف هو عنصر الجملة الذي يعكس العديد من الوظائف النحوية والأدوار الدلالية. يمتلك الظرف مواقع وأشكال صرفية مختلفة؛ لذلك يتطلب التعامل مع هذا الموضوع الكثير من الحذر والدقة، هناك العديد من التراكيب التي تعمل بوصفها ظرفاً في اللغة الإنجليزية، تشمل كلمات مفردة وفقرات وحتى عبارات محددة وغير محددة، ويمكن عدّ الطبيعة المفرطة لتصنيف الظروف مشكلة لمتعلمي اللغة الإنجليزية بوصفها لغة أجنبية. يرتبط هذا البحث ، كما يقترح عنوانه ، بمشاكل تأثير وضع المساعد والملحقات على معانيهم التي واجهها متعلمو اللغة الإنجليزية بوصفها لغة أجنبية في النصوص الأدبية، وتفترض هذه الرسالة أنّ طلاب اللغة الإنجليزية غير قادرين على إدراك العلاقة

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## Identifying the Problems of Adjuncts and Subjuncts Position and their Semantic Functions Faced by Iraqi EFL Learners in Literary Texts

Musaab Najah Al-Surhan & Sanaa Sabeeh Al- thafee

بين الوظائف الدلالية للظروف وموقفهم، من المفترض أن يجدوا صعوبة في تحديد الظروف في مختلف الأجهزة الأدبية، وتأمل الدراسة في إظهار تأثير مواقف الخصوم على أدوارهم الدلالية في بعض الأنواع الأدبية، ويهدف إلى توضيح المغامرات داخل الأجهزة الأدبية المختلفة، وتعتمد الدراسة على الطلاب الأكثر احترافاً الذين خضعوا للاختبار، تختار الدراسة خمسة عشر مرشحاً ماجستير في العام الدراسي (٢٠١٩-٢٠٢٠). يتم إثبات الفرضيات من خلال اختبار تشخيصي تعتمد نتائجه على الفرضيات. النسبة المئوية الكاملة للإجابات الصحيحة هي ٤٦٪ بينما معدل الإجابات غير الصحيحة هو ٥٤٪. يستنتج أن متعلمي اللغة الإنجليزية بوصفها لغة أجنبية لا يدركون حقيقة أن موقع الظرف يؤثر على الوظائف الدلالية للدالة والملحق، وخلص أيضاً إلى أن هؤلاء المتعلمين يسيئون فهم استعمال الظروف في التقنيات الأدبية المختلفة .

**الكلمات المفتاحية:** مسائل ، ملحق ، شرطي ، أدبي ، نص.