



INVESTIGATING THE DIFFICULTIES FACED BY IRAQI EFL UNIVERSITY STUDENTS IN USING DEFINITE AND INDEFINITE ARTICLES IN GENERIC AND SPECIFIC REFERENCES

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Article history:	Abstract:
<p>Received: 11th October 2021 Accepted: 11th November 2021 Published: 21th December 2021</p>	<p>This investigation was led on fifty understudies from the fourth organized in the English Language Department at the Faculty of Basic Education of Babylon University for the scholastic year 2018-2019. This examination was worried about the utilization of distinct and uncertain articles in the English sentence to has explicit or general reference. Along these lines the majority of Iraqi EFL college understudies have an issue to comprehend and understand this sort of utilization. The goal of this work is to obtain the extent to which Iraqi EFL university students can distinguish and form sentences with a general or special reference using these tools. This study was based on the following hypothesis:</p> <ol style="list-style-type: none">1. Iraqi EFL university students face a problem in identifying the reference (both specific and general) by using the definite and indefinite articles in the English sentence.2. After conducting the statistical analysis on the students' answers to the test subjects, the following results were obtained3. Iraqi EFL university students have a difficulty in identifying the reference (both specific and general) using the definite and indefinite articles in English sentence.4. Learners' performance of Iraqi EFL University at the recognitive level of distinguishing the sentences (being of special or public significance) is better than their performative one of the composition of sentences (being of special or general significance).

Keywords: Definite Articles, Indefinite Articles, Specific Reference, General Reference

1. INTRODUCTION

Lyons (1977a:194) says that the conventional reference may state a nonexclusive suggestion in light of the fact that the two express something typical for individuals from a class and not about a specific gathering or individuals:

1- Tigers are dangerous animals.

(Quirk and Greenbaum, 1973:68)

This study is concerned with determining whether the sentence expresses a generic or specific meaning. In the Iraqi EFL University, several learners suffer issues recognizing and producing generic and specific references.

This article aims to determine how far students of the Iraqi EFL university can recognize and produce generic and specific references.

Here, Iraqi EFL University students are hypothesized to suffer in identifying the reference (both specific and general) by using the definite and indefinite articles in the English sentence.

To achieve the objectives of the study and test its hypotheses, the following measures are utilized:

1. Presenting a theoretical background of generic and specific references.
2. Year four students are chosen from the Department of English, College of Basic Education, University of Babylon.
3. Building up a diagnostic test to analyze the recognitive and productive levels of the Iraqi EFL learners in using generic and specific references as well as classifying and analyzing the errors committed by the same study sample.

2. Generic Propositions

A generic proposition is that kind of proposition used to express general facts, beliefs, scientific explanations ... etc. Also it is used to refer to a class of objects or things not to a specific member of a class, e.g.:

- 2- Water turns into ice at a temperature below 0°C.
- 3- All elms, being deciduous, lose their leaves in Autumn.

The propositions expressed in these two sentences describe facts which are true in all possible worlds.

(Botha, 1981:189-190)

Generic propositions correspond to generic statements. **Generic statements** are sentences which contain the generic reference. **The generic reference** is a kind of reference fundamentally alludes to a class of articles or things, as opposed to, a particular individual from a class, for instance:

- 4- **The bird** is sick. (specific statement)
- 5- **Tigers** are dangerous animals. (generic statement)

The first statement is specific because the **NP the bird** has a specific reference. The second statement is generic because the **NP tigers** has a generic reference.

(Richards, et al., 1992:155)

Generic propositions are considered as tenseless, timeless and aspectless. There are two reasons for considering certain propositions as tenseless. Taylor (1976:139) explains that sentences are not subject and predicate, but modality and proposition. **A proposition** is a tenseless set of relationships involving nouns and verbs. **Modality** includes such concepts as tense, mood, negation and aspect. Tense does not belong to propositions. The tense and modal aspect are not important. What is important here is that the meaning of the predication and argument (the minimal units of meaning) which have to be meaningful, the time of the sentence is not important, e.g.:

- 6- John finally bought a present for mother.
- (6.a) **to buy** ((**John**)_{Subj.} (**present**)_{Obj.} (**mother**)_{Od.})

(6.a) consists of a predication *to buy* and three arguments *John, present, mother*. These components are connected by a relationship represented above in grammatical terms. Tense is not important here. For this reason propositions are considered as tenseless.

(Renkema, 1993:54)

The second reason is that, in **Semantics**, tense is considered as a deictic category. Besides tenseless propositions, there is what is called tensed proposition. **A tensed proposition** refers to a period or some point, except in terms of the zero-point of utterance, which can not be identified. It contains a deictic adverb of time referring to some determination point or period of time. In contrast, **a tenseless proposition** does not contain a time-reference, i.e., a deictic temporal category. It is non-deictic, there is no indication about the definite time at which the situation described by the proposition occurs.

(Lyons, 1977b:682)

Levinson (1983:77) introduces two new terms: Metalinguistic tense (henceforth **M-tense**) and Language tense (henceforth **L-tense**). **The M-tense** is the semantic or theoretical category of tense, while **the L-tense** is the verbal inflections. These two terms differ from each other, for example:

- 7- Two plus two is four.

This sentence is **L-tensed** because it contains the simple present tense *is*. Semantically, it is **M-tenseless** and non-deictic. In **M-tense** system, it is easy to distinguish past from present and from future time, i.e., the **M-tense** gives a purely deictic and strictly temporal interpretation. Although this sentence has a tense, it is still **M-tenseless** because it describes a fact and the time is not definite because of using the simple present tense without using an adverb of time to restrict the time of the event. (Ibid)

Lyons (1977b:686) adds that it is not necessary that **tensed sentences** express **tensed propositions** and vice versa. In tensed propositions, the time is restricted and definite by using a deictic adverb of time here-and-now, e.g.:

- 8- It be raining.

According to Lyons (Ibid.), this sentence is tenseless because it does not have a tense and it does not carry any time indication referring to past, present or future time. This sentence is interpreted, on particular occasions, as having reference to here-and-now, i.e., as meaning *it is raining here now*. Therefore, the tenseless sentence, *it be raining*, expresses a tensed proposition which is *it is raining here now*. This case is controversial because there are no tenseless sentences in English.

- 9- Hydrogen is the lightest element.
- 10- Rome stands on the River Tiber.

These two sentences are tensed. The simple present tense is used in both of them. They express tenseless propositions which are generic because the time here in both of them is unrestricted, there is no deictic adverb of time. The simple present tense is used in generic statements describing facts because it does not show the exact time at which the event happens. (Leech, 1971:1-2)

The term "**timeless**" is sometimes confused with tenseless, especially in the philosophical discussions of the temporal and non-temporal status of propositions. Simply, **a timeless proposition** is a question of time-reference

(deictic/non-deictic) that does not arise. Altogether, the state of affairs or situation it explains is outside time. The timeless proposition is used to express eternal (timeless) truths of mathematics and theology. (Lyons, 1977b:680)

Lyons (1977a:163) adds that the proposition is timeless when there is no time-reference at which it is true or false within the proposition itself. The notion of time is simply irrelevant to propositions because propositions are themselves eternal. Besides timeless propositions, there are **time-bound propositions** which contain a deictic temporal category where the time is restricted and definite.

Lyons (1977b:687) tries to differentiate between time-bound and timeless propositions. He says that a timeless proposition, if true, is timelessly true of some timeless state-of-affairs; a time-bound proposition, if true, is timelessly true of a time-bound situation.

From this one can conclude that generic propositions are tenseless and timeless not because tenseless or timeless sentences are used to express them. Generic propositions describe eternal truths which have to be true in all possible worlds. These eternal truths occur without time limitation, they are for all times. For this reason, the simple present tense is used in generic statements and generic propositions. It does not restrict the time of the event without using an adverb of time. Semantically, it is unmarked in the English language. It is non-deictic and timeless.

2.1 The Generic Reference

The generic reference denotes typical or normal for a class's members. It refers to a class or species generally, i.e., it denotes characters or properties of that class, for example:

16- **A lion** and **two tigers** are sleeping in the cage.

17- **Tigers** are dangerous animals.

In the main sentence, the reference of the two NPS is explicit since we have at the top of the priority list specific examples of the class tiger. We are discussing two explicit tigers, not about the entire class. In the subsequent sentence, the reference of the NP tigers is nonexclusive because we considered the class tiger without explicit reference to a specific tiger, i.e., we are discussing the entire class tiger attempting to portray one character of this class (Idiosyncrasy et al., 1985:265).

Allan (1986b:136-137) points out that there are sorts of generic **NPs** in English:

1- The definite generic which occurs only in countable **NPs**.

2- **A (n)** generic

3- The unmarked indefinite generic which occurs both with plurals and with uncountables, e.g.:

18- **The dog** is a quadruped.

19- **A dog** is a quadruped.

20- **Dogs** are quadruped.

The first **NP the dog** is a referential **NP**, it is unique. The second **NP a dog** is a non-referential. It denotes an unspecified, but typically individual from the set (or genus). The third **NP dogs** refers to a subset individual from the universal set of such individuals.

Besides, utilizing the standard NPs to mean the conventional reference, non-limited and verbless conditions can be utilized to indicate the nonexclusive reference when they work as ostensible statements. **A non-finite clause** is a clause whose verb element is non-finite. There are four structural clauses of non-finite verb clauses: **to** infinitive, bare infinitive, **-ing** participle, **-ed** participle, as in:

21- **To drive a car** is dangerous.

22- **Reading** is a good habit.

(Greenbaum and Quirk, 1990: 68)

The non-finite and verbless clauses are used to denote the generic reference about something. Their meanings determine their genericness, i.e., their meanings make them have the generic reference or express generic meaning.

2.2 The Specific Reference

Here, in his psyche, the speaker has a specific article, and the listener is supposed to have information about the things being alluded to in the sentence. Then again, "non-specific reference" implies that no specific item, as a top priority, does the speaker has; in this manner the character of the article being alluded to in the sentence is dubious for the listener (Hawkins, 1978: 204).

23. I saw **a dog** and **a cat**.

In {1}, no particular dog and cat that does the speaker have in here/his. mind, and the hearer does not know which dog and cat is referred to, while in {2}:

24. I saw a cat and a dog. I liked **the cat** more.

Clearly, the speaker refers to a specific cat: the cat that has just been said before. Therefore, a specific reference is available in "the cat".

2.3 The Articles in Specific Reference

If there should arise an occurrence of explicit reference, the differentiation among unequivocal and uncertain, and among solitary and plural, could really compare to in conventional reference. Additionally, the particular utilization of articles is considerably more continuous than the conventional as the last is pretty much limited to general articulations. The accompanying three sub-segments give data on kinds of explicit reference in the extent of the positive and uncertain article.

2.3.1. Uses of the Definite Article

In explicit reference, the definite article is ordinarily identified with the common information of the world. In the general or logical learning shared by listener and speaker, in particular, it demonstrates the reference to something that can be distinguished. Notwithstanding, in this manner, mutual learning must be accepted by the speaker with and the listener exists, and misinterpretations may occur. The referent, the thing referred to, possibly any sort of thing phrase. Moreover, the referent might be joined by premodification or by postmodification, which gives an increasingly exact determination of the referent::

PREMODIFICATION: Yes, that's the **d'Urberville** nose and chin - a little debased. ((DULAY, H. & BURT, M. 1974: 76) 1)

POSTMODIFICATION: She realised the life **of the miners**, hundreds of them toiling below earth and coming up at evening. (SONS 11)

Specific reference (used by the speaker) can be divided as follows:

Situational reference

The reference of the heavily relies on the participant's specific experience (i.e., from the extralinguistic situation is derived). As such, it is gotten from the extralinguistic circumstance. The can be utilized to allude to the prompt circumstance or to the bigger circumstance portrayed from this point forward.

In the prompt circumstance, the referent is either available in the initiator's minds and the recipients or physically present and unmistakable.

2.3.2. Anaphoric Reference

In the discourse, anaphoric reference indicates a referent as unique based on the earlier information. It is a reference that can be identified in the context. Anaphoric reference can be classified into two types: direct and indirect.

a) The Direct Anaphoric Reference

This type of anaphoric reference occurs between two thing phrases when a connection of coreference exists. The coreference happens in a content where a similar thing head thing as of now occurred and, hence, the two thing expression has a similar reference. Straightforwardly, a referent can be referenced: "Presently he was met by an elderly parson astride on a gray mare, who, as he rode, hummed a wandering tune. 'Good night t'ee,' said the man with the basket. 'Good night, Sir John,' said **the parson.**" ((DULAY, H. & BURT, M. 1974: 76) 1).

b) Indirect Anaphora

Aberrant anaphora emerges when the referent isn't referenced straightforwardly. However, the reference can be recovered from what has just been mentioned. The reference of the is gotten from the extralinguistic circumstance:

"You've endeavored to distribute a work of fiction as of late." "What's that got the chance to do with any of this?" "I'm attempting to let you know." He grinned once more. "The appropriate response is yes." "Gee. Unpleasant business, the distributing game. Genuinely debilitating, I envision, yet then you don't strike me as the effectively disheartened sort." ((Bunch, E. What's more, Damages, 1986: 87) 18)

4.1.1. 2.3.3. Cataphoric reference

By contrast, the opposite of the anaphoric reference is called the cataphoric reference.

The reference is distinguished by the adjustment that pursues the head thing instead of going before it. To characterize the reference interestingly, in any case, the cataphoric reference is confined to examples where the alteration (pursues the thing) is intentionally used:

"The Law **of the Jungle**, which never orders anything without a reason, forbids every beast to eat Man except when he is killing to show his children how to kill, and then he must hunt outside the hunting-grounds **of his pack or tribe.**" (JUNGLE 2)

"He was not invited to sit down, but stood there, coolly asserting the rights **of men and husbands**". (SONS 20)

2.3.4. Sporadic Reference

As a foundation of human culture, the sporadic reference is used in some cases. It is made to an established presence of which is lasting at different places and times:

"Furthermore, I wouldn't try setting off to the police with this, since they will think you distraught, and word will just channel up to somebody who could do you much more noteworthy mischief." ((Cluster, E. Also, Damages, 1986: 87) 20). This kind of reference can likewise be utilized to allude to media: papers, TVs, radios, etc., and to vehicle methods: train, transports, and so forth.

2.3.5. The "logical" Use of the

The term alludes to situations where the referent's uniqueness is resolved preferably by learning sentence structure somewhat over by general world information. The uniqueness is passed on by significance. These words are postdeterminers and descriptive words whose significance is altogether connected with uniqueness: ordinals, for example, first: "The primary essence of the expound mental exercise was a full stomach." ((Clump, E. What's more, Damages, 1986: 87) 25); general ordinals, for example, next and last: "The executioner had left this room inside the most recent ten minutes." ((Clump, E. What's more, Damages, 1986: 87) 27); additionally same, just, sole: "Entering the main structure to show a light, he heard a fighting sound and a wheezy grunt that attracted him to the passage of

a long library." ((Group, E. What's more, Damages, 1986: 87) 29); and superlative descriptive words like best and biggest: ""It will manage the cost of me the best joy to know you, sir," answered Mr. Winkle." (PCKW 25).

2.3.6. The Use of The with Reference to Body Parts

Usually, instead of possessive pronouns, "the" is often used (e.g., their, her, your, my) with reference to parts of the body and the following preposition:

"Look here, Dixon, you're talking as if you want a bloody good punch **on the nose**, aren't you?" ((FALK, 1978. : 79) 28). A noun referring to the body part possessor or the personal pronoun could be the object, and the body may be a prepositional complement: "A python four or five feet long can knock a man down if he hits him fairly **in the chest**, and Kaa was thirty feet long, as you know." (JUNGLE 36). Here, the for possessive pronoun is possible to be substituted. Nevertheless, it is regarded as unidiomatic.

The uncertain article is utilized (for solitary countable things) where the referent can't be distinguished based on the common information of speaker and listener. An/an is along these lines commonly utilized when the referent has not been referenced previously, and is viewed as new to the speaker or listener :

"An exceptional senate commission will be framed to deal with complex cases and to overhaul existing enactment, which will be expanded to incorporate distorting an organization's figures, and credit and protection misrepresentation." (BBG 12)

"Mr. Winkle went to Mr. Pickwick, and mumbled a couple of words; a murmur go from Mr. Pickwick to Mr. Snodgrass, from Mr. Snodgrass to Mr. Tupman, and gestures of consent were traded. Mr. Pickwick tended to the outsider." (PCKW 11)

"I wish you'd take your boots off," he said to Clara."There's a couple of shoes of mine." (SONS 410)

Between two thing phrases, unlike the clear article, the uncertain article does not suggest coreference

2.4.2.1 Nonreferring Uses of the Indefinite Article

The inconclusive article is related to thing phrases in a popular relationship. In such cases, it has a clear job, as opposed to an alluding job:

"I'm similar to a braid, I twist since I canna help it," he snickered, rather rambunctiously." (Children 11)

"A decent day," he said to Mrs. Morel. (Children 20)

"A château argent is unquestionably my peak,' said he insipidly. 'Also, my arms a lion wild.'" ((DULAY, H. and BURT, M. 1974: 76) 22)

An/a might be nonreferring in a more grounded sense:

"Here and there he came in, pale and still, with attentive, unexpected eyes, similar to a man who is smashed nearly to death." (Children 390)"I guesswork CAN be almost everything to a man," he stated, "however it isn't to me. In any case, a lady just works with a piece of herself." (Children 418).

In this part, two occasions of an/an in explicit reference were presented. The previous identifies with a circumstance where the referent is viewed as new to the listener, and the speaker can't depend on shared learning. The connection of coreference does not emerge between two head things. Nonreferring an/an is related with thing phrases in copular relationship and in such cases has rather a spellbinding capacity. There are likewise occurrences where an/an alludes really to nothing by any stretch of the imagination. The numerical capacity of an/an is associated with the recorded advancement of English. An/an is gotten from the unstressed type of one and in numerous settings holds its essential importance being viewed as less insistent than the one.

The Articles in Generic Reference

Generic references are used to refer to the entire class, while specific references refer to specific topics. All three article types are generally available. Is is usually used with singular countable nouns (SG COUNT), a/an is always used with singular countable nouns(SG COUNT) and zero with plural countable nouns (PL COUNT) and with uncountable nouns (UNCOUNT):

SG COUNT + THE: **The bull terrier** makes an excellent watchdog.

SG COUNT + A/AN: **A bull terrier** makes an excellent watchdog.

PL COUNT + ZERO: **Bull terriers** make excellent watchdogs.

UNCOUNT + ZERO: **Velvet** is an excellent material for curtains.

(Quirk et al, 1985: 265)

Following combinations cannot be applied in generic reference:

PL COUNT + THE: **The wolves** are carnivorous. => **Wolves** are.....

UNCOUNT + THE: **The hydrogen** is lighter than **the oxygen**. => **Hydrogen** is
(Ibid: 283)

The capability among plural and specific, among unmistakable and uncertain, isn't critical for regular reference. Constantly, there is simply slight qualification unimportance in customary settings. Regardless, the three sorts of the article can't be used correspondingly. In customary reference, one can't override an/an in-thing phrase, which can be the circumstance in express reference.

Since the nonexclusive reference was characterized and the potential mixes of specific kinds of articles and sorts of things material to conventional reference were presented, the nonexclusive utilization of unmistakable, uncertain and zero articles will be talked about in a progressively point by point way and model sentences will be given.

2.4.1 The Generic Use of the Definite Article

Generally, the definite article is somewhat limited and can be categorized into the following:

The with singular noun phrases

In this case, the refers to typical specimen representing a certain class and is rather formal in its tone:

"Even **the tiger** hides when little Tabaqui goes mad, for madness is the most disgraceful thing that can overtake a wild creature." (JUNGLE 1)

"**The bull terrier** makes an excellent watchdog." (Ibid: 265)

However, if the noun referred to denotes a class of human beings, the is not always appropriate:

The doctor is well paid. (Ibid: 283) => **Doctors** are well paid.

The use of generic the is more appropriate in situation where the speaker refers to the typical characteristics of a class:

He spoke with the consummate assurance and charm of **the** successful Harley Street surgeon. (Ibid: 283)

Further, names of musical instruments and also dances usually take the definite article: play **the** violin, dancing **the** samba.

(Ibid: 282)

a-The with Plural Noun Phrases

Generally, plural noun phrases are used in two special cases:

1. Nationality names: the English, the Japanese, the Welsh, etc.:

"**The Welsh** are fond of singing." (Ibid: 86)

2. Phrases with an adjective head refer to people: the rich, the poor, the unemployed, the blind, etc.

However, Quirk argues that these instances are not truly generic. Additionally, he considers them rather collective phrases with unique denotation because they refer to a uniquely identifiable group of people.

The Generic Use of the Indefinite Article

A/an in generic use selects any representative member of the class and, therefore can be substituted by any:

"Even the tiger hides when little Tabaqui goes mad, for madness is the most disgraceful thing that can overtake **a wild creature**." (JUNGLE 1)

"A special senate commission will be formed to handle complex cases and to revise existing legislation, which will be broadened to include misrepresenting **a company's figures**, and credit and insurance fraud." (BBG 12)

"**A bull terrier** makes an excellent watchdog." (Ibid: 265)

The sub-section concludes that the commonest use of a/an in generic reference is restricted to only one particular instance. Any class member is selected to represent the class, and where any in the noun phrase can replace a/an.

2.4.2 The Generic Use of the Zero Article

Zero articles in conventional reference with both uncountable and plural things distinguish the class considered an undifferentiated entire. Furthermore, in this manner, Zero articles are utilized in a circumstance where the thing alluded to is credited properties, which are trademark for the class all in all:

"At different occasions he would select long thistles from the stack of his companions, for wolves experience the ill effects of thistles and pods in their jackets." (Wilderness 9)

"Bull terriers make brilliant guard dogs." (In the same place: 265)

Uncountable dynamic things as a rule take zero articles when utilized conventionally:

"At the foundation of the nation's financial issues is the disappointment of the privatization procedure to power organizations to rebuild their activities, with the outcome that they can't contend either on quality or on value." (BBG 9)

"Wrongdoing is regularly attributable to drugs." (In the same place: 85)

The word man comprises a particular case with respect to the utilization of articles. On the off chance that it alludes to humankind as opposed to the antonym of lady, it is utilized conventionally with zero article (its plural structure men can be utilized too for this situation):

"The Law of the Wilderness, which never arranges anything without a reason, disallows each mammoth to eat Man aside from when he is executing to tell his kids the best way to murder, and afterward he should chase outside the chasing grounds of his pack or clan." (Wilderness 2)

"He had fallen twice into a wolf-trap in his childhood, and once he had been beaten and left for dead; so he knew the habits and traditions of men." (Wilderness 6) Nonetheless, the nonexclusive utilization of zero articles in such settings is frequently considered explicitly one-sided.

The unsure and the particular articles are used in both ordinary and unequivocal references. A couple of expresses and nonexclusive references can be perceived in the hover of the articles used. Articles in express reference happen more from time to time than in nonexclusive reference. In like manner, the separation among unequivocal and dubious, and among plural and specific is progressively huge in express reference.

2.6 The Relation between the Generic Propositions and Generic Reference

Sentences with the generic reference can assert generic propositions. Generic propositions describe eternal truths about mathematics and theology. The generic reference of the **NPs** denotes certain property of a whole class of something.

According to Allan (1986b:141), the generic propositions are not like generic reference, e.g.:

25- Max takes the train to work.

The proposal here is customary in case it is legitimate—if Max takes the train more oftentimes than he uses various techniques for the vehicle. The ordinariness of proposal depends upon reality estimation of the recommendation, while the customariness of the NPs depends upon the determiners that are used with them, e.g.:

26- If you drink coffee late at night it will keep you awake.

Here, the proposition is generic and it is closer to a universal truth. It describes a fact. The meaning of this sentence, not the reference of the **NP**, decides its genericness. (Ibid: 141-142)

27- **The tiger** runs more gracefully than most animals.

28- **A tiger** runs more gracefully than most animals.

29- **Tigers** run more gracefully than most animals.

These three sentences express the same generic proposition, although they have different forms of the same **NP** (Greenbaum and Quirk, 1990:85).

A basic suggestion comprises of one predication (VP) and in any event one reference\argument (NP). Each piece of the recommendation has a job in choosing the generalness of the suggestion, e.g.:

30- The tiger lives in the jungle.

(30.a) **to live ((tiger)_{Subj.}(Harris, 1969 : 79)_{Prep.P.})**

The recommendation comprises of two NPs the tiger and in the wilderness and one VP lives. The subject the tiger has a referent in the outside world. The predication gives a depiction of the referent, what is alluded to, and the determination of the demonstrates that this portrayal is exhibited as one which is adequate to characterize the referent, to recognize it from everything else. (Huddleston, 1984:249) Along these lines, the predication has a significant job to decide the conventionality of the recommendation. It portrays the referent; it gives a nonexclusive elucidation about something recognizing it from everything else.

Conventional explanations are utilized to express nonexclusive recommendations. Just the basic current state is utilized in conventional explanations since it has unrestrictive employments:

1-This strained is utilized to express states since it doesn't demonstrate a constrained or a distinct time, "it doesn't put an impediment on the augmentation of the state into past and future time."

2-This strained is utilized to express (interminable certainties, logical, scientific, ...) proclamations which are made for all occasions. On these events, there is no start or a part of the arrangement with the goal that the basic current state is utilized:

31- Hydrogen is the lightest element.

32- Rome stands on the River Tiber.

(Leech, 1971:1-2)

It is realized that nonexclusive recommendations are ageless and their conventionality relies upon their fact esteems. In the event that the recommendation depicts a general actuality which is valid in every conceivable world, at that point it is nonexclusive. Azar (1981:81) says that the basic present is utilized to depict something was valid before, it is valid in the present, and will be valid later on, e.g.:

33- Water consists of hydrogen and oxygen.

34- Most animals kill only for food.

The simple present progressive aspect cannot be used in generic statements. It is used to indicate a limited time, whereas the simple present tense is used to indicate unlimited time, for example:

35- The earth moves round the sun.

36- The earth is moving round the sun.

The first sentence is a permanent state, it means that the earth generally moves round the sun. The second sentence expresses a temporary state. The first sentence describes a constant action or state. The second one describes a temporary action or state. It is not accepted because only the simple present tense can be used in generic statements.(Neuman, 1980:43)

The generic proposition and generic reference are interrelated. The two are utilized to portray endless certainties and actualities which must be valid and acknowledged in every conceivable world. In conventional suggestions, not just the NP needs to express nonexclusive importance or reference however the various parts, i.e., the expectation (VP), obviously. The predication gives a depiction of the NP which conveys the conventional reference, e.g.:

37- The tiger **lives** in the jungle.

38- The tiger **is living** in the jungle.

These two statements contain the same **NP the tiger** functions as a subject. In the first one, the **NP** is generic, while in the second it is specific. The predications here in both statements determine the genericness of the **NP** and the whole statements. (Quirk et al., 1972:147-148)

3. The Test

3.1 Result Analysis

This part of the study shows the outcomes in connection to the subjects' exhibition on each question of the test. It is the foundation of supporting or opposing the theories for example they are either checked or discredited.

Subjects' Performance of the First Question

This inquiry is made plans to measure the subjects' responses at the affirmation level. The subjects' introduction at the affirmation level isn't commonly amazing because their misguided responses reached (23.5%, 400), whereas correct responses were found (26.5%, 450). This prompts the check of the essential hypothesis that scrutinizes Iraqi EFL school understudies face difficulties in using references.

3.1.2 Subjects' Performance of the Second Question

Test's second question designate to measure reactions of the subjection at the creation level. Clearly, the absolute number of correct reactions was (8.7%, 148), which is less than erroneous reactions (41.3%, 702). Thus, it indicates the subjects' low execution concerning cutting.

3.1.3 Subjects' Performance of Clipping in the Whole Test

At the generation level, the all outnumber of subjects' off base reactions (41.3%) was presumed to be higher than in the acknowledgment level (23.5%). While the all out number of subjects' right reactions (26.5%) at the acknowledgment level is greater than in creation level (8.7%). Likewise, there are sure means used to affirm the acquired outcomes, for example, the mean and the coefficient variety.

The mean for the creation level (6.03) is lower than in the acknowledgment one (10.5). Additionally, the coefficient variety for the generation level (40.3) is greater than in the acknowledgment one (34.4). It occurs because the understudies' exhibition at the acknowledgment level is superior to their presentation at the generation one.

NO. OF QUESTION	NO. OF INCORRECT RESPONSE	Percentage	NO. OF CORRECT RESPONSE	Percentage
1	567	56.7	433	43.3
2	1002	68.1	478	31.8
Total	158	63.56	911	36.44

3.2 Causes of Intralingual Errors

Richards (1971:199-203) mentions the central causes of the intralingual errors as:

1- Overgeneralization

It spreads occurrences where the understudy makes a savage structure dependent on his experience of various structures in the goal language, for example, he can sing, the understudy may make this sentence. This blunder is made on the presumption that the individual pronoun he is trailed by an action word (when in the structure basic present) related with the third individual solitary (- s).

2- Ignorance of Rule Restrictions

This alludes to the student's inability to watch the confinements of existing structures, i.e., the use of principles to settings where they don't have any significant bearing. For example, *I made him to do it*, the learner here ignores restrictions on the distribution of *make*.

3- Incomplete Application of Rules

Under this class we may observe the occasion of structures whose deviancy addresses the degree of progress of the rules required to make acceptable explanations. For example, across over establishment tongues, productive issue in the use of request can be viewed. A declaration structure may be used as a request, one of the adjustments in a game plan may be disposed of, or a request word may basically be added to the declaration structure. Despite wide training of both the request and the declaration outlines, a syntactic request structure may never end up being a bit of ability in the L2. The L2 understudy charmed possibly basically in correspondence, can confer without the prerequisite for acing more than the essential rules of request use. For example, the understudy may address the request *What was she saying?* as **She saying reality*. The understudy here has used the standard of how to react to the *wh*-question yet he has fail to supply the assistant activity word *was*, i.e., he knows the standard yet he may neglect or incorporate a word.

4- False Concepts Hypothesized

There is a class of formative mistakes which get from defective appreciation of differentiations in the objective language. These are now and again because of poor degree of instructing things. Dark colored (1987:179) calls this kind of mistakes as **Context of Learning**. In a study hall setting, an instructor or the course book can lead the student to make defective speculations about the language. Students regularly make mistakes in light of a deceptive clarification from the instructor, broken introduction of a structure or word in a course reading, or in view of an example that was remembered in a drill however not appropriately contextualized.

Also, certain bumbles are credited to the characteristic multifaceted nature of English where understudies of various language establishments purposely produce comparative missteps. For instance, neighborhood speakers of Spanish learning English reason bumbles in the usage of the copula activity word to be regardless of the manner in which that the two tongues demonstrate no helper differentiates around there. Additionally, monolingual English understudies (i.e., adolescents) present a comparable mistake when making structures requiring the copula activity word *be*. (Schachter and Celce-Murica, 1980:127)

5.2.3 Communication Strategies

Communication strategies are a fourth source of errors. Selinker (1972:182) accept these errors as a symptom. These missteps happen when an understudy tries to express his significance through correspondence without concentrating on the syntactic structure. Dull Shaded (1987:181) considers these strategies of correspondence as terrible useful frameworks in light of the way that the understudy fails to make semantic markers mindfully. **Risk-taking strategy** is a prominent character of a good language learner. It refers to the learners' willingness to guess. Risk-taking has positive and negative effects. Sometimes wrong guessing on the part of the learner may give rise to erroneous structures. (Ibid: 104-105)

CONCLUSIONS

1. The **VP** has an intrinsic role, besides the **NPs**, in determining the genericness of statements.
2. For both recognition and production levels, year two students at the Iraqi EFL university are not able to utilize references. High rate of errors (104.8, 1781), this argument has been confirmed by the sample students.
3. The second question has shown that most subjects can not give the correct answer. It is demonstrated with the following rates: the rate of their correct and incorrect responses to these questions are (21.7, 369) and (78.3,1331), respectively.
4. In the test, some factors were the reasons for getting the low performance of the subjects. Hierarchically, the factors are structured according to the committed errors rate:
 - i. Intralingual transfer forms most of the subjects' errors and accounts for (26.3) of their total errors. The inadequate understanding of using references contributes towards making the subjects depend on overgeneralization, incomplete application of rules, false concepts, hypothesized, and failure to learn conditions for rule application. In using L2 knowledge, the communication strategies are applied if the learners do not have appropriate linguistic means for the concept they want to express. Therefore, the total errors of such strategies are (17.63).
 - ii. An interlingual transfer denotes using subjects of their native language's rules instead of using rules of the second language in references production. This kind of errors forms (2.01) of their errors.
 - iii. Of the subjects' total errors, the learning context is (4.06). The insufficient focus given to references (particularly in the textbooks) could be the significant cause influencing the errors rate.

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