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The Semantic Roles Which Cause Difficulty To The Fourth Year Students Of English At The University Of Anbar

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Abstract
The present study aims at investigating the difficulty of identifying the cases of Semantic Roles that encounter the fourth year students of English at the University of Anbar. Also, it aims at identifying which group (i.e. students who study English at College of Arts or those who study English at College of Education for Humanities) faces more difficulty in the Semantic Roles than the other, and the third aim is to find out if there is a significant difference in the Semantic Roles difficulty between males and females of the whole sample according to the variable of gender. This study is restricted to investigate if the fourth year students of English at the University of Anbar encounter difficulty in deciding the cases of Semantic Roles adopted by Fillmore during the second course of the study year 2017-2018. The present study hypothesizes that there is no significant difference between the mean score of the sample's achievement in the test, on one hand and the estimated theoretical mean of the test on the other hand at level of significance (0.05). The second hypothesis states that there is no significant difference in Semantic Roles difficulty between the group of the fourth year English language students at the College of Arts and the fourth year English language students at College of Education for Humanities at the level of significance (0.05), and the final hypothesis is that there is no significant difference in the Semantic Roles difficulty between males and females of the whole sample according to the variable of gender and at the level of significance (0.05). The researchers have chosen the sample randomly. It includes (61) students distributed to 28 male and female students who study

English in the fourth year at College of Arts and 33 male and female students who study English in the fourth year at College of Education for Humanities. The researchers used a diagnostic test as the main instrument to collect the required data. After applying the test, one sample t-t test is used to accomplish the first aim and two independent samples t-test is used to achieve the second and third aims of this study. Results show that the sample of the study totally faces problems in determining the cases of semantic roles adopted by Fillmore. With respect to the second aim, it is found that the group of College of Arts and College of Education for Humanities suffer from a similar difficulty in identifying the cases of semantic roles. Also, it is found that females' achievements in the test in both groups are better than males' achievements in both groups. Finally conclusions, suggestions and recommendations are set.

Key Words: Agent; Recipient; Semantic roles; Theme and Temporal

Los Roles Semánticos Que Causan Dificultades A Los Estudiantes De Cuarto Año De Inglés En La Universidad De Anbar

Resumen

El presente estudio tiene como objetivo investigar la dificultad de identificar los casos de roles semánticos que encuentran los estudiantes de inglés de cuarto año en la Universidad de Anbar. Además, tiene como objetivo identificar qué grupo (es decir, los estudiantes que estudian inglés en la Facultad de Artes o aquellos que estudian inglés en la Facultad de Educación para las Humanidades) enfrenta más dificultades en los roles semánticos que el otro, y el tercer objetivo es averiguar si Existe una diferencia significativa en la dificultad de los roles semánticos entre hombres y mujeres de toda la muestra según la variable de género. Este estudio está restringido a investigar si los estudiantes de cuarto año de inglés en la Universidad de Anbar encuentran dificultades para decidir los casos de Roles Semánticos adoptados por Fillmore durante el segundo curso del año de estudio 2017-2018. El presente estudio plantea la hipótesis de que no hay una diferencia significativa entre la puntuación media del logro de la muestra en la prueba, por un lado, y la media teórica estimada de la prueba, por otro lado, en el nivel de significación (0,05). La segunda hipótesis establece que no hay una diferencia significativa en la dificultad de los

roles semánticos entre el grupo de estudiantes de inglés de cuarto año en la Facultad de Artes y los estudiantes de inglés de cuarto año en la Facultad de Educación para las Humanidades en el nivel de significancia (0.05) , y la hipótesis final es que no existe una diferencia significativa en la dificultad de los roles semánticos entre hombres y mujeres de toda la muestra de acuerdo con la variable de género y al nivel de significancia (0.05). Los investigadores han elegido la muestra al azar. Incluye (61) estudiantes distribuidos a 28 estudiantes masculinos y femeninos que estudian inglés en el cuarto año en la Facultad de Artes y 33 estudiantes masculinos y femeninos que estudian inglés en el cuarto año en la Facultad de Educación para las Humanidades. Los investigadores utilizaron una prueba de diagnóstico como instrumento principal para recopilar los datos requeridos. Después de aplicar la prueba, se usa una prueba t-t de muestra para lograr el primer objetivo y dos pruebas t-test de muestras independientes para lograr el segundo y el tercer objetivo de este estudio. Los resultados muestran que la muestra del estudio enfrenta totalmente problemas para determinar los casos de roles semánticos adoptados por Fillmore. Con respecto al segundo objetivo, se encuentra que el grupo de la Facultad de Artes y la Facultad de Educación para las Humanidades tiene una dificultad similar para identificar los casos de roles semánticos. Además, se encuentra que los logros de las mujeres en la prueba en ambos grupos son mejores que los logros de los hombres en ambos grupos. Finalmente se establecen conclusiones, sugerencias y recomendaciones.
Palabras clave: agente; Recipiente; Roles semánticos; Tema y Temporal

Introduction
 Significance and Problem of the Study:
 Three components form the basics of English grammar which are respectively semantics, syntax and phonology; therefore no one can control the use of this grammar without controlling them. From syntactic point of view, many sentences can be written but their acceptance is determined by semantics. Hence, this study tries to check students' ability to understand and analyze the semantic roles of noun phrases within sentences because they help the learners to write well-formed sentences. The essential demand for this kind of study is to unfold particular facts about the kind of each semantic role. Also, it contributes to the understanding of the relationship between the grammatical category and its semantic role. Moreover, to the knowledge of the researcher, there are not previous studies which tackled this subject before at Anbar University and this enhances

its significance. Therefore, this study can determine the actual level of students in this aspect of language.

In addition, through the experience of the researcher in teaching English as a foreign language in English department, he can confirm the existence of problems in the area of semantics and more specifically in deciding the cases of semantic roles. This is expected since the focus of Iraqi students is on the syntax; therefore most of them do not have a good idea about semantics. Subsequently, we can note that students of the department of English at the college of Education and Arts at University of Anbar face difficulty in determining the exact type of each role.

Aims:

1.   Investigating the Semantic Roles difficulty that encounters the fourth year students of English at the University of Anbar.

2.   Identifying which group (i.e. students who study English at College of Arts or those who study English at College of Education for Humanities) faces more difficulty in the Semantic Roles than the other.

3.   Determining whether there is a significant difference in the Semantic Roles difficulty between males and females of the whole sample according to the variable of gender.

Hypotheses:

1.   There is no significant difference between the mean score of the sample's achievement in the test, on one hand and the estimated theoretical mean of the test on the other hand at level of significance (0.05).

2.   There is no significant difference in Semantic Roles difficulty between the group of the fourth year English language students at the College of Arts and fourth year English language students at College of Education for Humanities at the level of significance (0.05).

3.   There is no significant difference in the Semantic Roles difficulty between males and females of the whole sample according to the variable of gender and at the level of significance (0.05).

Limits:

         This study is limited to investigate if fourth year students of English at the University of Anbar encounter difficulty in deciding the cases of Semantic Roles adopted by Fillmore, during the second course of the study year 2017/2018.

Definition of Major Terms:

Difficulty: It indicates the feature or the status of hardness to achieve or do something, comprehend something and dealing successfully with something (Webster's, 2005, p. 462).

The operational definition: It means when students of the fourth-year students of English at Anbar University become unable or facing difficulty to determine the cases of the Semantic Roles.

Semantic Roles: They refer to the function that is actually takes place by a participant whether in unreal or real situations regardless the linguistic structure of these situations. Also, it is an implied relation that exists between the participant and main verb within a clause (Payne, 1997, p. 47-49).

The operational definition of Semantic Roles is restricted to   Fillmore's model which includes six cases (agentive, instrumental, dative, factitive, locative and objective).

 The Concept of the Semantic Roles

Traks (1993,p. 200) states that semantic role refers to an entity that participates more or less directly in the situation described in the clause .He adds that semantic roles represent semantic relations that a NP may carry within the clause . They include agent , patient , experiencer , recipient ,theme , benefactive , instrument , goal , source , place , time and path.

Yule (2006, p. 100) argues that it is possible to look at the roles of words they fulfill within the situation described by a sentence instead of thinking of words as ' containers ' of meaning. He identifies a small number of semantic roles which can also be called thematic roles. In this paper, the focus will be on the semantic roles associated with the subject .Fillmore's theory will be adopted to analyze the semantic features of the subject.

Fillmore's Model

Two comprehensive studies of syntax and semantics appeared in the second half of the decade of 1960. The first is that of Halliday's three – part paper in 1967 and the second is proposed by Fillmore (1968). Halliday uses the term   ' participants while Fillmore uses cases. (Halliday, 1967, p.8)

Case grammar has been originally introduced as a modification of the Standard Theory. It appeared to be a modification to Chomsky's model to show that there is no direct relationship between case relation like Agent , Affected , etc on the one hand, and the grammatical subject and object on the other hand since the subject position can be replaced by different semantic roles other than agent , e.g. :

 - John opened the door with a key.

 -The key opened the door.

 - The door opened.

In this grammar, the most basic level of underlying structure must implicitly contain functional information. Its deep structure involves an S dominating one verb and one, two or three NPs.

Fillmore's List of Cases

Agentive (A): The case of the typically animate perceived instigator of the action identified by the verb.

Instrumental (I): The case of the inanimate force or object casually involved in the action or state identified by the verb.

Dative (D): The case of the animate affected by the state or action identified by the verb.

Factitive (F): The case of the object or being resulting from the action or state identified by the verb, or understood as a part of the meaning of the verb.

Locative (L): The case which identifies the location or special orientation of the state or action identified by the verb.

Objective (O): The semantically most neutral case, the case of anything represented by a noun whose role in the action or state is identified by the verb itself.

The following examples clarify the above cases:

-John (A) ran.
-John (A) opened the door (O).
-The door (O) was opened by John (A).
- John (A) used the key (I) to open the door (O) .
- The door (O) opened.
- John (D) believed that he would win.
- We (A) persuaded John (D) that he would win.
- It was apparent to John (D) that he would win.
- John (D) is sad.
- Chicago (L) is windy.
- John (A) painted the picture (F).
- John (A) murdered Bill (D).   (Fillmore, 1968, p. 32)

The case frames are the most important things in Fillmore's case grammar and the selection of the verb depends on the array of cases in a particular sentence, for example, the verb ' run ' takes the feature + [A] while the verb ' persuade ' takes the feature + [A + D] .The verb ' open ' can occur in various frameworks in which the classification may show the optional features by parentheses + [o + (A) + (I)] while the verb ' kill ' has the case frame + [D + (I) + (A)].

Semantic Roles:

In this part, semantic roles are defined, discussed and compared:
 Agent and Theme:
To clarify the above two terms, Yule (2006, p.106) mentions this example:
  -The boy kicked the ball.
      Saying that 'the boy ' is the entity that performs the action and tech-
nically known as agent; while ' the ball ' is the entity that is involved in or
affected by the action is called 'theme'.
      Agent and theme are the most common semantic roles. The first term
is typically human as in the above example but it can be non – human such
as a natural force, a machine or a creature, all of which affect the ball as a
theme as in:
  -The boy kicked the ball.
  -The wind blew the ball away.
  -A car ran over the ball.
  -The dog caught the ball.

The theme is usually non – human but it can be human in certain cases as
in the following example:
  -The dog chased the boy.
The same entity can refer to semantic role such as:
  -The boy cut himself.
The boy is the agent and himself is the theme.
      Most linguists concentrate on the idea that agent is the animate that
causes the action denoted by the verb .In the following sentence, John
plays the agent role:
  -John opened the door   (Brown, 1984, p.214)
      According to Cook (1979, p.52), the agent may be defined in term of
the corresponding verb type. An agent is the role that accompanies an ac-
tion verb and it has the ability to determine the entity involved in causing
the event .The agent cannot occur alone. It must co-occur with the patient.
      Dillon (1977, p. 81) states that the semantic role of the subject can
be reflected by suffixes such as – er suffix which can be described as the
Agentive suffix. Thus , the nouns that end with specific suffixes such as (
er , or) are labeled agential nouns like visitor and reader . This indicates
that there is a relationship between the form of a noun and its semantic
role.
      Roberts (1956, p.160) states that the most common meaning of the
subject is the doer of the action. Whenever the verb is not a linking verb
and whenever it is not followed by the aux (be), in most cases, the subject

of the sentence refers or indicates to the doer of the action.

The term ' patient ' is labeled ' object or objective ' in Fillmore (1972, p.25) and Cook (1978, p.300). Object and theme are confusing terms. The first term is associated with direct object while the second can be defined as the entity which is being described such as the ball in:

  -The ball was red.

Object is the role that is associated with the direct object ,which refers only to a patient in accusative case while the term ' patient ' is used by both traditional and modern grammarians .

Starosta (1978, p.472) states that the term patient can be defined as the entity which is affected by the action of the verb as in the following example :

  -John opened the door.

It may also be the entity which is viewed as moving or as being located in a (abstract or concrete) space (ibid).

For example:

  -The rock stood in the corner.

  -The rock rolled down the hill.

  -He stood.

Moreover, patient is also the entity which is viewed as existing in a state, or whose state is changing as in the following examples:

  -The flower died.

  -The rock moved away.

Starosta's definition of patient is similar to that of Fillmore (1971a, p.371) who defines it by saying " it is the entity that moves, changes or whose position or existence is in consideration .It is also similar to Fillmore's (1971b:42) who states that the object case is that of the entity which moves or which undergoes change .

Thakur (1998, p.182) uses the term theme for the same role of affected or patient which is defined by him as the entity that undergoes the effect of the action, e.g.:

  -Mary fell over.

According to Crystal (1977, p.12),the term affected is used by some linguists to denote a part of grammatical or semantic analysis of a sentence in terms of cases or participant roles : it refers to the entity which does not cause the happening denoted by the verb , but is directly involved in some other way . It is typically the role of the DO, e.g.:

  -I kicked the ball.

The term 'theme ' is defined by Trask (1993, p. 278) as the seman-

tic role   that is in a state or a location or something which is undergoes
motion , e .g.:
 -The ball is dirty.
 -The ball is on the table.
 -She threw me the ball.

 Instrument:
       Trask (1993, p. 143) states that ' instrument 'is the inanimate means
by which something is done as in:
 -The key opened the door.
      Yule (1996, p. 117) , in his turn , mentions that if an agent applies
another entity in performing an action , then this other entity has the role
of instrument. According to him, ' pen ' and ' spoon' have the semantic
roles of instrument in the following examples:
 - I wrote with a pen.
 - He eats with a spoon.
         Quirk et al   (1972, p.351) define the term ' instrument as the unwit-
ting material cause of an event and it does not need to be inanimate. The
following two examples clarify the term instrument:
 - The avalanche destroyed several houses.
 - He frightened his wife with his snake.
         Cook (1979, p.19) believes that the instrument role   occurs with
an animate Ag and it indicates "Physical cause which comes into contact
with an object ' whereas the term instrument is used with psychological
verbs to denote 'the stimulus inducing a psychological event" .
         Starosta (1978, p. 487) does not restrict instrument to physical
causes and talks about abstract notions such as' arguments 'and ' telling
Bill of the accident ' is a good example to clarify this notion :
 -Telling Bill of the accident caused him to be careful.
[Instrument]   [Experiencer]
Recipient:
      Trask (1993, p.29) states that recipient represents a case form typical-
ly indicating the individual for whose benefit something is done.
      Quirk et al (1985 : 746) define ' recipient ' also called 'benefactive '
by saying : "it is the case required by a 'benefactive ' verb , which spec-
ifies the one in the state of possession , or the   one who undergoes loss
or gain in the transfer of an object".
      Hutchinson (1975, p. 62) states that recipient indicates both a
positive (gain) and a negative (loss) value . Thus , the term does not

include the entity which benefits from an action only but also that who
may be the victim of an action. To clarify his definition, he mentions the
following example:
  -John lost his wife.
        Quirk et al (1973, p.172) states that the semantic role of recipient
occurs with specific verbs such as " have , own , possess , benefit as
shown in the following relation :
  - Mr. Smith has bought / given / sold his son a radio ------ so now his son
Has / owns / possesses the radio.
          Halliday (1985, p. 132) defines the beneficiary as the one to
whom or for whom the process is said to take place . According to him,
the beneficiary is either recipient or client. The former is one that goods are
given to the latter is one that services are done for. The preposition ' to '
is normally used with the first term while ' for ' used with the second one
or they can occur without the preposition as in:
  - She sent her best wishes to John.
  - She sent John her best wishes.
Experiencer:
        Chafe (1970, p. 145)states that by looking to the surface structure
, the experiencer looks as if he were an agent but he is not since he is
neither the instigator of an action nor who does something .
  -Tom wanted a drink.
  -Tom knew the answer.
  -Tom liked the asparagus.
    ' Tom' in the above sentences is " the one who was mentally disposed
in some way , one with respect to whose mental experience , a drink
wanted , and the answer known , or the asparagus liked , thus , " Tom "is
an experiencer.
Temporal:
The subject may be temporal to designate the time of the state or action,
e.g.:
  - Yesterday was a holiday.
    Quirk et al (1973, p.173) state that the temporal subject becomes ad-
junct when it is replaced by the empty "it".
  - Tomorrow is my birthday = It is my birthday tomorrow.
    Temporal names include names of months, days of the week, festivals
and religious periods, etc. Days of the week can be pluralized, but months
of the year normally cannot.
Locative:

Trask (1993, p. 164) uses the term ' location ' to refer to the semantic role manifested by a NP which expresses the place in which something exists or occurs .

Hartmann and stork (1976, p.134)state that locative designates a case form in some inflected languages expressing the location at which an action takes place . The term ablative is used in classical Latin.

According to Quirk et al (1972, p.353) , the subject may have the locative role to designate the position of the state or action as in the following examples:

- London is foggy (It is foggy in London).
- My tent sleeps four people (four people can sleep in my tent.

The verbs that follow the locative subject cannot be written in passive or progressive form, e. g.:

- The bag holds seven pounds.
*Seven pounds are held by the bag.
* The bag is holding seven pounds.

Source and Goal:

Trask (1993, p. 255) indicates that the source is the semantic role introduced by an NP which refers to the start point of motion in abstract or concrete sense. It is one of the deep cases recognized in case grammar, e.g.:

- We walked down from the mountain.

Radford (1988, p. 373)defines source by saying that it represents the entity from which something moves but the goal refers to the entity towards which something moves as in :

-John gave the book to Mary.

'John ' in the above sentence, is both Ag and the source of the sentence.

Crystal (1997, p.171) believes that the goal denotes the entity which is affected by the action of the verb, e. g.:

- The cat caught a mouse.

Hartmann and Stork (1972, p.97) stand beside Crystal and say that ' goal ' represents the direct object in an active sentence, e .g :

- The boy caught the ball.

Some verbs followed by 'at' express intended goal or target .This use of "at" in which some idea of "aim " is implied may be contrasted with the direct object which signifies attainment of the goal as in :

- She shot at him.

-She shot him.

In the first pattern, we can add "but missed him ", whereas this addition cannot be written in the second one.

- She ran at me.   [Denotes hostility (the meaning of ran is attack)]
- She ran to me.   [Denotes movement to the goal]

(Quirk et al, 1985, p.697)

Stimulus:

Blansitt (1978, p.311) states that stimulus co-occurs with emotive experience. The subject may have the stimulus role as in the following examples:

- My friend pleased me.
- The flower pleased me.

The stimulus can be physical or abstract entity. The abstract one means psychological entity which is composed of different sensations auditory , visual , tactile or gustatory as in the following examples:

- Mary likes music.
- Mary likes traditional art.
- Mary likes cotton shirt
- Mary likes ice – cream.

According to Quirk et al (1973, p.160), the relation between an emotion and its stimulus can be expressed by "at" or "by ".e.g.:

- I was alarmed [at or by] his behavior.

Procedures:

Population and Sample:

The population in the present study comprises the whole male and female students who study English in the fourth stage in College of Arts (47 male and female students) and those who study English in the fourth stage - College of Education for Humanities (65 male and female students) at Anbar University. The total number of the whole population is (112 male and female students). The researchers chose the sample in both groups randomly. The sample of College of Arts group includes 28 students (15 males and 13 females). On the other hand, the sample of College of Education for Humanities group consists of 33 students (15 males and 18 females). This means the total number of the sample is 61 (30 males and 31 females), check Table (1).

Table (1)

The Sample of both Groups and Total

Group	Males	Females	Total
College of Arts	15	13	28
College of Education for Humanities	15	18	33
Total	30	31	61

Instrument:

   Generally, test is an approach to estimate and investigate per-
formance, capabilities and knowledge about something (Richards and
Schmidt, 2002, p. 547). There are types of tests, what suits our study is the
diagnostic one, since it is constructed to discover weak and strong sides in
certain domain or field for students individually or totally so as to find out
a remedial action (Al-Juboury, 1999, p. 7). Therefore, a diagnostic test is
used by the researchers to discover if the sample of the present study face
difficulty in Semantic Roles, besides achieving aims of the study. The test
contains thirty items. All items in the test concentrate on the six cases of
Semantic Roles adopted by Fillmore. Before beginning the test, instruc-
tions orient students to identify the type of Semantic Roles of the under-
lined bold words in each sentence. Each item is given two marks. This
means that the highest degree is sixty and the cut degree of success starts
from thirty. Scoring of the test is objective because if an item answered
correctly, two marks will be obtained and if an item answered wrongly, it
will get zero mark. See appendix.

Instrument Validity:

Validity is an essential procedure in any scientific research. Pallant (2010, p. 7) defines validity as the process of gathering empirical proofs about the correlation between the instruments and what it supposes to measure. The researchers used to introduce the test to a jury in order to achieve validity. The jury consists of six members specialized in linguistics. They were asked to comment on suitability of the items of the test. Members of the jury were cooperative. Results show that 100% percent of agreement among jury members regarding suitability of the test to investigate Semantic Roles difficulty. See Table (2).

Table (2)

Names, Scientific Ranks, Place of Jury Members at Anbar University

No	Names of Jury Members	Academic Level	Scientific Rank	Workplace
1	Zydan Khalaf Al-Dulaimy	PhD	Prof.	College of Education for Humanities
2	Alaa' Ismail Al-Heeti	PhD	Asst. Prof.	College of Education for Humanities
3	Hareth Ismail Al-Turki	PhD	Asst. Prof.	College of Education for Humanities
4	Ali Sabah Jameel	PhD	Ins.	College of Arts
5	Huthaiffaa Yousif Turki	PhD	Asst. Ins.	College of Education for Humanities
6	Ayad Hamad Al-Assafi	MA	Prof.	College of Arts

Preliminary Application of the Test:

Pilot administration of test is a prerequisite to benefit us in estimating the obviousness of instructions, average time needed for the exam, ambiguous items, difficulty level and power of discrimination for each item. The

test was applied on 33 male and female students from College of Arts (11 students) and College of Education for Humanities (22 students) during the second course for study year 2017-2018. Concerning time, it is found that average time requested to accomplish the test is 22 minutes, since the first student finished the test in 18 minutes and the last student finished the test in 26 minutes.

Reliability:

The general definition of reliability is the degree of consistency or stability between two measures or two tests of the same type (Al-Najar, 2010, p. 296). There are various methods to find out reliability. The researcher used split-half method to ensure reliability. This method is performed by applying one test and then dividing it into two equal halves and finding Pearson correlation coefficient between the grades after each test is completed (Ibid: 302). After applying the test on 33 students selected from both groups, the researcher divided the test items according to their odd and even sequence into two equivalent halves, each half consists of fifteen items. After that, the researchers put the degrees of each half separately, and then Parson correlation coefficient was used to find reliability. At the end, results show that the value of Pearson correlation coefficient is (0.82) which acceptable and recommended (Bachman, 161).

Analysis of Items:

Analysis of the test items means the extraction of the level of difficulty and the discrimination power of items and determining the effectiveness of the alternatives. Before achieving these points, firstly researchers organized grades obtained by the students in the test from the highest degree to the lowest degree, and then the researchers took two sets of grades, the first one represents (27 %) of the whole students. This includes individuals who obtained the highest grades in the test. The second set of grades also represents (27%) of the whole students who obtained the lowest grades (Al-Kubaisy, 2007, p.168-171).

Level of Items Difficulty:

The difficulty level indicates how easy or difficult a test item is. Its percentage can simply be found by dividing the number of students who answered wrongly on an item, by the total number of answers. The value of difficulty level should range (0.20-0.80) and if the value is out this range, it will be unaccepted value (Ibid: 159). Results demonstrate that the values of items difficulty level range between (0.34-0.74) which means that all items are acceptable.

Discrimination power of items:

It means the ability of the item to distinguish between students who have greater knowledge and less ability students in a particular area of knowledge. The acceptable value of discrimination power ranges between (0.25%- 100%) (Mulhim, 2009, p . 239). Results display that the values of items discrimination power ranges between (0.42-0.81). Therefore, all items are reliable. See Table (3) that shows both level of difficulty and discrimination power of test items.

Table (3)

Difficulty Level and Discrimination Power Values of Test Items

Number of Item	Difficulty Level	Power of Discrimination	Number of Item	Difficulty Level	Power of Discrimination
1	0.45	0.50	16	0.34	0.44
2	0.66	0.56	17	0.65	0.74
3	0.35	0.42	18	0.55	0.50
4	0.72	0.64	19	0.58	0.52
5	0.46	0.54	20	0.46	0.44
6	0.58	0.48	21	0.38	0.48
7	0.62	0.68	22	0.58	0.68
8	0.74	0.68	23	0.72	0.84
9	0.52	0.58	24	0.65	0.68
10	0.38	0.43	25	0.54	0.60
11	0.48	0.42	26	0.48	0.46
12	0.58	0.63	27	0.64	0.57
13	0.64	0.75	28	0.52	0.48
14	0.70	0.81	29	0.63	0.68
15	0.53	0.48	30	0.58	0.63

Final Administration:

After checking the appropriateness and acceptance of validity, reliability, difficulty level and discrimination power of test items, the researchers achieved the final application of the test on (61) male and female students from College of Arts and College of Education for Humanities. The sample took the exam in the same class to achieve the greatest degree of equality in the extraneous variables between the two groups. Moreover, the researchers supervised directly on the exam and clarified instructions of the exam. The final administration occurred at the end of the second course on the 25th of April 2018.

Statistical Means:

The following are the statistics applied in this study:

1. Percentage to achieve validity.

2. Pearson Correlation Coefficient to achieve reliability.

3. Formula of items difficulty level and the formula of discrimination power to achieve analysis of test items.

4. One sample t-test to find out if the whole sample faces difficulty in semantic roles.

5. Independent samples t-test used to find out if there are significant differences between the group of College of Arts and College of Education for Humanities. Also it is used to find out if there are significant differences between males and females of the whole sample (both groups).

Results and Discussions

This section deals with the findings and results after the application of suitable equations and formulas on the scores of students in the diagnostic test. Results obtained are discussed in relation to the aims and hypotheses of this study. Moreover, the researchers deployed SPSS program to gain precise results.

Difficulty that Faces the Sample in Semantic Roles:

The first aim attempts to identify the Semantic Roles difficulty that encounters the fourth year students of English at the University of Anbar. It is important to mention that before applying one sample t-test, the researchers estimated the theoretical mean value of the test through discussion with experienced university professors and statisticians. They are (Prof. Muslih Shwaish Ahmed, Prof. Abdul-Wahid Alkubaisy and Ali Sabah Jameel). They agreed totally that the theoretical mean value is (30). After that one sample t-test was used to compare the mean of students' achievement in the semantic role test which is found to be (27.08) and

whose standard deviation is (7.85), with the theoretical mean of the test which is (30). Moreover, results show that computed t-test value is (2.90), while the tabulated t-test value is (1.671) at degree of freedom (60) under level of significance (0.05). According to this, we can decide that there is a significance difference between the mean of students' scores in the semantic roles test which is (27.08) and the estimated theoretical mean of the semantic role test which is (30) in favor of the estimated theoretical mean. Hence, we reject the first hypothesis which states that there is no significant difference between the mean score of the sample's achievement in the test, on one hand and the estimated theoretical mean of the test on the other hand at level of significance (0.05) and alternative hypothesis accepted. This indicates that the sample of the study face difficulty in deciding the cases of semantic roles according to Fillmore. See Table (4) below.

Table (4)

One Sample t-test Value

Number of Sample	The Mean of Sample's Achievement	Standard Deviation	Degree of Freedom	Estimated Theoretical Mean	Computed t-value	Tabulated t-value	Level of Significance
61	27.08	7.85	60	30	2.902	1.671	0.05

Semantic Roles Difficulty between College of Arts Group and College of Education Group:

The second aim of this study tries to find which group faces semantic roles difficulty more than the other (i.e. College of Arts group or College of Education Group). In order to realize this aim, two independent samples t-test is applied. After that, results reveal that the mean of College of Arts group is (26.93) with a standard deviation (8.353). Also, results reveal that the mean of College of Education group is (27.21) and the standard deviation is (7.532). Moreover, computed t-test value is (0.139), while the tabulated t-test value is (2.021) on the degree of freedom (60) under the level of significance (0.05). Subsequently, this means that we should accept the null hypothesis which states that there is no significant difference in Semantic Roles difficulty between the group of the fourth year English language students at the College of Arts and fourth year English language

students at College of Education for Humanities at the level of significance
(0.05), and reject the alternative one. This means that both groups suffer
from difficulty in determining the cases of semantic roles according to
Fillmore.

Table (5)

Differences in Semantic Roles Difficulty between College of Arts and College of Education Group

College	Number of Students	Mean	Std. Deviation	D.F	Computed t-test Value	Tabulated t-test Value	L.S
College of Arts	28	26.93	8.353				
College of Education	33	27.21	7.532	59	0.139	2.021	0.05

Semantic Roles Difficulty between Males and Females of the Whole Sam-
ple:

The third aim intends to determine if there is a significant difference
in the Semantic Roles difficulty between males and females of the whole
sample according to the variable of gender. To achieve this, two independ-
ent samples t-test is used, and by comparing the mean of males' scores in
the test which is (23.87) and whose standard deviation is (7.238), with the
mean of females' scores in the test which is (30.236) and whose standard
deviation is (7.236), it is found that the computed t-test value is (3.413)
and the tabulated t-test value is (2.021) on degree of freedom (60) and lev-
el of significance (0.05). This indicates that there is a significant difference
in the Semantic Roles difficulty between males and females of the whole
sample according to the variable of gender and at the level of significance
(0.05) and in favor of females. Therefore, null hypothesis is rejected and
alternative one is accepted. More specifically, this underlies that, males of
the sample face difficulty in deciding the cases of semantic roles more than
females of the sample. Note the following Table (6).

Table (6)

Differences in Semantic Roles Difficulty between Males and Females of the Whole Sample

Gender	Number of Students	Mean	Std. Deviation	D.F	Computed t-test Value	Tabulated t-test Value	L.S
Males	30	23.87	7.238				
Females	31	30.19	7.236	59	3.413	2.021	0.05

Conclusions, Suggestions and Recommendations

Conclusions

According to the results, the following conclusions are determined:
1. The sample of the study totally faces problems in determining the cases of semantic roles adopted by Fillmore.
2. The groups of College of Arts and College of Education suffer from nearly similar difficulty in deciding the cases of semantic roles.
3. Females' achievements in the test in both groups are better than males' achievements. This indicates that females are keen on their study more than males.

Suggestions
1. Carrying out more studies in other colleges such as College of Education for Woman in Anbar University
2. Implementing a similar study in other Universities such as Baghdad University
3. Adopting larger samples in further studies

Recommendations:
1. Teachers of linguistics have to pay great attention to these semantic roles when teaching Semantics particularly the traditional use of their counterparts.
2. Teachers are recommended to give many examples about semantic roles in the classroom to help the students be familiar with them.
3. Teachers are recommended to ask their students to write down different sentences from their own about semantic roles as assignment.

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Appendix

The Diagnostic Test

((Personal Data))

Name:
Stage:
College:

Instructions: Identify the type of the semantic role of the italic words (bold ones) in the following sentences? The semantic roles are (Agentive, Instrumental, Dative, Factitive, Locative and Objective).

1.   The flower died.
2.   Mary fell over.
3.   The avalanche destroyed several houses.
4.   Tom knew the answer.
5.   He stood.
6.   The ball is dirty.
7.   Marry likes cotton shirt.
8.   London is foggy.
9.   His son possesses the radio.
10.   The boy kicked the ball.
11.   The key opened the door.
12.   John lost his wife.
13.   Tom wanted a drink.
14.   Tomorrow is my birthday.
15.   The wind blew the ball away.
16.   My friend pleased me.
17.   John gave the book to Mary.
18.   My tent sleeps four people.
19.   The rock stood in the corner.
20.   Yesterday was a holiday.
21.   She shot him.
22.   A car ran over the ball.
23.   The dog caught the ball.
24.   The ball was red.
25.   The rock stood in the corner.
26.   The rock rolled down the hill.
27.   He eats with a spoon.
28.   He frightened his wife with his snake.
29.   John lost his wife.
30.   She shot at him.