جامعة ديالى

أداء الطلبة العراقيين متعلمي اللغة الإنكليزية لغة أجنبية في مجال أشباه الجمل الاسمية: المشاكل والبرنامج العلاجي

رسالة

تقدمت بها الطالبة

شهد حاتم كاظم الطائي

إلى

مجلس كلية التربية /جامعة ديالى

وهي جزء من متطلبات درجة الماجستير/تربية

في طرائق تدريس اللغة الإنكليزية لغة أجنبية

إشراف

الأستاذ الدكتور عبد اللطيف علوان ألجميلي

الأستاذ المساعد الد كتورة الهام نامق خورشيد

ذو القعدة١٤٢٦/ هـ كانون الأول / ٢٠٠٥م

الَّرحمَنُ ۞ عَلَّمَ القُرآنَ ۞ خَلَقَ الإنسَانَ ۞
عَلَّمَهُ البَيَانَ ۞

الرحمن
الآيات (1-4)

APPENDIX (1)
THE TEST GIVEN TO THE JURY MEMBERS

University of Diyala
College of Education
Department of Educational
and psychological sciences
Higher studies

Dear Sir …

The researcher intends to carry out an empirical study entitled "Iraqi EFL Learners' performance in the area of noun clauses . Problems and Remedial work .

The study aims at :

1-Investigating the ability of Iraqi EFL learners to identify and produce finite and non – finite noun clauses by form and function and finding out areas of difficulty in this respect , Suggesting remedial work for the alleviation of these difficulties.

Hypothesis of the study :

It is hypothesized that Iraqi EFL learners fail to master the recognition and production of finite and nonfinite noun clauses by form and function .

The content of the test is limited to some examples that are presented In **"A university Grammar of English**" by R . Quirk & S . Greenbaum (1973) , "**A student's Grammar of English**

language by" R . Quirk and S. Greenbaum (1990) and" **Linguistics Simplified Syntax**" by D . Thakur(1998) .

To achieve the aims and verify the hypothesis of the present study, an achievement test has been constructed to identify and produce finite and nonfinite noun clauses by form and function to find out the area of difficulty in this respect .

You are kindly requested to go through the test and give your opinions on the suitability of the items .Any comments, suggestions will be highly appreciated .

With my best regards

Yours,

Shahad Hatim Kadhum

M .A Candidate

THE PILOT TEST

Task 1 :

Identify the noun clause , if any ,by form (finite or nonfinite) , write (f) if it is finite and (Nf) if it is non finite.

1- Watching television keeps them out of mischief .

2- I believe that you are exceeding the speed limit .

3- The first man who landed on the moon was an American scientist .

4-Your assumption , that things will improve , is unfound

5- He enjoys playing practical jokes .

6- My wish is to be a pilot .

7- As she was short of money ,she decided not to buy a car.

8- His ambition , to be a straight actor , was never fulfilled.

9- That she is still alive is a consolation .

10- We gave whoever had supported us during the election all the necessary guidance for them to start their own industry .

11-If the weather permits we shall go out for a walk tomorrow.

12- I can not go with out saying good bye .

13- To cook for a large family is not easy task .

14- The problem is who will water my plants when I am away .

15-Today he received a telegram specifying all the details.

16- No one was consulted on who should have the prize .

17-Having lived in this city for five years ,you ought to know your way .

18- Let me know if you are coming or not .

19-The first man to land on the moon was an American.

20- I consider this kind of approach putting the cart before the horse .

Task 2

State the function of the noun clauses in the following sentences .

Use the abbreviated form for each of the following :

A. Subject of a verb SV .
B. Subject complement Cs .
C. Object of a verb O .
D. Indirect Object Oi.
E. Object complement Co .
F. Object of preposition OP .
G. Appositive AP .

1- Turn off the tape was all I did .

2- Don't judge her by what she buys.

3- He likes everyone to be happy .

4- My assumption is that interest rates will soon fall .

5-I am responsible for drawing up the budget .

6-I noticed that he spoke English with an Australian accent .

7- I told him that he was wrong .

8- How the book will sell depends on its author .

9- They would not give that she passed her examination with distinction any consideration in determining her salary .

10- I can't imagine what made him do it .

11- I regard this as being dishonest .

12- To be natural in this conflict is out of the question .

13- He asked her about whether he should go.

14- His hobby , collecting stamps , absorbed him.

15- That she is a first class student is self evident.

16- The judges will a ward Whoever finishes last a prize.

17- your original question , why he did not report it to the police, has not yet been answered .

18-My problem is how we can reduce this high temperature .

19- Her first job had been selling computers .

20- Finally , he made himself what he had always wanted to be .

Task 3:

Replace the finite clauses (that - clause , Wh – interrogative clause, yes – No interrogative clause) by a nonfinite clauses (to – infinitive , ing clauses, bare infinitive and - ed clauses) whenever possible, without changing the meaning of a sentence.

1- The idea is that we should meet on Thursday .

2- That the East and the West are pulling a part is obvious.

3- The golden rule is that there are no golden rules .

4- How he holds the Baby is surprising .

5- He didn’t know how he should answer .

6-We are worried about how we can pay our bills .

7-Whether or not be will come tomorrow is still uncertain .

8- I want to know if he has signed the contract .

9- I feel that we can not eliminate violence by violence .

10- I don’t know whether my students have studied noun clauses before .

11- We are what our circumstances have made us .

12- That the driver could not control his car was obvious.

13 - I don’t know where Sarik lives .

14- Your criticism , that no account has been taken of psychological factors , is fully justified .

15- I asked them if they wanted meat or fish .

16- The assumption is that things will improve .

17- My original question , why he did it at all , has not been answered .

18- I don’t know how he will get the money .

19- Whether she likes the present is not clear to me .

20- It’s natural that they should be together

APPENDIX (2)
THE FINAL VERSION OF THE TEST

(The Recognition test)

Task 1 :

Identify the noun clause , if any ,by form (finite or nonfinite) , write (f) if it is finite and (Nf) if it is non finite .

1- Watching television keeps them out of mischief .

2- I believe that you are exceeding the speed limit .

3- The old carpenter who had been laying the floor stood up and straightened his back .

4-Your assumption , that things will improve , is unfound.

5- He enjoys playing practical jokes .

6- My wish is to be a pilot .

7- He looked at the toad as if it were poisonous .

8- His ambition , to be a straight actor , was never fulfilled.

9- That she is still alive is a consolation .

10- We gave whoever had supported us during the election all the necessary guidance for them to start their own industry .

11- A dog will runaway if looked steadily in the eyes .

12- I can not go with out saying good bye .

13- To cook for a large family is not easy task .

14- The problem is who will water my plants when I am away .

15- The day when my passport was stolen was Friday .

16- No one was consulted on who should have the prize .

17-The accident happened where the two wards cross.

18- Let me know if you are coming or not .

19- I saw the girl whose dog you walked.

20- I consider this kind of approach putting the cart before the horse .

Task 2

State the function of the noun clauses in the following sentences .

Use the abbreviated form for each of the following :

A. Subject of a verb SV .

B. Subject complement Cs .

C. Object of a verb O .

D. Indirect Object Oi.

E. Object complement Co .

F. Object of preposition OP .

G. Appositive AP .

1- Turn off the tape was all I did .

2- Don’t judge her by what she buys.

3- He likes everyone to be happy .

4- My assumption is that interest rates will soon fall .

5-I am responsible for drawing up the budget .

6- I noticed that he spoke English with an Australian accent .

7- I told him that he was wrong .

8- How the book will sell depends on its author .

9- They would not give that she passed her examination with distinction any consideration in determining her salary .

10- I can’t imagine what made him do it .

11- I regard this as being dishonest .

12- To be natural in this conflict is out of the question .

13- He asked her about whether he should go.

14- His hobby , collecting stamps , absorbed him.

15- That she is a first class student is self evident.

16- The judges will a ward Whoever finishes last a prize.

17- your original question , why he did not report it to the police , has not yet been answered .

18- My problem is how we can reduce this high temperature .

19- Her first job had been selling computers .

20- Finally , he made himself what he had always wanted to be .

(The production test)

Task 3:

Replace the finite clauses (that - clause , Wh – interrogative clause, yes – No interrogative clause) by a nonfinite clauses (to – infinitive , ing clauses, bare infinitive and - ed clauses) whenever possible, without changing the meaning of a sentence .

1- The idea is that we should meet on Thursday .

2- That the East and the West are pulling a part is obvious .

3- The golden rule is that there are no golden rules .

4- How he holds the Baby is surprising .

5- He didn’t know how he should answer .

6-We are worried about how we can pay our bills .

7-Whether or not be will come tomorrow is still uncertain .

8- I want to know if he has signed the contract .

9- I feel that we can not eliminate violence by violence .

10- I don't know whether my students have studied noun clauses before .

11- We are what our circumstances have made us .

12- That the driver could not control his car was obvious.

13 - I don't know where Sarik lives .

14- Your criticism , that no account has been taken of psychological factors , is fully justified .

15- I asked them if they wanted meat or fish .

16- The assumption is that things will improve .

17- My original question , why he did it at all , has not been answered .

18- I don't know how he will get the money .

19- Whether she likes the present is not clear to me .

20- It's natural that they should be together.

APPENDIX (3)

TEST SCORES OF THE SUBJECTS

S.	TASK 1	TASK 2	TASK 3	TOTAL SCORES
1-	23	10	6	39
2-	18	0	7	25
3-	24	13	8	45
4-	8	1	0	9
5-	22	14	6	42
6-	26	17	16	59
7-	26	14	9	49
8-	14	2	4	20
9-	26	15	15	56
10-	14	5	6	25
11-	20	5	3	28
12-	7	9	7	23
13-	29	12	14	55
14-	19	11	16	46
15-	12	11	19	42
16-	21	11	14	46
17-	18	1	0	19
18-	21	11	15	47
19-	22	11	8	41
20-	14	3	17	34
21-	12	6	7	25
22-	12	10	4	26
23-	20	6	12	38
24-	9	6	8	23
25-	27	14	16	57
26-	20	4	3	27
27-	18	6	3	27
28-	22	13	3	38
29-	24	7	0	31
30-	24	10	4	38

31-	16	3	0	19
32-	22	10	2	34
33-	24	13	2	39
34-	22	6	9	37
35-	12	15	14	41
36-	18	4	1	23
37-	12	3	4	19
38-	22	2	0	24
39-	16	3	2	21
40-	28	11	15	54
41-	19	7	9	35
42-	10	12	13	35
43-	11	6	5	22
44-	20	8	8	36
45-	22	15	10	47
46-	16	7	8	31
47-	22	6	9	37
48-	29	3	7	39
49-	24	13	6	43
50-	18	2	9	29

We certify that this thesis entitled(Iraqi EFL learners' performance in the area of noun clauses: problems and remedial work) (by Shahad Hatim Kadhim Al-Taa'i)was prepared under our supervision at the University of Diyala in partial fulfilment of the requirements for the degree of Master of Education in methods of Teaching English as a Foreign Language.

Signature:
Name: Prof. Abdul Latif
Alwan Jawad Al-Jumaily,ph.D.

Signature:
Name: Asst. Prof. Ilham Namiq
Khursheed Al-Khalidi ,ph.D.

Date: / /2006

In view of the available recommendations I forward this thesis for debate by the examining committee.

Signatuer:
Name:
Chairman of Department of Educational
and Psychological Sciences.
Date / /2006

We certify that we have read this thesis entitled(Iraqi EFL learners' performance in the area of noun clauses: problems and remedial work) by Shahad Hatim Al-Taa'I, supervised by Prof. Abdullatif Alwan Al-Jumaily,Ph.D. and Asst.Prof. Ilham Namiq Khursheed Al- Khalidi,Ph.D. ,and as Examining Committee examined the student in its content and in our opinion it is adequate as a thesis for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

Signature:
Name:Asst.Prof.Abdul-Kareem Al-Jumaily,Ph.D.

Member

Signature:
Name:Asst.Prof. Khalil Ismail Al-Hadidi,Ph.D.

Member

Signature:
Name:Asst. Prof. Muayyad M.Said,Ph.D.

Chairman

Approved by the Council of the College of Education/ University of Diyala.

Name:Prof. Mudhar Khalil Al-Omar,Ph.D.
Dean of College of Education/
University of Diyala
Date:

A CKNOWLEDGEMENTS

First of all, I would like to express my deepest thanks and gratitude to my supervisors Dr. Abdul Latif Alwan Al-Jumaily, and Dr. Ilham Namiq Khursheed Al-Khalidi ,for their guidance, valuable and constructive comments throughout the various stages of this work.

Many thanks and sincere gratefulness are due to Dr. Salih Mehdi Salih for his valuable comments and generous help regarding the statistical procedures used in the study.

I'm grateful to the jury members especially Mrs. Lamia Al-Ani for their valuable comments, suggestions and generous help and to my colleague Eman Reyad for her help .

Finally ,my special thanks and gratitude are due to my mother ,my father and my brothers :Radhwan, Mustafa, Mahmmod and Tay for their help, love and continuous encouragement to carry out this work .

ABSTRACT

A noun clause is a dependent clause that works like a noun. It is one of the common and essential constructions in English syntax , on the one hand , and a problematic and difficult area for the Iraqi learners of English foreign language on the other .

The study aims at :-

1- investigating the ability of Iraqi EFL learners to identify and produce finite and nonfinite noun clauses by form and function and finding out area of difficulty in this respect .
2- suggesting remedial work for the alleviation of these difficulties .

It is hypothesized that Iraqi EFL learners fail to master the recognition and production of NCs by form and function .

The study covers both theoretical and practical aspects. The theoretical aspect deals with the survey of the topic. It begins with definition and classification of clauses in general ,and then, states in detail definition ,form, function ,types ,patterns and sequence of tenses in noun clauses.

In order to fulfill the practical aspect ,i.e, to achieve the test aim and to verify the hypothesis ,50 subjects of the fourth year from Department of English ,College of Education ,University of Diyala are randomly selected to represent the study sample . An

achievement test which covers both Recognition and Production levels has been constructed by the researcher . Then test is exposed to jury members to verify its validity .

T-test ,Percentages, Alpha Cronbach formula and t-test of significance of the correlation coefficient are used through out the procedures and results analysis .
The t-test for one sample has been used to find out whether there is any significant difference between the computed t-value and the tabulated one .

The analysis of the results shows that the subjects have failed to identify and produce NCs by form and function on the whole Test .This indicates that the subjects are not able to identify noun clause from other types of subordinate clauses such as adverbial and adjectival clauses , and stating whether NC is finite or nonfinite. Furthermore they can not identify the function of NC and which part of the sentence is NC .

In the light of the results ,relevant conclusions are drawn and a number of recommendations and remedial work for alleviation of these difficulties are put forward besides suggestions are made for further studies .

CONTENTS

A CKNOWLEDGEMENTS VI

ABSTRACT VII

LIST OF ABBREVIATIONS XV

LIST OF TABLES XVI

LIST OF APPENDICES XVIII

LIST OF FIGURES XiX

CHAPTER ONE : INTRODUCTION

1.1 The Problem and its Significance 1

1.2 Aims 4

1.3 Hypothesis 5

1.4 Limits 5

1.5 Procedures 5

1.6 Value 6

1.7 Definitions of Basic Terms 6

CHAPTER TWO:NOUN CLAUSES:An Over View

2.1 An Introductory Note 8

2.2 Clauses 8

2.2.1 Definitions 8

2.2.2 Classification 10
2.2.2.1 Verbs 10
2.2.2.1.1 Finite Clauses 10
2.2.2.1.2 Nonfinite Clauses 11
2.2.2.1.3 Verbless Clauses 13
2.2.2.2 Structure 13
2.2.2.2.1 Subject 14
2.2.2.2.2 Verb 15
2.2.2.2.3 Object 17
2.2.2.2.4 Complement 19
2.2.2.2.5 Adverbial 20
2.2.2.3 Function 21
2.2.2.3.1 Noun Clauses 22
2.2.2.3.2 Adjectival Clauses (Relative Clauses) 23
2.2.2.3.3 Adverbial Clauses 24
2.3 Noun Clauses 27
2.3.1 Definitions 27
2.3.2 Forms of Noun Clauses 28
2.3.2.1 Finite Noun Clauses 29
2.3.2.2 Nonfinite Noun Clauses 30
2.3.2.2.1 To- infinitive Clauses 32
2.3.2.2.2 Ing Clauses 33
2.3.2.2.3 Bare –infinitive Clauses 35
2.3.2.2.4 Ed Clauses 36
2.3.3 Functions of Noun Clauses 36

2.3.3.1	Noun Clause as Subject	36
2.3.3.2	Noun Clause as Object	37
2.3.3.3	Noun Clause as Indirect Object	38
2.3.3.4	Noun Clause as Subject Complement	39
2.3.3.5	Noun Clause as Object Complement	39
2.3.3.6	Noun Clause as Object of Preposition	39
2.3.3.7	Noun Clause as Appositive	40
2.4	Types of Noun Clauses	41
2.4.1	Noun Clauses derived from Questions	41
2.4.1.1	Noun Clauses derived from Yes-No interrogative Clauses	41
2.4.1.2	Noun Clauses derived from Wh-interrogative Clauses	43
2.4.2	Noun Clauses derived from Statements	44
2.4.2.1	Noun Clauses after **The fact that**	45
2.4.2.2	Omission of That	46
2.4.3	Noun Clauses derived from Requests	47
2.4.4	Noun Clauses derived from Exclamation	48
2.4.5	Noun Clauses after predicate Adjectives	48
2.5	Patterns with Noun Clauses	50
2.5.1	The Pattern **You know that we have not any money**	50
2.5.2	The Pattern **The problem is that we have not any money**	50
2.5.3	The Pattern **That we have not any money is**	50

a pity

2.5.4 The Pattern **I'm interested in how we can earn some money** 51

2.5.5 The Pattern **I'm afraid that we have not any money** 51

2.5.6 The Pattern **The fact that we have not any money is a problem** 51

2.5.7 The Pattern **It's a pity that we have not any money** 51

2.6 Sequence of Tenses in NCs 52

2.6.1 Noun Clauses after wish (1) referring to present time 54

2.6.2 Noun Clauses after wish (2) referring to past time 54

2.6.3 That Clauses after verbs of Urgency 55

CHAPTER THREE : DATA COLLECTION PROCEDURES

3.1 Elicitation Procedures 56

3.2 Population 56

3.3 Sample 57

3.4 Selection of Material 58

3.5 Construction of the Test 59

3.5.1 The Recognition Tasks 60

3.5.2 The Production Task 61

3.6	Test Validity	62
3.6.1	Content Validity	63
3.6.2	Face Validity	64
3.7	Pilot Study	66
3.8	Item Analysis	67
3.9	Test Reliability	69
3.10	Test Administration	73
3.11	Scoring Scheme of the Test	74
3.12	Statistical Methods	75

CHAPTER FOUR : DATA ANALYSIS

4.1	An Introductory Note	80
4.2	Overall Performance	80
4.2.1	Performance by Tasks	82
4.2.1.1	Task One	82
4.2.1.2	Task Two	83
4.2.1.3	Task Three	84
4.3	Performance According to Subjects	85
4.3.1	Task One (Recognition Level)	85
4.3.1.1	Identification of Noun Clause	85
4.3.1.2	Finiteness Vs Nonfiniteness	88
4.3.1.3	Overall Performance in Task One	92
4.3.2	Task Two (Recognition Level)	93
4.3.3	Task Three (Production Level)	95
4.4	Performance According to Test Item	97

4.4.1 Task One (Recognition) 98
4.4.2 Task Two (Recognition) 102
4.4.3 Task Three (Production) 106
4.5. Subjects' Performance by Type of Knowledge 115
4.5.1 Recognition – Recognition 115
4.5.2 Recognition – Production 116

CHAPTER FIVE :CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Conclusions 117
5.2 Recommendations 119
5.3 Suggestions for Further Studies 124

Appendices 125

BIBLIOGRAPHY 137

ABSTRACT IN ARABIC 150

LIST OF ABBREVIATIONS

Adj. **Adjectival**

Adv. **Adverbial**

EFL **English as a Foreign Language**

L_2 **Second language**

NCs **Noun Clauses**

LIST OF TABLES

Table	**Page**
Table (1) Description of the Sample and Population of the Present Study	58
Table (2) Behavioural and Content Specification	65
Table (3) The Items Difficulty level and the Discriminating Power of the Test Items .	71
Table (4) Statistical Data / Subjects' Performance in all Tasks .	81
Table (5) Statistical Data / Subjects' Performance in Task One .	82
Table (6) Statistical Data / Subjects' Performance in Task Two.	83
Table (7) Statistical Data / Subjects' Performance in Task Three.	84
Table (8) Statistical Analysis of Subjects' Performance in Task One (A).	86
Table (9) Statistical Analysis of Subjects' Performance in Task One (B).	89
Table (10) Statistical Analysis of Subjects' Performance in Task One .	90
Table (11) Statistical Analysis of Subjects' Performance	94

in Task Two .

Table (12) Statistical Analysis of Subjects' Performance in Task Three. 96

Table (13) Statistical Analysis of Items in Task One . 99

Table (14) Statistical Analysis of Items according to its type . 102

Table (15) Statistical Analysis of Items in Task Two. 107

Table (16) Statistical Analysis of Function of NCs in Task Two . 108

Table (17) Statistical Analysis of Items in Task Three . 113

LIST OF APPENDICES

Appendix		**Page**
Appendix (1)	THE TEST GIVEN TO THE JURY MEMBERS	125
Appendix (2)	THE FINAL VERSION OF THE TEST	131
Appendix (3)	TEST SCORES OF THE SUBJECTS	135

LIST OF FIGURES

Figure	**Page**
Figure(1) Graphic Representation of Test Items according to NC Type and Adv. and Adj. Clauses.	102
Figure(2) Graphic Representation of the Function of NCs **.**	109
Figure(3) Graphic Representation According to The Four classes of Nonfinite Clauses.	114

UNIVERSITY OF DIYALA

IRAQI EFL LEARNERS' PERFORMANCE IN THE AREA OF NOUN CLAUSES:PROBLEMS AND REMEDIAL WORK

A THESIS
SUBMITTED TO THE COUNCIL OF
THE COLLEGE OF EDUCATION
UNIVERSITY OF DIYALA
IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN
METHODS OF TEACHING ENGLISH AS
A FOREIGN LANGUAGE

BY
SHAHAD HATIM KADHIM AL-TAA'I

SUPERVISED BY
PROF. ABDUL LATIF ALWAN JAWAD AL-JUMAILY, Ph.D.

ASST.PROF.ILHAM NAMIQ KHURSHEED AL-KHALIDI ,Ph.D.

December 2005 A.D. Thu-Qu'da 1426 H.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرَّحْمَنُ (1) عَلَّمَ الْقُرْآنَ (2)
خَلَقَ الْإِنْسَانَ (3)عَلَّمَهُ الْبَيَانَ (4)

صدق الله العظيم
الرحمن / 1 4

TO MY PARENTS WITH LOVE AND RESPECT

Chapter One

Introduction

Chapter Two

Noun Clauses: An Over View

Chapter Three

Data Collection Procedures

Chapter Four

Data Analysis

Chapter Five

Conclusions, Recommendations, Suggestions for Further Studies

Appendices

2.1 An Introductory Note

This chapter concentrates on surveying the grammatical category ,i.e, NCs and exploring its scope in modern English .It also touches upon the form, function ,types and patterns of NCs from the stand points of different linguistic schools.

2.2 Clauses

2.2.1 Definitions

The term clause is often used to refer to sentences which are constituents of other sentences. In the past the word clause nearly always meant a construction with a subject and a finite verb in it. Jesperson (1933:342)defines it as a linguistic expression which as a rule has a finite verb and a subject in it. Zandvoort(1975:211)as cited in Thakur(1998: 85) defines it as a construction having "the form of a two nucleus group with a subject and a finite verb in it ".

Kleiser(2004:49)points out that a clause is a collection of grammatically-related words including a predicate and a subject (though sometimes the subject is implied).A collection of grammatically-related words without a subject or without a predicate is called a phrase. Clauses are the building blocks of sentences: every sentence consists of one or more clauses.A clause can be distinguished from a phrase , which is a group of

related words that does not contain a subject relationship , such as ***in the morning , running down the street.***

(Internet, Clauses the Essential Building, 2004:1)

To Strumpf &Douglas(1999:334-335) a clause is a group of words that contains both a subject and a predicate. Clauses come in two parts: main clause and subordinate clause. A main clause can stand alone and make sense. A subordinate clause relies on the presence of main clause to complete its meaning .It cannot stand alone as a grammatically complete thought.

e.g 2.1*I know the restaurant* ***that you are thinking of.***

This sentence contains both a main clause and a subordinate clause .The main clause is ***I know the restaurant*** which has the subject ***I*** and the predicate ***know the restaurant*** .It is a complete grammatical thought .when main clauses stand a lone ,we call them simple sentences.

The subordinate clause in this sentence is ***that you are thinking of*** which has the subject ***you*** and the predicate ***are thinking of*** . But this clause cannot stand alone and make a sense. It relies on the presence of the main clause for a complete meaning.

2.2.2 Classification

Thakur(1998:85) states that clauses in English can be studied from the point of view of (i) verbs ,(ii)structure and (iii) function .Below is a brief explanation of clause classification.

2.2.2.1 Verbs

From the point of view of verbs, clauses are divided into three types :finite clauses ,nonfinite clauses and verbless clauses. In this section it is necessary to distinguish between finite clauses and non finite clauses.

2.2.2.1.1 Finite Clauses

A finite clause is the clause whose ***V*** element is a finite verb phrase. The finite clause always contains a subject as well as a predicate, except in the case of commands and ellipsis. Nearly all independent clauses are finite clauses.(Quirk& Greenbaum, 1973:310).

e.g 2.2 *John* ***has visited*** *New York* .

To Hasselgard et al (2001:15)a finite clause is a clause with a finite verb. All main clauses are finite while subordinate clauses may be either finite or nonfinite . He (ibid) defines the finite verb as a verb which is marked for tense (present or past) or modality. See also (Roberts,1986:211)

A finite clause is one which has a finite verb .The number of finite verbs in a sentence is equal to the number of finite clauses in that sentence.

e.g 2.3 *All* ***that glitters*** *is not gold.*

There are two finite verbs in this sentence and so there are two finite clauses .The first clause in the sentence is *"All is not gold"* and the second clause is *"that glitters"* .

(Thakur ,1998:85-86)

Leech& Svartivk(1994:249) add that finite clauses are clauses whose verb element is a finite verb phrase .In a finite verb phrase there may be just one finite verb .If the verb phrase consists of more than one verb ,the first verb is finite.

e.g 2.4 *She* ***is*** *working in the office for six months.*

2.2.2.1.2 Nonfinite Clauses

Quirk & Greenbaum (1973:310-11) see a nonfinite clause as a clause whose ***V*** element is nonfinite verb phrase. Nonfinite clauses can be constructed without a subject ,and usually are. The four classes of nonfinite verb phrase serve to distinguish four classes of nonfinite clause . See also (Leech &Svartvik, 1994:249)

e.g 2.5 *I used to lie awake at night ,****worrying about the next election****.(Ing participle without a subject*)

e.g 2.6 Covered with confusion *,she hurriedly left the room(Ed clause without a subject)*

e.g 2.7 *The best thing would be* ***to leave straight a way****.*

(To-infinitive clause without subject)

The subject of an infinitive clause is often introduced by the preposition ***for***.

e.g 2.8 *The best thing would be for us* ***to leave straight away****.(To infinitive clause with subject).*

e.g 2.*9 All I did was* ***hit him on the head*** *. (bare infinitive clause without subject)*These are much less common than to-infinitive clauses.

According to Roberts(1986:211-212) a nonfinite clause is one that contains a nonfinite verb group. A finite verb group is one in which the first verb carries tense ;in a nonfinite verb group there is no tense. Main clauses are always finite and contain tensed verb(i.e the verb group in a main clause always contains a tensed verb).Nonfinite clauses ,therefore, can only be subordinate.

Not only do nonfinite clauses lack tense in the verb group, they may also lack one of the major elements of structure.

The subject of the nonfinite clause is omitted when the clause lacks an element . This is done :

(i)when ***that element*** can be understood as being identical to an element in the superordinate clause.

(ii)when what it would refer to is so general and indefinite that there is no need to specify it .

e.g 2.10 *Hedda loves* ***listening to loud music late at night*** .

e.g 2.11 Listening to loud music late at night *is anti-social.*

There is a clear difference between the nonfinite clauses in {10}function as a subject complement and {11} as a subject. The nonfinite clause lacks a subject in {10}.This is because the subordinate clause subject is understood as being identical to the subject of the main clause ,Hedda. What Hedda loves is Hedda listening to loud music late at night. In {11} the subject is omitted because it is not specific .In the sentence ***listening to loud music late at night*** is general, regardless of who does it .

2.2.2.1.3 Verbless Clauses

Averbless clause is a clause that does not have a verb element, but is nevertheless capable of being analysed into clause elements.

e.g 2.12 *Although always helpful ,he was not much liked.*

(Quirk et al ,1985:992)

Thakur(1998:86) defines the verbless clause as that clause which has no finite or nonfinite verb in it but in which the relationship between the constituents is describable in terms of the relationship between elements of clause structure.

e.g 2.13 If necessary *,I will be there at ten* .

2.2.2.2 Structure

A clause can be analysed into five different types of clause elements:

***S**= Subject **,V**=Verb **,O**=Object **,C**= Complement**, A**=Adverbial.*

Among these types we may distinguish the four main elements of clause structure ***(S,V,C,O)***and one modifying element***(A).***

(Leech & Svartvik, 1994:246)

2.2.2.2.1 Subject

A **subject** is used in the analysis of grammatical functions to refer to a major constituent of sentence or clause structure.(Crystal ,2003:441)

Quirk et al(1985:724-725)state that subject has the following characteristics by form ,position and function.

(a)Form

The subject is normally a noun phrase or a nominal clause.

(b) Position

The subject normally occurs before the verb in declarative clauses, and after the operator in Yes –No questions.

***e.g 2.13 Everybody** [s]has left[v]for the day.*

***e.g 2.14** Has[op]**everybody**[s]left for the day ?*

(c)Syntactic Function

(i)A subject is obligatory in finite clauses except in imperative clauses, where it is normally absent but implied.

(ii)In finite clauses the subject determines the number and person, where relevant ,of the verb.

e.g 2.15 *Nancy* [s]knows[v] my parents.[singular number concord].

e.g 2.16 *Nancy* and David[s] know[v] my parents. [plural number concord].

(iii)The subject normally determines number of the subject complement when that is noun phrase.

e.g 2.17 *Caroline[s]is my sister[c].*

e.g 2.18 *Caroline and Vanessa[s] are my sisters[c].*

***(*iv)**There is a systematic correspondence between active and passive clauses in that the direct or indirect object of an active clause becomes the subject of a passive clause while the subject of the active clause is either omitted or made the complement in by-**agent phrase**.

e.g 2.19 *My son [s]has prepared lunch[o]today. [active]*

e.g 2.20 *Lunch [s]has been prepared by my son today. [passive]*

(v)The implied subject of a subjectless nonfinite or verbless clause is normally identical with the subject of the superordinate clause.

e.g 2.21 *Susan telephoned before coming over.[…before Susan came over]*

2.2.2.2.2 Verb

It is the second element in the sentence and expresses a wide range of meanings as actions ,sensations ,or states of being.

It is the most obligatory of all clause elements .It is a predictable, dependable element of the clause structure.(Crystal, 1988:30)

e.g 2.22(a) *The book* ***is*** *not on the shelf. (indicates a state)*

e.g 2.22(b)*The car* ***crashed****. (indicates an action)*

(Marie "internet" ,2005:1)

Leech &Svartvik (1994:245) indicate that in studying clause elements ***(S,V,O,C)*** we can distinguish six basic verb patterns (We call them verb patterns rather than clause patterns, since it is the verb that determines the type of clause structure.

1-The first verb pattern occurs with linking verbs (**be ,appear, look ,seem** etc.) ***SVC*** or sometimes ***SVA*** linking verbs link together the subject and complement.

e.g 2.23 *His father is* ***a lawyer****.* ***SVC***

e.g 2.24 *Bedrooms are* ***upstairs*** *.* ***SVA***

2- The second verb pattern occurs with verbs that have one object i.e transitive verb ***SVO.***

e.g 2.25 *She liked* ***Hemingway's style****.* ***SVO***

3-The third verb pattern occurs with verbs that have an object+ a verb (***SVOV***…)

e.g 2.26 *The manger asked* ***me*** *to work overtime .* ***SVOV***

4-The fourth verb pattern occurs with verbs that have two objects (which are called ditransitive verbs, ***SVOO***).

e.g 2.27 *I 'll give* ***you the report*** *on Monday.* ***SVOO***

5-The fifth verb pattern occurs with verbs that have an object and an object complement ***SVOC.***

e.g 2.28 *They found* ***the car too expensive****.* ***SVOC***

6-The sixth verb pattern occurs with verbs without object or complement i.e intransitive verbs ***SV .***

e.g 2.29 *The children just laughed.* ***SV***

2.2.2.2.3 Object

It is a noun or pronoun that normally comes after the verb in an active clause. The direct object refers to a person or thing affected by the action of the verb.

e.g 2.30 *John carefully searched* ***the room****.*

(Swan,2000:xxv)

Quirk and Greenbaum(1973:13)indicate that the indirect object almost always precedes the direct object ;it is characteristically a noun referring to a person [an animate entity],and the semantic relationship is often such that it is appropriate to use the term "recipient".

e.g 2.31 *He had given* ***the girl an apple****.*

e.g 2.32 *Give the dog its food .*

Quirk et al (1985:726-727) state that the object is characterized syntactically by certain grammatical features.

(a) Form

The object is normally a noun phrase or a nominal clause.

(b) Position

The object normally follows the subject and the verb .If two objects are present, the indirect object normally comes before the direct object .

e.g 2.33 *I gave* ***him*** *[Oi]* ***my address****[Od].*

(C) Syntactic Function

(i) The object function requires the objective form for pronouns that have distinctive case forms.

e.g 2.34 *They amuse me[Od] They gave me[Oi]some chocolate.*

(ii)If an object is co-referential with the subject ,it usually requires a reflexive pronoun which agrees with the subject in person and ,where relevant ,in number and gender. Similar agreement is required for an emphatic genitive(my own, etc)within the object.

e.g 2.35*They[s] type their own letters[Od]*

e.g 2.36 *He may hurt* ***himself .***

(iii)The object of an active clause may generally become the subject of the corresponding passive clause .If both objects are present, it is often possible to make either the subject in a corresponding passive clause.

e.g 2.37(a) *We sent Jack[Oi]a copy of the letter[Od].*

(b)*Jack[s]was sent a copy of the letter[Od].*

(c) *A copy of the letter[s]was sent to Jack[Oi].*

(iv)The indirect object can generally correspond to a prepositional phrase. which is generally placed after the direct object.

e.g 2.38(a) *I'll send* ***Charles*** *another copy.*

(b)*I'll send another copy to Charles.*

(v) The indirect object can generally be omitted without affecting the semantic relations between the other elements.

e.g 2.39(a) *David saved* ***me a seat*** .

(b) *David saved* ***a seat****.*

2.2.2.2.4 Complements

A term used in the analysis of grammatical function to refer to a major constituent of sentence or clause structure, traditionally associated with "completing " the action specified by the verb .

e.g 2.40 *She is* ***a doctor****. (subject complement)*

(Crystal ,2003:88)

Swan(2000:xxi) uses the term complement to refer, specifically ,to a part of a sentence that gives more information about the subject after (be, seem, and some intensive verbs)or about the object in complex transitive verbs.

According to Quirk et al (1985:728-729) certain grammatical features characterize the complement. These are :

(a)Form

The complement is normally a noun phrase or an adjective phrase, but it may also be a nominal clause.

(b) Position

The complement normally follows the subject and the verb. The object complement normally follows the direct object.

(c)Syntactic Function

(i)If it is a noun phrase ,the subject complement has concord of number with the subject, and the object complement normally has concord of number with the direct object.

(ii) If it is a reflexive pronoun ,the subject complement has concord of number , person and, where relevant, gender with the subject.

e.g 2.41 She *is not* ***herself*** *today.*

(iii)The complement cannot become the subject of a corresponding passive clause for the ***SVC*** type, the direct object can of course be made the subject of a passive clause .The object complement becomes the subject complement in the passive clause.

e.g 2.42(a) *His friends call him* ***Ted*** *.[Ted is Co]*

(b) *He is called* ***Ted*** *by his friends.[Ted is Cs]*

2.2.2.2.5 Adverbial

Swan(2000:xxi)defines adverbials as a group of words that does the same job as an adverb.

The following grammatical features that characterize the adverbial are discussed by (Quirk et al ,1985:729) as follows:-

(a) Form

It is normally an adverb phrase ,prepositional phrase ,or adverbial clause .It may also be a noun phrase.

e.g 2.43 *She telephoned****(very) recently*** *.* ***[adverb phrase****]*

e.g 2.44 *She telephoned* ***in the evening.****[prepositional phrase****]***

e.g2.45 *She telephoned* ***while waiting for the plane****.[adverbial clause]*

e.g 2.46 *She telephoned* ***last week .[noun phrase]***

(b) Position

The adverbial is capable of occurring in more than one position in the clause. Constraints on its mobility depend on the type and form of the adverbial. The adverbial in the ***SVA*** type normally follows the subject and verb, and the adverbial in the ***SVOA*** type normally follows the direct object .

e.g2.47 *Your children are* ***outside . SVA***

e.g2.48 *He set the type writer* ***on the table*** *.* ***SVOA***

(c) Syntactic Function

Except for the obligatory adverbial in the ***SVA*** and ***SVOA*** type, adverbials are optional: they may be added to or removed from the clause without affecting its acceptability and without affecting the relations of structure and meaning in the rest of the clause.

e.g 2.49 *I* ***(quickly)*** *shut the door.*

(Leech&Svartivik,1994:246)

2.2.2.3 Function

From the point of view of function ,clauses are divided into two types :main clause and subordinate clauses. Subordinate clauses have three types:

1-Noun Clauses . (Nominal Clauses)

2-Adjectival Clauses. (relative Clauses)

3-Adverbial Clauses.

(Thakur,1998:85)

2.2.2.3.1 Noun Clauses (NCs)

A **NC** is a subordinate clause that functions as a noun in the sentence and can be used as subject ,object, predicate nominative and object of preposition. (See also Blatchford, 2000:295)

To Raimes (2001:292) NC is a dependent clause which functions like a noun in the sentence .NCs are introduced by subordinating words such as (what, why , how, that, who, whoever ,whatever). A clause that you can replace with the pronoun something or someone is a NC .

e.g2.50 *He wants to know* ***what he should do .(NC=something)***

e.g2.51Whoever scores a goal *will be a hero****. (NC=someone)***

A nominal clause can be finite or non-finite. Finite nominal clauses can be introduced by **that clause** or **a range of WH words .**

e.g2.52 *I knew* ***that*** *he was wrong* **.** ***(finite NC that)***

e.g2.53 *No one was consulted on* ***who*** *should have the prize****. (finite NC WH word)***

Non finite nominal clauses have three forms of non finite verb ,present participle –verb forms ending in –ing ,past participle-verb forms ending in –ed or –en, infinitive –the base

form of the verb (with to or without to).This form does not have a special ending.

e.g 2.54 To visit *Queens Town is my greatest wish.* ***(nonfinite NC to infinitive clause)***

e.g 2.55 *He loves* ***driving*** *fast cars.****(nonfinite NC ing clause)***

(Internet, Exploring Language *,2002:5-6)*

2.2.2.3.2 Adjectival Clauses (Relative Clauses)

These are subordinate clauses with an **adjectival** function in the sentence ,as modifiers of a noun phrase.

e.g 2.56 *The car* ***(which I bought)*** *was a mini.*

In this sentence, the relative clause is joined to the main clause by the relative pronoun ***which*** .It refers back to the noun phrase ***the car*** , which is called the ***antecedent*** of the relative clause.(Michelson,2005:453, Frank ,1993:273)

e.g 2.57 *A man* ***who runs a way*** *is a coward.(number)*

e.g 2.58 *It is I who am to blame. (person)*

Adjective clauses are used just as adjectives are… to modify nouns and pronouns. Adjective clauses can begin with a relative pronoun (**that ,which ,who, whichever ,whoever, whomever, whose** and **of which**) and sometimes with a relative adverb (**where, when** and **why**)

(Internet ,Phrases & Clauses ,2004:15-16)

Sometimes commas are used around the adjective clause when you want to indicate that the information in the clause is not

essential to the sentence ***i.e*** not needed to identify the subject. The lack of commas indicates essential information .

e.g 2.59 *The bull* ***that*** *is in the pasture belongs to Joe.*

e.g 2.60 *The bull* ***, which*** *is in the pasture****,*** *belongs to Joe.*

The word ***that*** in the first example is used to introduce a clause that is essential to the sentence (without commas), the word ***which*** in the second example is used to introduce a non-essential clause (with commas).Some grammar text books :suggest ***which*** can be used for either essential (without commas) or non-essential (with commas) clauses .Whereas others recommend using ***which*** only for non- essential clauses.

(Internet, Improving Your Sentence,2004:2)

2.2.2.3.3 Adverbial Clauses

An adverb clause is a dependent clause which takes the place of an adverb in another clause or phrase. An adverb clause answers questions such as **when, where, why with what goal / results,** and **under what conditions.**

e.g 2.61 *The premier gave a speech* ***here.*** (Adverb)

e.g 2.62 *The premier gave a speech* ***where the workers were striking*** **.**(Adverb clause)

(Internet ,Megginson,1996:3)

Quirk& Greenbaum(1975:322-28) claim that adv. clauses like adverbials in general ,are capable of occurring in a final medial or initial position within the main clause .Adverb clauses

are preceded by subordinating conjunctions, these conjunctions can be organized according to the **question**, they answer.

A. Clauses of Time : Adverbial clauses of time are introduced by such subordinators as **(after, before ,since, until, when).** Greenbaum & Quirk (1990:314)add that an adverbial clause of time relates the time of the situation in its clause to the time of the situation in the matrix clause. Depending in large part on the subordinator.

e.g 2.63 When *I last saw you, you lived in Washington.*

B. Clauses of Place :Adverbial clauses of place are introduced by **(where or wherever).Where** is specific and **wherever** nonspecific.

e.g 2.64 Where *you go ,I will follow.*

e.g 2.65 *They went* ***wherever*** *they could find work.*

C. Clauses of Condition :Adverbial clauses of condition are introduced by **(if, unless, provided that ,except).**

e.g2.66 If *you treat her kindly ,she'll do anything for you.*

Clauses of Concession/ contrast :Clauses of concession are introduced by (**although, though ,despite ,in spite of**).

e.g 2.67 Although *she hide the money ,she forgot to hide the jewels.****(contrast)***

E. Clauses of Results: Adverbial clauses of results are factual rather than putative ; hence they may contain an ordinary

verb form without a modal auxiliary .They are introduced by **so that,** informally **so .**

e.g2.68 *We planted many shrubs ,**so (that)** the garden soon looked beautiful .*

F. Clauses of Reason(Cause): Adverbial clauses of reason are most commonly introduced by the conjunctions **because, as** or **since .**

e.g2.69 *I lent him the money **because** he needed it .*

e.g2.70 As/ Since *Jane was the eldest ,she looked after the others .*

G. Clauses of Purpose: Adverbial clauses of purpose are adjuncts , usually infinitival, introduced by **(in order(for N) to)(so as to).**Finite clauses of purpose may be introduced by **so that** or more formally by **in order that** or **(so)that .** In the purpose clause ,which has putative meaning , the modal auxiliaries **should** and **may (past tense might)** are used .

e.g2.71*John visited London **in order that** he could see his MP*.

(so) that

H. Clauses of Manner and Comparison : Adverbial clauses of manner are introduced by **(exactly) as, (just)as :-**

e.g2.72 Please do it **(exactly) as** I instructed .(in the way that ..)

Neo-traditionalists such as Eckersley & Eckersley (1960:342) add that adverbial clauses of comparison are introduced by **as (preceded by so, such ,as** in the principal clause) , than (preceded by a comparative in the principal clause).

e.g2.73 *This work is not* ***so (as) easy as*** *you think .*

e.g2.74 *That question is* ***easier*** *than I thought .*

2.3 Noun Clauses

2.3.1 Definitions

A NC is a sentence to which a subordinate conjunction **that** has been added. The introductory conjunctions for NC depend on whether the clause was originally a statement or a question.(Smally &Ruetten, 1982:177)

Parrott(2001:43)identifies NC as a subordinate clause which generally follows the main clause and is linked to it by one of the following (kinds of) conjunctions:-

1-Question words.

e.g 2.75 *I don't know* ***when he's coming*** *.*

2- If or ***whether***

e.g 2.76 *I don't know* ***whether I want to go out.***

3-That Clause.

e.g 2.77 *I don't know* ***that he's here yet*** *.*

According to Frank (1972:62) NCs consist of a subject and predicate that function as a noun. One of its most common functions is object of a verb, especially a verb of asserting or mental activity. Thus ,in Simmons's words(2005:3)any clause that functions as a noun becomes a NC.

To Thomson& Martinet (1990:261) NC is a dependent clause which takes the place of a noun in another clause or phrase. NC introduced by **that** and so are often called **that clauses.** But we frequently omit the **that** in speech. We can use NCs after a large number of verbs .These include verbs of communication ,mental activity and discovery .(See also Hasselgard,2001:24)

e.g 2.78 *I know* ***Latin****. (noun)*

e.g 2.79 *I know* ***that Latin is no longer spoken as a native language.*** (NC)

In the first example , **Latin** acts the object of the verb "know". In the second example the entire clause **that Latin…** is the direct object .(Kleiser,2004:54)

Furthermore, NCs differ from the adj. and adv. clauses ,in that instead of modifying another word ,they replace a noun or pronoun in a sentence. NCs are introduced with connectives part of not specific speech since the connective can be used in various ways in the NC. The connective may or may not have a function in the clause . Common connectives for NCs are **how, that, what, when, where, whichever ,whom , whomever** etc.

(Internet, Noun Clauses ,2005:1-2)

2.3.2 forms of NCs

Clauses can be divided into main clause and subordinate clause. All main clauses are finite ,while subordinate clauses (NCs included) may be either finite or nonfinite.

2.3.2.1 Finite NCs

Quirk et al (1985:992)define finite NC as a clause whose verb element is finite (such as takes ,took, can work ,is writing).

e.g 2.80 *I noticed* ***that he spoke English with an Australian accent .***

Leech et al (1982:96) identify three types of finite NCs. These are :-

(a) **that clauses** which begin with the conjunction **that .**

(b) **zero that Clauses** which are just like **that clause** ,except that **that** , itself is omitted .

(c) **wh. clauses** which begin with a **WH- element**.

Thakur (1998: 88-89) adds that a finite NC function as subject ,object ,indirect object ,complement and a completive to a preposition of another clause .

A finite NC as subject is introduced by **that** or by **wh-word**.

e.g 2.81That the driver could not control his car *was obvious . (Close ,1975:43)*

e.g 2.82 How the book will sell *depends on the reviewers.*

Finite NCs as object are introduced by ***that*** *or* ***wh- words****.*

e.g 2.83 *I can't imagine* ***what they want with your address.***

Finite NCs as subject complement may be **that –clauses**, wh-words or Yes –No clauses (only whether).

e.g 2.84 *My assumption is* ***that interest rates will soon fall.***

e.g 2.85 *My main problem right now is* ***whether I should ask for another loan.*** *(Quirk et al ,1985 :1054)*

Finite NCs function as object complement ,when the that-clause is object complement , the conjunction **that** is frequently omitted in informal use , leaving a zero **that- clause .**

e.g2.86 *I told him* ***that he was wrong.*** *(Quirk&Greenbaum,1975:317)*

e.g 2.87 *Finally ,he made himself* ***what he had always wanted to be .***

A finite NC function as a complement to a preposition is introduced by wh- interrogative or by Yes-No clause (only whether).

e.g 2.88 *They did not consult us on* ***whose names should be put forward .***

e.g 2.89 *It all depends on* ***whether they will support us*** .

(Quirk et al ,1985 :1051)

2.3.2.2 Nonfinite NCs

Quirk et al (1985:992) define a non finite NC as a clause whose verb element is nonfinite (such as to work, having, worked, taken etc.).

A nonfinite clause is a clause that has a nonfinite verb (i.e an infinitive or a participle) as their head .Where as finite clause is a clause that has a finite verb as their head.

e.g2.90 *Everyone promised* ***to send their friends birth day cards this year*** *.(nonfinite clause as O)*

e.g2.91 *I know everyone* ***sent friends birth day cards this year.****(finite –clause as O)*

The differences between **finite** and **nonfinite** also affect the ways in which these clauses can be used .

nonfinite clauses are always part of a larger clause . The difference may also affect the meaning of sentences .

e.g2.92 *I remembered that I was responsible .(finite)*

e.g 2.93 *I remembered* ***to do it*** *.(non finite)*

From the above explanation ,we conclude that "changing the tense of the sentence does not change the **nonfinite** clause".

e.g 2.94 *We <u>enjoyed</u>* ***sailing our dinghy .***

e.g 2.95 *We <u>will enjoy</u>* ***sailing our dinghy.***

(Internet, sentence& clause ,2004:4)

Quirk& Greenbaum (1975:310) classify **nonfinite clauses** into four classes (i)to –infinitive clauses ,(ii)bare infinitive clause(iii)-ing clauses and(iv)–ed clauses .

subclasses(i)and(iii)are used most frequently especially(iii)without subject; subclass(ii)is relatively rare.(Greenbaum &Quirk,1990:286) (See also, Leech, et al, 1982:102)

2.3.2.2.1 To –infinitive Clauses

Quirk et al (1985:1061) specify the functions of nominal to–infinitive clauses as follows :

A-as subject

***e.g 2.96 To be neutral in this conflict** is out of the question.*

B- as direct object

***e.g 2.97** He likes **to relax** .*

C- as subject complement

e.g 2.98** The best excuse is **to say that you have an examination tomorrow morning .

D- as appositive

***e.g 2.99** Your ambition ,**to become a farmer** , requires the energy and perseverance that you so obviously have .*

E- as adjective complementation .

***e.g 2.100** I 'm very eager **to meet her**.*

They add that the presence of a subject in a **to- infinitive clause** normally requires the presence of a preceding **for** .When the subject is a pronoun that distinguishes subjective and objective cases ,it is in the objective case .

***e.g 2.101(a) For** us **to take** part in the discussion would be a conflict of interest .*

***(b)**I'm very eager **for** them **to meet** her .*

When the clause is a direct object ,however**, for** is generally absent before the subject .

e.g 2.102 *He likes everyone* ***to relax*** .

The nominal **to –infinitive clause** often indicates that the proposition it expresses is viewed as a possibility or a proposal rather than something already fulfilled . The infinitive clause is then closer semantically to a **that- clause** with putative **should.**

e.g 2.103 *It's natural for them* ***to be together.***

e.g 2.104 *It's natural* ***that they should be together.***

2.3.2.2.2 Ing clauses

Quirk et al (Ibid:1063) maintain that nominal –ing clauses may function as :

A-as subject

e.g 2.105 Watching T.V. *keeps them out of mischief* .

B-as direct object

e.g 2.106 *He enjoys* ***playing practical jokes .***

C-as subject complement

e.g 2.107 *Her first job had been* ***selling computers .***

D-as appositive

e.g 2.108 *His current research* ***,investigating attitudes to racial stereotypes ,****takes up most of his time.*

E-as adjectival complementation

e.g 2.109 *They are* ***busy preparing a barbecue*** .

F-as prepositional complement

e.g 2.110 *I'm responsible for* ***drawing up the budget .***

Greenbaum& Quirk(1990:312-313) hold that if the –**ing clause** has a subject ,the subject may be in the genitive case or it may be in the objective case (for those pronouns having an objective case) or common case (for all other heads of noun phrases).

e.g 2.111 *I object to* ***his/Jeremy's receiving*** *an invitation.(Genitive)*

e.g 2.112 *I objected to* ***him/Jeremy receiving*** *an invitation.(objective)*

In general , there is a traditional prescription in favour of the genitive: it is preferred if the subject is a pronoun ,the noun phrase has personal reference, and the style is formal .The genitive is also preferred if the subject is initial in the sentence .

e.g2. 113 My forgetting her name *was embarrassing .*

On the other hand ,the common case is prefered where the subject is a non personal noun phrase and not a pronoun and the style is not formal .

e.g2.114 I don't know about the weather being so awful in this area .

The genitive is avoided when the noun phrase is lengthy and requires a group genitive .

e.g2.115 *Do you remember the students and teachers* ***protesting against the new rule ?***

Semantically (Ibid)**a nominal –ing clause** may refer to a fact or an action .

e.g2.116 *Your* ***driving*** *a car to New York in your condition disturbs me greatly .(fact)*

e.g2.117 *Your* ***driving*** *a car to New York took longer than I expected (action).*

The –**ing participle** in **a nominal –ing clause** is commonly called **a gerund**.

Close (1975:91) adds that **that clause** can be replaced by a **non –finite clause** as in:

e.g 2.118 *I was afraid* ***that John /he might have*** *an accident.*

e.g 2.119 *I was afraid* ***of John's/his having*** *an accident.*

2.3.2.2.3 Bare infinitive Clauses

Quirk et al (1985:1067) aver that the nominal **bare infinitive clause** without **to** is severely limited in its function .It may be the subject complement or **rarely** subject in a pseudo cleft sentence (or a variant of the pseudo cleft sentence).

e.g 2.120 *What the plan does is* ***ensure affair pension for all****.(subject complement)*

e.g 2.121 Mow the lawn was *what I did this afternoon .(rare and informal)*

The **to** of the **infinitive** is obligatorily absent when the infinitive clause is subject in these constructions ,but it is optionally present when the clause is subject complement.

A bare infinitive clause may function as object complement with a relatively few superordinate verbs.

e.g 2.122 *They made her* ***pay for the damage .***

Finally ,the bare infinitive clause may follow prepositions of exception.

e.g 2.123 *She did every thing* ***but make her bed .***

2.3.2.2.4 Ed Clauses

According to Close (1975:94) an **ed participle clause** is normally a contraction of a clause in which the verb is in the passive voice.(See also ,Hewings ,1999:148)

Quirk& Greenbaum (1975:311) add that there is a restriction on the "ed participle clause" which is both syntactically and semantically passive ,and therefore admits only the four passive clause types: **SV** pass **,SV** pass **C** , **SV** pass **A, SV** pass **O**.

e.g 2.124 Defeated *,he slunk from the room .(Type SV pass=active type SVO)*

The subject of **nonfinite clauses** ,however, is commonly absent .All types of nonfinite clauses have both active and passive forms except for the –ed clause, which is inherently passive. (Quirk et al ,1985:994)

2.3.3 Functions of NCs

2.3.3.1 NC as Subject

Thakur(1998:88) points out that **NC** operating as the subject of another clause can be either finite or nonfinite clause.

e.g2.125 To know him *is to like him.(nonfinite NC)*

e.g 2.126 That the east and the west *are pulling apart is obvious.(finite NC)*

NCs derived from questions either **yes-no clause** or **wh-word** are capable of performing any function that a noun can fulfil, including object of a preposition .

e.g 2.127 How the fire started *is a mystery to me .*

Frank(1993:283) states that **that NCs** may have any nominal function except in case of object of a preposition. **That NCs** are used as subjects of sentences only with certain verbs, like linking verbs especially be ,causative verbs ,verbs expressing emotion and verbs like (mean ,matter ,make, etc.).See also (Internet, Noun Clauses,2004:1-2)

e.g2.128 That the child's fever has gone down *is very encouraging.*

Close (1975:93) adds that when **that NC** has the function of subject ,the conjunction **that** is obligatory .

e.g2 .129 That the driver could not control his car *was obvious.*

2.3.3.2 NC as Object

A NC operating as a **direct object** in another clause can be either a finite clause or a nonfinite clause.

e.g 2.130 *I do not know* ***what to do .****(nonfinite NC)*

e.g 2.131 *He did not know* ***how he should answer .****(finite NC)*

(Thakur,1998:88)

Frank(1993:283-284) points out that **that-NCs** occur most frequently as object of verbs. Such verbs usually have subjects that refer to human beings .They are chiefly verbs of indirect speech and verbs expressing mental activities such as **choose**, **determine ,notice ,wonder, find out, etc.**.Many of these verbs are also used in direct speech .With some of these verbs, indirect objects may precede the **that clause** as **assure , convince ,inform notify ,persuade ,promise ,remind ,teach, tell ,warn.**

e.g 2.132 *She taught her son* ***that he should be honest and fair with everyone .***

NCs derived from questions either **Yes/No clause** or **WH question ,**are capable of performing any function that a noun fulfil.

e.g 2.133 *Have you found out* ***what caused the accident****?*

See also(Eckersley and Eckersley,1960:333;

Wekker,H.& Haegeman,L,1985:91-95)

2.3.3.3 NC as indirect object

A NC that has the function of **indirect object** in another clause can only be a finite clause .

e.g 2.134 *We gave* ***whoever had supported us during the election.***

(Thakur,1998:89)

2.3.3.4 NC as Subject Complements

A NC operating as a **subject complement** in another clause can be either a finite or non finite clause .

e.g 2.135 *To know him is* ***to love him .****(nonfinite NC)*

e.g 2.136 *The golden rule is* ***that there are no golden rules.*** *(finite NC)* *(Thakur,1998:89)*

Quirk& Greenbaum(1990:207) add that NCs functioning as **subject complement** normally follow the subject and verb, and it relates to the subject .

e.g 2.137 *My understanding is* ***that coffee grows in Brazil .***

2.3.3.5 NC as Object Complement

A NC operating as an **object complement** in another clause can be either a finite or nonfinite clause.

e.g 2.138 *I consider this kind of approach* ***putting the cart before the horse.*** *(Thakur,1998:90)*

An **object complement** usually follows the direct object and its meaning relates to that element .**Object complements** complete transitive verbs by describing or renaming the direct object .

e.g 2.139 *They have made me* ***what I am .***

2.3.3.6 NC as Object of Preposition

NC operating as a **completive to a preposition** can be either a finite or nonfinite clause.

e.g 2.140 *I can't go without* ***saying good bye .****(nonfinite NC*

e.g 2.141 *You can settle in* ***whichever of these you like*** .(finite NC)

NCs from question may serve as **objects of preposition** that come after adjectives ,verbs or nouns .

e.g 2.142 *We are* ***worried*** *about* ***how we can pay our bills.****(after adj.)*

e.g 2.143 *The children* ***stare*** *at* ***whoever passes by their house.****(after verb)*

e.g 2.144 *The boy could hardly contain* ***his curiosity*** *about* ***what was in the box .****(after noun)*

Sometimes prepositions governing NCs from questions are omitted in informal English ,such prepositions are usually (**about, on** and **of**).

e.g 2.145 *She hesitated (about) whether she should send the money .*

(Frank,1993:291)

2.3.3.7 NC as Appositive

A NC functioning as **appositive** can be either a finite or nonfinite NC .

e.g 2.146 *His current research* ***,investigating attitudes to racial stereotypes,*** *takes up most of his time.(nonfinite NC)*

e.g 2.147 *Your original questions* ***,why he did not report it to the police earlier ,****has not yet been answered .(finite NC) (Quirk et al ,1985:1050)*

Schuster(1965:316) states that the conjunction **that** in a **that clause** functioning as **appositive** ,has no function other than to introduce the clause .

e.g 2.148 *The fact* ***that he knew it*** *didn't help him.*

The word **that** in the above example could not possibly be the subject or object of **knew** because it already has a subject **he** and an object **it** .The clause **that he knew it** is a subordinate clause, it serves as an appositive to the word **fact.**

2.4 Types of NCs

A NC may be classified according to the kind of sentences from which they are derived: **questions, statements, requests** and **exclamations**.(Frank, 1993:280)

2.4.1 NCs derived from Questions

NCs can be derived from **Yes/No Interrogative Clauses** and **Wh- interrogative Clauses .**

2.4.1.1 NCs derived from Yes/ No Interrogative Clauses

In NCs derived from questions beginning with an auxiliary verb **Yes-no interrogative Clauses** , the introductory word **whether** or **if** is added to question . NCs derived from such

questions are capable of performing any function that a noun fulfils, including object of a preposition.

The introductory word **whether** introduces a new clause from **Yes-No** is natural that it denotes appositive or negative choice .The negative choice may be explicitly expressed by the addition of **or not**.(Quirk et al ,1985:1053-1054)

e.g2.149 Whether or not *he will come tomorrow is still uncertain.*

The ***or not*** may come at the end of a short ***NC*** .

e.g 2.150 *It is still uncertain* ***whether*** *he will come tomorrow* ***or not.***

If is a common informal& alternative for ***whether*** in NC objects only.

e.g 2.151 *I wonder* ***if(whether)*** *their train has arrived .*

(or not) may be used with ***if*** only at the end of NC object.

e.g 2.152 *Let me know* ***if*** *you are coming or not.*

Only ***whether*** is used to introduce NCs that function as:

A. Subjects

e.g 2.153 Whether *he was a spy for one side or both will never be known.*

B. Objects of prepositions

e.g 2.154 *Everything depends on* ***whether*** *we can finance the project.*

That *or* ***Whether*** is chosen after some verbs ,the ***whether*** indicates **Yes-No alternatives.**

e.g 2.155 *I doubt (or don't know)* ***that*** *he'll go.(there is doubt about the fact itself of his going).*

e.g 2.156 *I doubt (or don't know)****whether*** *he'll go.*(there is doubt about the choice of his going or not going).(Frank, 1993:289)

Alexander(1988:15)points out that ***whether*** is obligatory if the clause begins a sentence ,after be and preposition. Either ***whether*** or ***if*** can be used after a verb and after a few adjectives used in the negative like (not sure ,not certain).If there is doubt about the choice between ***whether*** or ***if*** as subordinating conjunctions it is always safe to use ***whether.***

2.4.1.2 NCs derived from Wh-interrogative Clauses

Subordinate Wh-interrogative clauses occur in the whole range of functions available to the **nominal that clause** and in addition may function as prepositional complement .

e.g 2.157 *They did not consult us* ***on whose names should be put forward .***

These subordinate clauses resemble wh-questions semantically in that they leave a gap of unknown information , represented by the **wh-element** .Contrast the known information expressed in the **that clause** with the unknown information in the **wh-element .**

e.g2.158 *I'm sure* ***that Ted has paid .***

e.g2.159 *I'm not sure* ***who has paid .***

The type of subordinate **wh-interrogative clause** that most closely resembles **wh-questions** is the indirect **wh-question.**

e.g2.160 *She asked me* ***who would look after the baby.***

e.g2.161 *She asked me ,****Who will look after the baby ?****(direct question)*

(Smally&Ruetten,1982:182) See also

(Quirk et al,1985:1050)

Frank(1993:90) notes that sometimes prepositions governing NCs from questions are omitted in informal English. Such prepositions are usually **about, on, of .**

e.g2.162 *They were uncertain* ***(of) how they were to proceed.***

Both **who** and the generalizing **whoever** occur in NC objects, only **whoever** is used in NC subjects .

e.g2.163*He will employ* ***whoever/ who*** *is willing to work hard. (object=any person that)*

e.g2.164 Whoever *broke the window must pay it . (subject)*

Introductory **what** or **whatever** may appear in all noun functions .The- **ever** forms are often interchangeable with **what,** depending on the degree of generality desired .

e.g2.165 *He gave us* ***whatever we asked for .***

e.g2.166 *He always makes fun of* ***what(ever) she says .***

2.4.2 NC s derived from Statements

NCs from statements are introduced by the conjunction **that** . They may have any nominal function except, object of a preposition **.That NCs** are used as subjects of sentences only with

certain verbs such as **linking verbs ,causative verbs, verbs expressing emotion ,etc.**

e.g 2.167 That coffee grows in Brazil *is well known to all.*

That NC subjects occur more frequently in predicate position after anticipatory **it**.

e.g 2.168 It *is well known* ***that coffee grows in Brazil***.

That NC subjects of sentences containing the auxiliary verb **should** express emotion.

e.g 2.169 That *she* ***should*** *be called upon to speak flattered her greatly.*

(Frank ,1993:283)

Salzmann (2004:2)indicates that **that** does not have any function within a noun clause (unlike adjective clauses). It simply introduces it ,and is ,therefore ,often omitted.

2.4.2.1 NC s after The fact that

When **The fact** appears before that clause ,technically the clause is in apposition with **fact** .Some verbs must be followed by **The fact that** rather than by **that** alone (accept ,conceal, criticize, discuss, overlook, etc.)

e.g2. 170 *He cannot conceal* ***the fact that*** *he dislikes his employer.*

Almost all subject of **that clauses** in subject position may be preceded by **the fact** .

e.g2.171 The fact that *the company is almost bankrupt is not generally known* .

(Frank ,1993:287)

Alexander (1988:14) points out that **the fact that** follows prepositions and prepositional phrases **because of, in view of, on account of ,due to owing to etc.**

e.g2.172 *His love of literature was* ***due to the fact that*** *his mother read poetry to him when he was a child .*

Smally & Ruetten (1982:179) state that only certain verbs and **be+ adjective** combination can follow the NC . Some common ones are (**surprise, please, irritate ,be clear , be obvious, be true** ,etc.)

e.g2.173 The fact that *they have not settled the strike is irritating.*

2.4.2.2 Omission of That

That is frequently omitted from object clauses if the meaning is clear without it or contains a succession of object clauses from which **that** is omitted.

e.g2.174 *He says* ***that*** *someone told him* ***that*** *the old lady believes* ***that*** *she is very rich.*

A subject clause must retain **that** when the clause is subject position . When the subject clause appear after anticipatory **it** , **that** may be omitted .

e.g2.175 *It is believed* ***that*** *the escaped convicts are in hiding near by .*

That may also be omitted from clauses after predicate adjectives.

e.g2.176 *I'm sorry* ***that*** *I couldn't meet you at the station.*

(Frank,1993:287-288)

Nominal that clauses as well as interrogative clauses are not separated from main clause with a comma .(Internet, Modern Grammar ,2005:2-3) See also (Frank,1972:62)

2.4.3 NC s derived from Requests

Frank (1993:294) maintains that NC from requests are introduced by **that** . Such clauses occur most frequently as objects of verbs that add some degree of urgency, advisability or desirability to the idea of requesting.

e.g2.177 *He suggested* ***that I write the letter soon***.

The verbs in NCs from requests usually take present subjunctive form in American usage .The auxiliary **should** may be an informal alternate form for the present subjunctive, in British English, especially if the request is not of a strongly imperative nature .

e.g2.178 *The doctor recommended* ***that he take a vacation***.

Am. English

e.g2.179(a) *The doctor recommended (or advised ,suggested)* ***that he should take a vacation****.Br. English*

In informal usage ,introductory **that** is sometimes omitted from NC complements of verbs adjectives.

e.g2.179(b) *The doctor recommended he should take a vacation.*

(Ibid :295-296)

2.4.4 NCs derived from Exclamation

NCs from exclamations are introduced by the same words that introduce exclamations **what ,how** . NC from exclamations function as object of verbs or prepositions .NC s function as object of verbs occur after a limited number of verbs denoting mental activity such as (**know , realize ,notice ,see , remember, understand).**

e.g2.180 *I still remember* ***what*** *a wonderful cook his mother is.*

NC functioning as objects of prepositions may occur after certain verbs of indirect speech that take prepositional objects- **boast(about), complain (about) ,talk(about) ,remark (about) .**

e.g2. 181 *She is always* ***boasting about*** *what good children she has.*

NCs from exclamations appear after such –ed participial adjectives of emotion as (**amazed ,astonished ,disappointed, impressed and surprised** ,etc.) .NCs are used as objects of preposition that follow the –ed adjectives ,usually **at ,**sometimes **by** or **with** .

e.g2. 182 *I was astonished at how small their house was.*

(Frank ,1993:296)

2.4.5 NCs after predicate Adjectives

In NC ,**that clauses** are used after predicate adjective denoting feeling and perception .Such clauses are interpreted as adverbial modifiers of the adjectives they follow .It can also be

classified as nouns-either as complements of the adjectives , or as complements.

e.g2.183 *I am* ***sorry*** *that = I* ***regret*** *that*

Another kind of **that clause** which might be mentioned here under type of NCs actually almost defies classification.

e.g2. 184 *It was* ***there*** *that he did it .*

Because of the similarity of some of their introductory words, NCs and adjective clauses are sometimes confused : There are two important differences between them :-

1- The adjective clause is preceded by a noun or pronoun antecedent.

e.g2.185 *I know the house* ***where he lives*** .

where he lives has antecedent , the house is the object of **know** .

e.g2.186 *I know* ***where he lives*** . **(where he lives** is the object of know) .

2- A preposition that precedes the introductory word belongs to the adjective clause but usually does not belong to the NC .

e.g2. 187 *The woman to* ***whom he has been giving money****.*

The adjective clause in the example above begins with **to** that belongs to the **whom he** …. **To** may be moved at the end of the adjective clause.

e.g 2.188 *He gives money* ***to whoever needs it .***

The **NC** in the above example begins with **whoever** ,that functions as object of **To** which may not be moved at the end of the **NC .-ever** forms appear with NC s only .

(Ibid :282)

2.5 Patterns with NC s

EastWood (1994:342-345) identifies seven patterns of NC as shown below .

*2.5.1 The pattern **You know that we have not any money***

NC can be object of a verb .With **think** and **believe** ,we usually put a negative part in the main clause ,not in the NC .

e.g2.189 *I do not think we have got time .*

with **suppose ,imagine ,** and **expect** ,we can put the negative in either clause .

e.g2.190 I do not suppose *you are used to this weather.*

e.g2.191 *I suppose* ***you are not used to this weather.***

Sometimes there is an indirect object before **that clause** .

e.g2.192 We told **the driver** that we had not any money .

*2.5.2 The pattern **The problem is that we have not any money***

NC can be a complement of be .

e.g2.193 *The truth is* ***that I do not get on with my flat- mate*** .

*2.5.3 The pattern **That we have not any money is a pity***

A NC functions as subject **.**

e.g2.194 That everyone got back safely *was a great relief.*

2.5.4 The pattern ***I'm interested in how we can earn some money .***

A **wh-clause** or **whether** can come after a preposition .

e.g2.195 *He made no comment on* ***whether a decision had been reached .***

That clause cannot be used after preposition .

2.5.5 The pattern ***I'm afraid that we have not any money***

That clause can be used after some adjective . Some adjectives in the pattern above is used like **afraid ,eager ,happy, sure ,willing ,conscious ,important ,etc.**

e.g2. 196 *I'm glad* ***that you enjoyed the meat*** .

After some adjectives we can use **how** or **what** expressing an exclamation .

e.g2. 197 *I was surprised* ***how upset Tom seemed*** .

2.5.6 The pattern ***The fact that we have not any money is a problem***

That clause used after some nouns ,mainly ones expressing speech or thought .

e.g2.198 *You can not get around the fact* ***that it's against the law.***

2.5.7 The pattern ***It's a pity that we have not any money***

The empty **it** is used in this pattern .

e.g2.199(a) It *was a great relief that everyone got back safely.*

Expressions like **the fact that** or **the idea that** may introduce the subject NC .

e.g2.200 The fact that *every one got back safely was a great relief .*

2.6 Sequence of Tenses in NC s

The relationship between verbs in a main clause and verbs in a dependent clause is important . These verb tenses do not have to be identical as long as they reflect , logically ,shifts in time and meaning .

(Internet, verbs and verbials ,2004:10)

Frank (1972:62) points out that a NC consists of a subject and predicate that functions as a noun .One of its most common functions is as the object of a verb ,especially of a verb of asserting or mental activity ,if such a verb is in the past tense, the verb in the NC object takes past form also .

He (1993:296-297) also adds that a past main verb often requires a past form in a NC . Sequence of tenses occurs most frequently with NC objects from **statement** or **questions** .

e.g 2.201 *He* ***said*** *that the train always* ***arrived*** *late .*

Informally the past tense is frequently used instead of the past perfect in NCs after past main verbs .If a NC object refers to a

general truth or to a customary action the present timeless form is also possible in the NC .

e.g2.202 *The professor* ***explained*** *that water* ***consists*** *of two parts hydrogen and one part oxygen.*

However ,even in NC objects containing generalizations ,the past tense is probably more common because of the pressure of sequence of tenses .A sequence of tenses may also be required for NC subjects ,or objects of prepositions .

e.g2.203 *It* ***seems*** *strange that he* ***has not*** *come to the meeting.*

(as subject)

e.g2.204 *He listened only to whoever flattered him.*

(as object of preposition)

Nominal that and **wh- clauses** tend to contain the simple present when the matrix clause (as well as the subordinate clause) refers to the future ; but when the matrix clause refers to the present ,**will** is likely to be used in the subordinate clause . Contrast

e.g2.205 *In a few minutes* ***I'll ask*** *him what he* ***wants*** *tomorrow .*

e.g2.206 *The question* ***is*** *what he* ***will want*** *tomorrow .*

(Quirk et al ,1985:1008)

Object NCs that are derived from statements ,questions and Exclamations have their verbs in the past because of the effect of a past main verb in the main clause under the sequence of tense.

e.g2.207(a) *The package* ***has arrived*** .

(b) *He* ***said*** *that the package* ***had arrived*** *.(statement)*

e.g2.208(a) Can *they afford to buy a house ? (questions)*

(b) *They* ***wondered*** *whether they* ***could afford*** *to buy a house.*

e.g2.209(a) What *a terrible cold she has! (exclamations)*

(b) *Did you notice what a terrible cold she had ?*

2.6.1 NCs after wish(1) referring to present time

Frank(1972:67-68) points out that NCs after the verb **wish** may refer to present or past time . The introductory **that** is often omitted in informal usage .Wishes referring to present time are often contrary to the fact . The past subjunctive form of the verb is used for wishes .

e.g2.210 *I* ***wish*** *I* ***were*** *at the beach .(only the form were is used for the verb* ***be)***.

Wishes with **would** often represent to future time. **Would** is used for a wish that is possible to realize .

e.g2. 211(a) *I wish* ***that it would stop raining*** .

(b) *I wish* ***that it were not raining now .***

2.6.2 NCs after wish (2) referring to past time.

Wishes referring to past time are not realized .Past perfect forms are used in such wishes .

e.g2. 212 *I wish I had not eaten so much .(Ibid:69)*

2.6.3 That clauses after verbs of Urgency

That clauses after verbs like **suggest ,request, require, urge ,demand** require the simple form of the verb. This simple form is used regardless of the tense of the main verb .

e.g2.213 *The committee* ***suggests that*** *we* ***hold*** *more meetings.*

e.g2.214 *The committee* ***suggested that*** *we* ***hold*** *more meetings.*

e.g2.215 *The committee* ***will suggest*** *that he* ***not give*** *the report .*

Such clauses are made negative by the use of **not** before the verb. Except in **that clauses** after verbs strong urgency like **command ,demand** less formal usage permits the auxiliary **should** to a accompany the verb.

e.g2.216 *The committee suggests that we* ***should*** *hold more meetings.*

4.1 An Introductory Note

The present chapter is concerned with presenting and discussing the results of the test with the use of tables from both statistical and linguistic perspectives .The hypothesis is tested against the subjects' responses to the test as a whole by using the t-test formula for one sample and also by using percentages according to subjects and test items.

4.2 Overall Performance

With reference to the aims of the present study ,namely, "Investigating the ability of Iraqi EFL learners to identify and produce finite and nonfinite NCs by form and function and finding out area of difficulty in this respect. And suggesting remedial work for the alleviation of these difficulties" **,**the subjects' performance in all tasks is examined. The results of this examination will shed light on the hypothesis of the research which reads as follows :**It is hypothesized that Iraqi EFL learners fail to master the recognition and production of NCs by form and function** ,the performance of the subjects is investigated by using the t-test formula for one sample to specify the ability of the subjects in identifying and producing NCs by form and function .

Table (4) shows that the mean score of the subjects' performance is 34.9 with a standard deviation of 11.50 .The mean

score of the subjects at both Rec. &Prod. levels is compared with the theoretical mean 37 ,which is computed by using the following formula :

Theoretical mean = $\frac{\text{Higher score + Lower score}}{2}$

Table (4)

Statistical Data / Subjects' Performance in all Tasks .

Sample	***Mean***	***Theoretical Mean***	***S.D.***	***Variance***	***T-Value***		***D.F.***	***Level of significance***
					Comp.	***Tabu.***		
50	34.9	37	11.50	40.96	1.30	2	49	0.05

Then by using the t- test formula for one sample ,it has been found that the computed t-value 1.30 is matched with the tabulated t-value is 2 at level of significance 0.05 with a degree of freedom49.Since the computed t-value is lower than the tabulated one ,this proves that our subjects have failed to identify and produce NCs by form and function on the whole Test. This proves that the hypothesis stated above is accepted .

4.2.1 Performance by Tasks

4.2.1.1 Task One

Investigation of the performance of the subjects in Task One yields the results shown in Table (5).

The t-test formula for one sample is used to determine whether there is any significant difference between the computed t-value and the tabulated one . The mean score of the subjects' performance is 19.1 with the standard deviation of 5.61 and the theoretical mean of 17 .The computed t-value is 2.65 compared with tabulated t-value 2 at the level of significance of 0.05.Since the computed t-value is higher than the tabulated t-value with a degree of freedom49,we can say that our subjects are somewhat able to identify NC by form.

Table (5)

Statistical Data/ Subjects' performance in Task One .

Sample	***Mean***	***Theoretical Mean***	***S.D.***	***Variance***	***t-Value***		***D.F.***	***Level of significance***
					Comp.	***Tabu.***		
50	19.1	17	5.61	31.57	2.65	2	49	0.05

4.2.1.2 Task Two

In this task , the subjects are asked to state the function of the NC in the sentence by using one of the abbreviated forms that are given in the test .

t- test formula for one independent sample is used to investigate the subjects' performance in this task . Table (6) reveals that the mean score is 8.14 with the standard deviation of 4.83 and theoretical mean of 10 .The computed t-value 2.73 is matched with tabulated t-value 2 at the level of significance of 0.05.Since the computed t-value is higher than the tabulated t-value with a degree of freedom49 ,this proves that our subjects are somewhat able to identify NC by function.

Table (6)

Statistical Data/ Subjects' Performance in Task Two .

Sample	***Mean***	***Theoretical Mean***	***S.D.***	***Variance***	***t-Value***		***D.F.***	***Level of significance***
					Comp.	***Tabu.***		
50	8.14	10	4.83	23.37	2.73	2	49	0.05

4.2.1.3 Task Three

Task three is different from the other tasks because it represents the production knowledge .In this task the subjects are asked to produce a new sentence by using nonfinite NC , t- test formula for one independent sample has been used to investigate the subjects' performance in this task .

Table (7) tells us that the mean score of the subjects' performance is 7.66 with standard deviation 5.22 and theoretical mean of 10 .The computed t-value 3.20 of matched with tabulated t-value 2 at level of significance 0.05.Since the computed t-value is higher than tabulated t-value with a degree of freedom 49 ,this proves that our subjects are somewhat able to produce NC by form and function.

Table (7)

Statistical Data/ Subjects' Performance in Task Three .

Sample	***Mean***	***Theoretical Mean***	***S.D.***	***Variance***	***t-Value***		***D.F.***	***Level of significance***
					Comp.	***Tabu.***		
50	7.66	10	5.22	27.31	3.20	2	49	0.05

4.3 Performance According to Subjects

4.3.1 Task One (Recognition level)

This task is concerned with the identification of NC from adj. and adv. clauses , and stating whether NC is finite or nonfinite . Below is an explanation of the subjects' performance .

4.3.1.1 Identification of NC

In this part of this task ,the subjects are asked to identify NC from adj. and adv. clauses , the statistical analysis yields the results in percentages as shown in Table (8) below.

Out of the total number of subjects namely (50) . Only five subjects pass the cutting point which is 75% namely subjects No. 6,9,13,25and 48 as illustrated in Table (8) .It is worth mentioning that the subjects' performance with percentage 75% and above is considered to have acquired this structure if we adopt a cutting point of 75%.This level has been adopted for reason of practicality ,number of takers of each element under investigation , and acceptability, conventions in previous researches .Some researchers have adopted the criterion of 70% (cf. Doughty ,1991 ,for instance) others an 80%criterion (cf. Hamilton ,1994) others still have adopted for a 75 %criterion (cf. Al-Jazrawi,1998:98).

Table (8)

Statistical Analysis of Subjects' Performance in Task One (A)

S.	*Iden. Of NC*	*Adj.&Adv. clauses*	*Overall of Iden.*	
			Total	*Perce.*
1-	9	5	14	70%
2-	9	0	9	45%
3-	12	0	12	60%
4-	4	0	4	20%
5-	11	0	11	55%
6-	11	5	16	**80%**
7-	13	0	13	65%
8-	7	0	7	35%
9-	11	4	15	**75%**
10-	7	0	7	35%
11-	8	4	12	60%
12-	3	1	4	20%
13-	13	3	16	**80%**
14-	10	0	10	50%
15-	3	4	7	35%
16-	9	3	12	60%
17-	9	0	9	45%
18-	9	3	12	60%
19-	11	0	11	55%
20-	7	0	7	35%
21-	6	0	6	30%
22-	6	0	6	30%
23-	8	4	12	60%
24-	3	3	6	30%
25-	11	5	16	**80%**
26-	10	0	10	50%
27-	9	0	9	45%
28-	11	0	11	55%
29-	12	0	12	60%

30-	12	0	12	60%
31-	8	0	8	40%
32-	11	0	11	55%
33-	12	0	12	60%
34-	11	0	11	55%
35-	6	0	6	30%
36-	9	0	9	45%
37-	6	0	6	30%
38-	11	0	11	55%
39-	8	0	8	40%
40-	14	0	14	70%
41-	9	1	10	50%
42-	5	0	5	25%
43-	5	1	6	30%
44-	10	0	10	50%
45-	9	4	13	65%
46-	8	0	8	40%
47-	11	0	11	55%
48-	14	1	15	**75%**
49-	10	4	14	70%
50-	9	0	9	45%

A look at the subjects' performance ,table (8) reveals that only three subjects namely, No 1,40 and 49 got 70%. And it also shows that the results of (21)subjects range between 65%and 50% are considered acceptable in identifying NC yet they are not able to pass the cutting point and reach the degree of mastering .Other subjects have failed even to attain the 50% level ,which means that they are unable to distinguish NC from adj. & adv. clauses .

4.3.1.2 Finiteness Vs Non Finiteness

In the second part of this task ,the subjects are asked to state whether the NC is finite or nonfinite . Table (9) shows the performance of the subjects in percentages which rangs between 100%and 21.42% .It is worth mentioning that six items which include (adj.-adv. clauses) are excluded from the scoring of the second part of this task , so that the mark of finite vs nonfinite is out of (14) .This is done because identification of adjectival and adverbial clauses is not a matter of interest in this research.

Table (9) also shows that the number of students who passed the cutting point 71.42% according to the criterion adopted is (19) subjects. This criterion has been lowered due to the number of items in this area which does not yield a70% mark. The second higher level would have been 78% which was seen as too steep .

Next ,(21) subjects whose percentages range between 64%and50% fail to get the passing score while other subjects fail to reach the degree of success ,their percentages range between 42.85% and 21.42%.Since the number of subjects who satisfy the criterion of acquisition in this respect is only 38% of the total sample ,is out of 50 ,it is justifiable to conclude that, in general, our subjects fail to master this grammatical aspect .

Table (9)

Statistical Analysis of Subjects' Performance in Task one(B)

S.	***Ident. Of Finite***	***Ident. Of nonfinite***	***Overall of ident.***	
			Total	***Perce.***
1-	4	5	9	64.28%
2-	5	4	9	64.28%
3-	**7**	**5**	**12**	**85.28%**
4-	2	2	4	28.57%
5-	**5**	**6**	**11**	**78.57%**
6-	**4**	**6**	**10**	**71.42%**
7-	**7**	**6**	**13**	**92.85%**
8-	3	4	7	50%
9-	**6**	**5**	**11**	**78%**
10-	2	5	7	50%
11-	3	5	8	57.14%
12-	2	1	3	21.42%
13-	**6**	**7**	**13**	**92.85%**
14-	5	4	9	64.28%
15-	4	1	5	35.71%
16-	5	4	9	64.28%
17-	3	6	9	64.28%
18-	5	4	9	64.28%
19-	6	5	11	68.57%
20-	4	3	7	50%
21-	6	0	6	42.85%
22-	4	2	6	42.85%
23-	4	4	8	57.14%
24-	0	3	3	21.42%
25-	**4**	**7**	**11**	**78.57%**
26-	**3**	**7**	**10**	**71.42%**
27-	4	5	9	64.28%
28-	6	5	11	68.57%
29-	**7**	**5**	**12**	**85.71%**

30-	**7**	**5**	**12**	**85.71%**
31-	3	5	8	57.14%
32-	**6**	**5**	**11**	**78.57%**
33-	**7**	**5**	**12**	**85.71%**
34-	**6**	**5**	**11**	**78.57%**
35-	5	1	6	42.85%
36-	5	4	9	64.28%
37-	3	3	6	42.85%
38-	**4**	**7**	**11**	**78.57%**
39-	2	6	8	57.14%
40-	**7**	**7**	**14**	**100%**
41-	3	6	9	64.28%
42-	0	5	5	35.71%
43-	3	2	5	35.71%
44-	**5**	**5**	**10**	**71.42%**
45-	6	3	9	64.28%
46-	4	4	8	57.14%
47-	**5**	**6**	**11**	**78.57%**
48-	**7**	**7**	**14**	**100%**
49-	**6**	**4**	**10**	**71.42%**
50-	4	5	9	64.28%

Table (10)

Statistical Analysis of subjects' performance in task one

S.	***Ident.of Adj,& Adv.***	***Part one***		***Finite***	***Nonfinie***	***Part two***		***Overall performance***	
		Total	***Perce.***			***Total***	***Perce.***	***Total***	***Perce.***
1-	9	5	14	70%	4	5	9	64.28%	23	67.64%
2-	9	0	9	45%	5	4	9	64.28%	18	52.94%
3-	12	0	12	60%	7	5	12	85.71%	24	70.58%
4-	4	0	4	20%	2	2	4	28.57%	8	23.52%
5-	11	0	11	55%	5	6	11	78.57%	22	64.70%
6-	**11**	**5**	**16**	**80%**	**4**	**6**	**10**	**71.42%**	**26**	**76.47%**
7-	**13**	**0**	**13**	**65%**	**7**	**6**	**13**	**92.85%**	**26**	**76.47%**
8-	7	0	7	35%	3	4	7	50%	14	41.17%

9-	**11**	**4**	**15**	**75%**	**6**	**5**	**11**	**78%**	**26**	**76.47%**
10-	7	0	7	35%	2	5	7	50%	14	41.17%
11-	8	4	12	60%	3	5	8	57.14%	20	58.82%
12-	3	1	4	20%	2	1	3	21.42%	7	20.58%
13-	**13**	**3**	**16**	**80%**	**6**	**7**	**13**	**92.85%**	**29**	**85.29%**
14-	10	0	10	50%	5	4	9	64.28%	19	55.88%
15-	3	4	7	35%	4	1	5	35.71%	12	35.29%
16-	9	3	12	60%	5	4	9	64.28%	21	61.76%
17-	9	0	9	45%	3	6	9	64.28%	18	52.94%
18-	9	3	12	60%	5	4	9	64.28%	21	61.76%
19-	11	0	11	55%	6	5	11	78.57%	22	64.70%
20-	7	0	7	35%	4	3	7	50%	14	41.17%
21-	6	0	6	30%	6	0	6	42.85%	12	35.29%
22-	6	0	6	30%	4	2	6	42.85%	12	35.29%
23-	8	4	12	60%	4	4	8	57.85%	20	58.82%
24-	3	3	6	30%	0	3	3	21.42%	9	26.47%
25-	**11**	**5**	**16**	**80%**	**4**	**7**	**11**	**78.57%**	**27**	**79.41%**
26-	10	0	10	50%	3	7	10	71.42%	20	58.82%
27-	9	0	9	45%	4	5	9	64.28%	18	52.94%
28-	11	0	11	55%	6	5	11	78.57%	22	64.70%
29-	12	0	12	60%	7	5	12	85.71%	24	70.58%
30-	12	0	12	60%	7	5	12	85.71%	24	70.58%
31-	8	0	8	40%	3	5	8	57.14%	16	47.05%
32-	11	0	11	55%	6	5	11	78.57%	22	64.70%
33-	12	0	12	60%	7	5	12	85.71%	24	70.58%
34-	11	0	11	55%	6	5	11	78.57%	22	64.70%
35-	6	0	6	30%	5	1	6	42.85%	12	35.29%
36-	9	0	9	45%	5	4	9	64.28%	18	52.94%
37-	6	0	6	30%	3	3	6	42.85%	12	35.29%
38-	11	0	11	55%	4	7	11	78.57%	22	64.70%
39-	8	0	8	40%	2	6	8	57.14%	16	47.05%
40	**14**	**0**	**14**	**70%**	**7**	**7**	**14**	**100%**	**28**	**82.35%**
41-	9	1	10	50%	3	6	9	64.28%	19	55.88%
42-	5	0	5	25%	0	5	5	35.71%	10	29.35%
43-	5	1	6	30%	3	2	5	35.71%	11	32.35%
44-	10	0	10	50%	5	5	10	71.42%	20	58.82%
45-	9	4	13	65%	6	3	9	64.28%	22	64.70%

46-	8	0	8	40%	4	4	8	57.14%	16	47.05%
47-	11	0	11	55%	5	6	11	78.57%	22	64.70%
48-	**14**	**1**	**15**	**75%**	**7**	**7**	**14**	**100%**	**29**	**85.29%**
49-	10	4	14	70%	6	4	10	71.42%	24	70.58%
50-	9	0	9	45%	4	5	9	64.28%	18	52.94%

4.3.1.3 Overall Performance in Task One

Table (10) below illustrates the results of the subjects' performance in Task One that includes parts A and B .The researcher collected the results of identification of NC and the results of identification of finite &non finite are analysed in order to check the subjects' ability to identify NC by form and whether they master the identification of the NC or not .

The results in Table (10) below show that only (7) subjects have passed the cutting point i.e ,they have mastered the identification of NC by form .The cutting point in this task lowered a bit to 73% for reasons of practicality which means that the subject who scores (25) out of (34) is said to have satisfied the criterion. These subjects are6,7,9,13,25,40,48.There are many subjects who have failed to reach the cutting point ,but have got a successful score of 50 plus .Their Percentages range between 70%and 50%.The number of the subjects is (30).

Again since the number of subjects who reach the mastery level is very low ,7 out of 50 ,i.e, 14%, it is safe to conclude that our subjects fail to master this syntactic aspect of English .

4.3.2 Task Two (Recognition level)

This task is concerned with the identification of the function of NC as they are given in the test (see Appendix 2).It is necessary to mention that all the functions of NCs in (Stage berg,1981:220ff) are included in the test except (retained object)because the subjects are not familiar with this function. Whereas other functions such as(appositive) is added to the preceding functions in the test since it is dealt within (Greenbaum&Quirk,1990:305) and the subjects are familiar with it .

As Table (11) illustrates , the subjects who pass the cutting point are only four ,namely 6,9,25and 45,the cutting point in this task is 75% .This means that the subjects who score (15)out of (20) pass the criteria adopted .

Next ,(9) subjects whose percentages range between 70%and 60% are successful ,but they are not able to pass the cutting point .Subjects are 3,5,7,13,25,28,33,42and 49.It has also been found out that the marks of (10) subjects range between 55%and 50% are considered acceptable in stating the function of the NC yet they are not able to pass the cutting point .These subjects are 1,14,15,16,18,19,22,30,32and 40. Whereas other subjects have failed to successed or pass the criterion for mastering the aspect investigated .

The extremely low percentage of acquirers 8%, renders this syntactic aspect un acquired .

Table (11)

Statistical Analysis of Subjects' Performance in Task Two

S.	X	Perce.	S.	X	Perce.
1-	10	50%	26-	4	20%
2-	0	/	27-	6	30%
3-	13	65%	28-	13	65%
4-	1	5%	29-	7	35%
5-	14	70%	30-	10	50%
6-	**17**	**85%**	31-	3	15%
7-	14	70%	32-	10	50%
8-	2	10%	33-	13	65%
9-	**15**	**75%**	34-	6	30%
10-	5	25%	**35-**	**15**	**75%**
11-	5	25%	36-	4	20%
12-	9	45%	37-	3	15%
13-	12	60%	38-	2	10%
14-	11	55%	39-	3	15%
15-	11	55%	40-	11	55%
16-	11	55%	41-	7	35%
17-	1	5%	42-	12	60%
18-	11	55%	43-	6	30%
19-	11	55%	44-	8	40%
20-	3	15%	**45-**	**15**	**75%**
21-	6	30%	46-	7	35%
22-	10	50%	47-	6	30%
23-	6	30%	48-	3	15%
24-	6	30%	49-	13	65%
25-	14	70%	50-	2	10%

4.3.3 Task Three (Production level)

In this task the subjects are asked to replace a finite NC by a non finite NC ,without changing the meaning of the sentence. (see Appendix 2).

Since the score of this task is out of (20) ,a subject has to score 15 in order to attain the acquisition level , Table (12) shows that the number of the subjects who have done so are (8)namely subjects 6,9,14,15,18,20,25and 40.

Five subjects whose percentages range between 70%and60%provide the correct response but they fail to reach the cutting point adopted . These are 13,16,23,35and 42.One subject No.45, gets (10) out of (20) with the percentage of 50%, whereas the other subjects fail to respond correctly to half of the items of the test .

This result is expected since the subjects' intuitive knowledge (identification or recognition only) should exceed their productive knowledge (subject ability to use language in systematic way) because some linguistic knowledge is ,as it were, still in process and has not been internalized enough to reach the stage of production level.

Table (12)

Statistical Analysis of Subjects' Performance in Task Three

S.	*Ing-clauses*		*To- infinitive*		*-Ed clauses*		*Bare infinitive*		*Total*	
	No. of uses	*Perce.*	*No. of uses*	*Perce.*	*No. of uses*	*Perce*	*No. of uses*	*Perce*	*X*	*Perce.*
1-	6	30%	/	/	/	/	/	/	6	30%
2-	5	25%	2	10%	/	/	/	/	7	35%
3-	2	10%	6	30%	/	/	/	/	8	40%
4-	/	/	/	/	/	/	/	/	0	0
5-	1	5%	5	25%	/	/	/	/	6	30%
6-	**8**	**40%**	**8**	**40%**	**/**	**/**	**/**	**/**	**16**	**80%**
7-	2	10%	7	35%	/	/	/	/	9	45%
8-	2	10%	2	10%	/	/	/	/	4	20%
9-	**9**	**45%**	**6**	**30%**	**/**	**/**	**/**	**/**	**15**	**75%**
10-	5	25%	1	5%	/	/	/	/	6	30%
11-	/	/	3	15%	/	/	/	/	3	15%
12-	3	15%	4	20%	/	/	/	/	7	35%
13-	5	25%	9	45%	/	/	/	/	14	70%
14-	**12**	**60%**	**4**	**20%**	**/**	**/**	**/**	**/**	**16**	**80%**
15-	**7**	**35%**	**12**	**60%**	**/**	**/**	**/**	**/**	**19**	**95%**
16-	10	50%	4	20%	/	/	/	/	14	70%
17-	/	/	/	/	/	/	/	/	0	0
18-	**10**	**50%**	**5**	**25%**	**/**	**/**	**/**	**/**	**15**	**75%**
19-	3	15%	5	25%	/	/	/	/	8	40%
20-	**5**	**25%**	**12**	**60%**	**/**	**/**	**/**	**/**	**17**	**85%**
21-	1	5%	6	30%	/	/	/	/	7	35%
22-	2	10%	2	10%	/	/	/	/	4	20%
23-	10	50%	2	10%	/	/	/	/	12	60%
24-	5	25%	3	15%	/	/	/	/	8	40%
25-	**12**	**60%**	**4**	**20%**	**/**	**/**	**/**	**/**	**16**	**80%**
26-	2	10%	1	5%	/	/	/	/	3	15%
27-	1	5%	2	10%	/	/	/	/	3	15%

28-	1	5%	2	10%	/	/	/	/	3	15%
29-	/	/	/	/	/	/	/	/	0	0
30-	3	15%	1	5%	/	/	/	/	4	20%
31-	/	/	/	/	/	/	/	/	0	0
32-	1	5%	1	5%	/	/	/	/	2	10%
33-	1	5%	1	5%	/	/	/	/	2	10%
34-	6	30%	3	15%	/	/	/	/	9	45%
35-	11	55%	1	5%	2	10%	/	/	14	70%
36-	1	5%	/	/	/	/	/	/	1	5%
37-	2	10%	2	10%	/	/	/	/	4	20%
38-	/	/	/	/	/	/	/	/	0	0
39-	2	10%	/	/	/	/	/	/	2	10%
40-	**5**	**25%**	**9**	**45%**	**1**	**5%**	**/**	**/**	**15**	**75%**
41-	6	30%	3	15%	/	/	/	/	9	45%
42-	9	45%	4	20%	/	/	/	/	13	65%
43-	1	5%	3	15%	1	5%	/	/	5	25%
44-	4	20%	4	20%	/	/	/	/	8	40%
45-	3	15%	7	35%	/	/	/	/	10	50%
46-	3	15%	5	25%	/	/	/	/	8	40%
47-	5	25%	4	20%	/	/	/	/	9	45%
48-	1	5%	6	30%	/	/	/	/	7	35%
49-	1	5%	5	25%	/	/	/	/	6	30%
50-	7	35%	2	10%	/	/	/	/	9	45%

4.4 Performance According to Test Item

This section deals with the analysis of results according to the test items. It presents the percentage of correct answers to each item in the test. These are organized in a descending order to see which item is acquired by the subjects according to the adopted criteria.

4.4.1 Task One (Recognition)

In this task the rank order for the percentages of the correct answers is shown in Table(13).The results reveal that items range between 84%and 8%.It is worth noting that the acquisition here (mastery of the structure of NCs) is attained by scoring 75% and above .

Table (13) also illustrates that the first group of items consisting of items 1,9and 8 range between 84%and 76%respectively .This means that in these items our subjects have attained the level of acquisition adopted in this study. These items read as follows:

Item* 1- *Watching television keeps them out of mischief.

Item 2- That she is still alive is a consolation .

Item 3-His ambition ,to be a straight actor ,was never fulfilled.

These items are finite &non finite NCs and the first two are subject of the verb .

In the second group of items2,14,6,4and20which range between 74%and 62% the level of acquisition is never attained ,i.e The items are not mastered but they are acceptable because some of these items are very close to the cutting point .

Table (13)also indicates that items 10,5,16,12and 13which ranged between 56%and52% are difficult .These items are lower on the scale of learning than the previous group of items. This result may be due to the fact that finite& nonfinite distinction of

Table (13)
Statistical Analysis of Items in Task One.

Rank Order	*Items*	*Correct answer*	*Percentage*	*In Correct answer*	*Percentage*	*Types*
1	1-	Nf 42	84%	8	16%	NC
2	9-	F 40	80%	10	20%	NC
3	8-	NF 38	76%	12	24%	NC
4	2-	F 37	74%	13	26%	NC
5	14-	F 36	72%	14	28%	NC
6	6-	NF 35	70%	15	30%	NC
7	4-	F 32	64%	18	36%	NC
8	20-	NF 31	62%	19	38%	NC
9	10-	F 28	56%	22	44%	NC
10	5-	NF 28	56%	22	44%	NC
11	16-	F 27	54%	23	46%	NC
12	12-	NF 27	54%	23	46%	NC
13	13-	NF 26	52%	24	48%	NC
14	18-	F 24	48%	26	52%	NC
15	17-	9	18%	41	82%	Adv.
16	7-	8	16%	42	84%	Adv.
17	15-	7	14%	43	86%	Adj.
18	11-	5	10%	45	90%	Adv.
19	3-	5	10%	45	90%	Adj.
20	19-	4	8%	46	92%	Adj.

NCs has not yet been fully processed by the subjects of the research ,and that many subjects are not fully aware of the internal structure of the sentence .They fail to identify the position of the NC in the sentence and subsequently its function i.e whether it is subject ,object ,complement , appositive etc. . Furthermore a clause , like a simple sentence, has a subject and a verb in the essential sentence that has also a main clause. However, the subjects fail to identify which part of the sentence is NC .

The fourth and last group which is represented items 18,17,7,15,11,3and19 got lower percentages the than other groups and range between 48%and8% , it is evident that the members of this group fail to reach the mastery level of acquisition .

It is worth noting that all of the last group are adj. or adv. clauses except for item 18 which reads as follows :

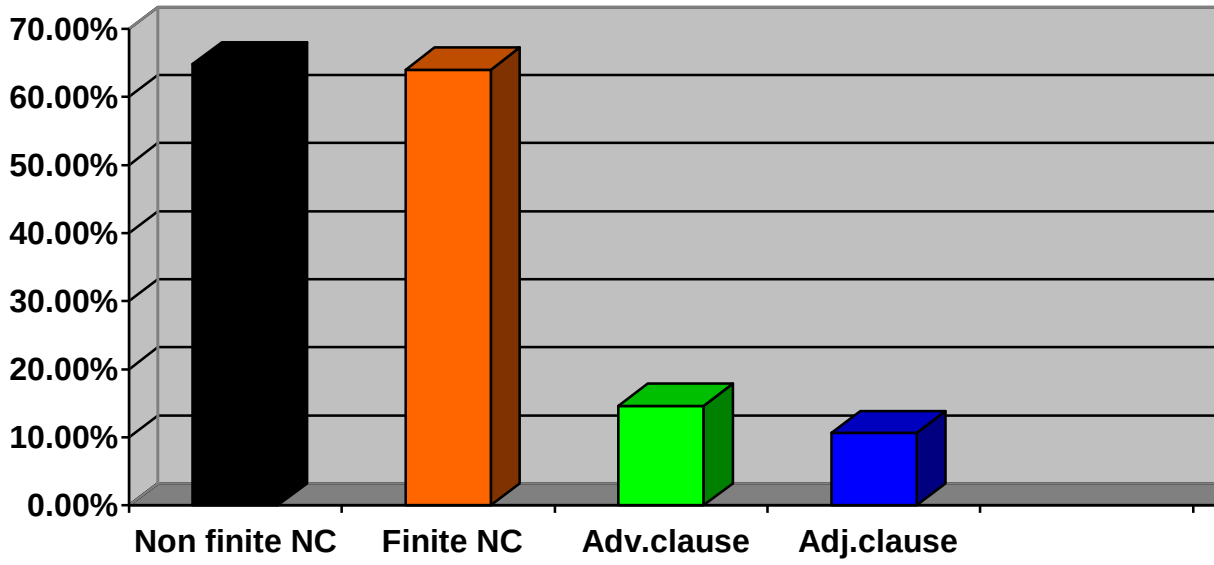
Item 18 ***Let me know if you are coming or not .***

The results above indicate that item 19 is the most difficult item in Task One . The main reason for such difficulty may be due to the fact that this item is not a NC but adj. clause . This means that the subjects are not able to differentiate between adj. clause and NC . This is another problem that faced the subjects in identifying NC. The reason for this difficulty may be due to the fact that some adj. and adv. clause markers are similar to NC markers. For example the subordinator "that" is used to head both adj. clause and NC but in different ways. Marie(2005:5) indicates

that adj. clauses add meaning to a noun or pronoun just as an adjective does .They begin with a subordinator such as (**that, whose, whom** , etc.), whereas NCs are clauses which take the place of nouns. They begin with words like (**that, what ,when ,if, whether**, etc.). Salzmann (2004:2) adds that **"that"** does not have any function within a NC (unlike adj. clause).

Table (13) also reveals that the subjects fail to recognize NCs from adv. clauses which are presented by items 7,11,17. This state may be due to many reasons .One of the main reasons may be the similarities between the subordinator conjunction that join the adv. clause and NC such as (if, where, when) for example the subordinating conjunction **if** is found in both adv. clause and NC in Task One but in a different way **.If** in a NC is a subtype of a Yes-No clause . Salzman(ibid) points out that "if" does not have any function within a NC , but because it carries important information ,cannot be omitted. Greenbaum &Quirk (1990:316) indicate that the most common subordinators for conditional clauses are **if& unless**. Therefore , many subjects overgeneralize the conditional **if** to cases where it serves as a NC marker.

According to the results mentioned in table (14) below and with reference to the criteria adopted of acquisition ,it has been found that none of the items according to its type attained the level of acquisition and this is clearly displayed in Figure (1).



Fig(1) **Graphic Representation of Test Items According to NC Type and Adv. Clause& Adj. Clause**

Table (14)

Statistical Analysis of items according to its type.

Content	*No. of items*	*Percentages*
Non finite NC	7 (13,12,5,20,6,8,1)	64.86%
Finite NC	7(18,16,10,4,14,2,9)	64%
Adv. clause	3(7,11,17)	14.66%
Adj. clause	3(19,3,15)	10.66%

4.4.2 Task Two (Recognition)

In this task the rank order for the percentages of the correct and incorrect responses to each of every item is shown in Table (15)&(16).The results reveal that item range between 64%and 6%.It is worth noting that acquisition (mastery of the function of NCs) is never attained by the subjects ,since the level of mastery is 75% .

Table (16)and Figure(2) represent the total percentages of the function of NCs .It has been found out that the function of the subject ***SV*** (first rank) range between 64% and 52% with total percentage of 57.5% . The items read as follows:

Item 1-Turn off the tape was all I did.

Item 15- That she is a first class student is self evident.

Item 8- How the book will sell depends on its author.

Item 12- To be natural in this conflict is out of the question.

It is worthy to mention that ***SV*** as a function of NC is divided equally between finite and non finite NC. It is recognized

by the subjects of the present study as a subject because of its because of its position at the beginning of the sentence.

The function of appositive ***AP*** occupies the second rank which ranges between 62% and 52% with total percentage of 57% which are represented by items 14 and 17 . The subjects fail to identify this function despite the fact that this function is clearly stated in ***A University Grammar of English .(1973)by Quirk & Greenbaum*** and ***Work Book (1975) by Close*** , by putting the appositive between commas .

Items No. 2,5, and 13 which represent the function of ***OP*** range between 56%and 46% with total percentage of 50.66%. The results in table (16) displays that half of the subjects are able to recognize this function due to the fact that the occurrence of the preposition before the NCs (finite &non finite)

It is interesting to note that the items 18,4and 19 which represent the function of ***Cs*** occupy the fourth rank and range between 46% and 28% with total percentage of 38.66%.These items read as follows:

Item18-My problem is how we can reduce this high temperature.

Item 4- My assumption is that interest rates will soon fall .

Item 19- Her first job had been selling computers.

It has been found out that none of these items attained the level of acquisition.

The fifth rank of function of NC is ***O*** "object" which ranges between 38%and 20% with total percentage of ***O*** is 32%. ***O*** is presented by items No. 10,6and 3. These items never attained the level of acquisition and considered difficult by the subject as the statistical analysis yields. Our subjects are not able to differentiate between ***O*** and ***Oi*** in item No. 6 and many subjects choose ***Cs*** or ***OP*** . Furthermore , ***O*** in item 3 is non finite whereas in items 6and 10 are finite. Sometimes the function of NC is affected by the form of NC in the sentence .

Co object complement occupies the sixth rank of function of the NC which ranges between 34%and24%with total percentage of Co is 30.66% .***Co*** is represented by items 20,11and7 which read as follows :

Item 20-Finally ,he made himself what he had always wanted to be.

Item 11- I regard this as being dishonest .

Item 7- I told him that he was wrong.

It has been found out that item No. 7 is more difficult than the others in the same rank. Our subjects failed to identify ***Co*** which comes after the pronoun ***him*** .

The function of Oi which range between16%and6% with total of percentage 11% occupy the last rank .This function is represented by items No.16and 9 which read as follows :

Item 16-The judges will award whoever finishes last a prize.
Item 9- They would not give that she passed her examination with distinction any consideration in determining her salary .

It is interesting to note that ***NC*** as ***Oi*** is very limited in its uses and can only be finite NC . Furthermore the ***Oi*** in English is rare and like direct object.(Thakur,1998: 89)

4.4.3 Task Three (Production Level)

Task three is designed to measure the ability of the subjects to replace finite NCs by nonfinite NCs without changing the meaning of a sentence .

A detailed analysis of the subjects' performance on the production level is given in Table (17) below. The results in Table (17) reveal that the items are arranged in a descending order and range between 74%and 8% .

The four items ,namely ,1,5,6and 20 range in percentages between 74%and 60% .which read as follows:

Item 1-The idea is that we should meet on Thursday .
Item5-He did not know how he should answer .
Item6-We are worried about how we can pay our bills.
Item20- It's natural that they be together.

It is necessary to mention that items No. 1and 5 have putative ***should*** **.**It has also been found out that the subjects use **to-infinitive clauses** is more than **ing clauses** and other classes in replacing finite NCs by nonfinite in items above .

Table (15)
Statistical Analysis of Items in Task Two

Rank Order	*Items*	*Correct answer*			*In correct answer*						
		Function	*Number*	*Percentages*	*SV*	*Cs*	*O*	*Oi*	*Co*	*Op*	*AP*
					No. & Perce.	*No.& Perce.*	*No.& Perce.*	*No.& Perce.*	*No.& Perce.*	*No.& Perce.*	*No.& Perce.*
1	**1-**	***SV***	32	64%	/	6 12%	5 10%	2 4%	2 4%	2 4%	1 2%
2	**14-**	***AP***	31	62%	4 8%	0	11 22%	2 4%	0	1 2%	/
3	**15-**	***SV***	30	60%	/	6 12%	1 2%	3 6%	7 14%	0	3 6%
4	**2-**	***Op***	28	56%	6 12%	4 8%	8 16%	1 2%	3 6%	/	0
5	**8-**	***SV***	27	54%	/	1 2%	5 10%	3 6%	2 4%	6 12%	6 12%
6	**12-**	***SV***	26	52%	/	2 4%	0	1 2%	4 8%	11 22%	6 12%
7	**17-**	***AP***	26	52%	1 2%	10 20%	8 16%	0	1 2%	4 8%	/
8	**5-**	***Op***	25	50%	1 2%	0	3 6%	3 6%	5 10%	/	7 14%
9	**18-**	***Cs***	23	46%	3 6%	/	15 30%	6 12%	3 6%	0	0
10	**13-**	***Op***	23	46%	4 8%	6 12%	2 4%	7 14%	8 16%	/	0
11	**4-**	***Cs***	21	42%	7 14%	/	11 22%	3 6%	6 12%	2 4%	2 4%
12	**6-**	***O***	19	38%	3 6%	10 20%	/	10 20%	0	8 16%	2 4%
13	**10-**	***O***	19	38%	5 10%	1 2%	/	12 24%	6 12%	5 10%	2 4%

14	**11-**	***Co***	17	34%	5 10%	10 20%	9 18%	3 6%	/	5 10%	1 2%
15	**20-**	***Co***	17	34%	2 4%	4 8%	14 28%	9 18%	/	3 6%	1 2%
16	**19-**	***Cs***	14	28%	7 14%	/	6 12%	6 12%	13 26%	2 4%	2 4%
17	**7-**	***Co***	12	24%	27 54%	2 4%	9 18%	20 40%	/	4 8%	0
18	**3-**	***O***	10	20%	5 10%	2 4%	/	6 12%	19 38%	6 12%	1 2%
19	**16-**	***Oi***	8	16%	4 8%	4 8%	17 34%	/	9 18%	6 12%	2 4%
20	**9-**	***Oi***	3	6%	2 4%	3 6%	21 42%	/	10 20%	9 18%	2 4%

Table (16)

Statistical analysis of Function of NCs in Task Two

Function	**Percentage**	**Number of items**
SV	**57.5%**	**4(1,8,12,15)**
AP	**57%**	**2(14,17)**
Op	**50%**	**3(2,5,13)**
Cs	**38.66%**	**3(4,18,19)**
O.	**32%**	**3(3,6,10)**
Co	**30%**	**3(7,11,20)**
Oi	**11%**	**2(9,16)**

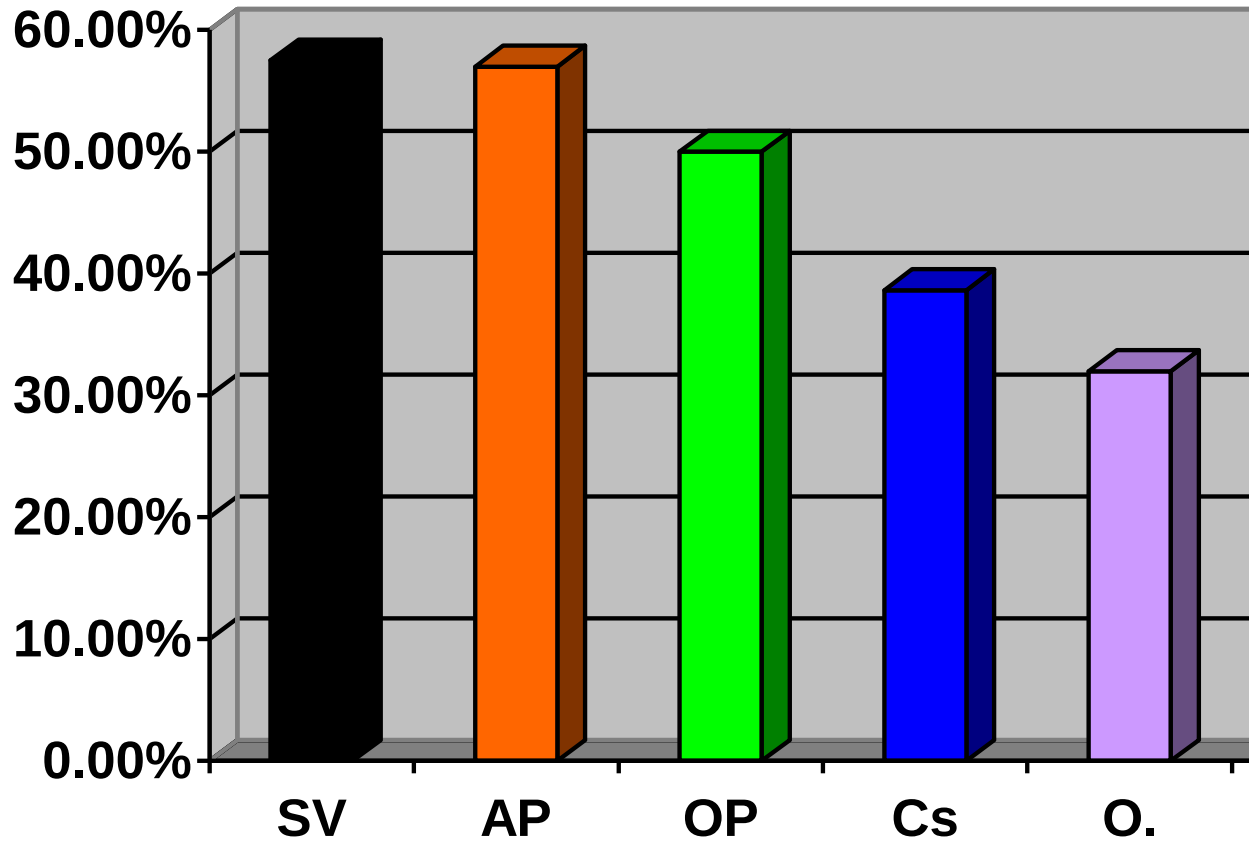


Fig.(2) **Graphic Representation of the Function of NCs**

Quirk et al(1985:1062) indicate that the nominal **to-infinitive clause** is closest semantically to a **that-clause** with putative **should.** They add (Ibid:1014) that putative **should** is used in that-clauses when the matrix clauses contain verbs , adjectives , or nouns that convey an emotional reaction ,plan ,or intention for the future. **A that clause** with **should** is frequently replaceable by **an infinitive clause .**

The second group of items which range between 54%and50% is represented by items No.4,7and 18 these items read :

Item 4-How he holds the baby is surprising.

Item7-Whether or not be will come tomorrow is still uncertain.

Item 18- I do not know how he will get the money .

The Subjects failed to produce the correct form of nonfinite NC in answering items 4,7and 18which contain (***whether and wh- elements***) .Many subjects failed to replace ***Yes-No interrogative clauses*** into non finite NC because they are not familiar with **whether .**Quirk et al (1985:1053)point out that **if** tends to be more frequent than **whether** in informal ,on the other hand ,**if** is more restricted syntactically than **whether**. It is worth noting that **if** and **whether** do not have any function within a NC, but because they carry important information , and they cannot be omitted. Many subjects have not acquired such information about **whether** and **if** .

Items No. 12,2and 13 range between 44%and 40%, these items read as follows:

Item 12-That the driver could not control his car was obvious .

Item 2-That the east and the west are pulling a part is obvious .

Item 13-I do not know where Sarik lives .

The fourth group of items 16 ,10 and19 ranges between 38%and32%. These items are :

Item 16-The assumption is that things will improve .

Item 10-I do not know whether my students have studied noun clauses before .

Item19-Whether she likes the present is not clear to me .

According to these groups of items ,it has been found out that the subjects prefer to use **ing-clause and to-infinitive clauses** more frequent than other types of nonfinite NC. Scott (1968:173) points out that the most frequently used nonfinite clauses are those with **(Vg i.e –ing clause)and (Vto i.e to infinitive);(Vn i.e –ed clause)**is found less frequently ,while the use of a nonfinite clause with (Vo i.e bare infinitive)is quite restricted.

The fifth group of items that range between 28%and 20% are represented by items No. 8,15and 9 and read as follows:

Item 8-I want to know if he has signed the contract .

Item 15-I asked them if they wanted meat or fish.

Item 9-I feel that we can not eliminate violence by violence .

It is evident that these items are difficult to the subjects due to the fact that the form of the sentence is difficult and internal structure is complex ,further more the subjects are not familiar with the subordinator **if** as a type of NC , sothat the subjects are not able to change such items into nonfinite NC . Besides Quirk et al (1985:1054) state that **if** cannot introduce a **to-infinitive clause** and cannot be followed directly by **or not** . Sometimes the subjects are confused between if as a type of NC and if as Adv. clause and also add that there is a close connection between **conditional if** and **interrogative if** ; both convey doubt about the truth value of the clause.

The subjects are failed to change items No. 17,3,14and 11 to non finite NC .These items range between 18% and 8%.This may be due to the fact that items No. 17,3and 14 are presented in negative and item 11is appositive. It is necessary to note that ***AP*** is not essential information in the sentence that can be omitted .

It is worth mentioning that none of the items in task three attained the level of acquisition (mastering the production level) according to the criteria adopted before and this clearly shown in Figure(3).

Table (17)

Statistical analysis of items in Task Three

Rank order	***Items***	***Number of correct answer***								
		Ing clause		***To infinitive***		***Ed Clause***		***Bare***	***Total***	
		Number	***Percentage***	***Number***	***Percentage***	***Number***	***Percentage***		***Number***	***Percentage***
1	***1-***	14	28%	23	46%	***/***	***/***	***/***	***37***	***74%***
2	***5-***	4	8%	28	56%	***/***	***/***	***/***	***32***	***64%***
3	***6-***	19	38%	11	22%	/	/	/	30	60%
4	***20-***	15	30%	15	30%	/	/	/	30	60%
5	***4-***	17	34%	10	20%	/	/	/	27	54%
6	***7-***	10	20%	15	30%	/	/	/	25	50%
7	***18-***	15	30%	10	20%	/	/	/	25	50%
8	***12-***	15	30%	7	14%	/	/	/	22	44%
9	***2-***	11	22%	10	20%	/	/	/	12	42%
10	***13-***	14	28%	6	12%	/	/	/	20	40%
11	***16-***	7	14%	10	20%	2	4%	/	19	38%
12	***10-***	13	26%	3	6%	/	/	/	16	32%
13	***19-***	9	18%	7	14%	/	/	/	16	32%
14	***8-***	8	16%	4	8%	2	4%	/	14	28%
15	***15-***	7	14%	4	8%	/	/	/	11	22%
16	***9-***	5	10%	5	10%	/	/	/	10	20%
17	***17-***	7	14%	2	4%	/	/	/	9	18%
18	***3-***	3	6%	5	10%	/	/	/	8	16%
19	***14-***	5	10%	1	2%	/	/	/	6	12%
20	***11-***	2	4%	2	4%	/	/	/	4	8%
			20%		17.8%		0.4%	0.		38.2%

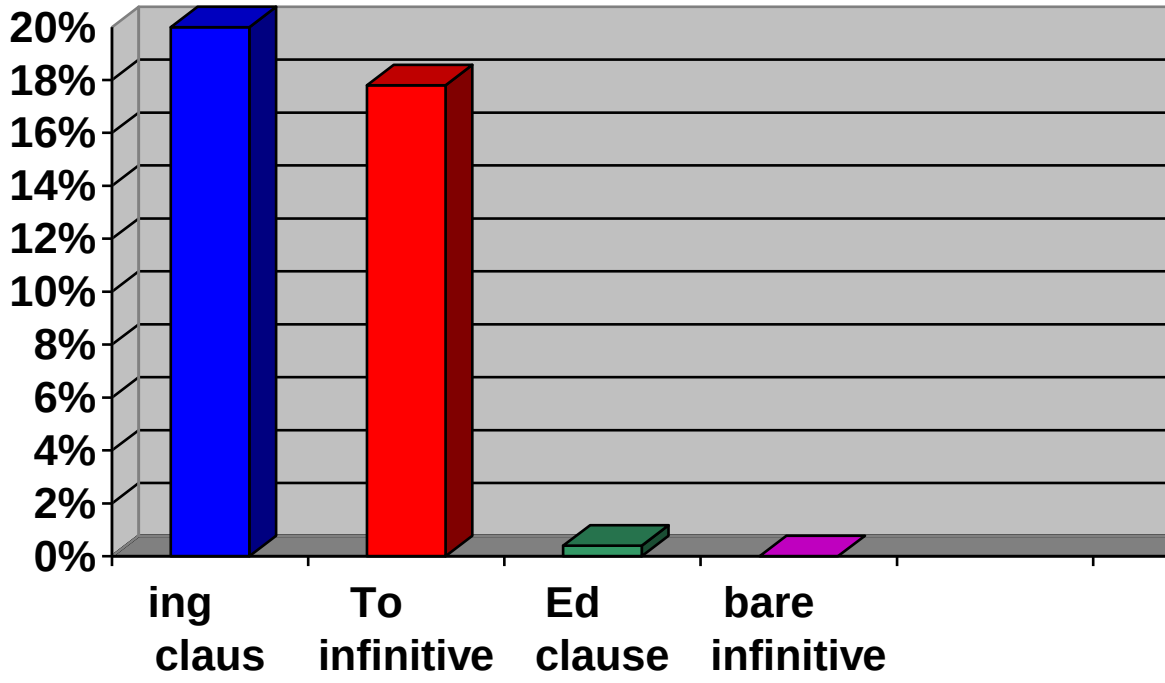


Fig (3) **Graphic Representation According to the Four Classes of Nonfinite Clauses**

4.5 Subjects' Performance by Type of Knowledge.

In this section, the tasks are analysed according to the knowledge it yields. It was mentioned in Chapter Three ,there are two type of knowledge intuitional and textual. The first is elected here through the recognition task , whereas the second through the production one .

Thus it is necessary to find out whether there is a correlation between these two types of knowledge in the data under investigation. For this purpose all three tasks have been taken .Task one and Task two are of the recognition level where as Task three is a productive level. Pearson correlation coefficient formula is applied among all three tasks and then t-test formula is applied in order to test the significance of the correlation coefficient.

4.5.1 Recognition- Recognition

In order to find the correlation coefficient between Task One and Task Two. Pearson correlation coefficient is applied. The correlation coefficient is found to be 0.64 which is considered medium according to Hinkle table (Uda and Al-Khalili,2000:141).

In order to test the significance of the correlation coefficient , t-test formula is used .(Ibid: 305). The computed t-value is found to be 5.84 which is higher than the tabulated one ,namely 2.704 at 0.01 level of significance with 48 degrees of

freedom. This means that the correlation coefficient has statistical significance .

4.5.2 Recognition- Production

In order to find out the correlation coefficient between Task One and Task Three, Task Two and Task Three ,Pearson correlation coefficient formula is used .

The correlation coefficient between Task One and Task Three is found to be 0.64 which is considered medium according to Hinkle table (Ibid:146).The calculated t-value is 5.87 which is higher than the tabulated one ,2.704 at 0.01 level of significance and 48 degrees of freedom .This means that the correlation coefficient has statistical significance.

Whereas the correlation coefficient between Task Two and Task Three is found to be 0.63 which is considered to be medium according to Hinkle table (Ibid). The computed t-value is 5.72 which is higher than the tabulated one ,2.704 at 0.01 level of significance and 48 degrees of freedom. This means that the correlation coefficient has statistical significance.

The results are significant in all tasks ,This means that the subjects' performance in general is constant as well as recognition and production knowledge is concerned .

5.1 Conclusions

The analysis of the data in the previous chapter leads to the following conclusions .

1-Iraqi EFL learners fail to identify and produce NCs by form and function .

By form, our subjects are not able to identify NC from other subtypes of subordinate clauses ,namely adjectival and adverbial clauses .Furthermore they cannot differentiate between finite and nonfinite NCs .

The functions of NCs have proved to be more problematic than their form .However, the function of NCs as SV, AP and OP are less problematic than other functions such as Cs ,O, Co and Oi.

2- According to the subjects' responses many subjects are more familiar with **that clauses** and **Wh elements** than **Yes-No interrogative clauses .**

3- Subjects' recognition ability is higher than their production ability according to the analysis of items .This is expected since some of the receptive knowledge involved in recognition includes some ,as it where ,some half-cooked knowledge of which the learner is not yet confident enough to include it in his production. Nevertheless, a highly significance correlating between the subjects' performance in the two types of knowledge is computed.

4-Results of Iraqi EFL learners' performance in production level reveal that many subjects prefer to use **to-infinitive and ing – clauses** than other classes of nonfinite NC ,viz., **bare infinitive** and **ed- clauses .**

5-Another important conclusion has to do with the similarities of subordinators that are found in NCs and other types of dependent clauses such as adjectival and adverbial clauses .Such similarities lead to confusion on the part of the subjects especially when the clause marker is more closely attached to clauses other than NCs . Clause markers like **who** ,for instance is more confusing to the subjects because they are deeply rooted in the subjects' beliefs as relative pronouns than other ones like **what** .

That ,even though is problematic , is less so in spite of its being a relative clause marker too , because it is also very frequently used as a marker for a NC .

6-It has been found that the most difficult Task according to subjects is Task two and according to items is Task Three .

7- Very few subjects are able to pass the criterion adopted for acquisition , and many subjects are very close to the cutting point.

5.2 Recommendations

On the basis of the conclusions drawn above ,a number of recommendations are put forward .

1- A great deal of attention should be paid to teaching NCs which are problematic for Iraqi learners of English .

2- Techniques and activities in teaching NCs and other grammatical features should be given more attention in order to facilitate learning .

3- Teachers and textbook writers should take into consideration the importance of presentation of finite and nonfinite NCs ,and more attention to the functions of NCs in the sentences and suggest remedial work to simplify the process of learning .

4- In second language learning , attention should be paid to the use of different types of subordinate clauses through extensive training .

5- Special attention should be paid to receptive and productive knowledge .

To achieve the second aim of the study which reads as follows: ***suggesting remedial work for the alleviation of these difficulties***, and according to the results arrived at in this study that the study subjects never attained the level of acquisition of NCs as the

statistical analysis reveals ,a specimen for teaching NCs has been prepared by the researcher to facilitate learning and teaching NCs.

NC is a subordinate clause that functions as a noun in the sentence and can be used as subjects ,object, predicate nominative and object of preposition .It is difficult to teach this grammatical structure because of the variety of its types ,i.e,

1- NC derived from statement .

2- NC derived from question.

(a) Wh- words .

(b) Yes-No interrogative clauses.

3-NC derived from a request .

4-NC derived from an exclamations .

Ex.

1-I can not hear **the song** . by form is N.

2- I can not hear **anything** .

3- I can not hear **what you are saying** . finite NC

4- I heard that he had died .

5- I heard of his death .

In this specimen ,the researcher confines the discussion to two types of NCs with its two functions as subject and object .

Type 1-NC derived from Statement (that)

That NC has a function of subject and object .

As **a subject**

Ex .**That she does not understand English** is obvious .
Subject

The word **that** in the above sentence is obligatory when it is used in the position of a subject .

Ex. It is obvious ***that she does not understand spoken English***.

The word **it** functions as a subject and NC is placed at the end.

As an object

Ex. I think **that he is a good actor** .

That when it introduces a NC has no meaning by itself .Yet it marks the beginning of the clause .Sometimes it is omitted specially in speaking and it is unstressed .

Identify noun clauses. Underline the noun clause in each sentence. In the space provided ,indicate the function of the clause within the sentence.

Ex. I noticed **that** the door was open .

Direct object

1-That she could be mistaken did not seem possible .

_____

2-I expected that we would be late .

_____

3-We regret that you did not find our product satisfactory .

_____

4-That his check has not yet arrived from home is surprising .

_____

Type 2- NC derived from questions .

a. Wh-word .

Example :I could not hear what she said .

I do not know where she lives .

1- Identification of NC

where she lives .

2- Stating the function of NC

object of the verb know .

3- Telling the students that in a NC , the subject precedes the verb, and no question word order is used in a NC .

4- Making comparison :

Compare = I do not know where does she live ?

I do not know where she lives .

Reminding that (do, does and did) are used in questions but not in a NC .

Telling them the difference between:-

I heard **what he said .** NC as object

I listened to **what he said** .NC as the object of the preposition.

Ex.1- Change the following questions into a NC

1-What was he talking about ?

Please tell me talking about ——————

2-How old is she ?

I do not know ——————

Ex.2-Compare :- When will Tom be here ?

When Tom will be here .

Ex.3-Correct the errors you may find :-

1- Please tell me what is your name .

2- I do not understand why is the car not running properly .

3- No One seems to know when will Maria arrive .

Telling them that (when ,where ,how ,why ….)and whether may be followed by an infinitive or ing-clause .

Ex. Create sentences with the same meaning by using to-infinitives or ing clauses.

1-Jim told us where we could find it .

_____

2- Please tell me how I can get to the bus station .

_____

3- Whether (or not)he gets the money does not concern me .

_____

b-Yes –No interrogative clauses

Telling the difference between Yes-No question and a noun clause .

Whether or **if** is used to introduce NC .

Ex. Does he need help . Yes-No question

I wonder **whether he needs help** . **NC**

I wonder **if he needs help** . **NC**

Use of **if / whether**

Whether is more acceptable in formal English , but if is quite commonly used , especially in speaking .

Complete these sentences with noun clauses by using (**whether** or **if**)

1- Has he passed his exam ?

I want to know————————

2-Will he arrive tomorrow ?

I wonder ————————————

3-Is she ready ?

Ask her ————————————

4- Was he at home yesterday ?

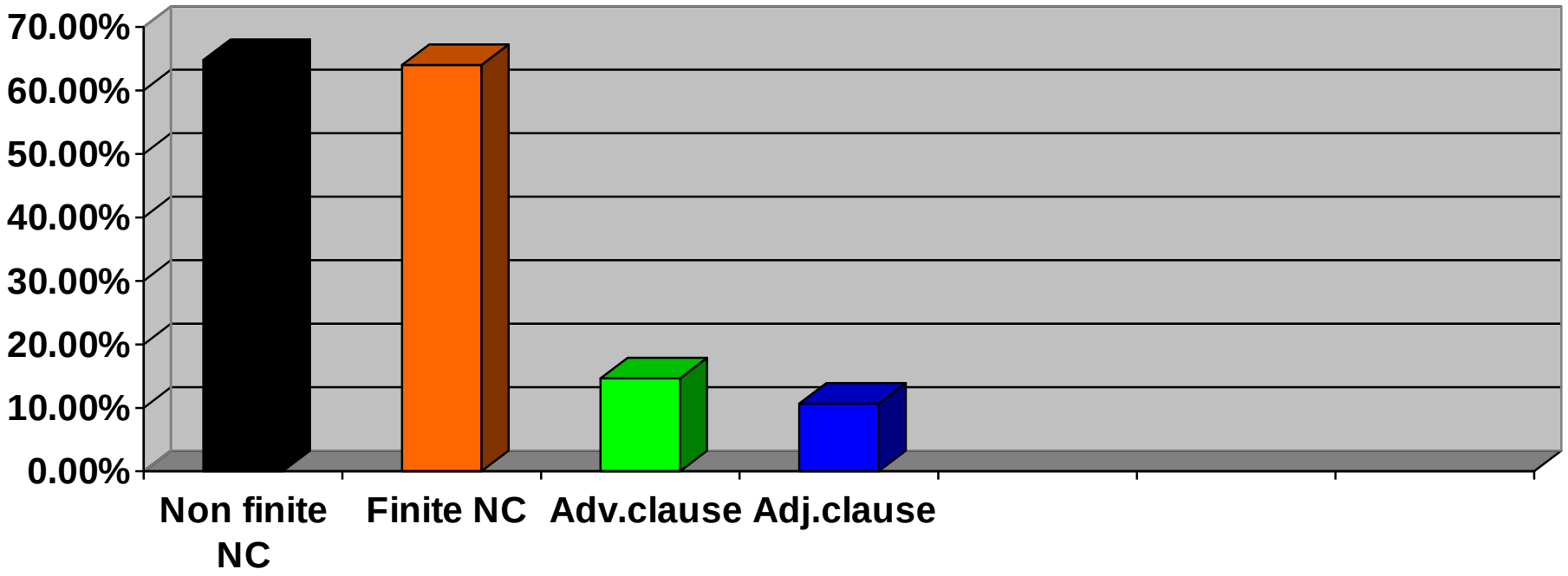
I'd like to know _____

5.3 Suggestions For Further Studies

The following suggestions are found to be suitable for further studies .

1-A similar study is needed in which a comparison is made between Nominal Clauses in English with Nominal Clauses that found in another language , e.g Arabic ,German ,French etc.

2-A similar study can be carried out in which a comparison is made between NC and other types of subordinate clauses such as adjectival and adverbial clauses .



Fig(1) **Graphic Representation of Test Items According to NC Type and Adv. Clause& Adj. Clause**

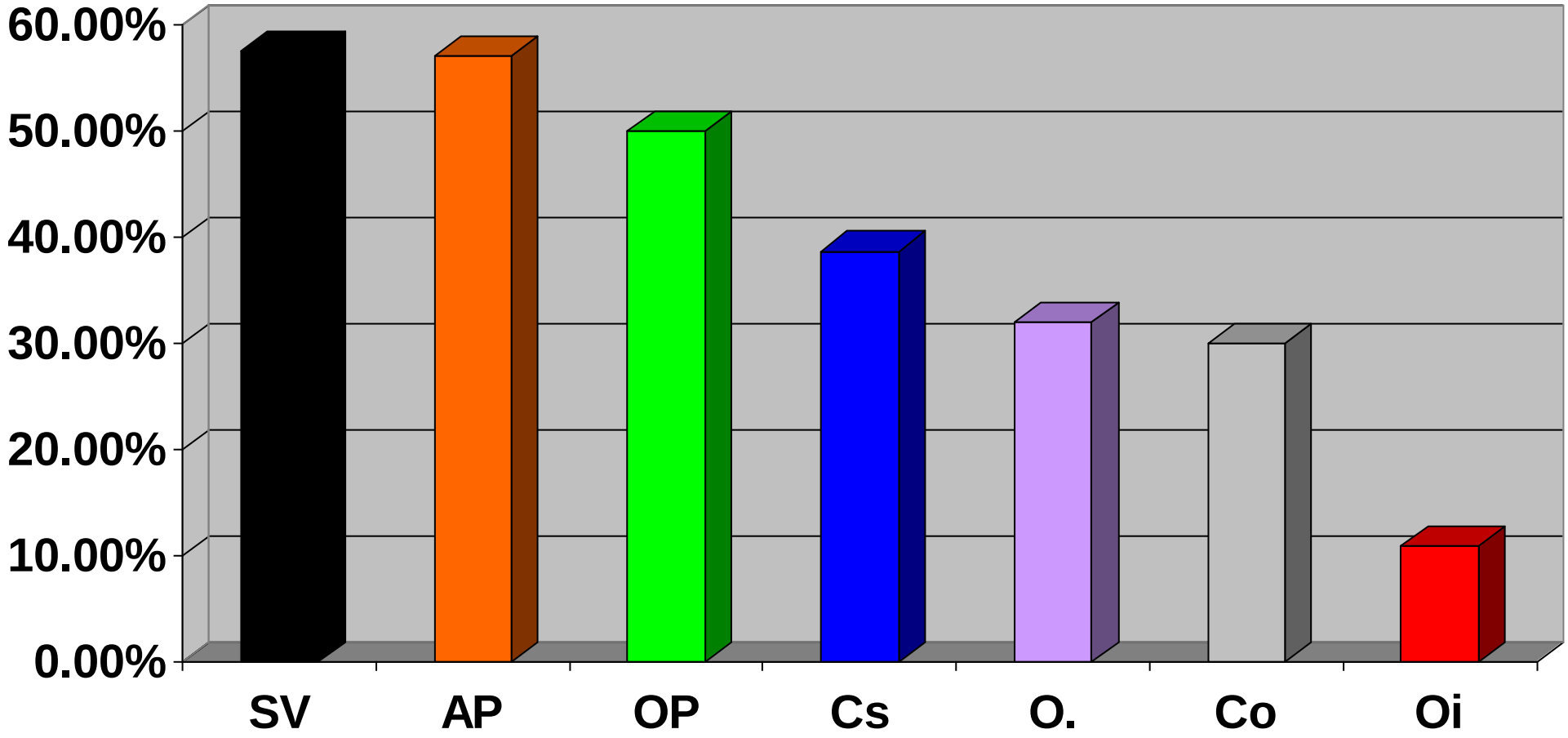


***Fig. (2)*Graphic Representation of the Function of NCs**

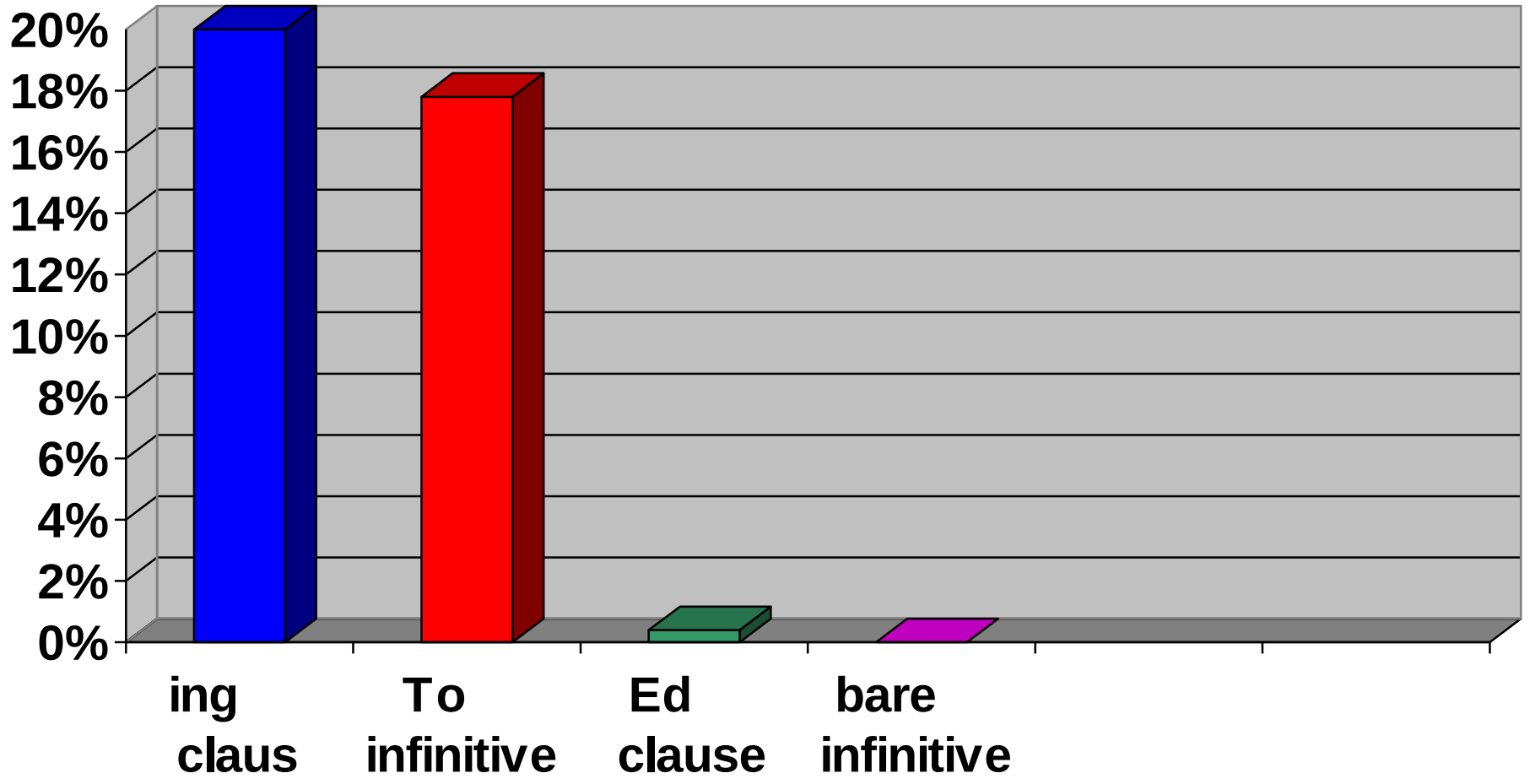


Fig (3) **Graphic Representation According to the Four Classes of Nonfinite Clauses**

خلاصة الرسالة الموسومة
أداء الطلبة العراقيين متعلمي اللغة الإنكليزية لغة أجنبية في مجال أشباه الجمل الاسمية *:المشاكل والبرنامج العلاجي.

شبه ألجمله الاسمية هي عبارة غير مستقلة تعمل عمل الاسم .وهي واحدة من التراكيب المألوفة والأساسية في النحو الإنكليزي من جهة ومجالا ذا صعوبة للطلبة العراقيين متعلمي اللغة الإنكليزية لغة أجنبية .

والمشكلة في هذا المجال ثنائيه من حيث تمييز الشكل فيما إذا كانت بصيغه أو بدون صيغه ومن حيث تمييز الوظيفة ،وعلى أساس هذين الاعتبارين وجهت الدراسه باتجاه

١– استقصاء قدرة الطلبة العراقيين متعلمي اللغة الإنكليزية لغة أجنبية على تمييز و تكوين أشباه الجمل الاسمية بصيغه من غيرها شكلا و وظيفة ،والكشف عن مجالات الصعوبة في هذا المجال .

٢–اقتراح برنامج علاجي تعليمي لتخفيف هذه الصعوبات.

وفي سبيل تحقيق هذه الأهداف وضعت الفرضية إن الطلبة العراقيين متعلمي اللغة الإنكليزية لغة أجنبية يعجزون عن اكتساب تمييز وتكوين أشباه الجمل الاسمية شكلا و وظيفة.

تتكون الدراسة على جانبين نظري و تطبيقي .

يتنـاول الجانـب النظـري مسـح موضـوع الدراسـه حيـث يبـدأ بتقـديم تعـار يـف و تصنيفات لأشباه الجمل عموما ومن ثم تعريف وتصنيف أشـباه الجمـل الاسميـة مـن حيث ألصيغه ،الوظيفة ،الاشتقاق وتتابع الأزمنة فيها.

في الجانب التطبيقي اختير عشوائيا خمسـون طالبـا مـن السـنة الرابعـة /قسـم اللغـة الإنكليزية/كلية التربية /جامعة ديالى لتكوين عينة الدراسه .

كما وضع اختبار تحصيلي يغطي الجانبين ألتميزي و الأدائي و عرض على محلفـين من الخبراء ذوي الاختصاص للتأكد من صدق الاختبار .

استعمل الاختبار التائي لعينه واحدة لتحديد مستوى العينـة في تميـز وتكـوين أشـباه الجمل الاسمية من حيث الشكل و الوظيفة .

كما استعملت الفاكرونباخ و دلالة الاختبار التائي لمعامل الارتباط لتحليل النتائج .

اظهر معيار الاكتساب بمستوى٧٥٪ فما فوق أن أفراد العينة عجزوا في تمييـز وأداء أشباه الجمل الاسمية شكلا و وظيفة في الاختبار كله .وهذا يشير إلى أن أفراد العينـة غير قادرين على تمييز شبه الجملة الأسميه من أشباه الجمل الغير مستقلة كالظرفيـة و الوصفية وان يبينوا فيما إذا كانت شبه ألجمله الاسمية صيغية أم لا .بالإضـافة إلى ذلك عجزوا عن تحديـد وظيفـة شـبه ألجملـه الاسميـة في الجمـل وبالنتيجـة قبلـت فرضية البحث كما نصت اعلأه .

وفي ضوء هذه النتائج ،استخلصت مجموعة من الاستنتاجات و عدد من التوصـيات و اقترح برنامج علاجي لتخفيف من الصعوبات التي يواجهـا الطلبـة ،بجانـب ذلـك وضعت مقترحات لدراسات أخرى .

*اختيرت هذه الترجمة التقليدية لكونها الأكثر شيوعا في غياب ما نراه ترجمة أفضل متفق عليها في الوقت الحاضر مع علمنا بان هذا التعبير غير مناسب عربيا حيث إن شبة الجملة في العربية عادة جار ومجرور أو تركيب جر .

3.1 Elicitation procedures

An elicitation procedure is any procedure which causes a learner to make a judgement about the grammatical acceptability of a form or provokes him into generating a linguistic response based upon the grammar of his interlanguage (Corder ,1973:61)

For interlanguage research ,it is necessary to decide what kind of data to elicit ,whether textual or intuitional data.(Ibid:59).

For the present study ,the recognition and production techniques are used .This test is designed to find out how proficient our learners are in the handling of the NCs .

A pre requisite for any test is to specify the population from which the sample of the study is to be selected. Validity and reliability of the test are essential steps before its administration.
The following sections explain the procedure followed in the collection of the data

3.2 population

Population refers to any set of items ,individuals ,etc, which share some common and observable characteristics from which a sample can be taken . (Richards et al ,1992:282)

The Population of the present study is the fourth year students of the English Department at the College of Education/ University of Diyala.

The total number of the population is (141)distributed into three sections A,B and C.

3.3 Sample

Richards et al (1992:321) point out that populations may vary in their structures, which require the sample to represent these structures.

The sample of the present study which consists of (50)students (both males and females)is randomly chosen from the study population. See Table (1)

The following steps are followed in selecting the sample of the study :

1-Writing the names of the three sections on slips of paper and putting them in a container and putting one slip to represent the sample of the study which is section (A) of (52) students .

2-Drawing (2)fourth year students from section (A) to be added to section (B):Thus ,the number of sample is (50) and the population is (141).

3-The selected sample represents 35% of the whole population.

Besides another (50)students sat for the pilot test ,this choice is made on the premise that these students have studied the subject of NCs from which the data of the test are selected.

Table (1)

Description of the Sample& the Population of the Present Study

University	***College***	***Department of English Students***	***No. of Fourth Year Students***	***Sample***	***Population***
Diyala	Education	Section (A)	52	50	141
		Section (B)	48		
		Section (C)	41		

3.4 Selection of Material

The first step in test construction is to determine what material should be included in the test that meets the aims of the study which read as follows:

1- Investigating the ability of Iraqi EFL learners to identify and produce finite and non-finite noun clauses by form and function and finding out the area of difficulty in this respect.

2-Suggesting a remedial work for the alleviation of these difficulties. Since the test is designed for the fourth year students at the Department of English in the University of Diyala, the material has been carefully selected in such a way to ensure that the subject has already been introduced to the subjects of research. Most of the items selected are taken from the following sources

_Quirk et al(1985) **A comprehensive Grammar of the English language.**

_Quirk ,R. &Greenbaum, S.(1990) **A Student s Grammar of the English Language.**

_Quirk ,R.& Greenbaum ,S.(1973) **A University Grammar of English Language .**

_Stage berg ,N.(1981) **An Introductory English Grammar**.

In addition to the above mentioned sources ,some items are chosen from Internet sources.

3.5 Construction of the Test

Carroll(1968:46) defines educational test as a procedure designed to elicit certain behaviour from which one can make inferences about certain characteristics of an individual. Bachman(1990:20)agrees with Carroll in defining the test as a measurement instrument designed to elicit a specific sample of an individual's behaviour.(See alsoDarwesh& AL-Jarah, 1997:7)

Tests are normally designed to measure what the learner knows of the target language ,or, at least ,that part of it he has been taught.(Corder,1973:60) For further information c.f Ingram (1974:313) , Seliger and Shohamy (1989:126).

Jacob (1987:45)points out that a test is a procedure used to collect data on subject's ability or knowledge of certain disciplines. In second language acquisition research ,tests are generally used to collect data about the subject's ability in and knowledge of the

second language in area such as vocabulary, grammar , reading and general proficiency.

The test of the present study consists of three tasks, each of which consists 20 items .The targeted knowledge differs according to task ; Task 1and 2 are geared to elicit receptive knowledge whereas Task 3 is meant to elicit productive knowledge.

3.5.1 The Recognition Tasks

Elicitation Procedures are used to find out something specific about the learner's language ,not just to get him to talk freely. To do this, constraints must be placed on the learner so that he is forced to make choices within a severely restricted area of his phonological, lexical ,or syntactic competence .These constraints can be applied in two ways ;as an ordinary test, the first way by limiting the range of possible choices, as in a closed item recognition test, and the second way will be mentioned in ***3.5.2*** below . The choices in a recognition procedure will be based upon what learners at that stage are known , believed, or may be predicted to do (Corder, 1973:61).

Lado (1967:150) indicates that testing structure at the recognition level is a relatively simple matter which can be solved satisfactorily under any of the conditions found in testing.(See also AL-Jarah,1991:37)

In the present study ,the first task involves the subjects' responses concerning the identification of NCs from adv. and adj. clauses .

Task one includes (20) items, (7) of which are finite NCs which have different forms e.g.(**that –clause, wh-word** and **yes-no clause**),(7)of which are non-finite NCs which have different forms e.g.(**to-infinitive and ing-clauses**)and (6)items are divided equally between adj. and adv. clauses. See(Appendix 2).

In Task Two which consists of (20) items ,the subjects are asked to recognize the function of NCs according to the seven abbreviated forms that are given in the test. It involves(4) items a subject [SV] ,(3) as object [O], (3) as object complement [Co], (3) as object of preposition [OP],(2) as indirect object[Oi] and (2) as Appositive [Ap]

3.4.2 The Production Task

Freeman &Long (1990:35) point out that the production tests intend to measure the subject's ability to produce statements of certain linguistic features .It is based on the concept of elicitation where the subjects are asked to perform a language task based on certain stimulus(e.g. pictures, games, list of words ,etc.)in natural settings .The test can be developed to measure the route of acquisition grammatical usage , syntactic structures , etc. .The results are scored on the account subject production of correct items.(See also Nunan, 1992:68)

Tarone (1981:289) describes the production strategy as an attempt to use one's linguistic system efficiently and clearly, with a minimum of effort.

Lado (1967:164) indicates that testing structure of a foreign language on production level is more complicated than that of testing structure on a recognition level. The general technique to test production consists of eliciting from the student certain key structures which we wish to test.

As mentioned above ,Corder (1973) states that constraints can be applied in two ways in testing ,the second way is by restricting contextually the range of possible free choices as in an open-ended production test .The contexts for productive elicitation exercises is selected to elicit lexical items or syntactic forms which learners have already produced or may be predicted to produce in such contexts.

In the present study ,the Third Task elicits knowledge on the production level . It is made up of (20) items which the subjects are asked to replace finite NCs by a non-finite NCs , whenever possible, without changing the meaning of a sentence.

3.6 Test Validity

Heaton (1983:153) defines validity of a test as the extent to which it measures what it is supposed to measure and nothing else. Every test , whether it be a short, informal classroom test or a public examination ,should be as valid as the constructor can make it.(See also Harris, 1969:18;Bachman ,1990:279).

Thus, in Hughes's words (2003:26) a test is said to be valid if it measures accurately what it is intended to measure. We create language tests in order to measure such essentially theoretical constructions as reading ability , fluency in speaking, control of grammar and soon. (See also Ur , 1996:44)

Two types of validity are considered important, content validity and face validity, Therefore, both types have been adopted for the purpose of this study. Below is a brief explanation of the major features of both:

3.6.1 Content Validity

Undoubtedly, the most essential aspect for achievement tests is content validity, the extent to which the test adequately covers the syllabus area to be tested .To have content validity ,a test must reflect both the content and the balance of the teaching which leads up to it.(Deale ,1975:30).

A test is said to have content validity if its content constitutes a representative sample of the language skills, structures etc.. It is obvious that a grammar test, for instance ,must be made up of items relating to the knowledge or control of grammar. The test would have content validity only if it included a proper sample of the relevant structures. Just what are the relevant structures will depend, of course, up on the purpose of the test. (Hughes &Woods,2002:40)

To Heaton(1983:154) content validity depends on a careful analysis of the language being tested and of the particular course

objectives. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objective always being apparent .

According to Mehrans and Lehmann (1973:290) content validity is particularly important for achievement tests .

To achieve content validity , a table of specifications is developed in which behaviours and content area to be tested are clarified .With reference to behaviors ,production and recognition tests are constructed.(AL-Hamash et al ,1982:65)

3.6.2 Face Validity

Face validity of the test is its surface acceptability to those involved in its development or use, but no more.(Mc-Namara,2000:50)See also(Thornbury,1999:141)

Hughes(2003:50)maintains that a test is said to have face validity if it measures what it is supposed to measure , a test which does not have face validity may not be accepted by candidates, teachers, education authorities or employers. (See also Heaton, 1983:153; Harris ,1969:21).

For this purpose , face validity is ensured by exposing the test to a jury of experts indifferent positions. The three tasks of the test are examined by a number of specialists*1 in English language teaching and linguistics .Each specialist is requested to point out his \her remarks and suggestions about the suitability of the test to the level of the students and to the aims of the study. The majority of specialists have verified the validity of test items.

Table (2)

Behavioural and content specification

Content area	***Weight***	***No. of test items***	***Behaviour***	***Note***
Task one			***R.***	
1-Finite NCs 2-Non-finite NCs 3-Adj. clauses 4-Adv. clauses		7(2,4,9,10,14, 16,18) 7(1,5,6,8,12,1 3,20) 3(3,15,19) 3(7,11,17)		A. to be able to identify NCs from adj.& adv. clauses and state whether NCs is finite or non-finite.
Task two			***R.***	
A-(SV) B-(Cs) C-(O) D-(Oi) E-(Co) F-(OP) G-(AP)		4(1,8,12,15) 3(4,18,19) 3(3,6,10) 2(9,16) 3(11,20,7) 3(5,13,2) 2(14,17)		B. to be able to recognize the function of NCs in the items according to the abbreviated form.
Task three			***P.***	
		20 items		C. to be able to replace the finite NCs by non-finite NCs, with out changing the meaning of a sentence .
Total		***60 items***		

3.7 Pilot Study

Bachman &Palmer(1996:234)state that pre-testing precedes operational testing in time ,and its sole purpose is to collect information about test usefulness in order to make revisions in the test itself and in the procedures for administering it rather than to make inferences about individuals*2.

In order to estimate the time needed, and to evaluate the test in terms of reliability and item analysis ,fifty students are chosen randomly as the subjects of the pilot study. Each student is given a copy of the test after being informal of the purpose of the test and the way to answer the items.

The pilot study has revealed that the time needed for the final administration of the test is fifty minutes.

After the first application of the test ,item analysis is carried out to check the difficulty level (DL) and discrimination power (DP)of each item in the light of the subjects' responses.

According to Madsen(1983:182)it is not completely accurate to think of very difficult or very easy items as weak items. The difficult items of grammar may appear as a result of not spending enough time in teaching them or having not been presented clearly enough. An easy item may show that all students have mastered that grammatical point which this item represents.

3.8 Item Analysis

Heaton(1983:172) indicates that item analysis is important for it provides information concerning the performance of the items comprising the test .By such information we can identify difficult items as well as those items which were answered correctly by the more able students. See also (Lado,1961:342; McNamara,2000:60)

Since item analysis is important ,both difficulty level and discriminating power of each item have been calculated.

The first step is scoring the test papers, the researcher has ranks the test papers from the highest to the lowest score. Test papers are separated into two subgroups, the upper consisting of 50 percent of the total group who receive the highest scores and the lower consisting of equal number of papers of those who receive the lowest scores.

To find out the DL for each item, the following statistical formula is used :

$$DL = \frac{\text{High in correct} + \text{Low in correct}}{\text{Total number of sample}} = \frac{Hi + Li}{N}$$

(Al-Dulaimy & Al- Mahdawi ,2000:54)

According to Madsen (1983:181) the accepted range of the level of difficulty is from (0.30 to 0.70) whereas other specialists like Bloom et al (1981:95) state that " a good spread of result can

be obtained if the average difficulty of the items is a round 50 to 60 percent and items vary in difficulty from 20-80 percent". It has been found that item difficulty of the present study was ranged between (0.21-0.80).

Specialists agree upon the principle that some items of a good test are to be of the kinds that can be answered by only exceptional testees. In this respect, Heaton(1983:173) confirms that difficult items will certainly separate the good student from the very good one ,which easy items separate the poor student from very poor one. In addition ,he believes that inclusion of difficult items is necessary to motivate the good students, and very easy items will encourage and motivate poor students.(See also Mc-Namara ,2000 :60)

The second step then, is to determine how well each item discriminates between high and low level examinees, for each item in the test should help to separate the proficient subjects from these who lack the tested skills or learning. (Harris,1969:105).

To Hughes(2003:226) a discrimination index is an indicator of how well an item discriminates between weak candidates and strong candidates. The higher its discrimination index ,the better the item discriminates in this way.

After the application of the formula of the item discrimination power it ranges between 0.30 and 0.68. According to Ebel's index of discrimination ,good classroom test items have

indexes of discrimination of (0.30) or more. (Ebel,1972:399)(See Table 3)

The discriminating power of an achievement test refers to the degree to which it discriminates between students with high and low achievement.(Gronlund,1965:267-268).

The statistical formula of DP of item used is :

$$DP = \frac{Ru - RI}{1\backslash 2\ T}$$

DP=discrimination power.

Ru=the number of pupils in the upper group who got the item right.

Rl=the number of pupils in the lower group who got the item right.

T=the total number of pupils included in the item analysis.

(Mehrens &Lehman,1973:192)

On the basis of the results of item analysis results, some items*3 have proved to be non-discriminative .Consequently some modifications are made, and are subsequently exposed to the jury members to ensure item validity. Later ,these items are given to the same (50) students to be answered. Results of applying the discriminating power and item difficulty formula have revealed that they are discriminative.

3.9 Test Reliability

Reliability refers to the consistency of scores obtained by the same persons when re-examined with the same test on different

occasions , with different set of equivalent items ,or under other variables examining conditions (Anastasi, 1976:103) .In addition to Anastasi ,Harris (1969:14)sees reliability as the stability of test scores. A test can not measure anything well unless it measures consistently. See also (Lado,1961:330; McNamara, 2000:61 and Thornbury,1999:141).

The concerns of reliability and validity can thus be seen as leading to two complementary objectives in designing and developing tests:

1-To minimize the effects of measurement errors.

2-To maximize the effects of the language abilities we want to measure. (Bachman ,1990:161)

To determine the reliability of the study test, Cronbach (1984:295) has developed the following general formula for estimating internal consistency which he called (coefficient alpha).

$$\& = \frac{K}{K-1}\left(\frac{1-\sum S^2 i}{S^2 X}\right)$$

Where:

&=Coefficient alpha

K=the number of items of the test

S^2 i=the sum of the variances of the different parts of the test.

S^2 x=the variance of the test scores.

Table (3)

The Difficulty Level and the Discriminating power of the Test Items .

Task One Items	***Item Difficulty***	***Item Discriminating Power***
1	0.30	0.39
2	0.33	0.40
3	0.25	0.41
4	0.32	0.35
5	0.26	0.44
6	0.32	0.64
7	0.30	0.50
8	0.35	0.43
9	0.28	0.42
10	0.50	0.37
11	0.22	0.40
12	0.42	0.48
13	0.45	0.51
14	0.25	0.40
15	0.28	0.38
16	0.21	0.42
17	0.22	0.36
18	0.26	0.38
19	0.24	0.36
20	0.30	0.36
Task Two Items	***Item Difficulty***	***Item Discriminating Power***
1	0.34	0.52
2	0.60	0.46
3	0.75	0.40
4	0.64	0.40
5	0.58	0.52
6	0.25	0.68
7	0.53	0.40
8	0.54	0.68

9	0.68	0.48
10	0.62	0.36
11	0.72	0.50
12	0.54	0.41
13	0.43	0.46
14	0.76	0.40
15	0.50	0.53
16	0.80	0.41
17	0.78	0.40
18	0.64	0.45
19	0.79	0.41
20	0.24	0.41
Task Three Items	***Item Difficulty***	***Item Discriminating Power***
1	0.28	0.52
2	0.76	0.38
3	0.74	0.40
4	0.33	0.53
5	0.52	0.48
6	0.42	0.40
7	0.66	0.36
8	0.25	0.30
9	0.20	0.40
10	0.28	0.40
11	0.21	0.41
12	0.68	0.48
13	0.26	0.41
14	0.80	0.40
15	0.68	0.32
16	0.52	0.56
17	0.78	0.32
18	0.40	0.66
19	0.75	0.42
20	0.24	0.52

The reliability coefficient is obtained through the use of **cronbach alpha** for the whole test .A coefficient Alpha of 0.85 is considered acceptable as a reliability index (Carroll and Hall, 1985:188).Nunnally (1972:226) sees that the coefficients above the level of (0.50) and reaches more than (0.68) statistically acceptable.

The statistical analysis has shown that reliability coefficient of Task One is (0.86)Task Two is (0.84) and of Task Three is (0.85) . This means that the test is highly reliable.

3 .10 Test Administration

After securing the test objectivity ,validity and reliability, and making the necessary changes ,both the Recognition Test and the Production Test were administrated simultaneously on 9 th of May , 2005 to the fourth year students at the Department of English\ College of Education \ University of Diyala during the academic year 2004 - 2005.

The test is given to the fourth year students under the same conditions. What they are required to do in each task is given to them in English and explained in ,i.e Arabic ,in order to clarify the ambiguities that they might meet when answering the questions. They were encouraged to ask for any information that has to do with the questions.

Carroll(1980:16) maintains that a good test is expected to provide as much information as is required with minimum

expenditure of time ,effort and resources ,moreover , the students were asked to write their responses on the test papers so as not to waste time and effort.

They were also asked to write their names on the test papers in order to encourage them to participate seriously and do their best .

3.11 Scoring Scheme of the Test

The main test is of two parts :a recognition and production part. It consists of sixty items. Each item is assigned one mark or two marks so that the total score of the test is 74 marks.

The students' responses are categorized according to two criteria correct or incorrect .Task One is different from the other tasks in scoring ,since it includes two parts ,part one is designed to measure the identification of NCs from adjectival and adverbial clauses , so that one mark for recognition of the NC.

In part two ,one mark is given to the correct answer for recognition of finiteness and nonfiniteness, zero for incorrect ones, while the items that are avoided are considered wrong .It is worth noticing that part two is out of (14),adjectival and adverbial clauses are excluded in scoring part two.

The second and third tasks are different in scoring ,one mark is given for the correct item and zero for the incorrect and avoided items.

3.12 Statistical Methods

The following statistical methods are used in the present study:

***1*-**Cronbach's alpha formula is used to find out the reliability of the test .

***2*-**One Sample t-test is used to find out the level of the sample testees in recognition and production skills :The following formula is used :

$$t = \frac{\overline{X} - M}{S / \sqrt{n}}$$

Where:-

T= t-test

X= mean

M= theoretical mean

S= standard Deviation

N = number of subjects

{Madsen,1983:170}

***3*-**Pearson correlation coefficient formula is used to find out the correlation coefficient among all three tasks .

$$r = \frac{N.\sum X.Y - (\sum X)(\sum Y)}{\sqrt{[N.\sum X^2 - (\sum X)^2][N.\sum Y^2 - (\sum Y)^2]}}$$

Where:

r = the correlation coefficient.

N= the whole number of the tests.

X = the scores of the first question.

Y = the scores of the second question.

(Glass& Stanley ,1970:114)

4- T-test for testing the significance of the correlation coefficient is used .

$$T = \frac{r}{\sqrt{\frac{1-r^2}{n-2}}}$$

Where :-

r= the correlation coefficient.

N= the whole number of the testees .

(Uda& Al-Khalili ,2000:305)

5-The standard deviation is estimated by applying the following formula:-

$$S = \sqrt{\frac{(x-\overline{x})^2}{N}}$$

(Al-Bayati & Athnaciyus ,1977:162)

6- ***Percentages*** of correct and incorrect answer of each item and subjects have been used in order to find out the distribution of both correct and incorrect answer made by the subjects of the present study .

(Runyon, 1973 :28)

Notes To Chapter Three

*1-The following are names of the members of the jury arranged alphabetically and their scientific degree.

1-Prof. Kadhim Al-Jawadi ,Ph.D. College of Arts,University of Baghdad .

2-Prof. Sabah S. Al Rawi ,Ph.D. College of Languages, University of Baghdad .

3-Assist Prof. Abdullh Salman Abbas ,Ph.D. College of Education, University of Diyala .

4- Assist Prof. Ali Khudheir ,Ph.D. College of Arts , Al-Mustansiriya University .

5- Assist Prof. Firas Awad ,College of Education /Ibn Rushd, University of Baghdad .

6- Assist Prof. Irfan Saeed ,Ph.D. College of Arts , Al-Mustansiriya University .

7- Assist Prof. Khail Ismaeel Rjaya ,Ph.D. College of Education, University of Diyala .

9- Assist Prof. Lemia Al-Ani, College of Education /Ibn Rushd, University of Baghdad .

10- Assist Prof. Muayyad M. Saed ,Ph.D. College of Education / Ibn Rushd ,University of Baghdad .

11- Assist Prof. Munthir Manhal ,Ph.D. College of Languages, University of Baghdad .

12- Assist Prof. Umran M. Mahood ,Ph.D. College of Education/ Ibn Rushd ,University of Baghdad .

13-Instructor Ayad Hameed, Ph.D. College of Education, University of Diyala .

14- Instructor Sami Al- Ma'muri ,Ph.D. ,University of Diyala.

The statistical methods have been suggested by the following two experts:-

1- Assist Prof. Ihsan A. Al Dulaimy, Ph.D. Ibn Al Hathem , University of Baghdad .

2- Assist Prof. Salih Mehdi Salih ,Ph.D. , College of Education, Al-Mustansiriya University .

*2- The term **pretest** can be used to refer to the procedure itself ,as well as to the activity ,so that **pretest** is commonly used as either a noun or a verb .Other terms that are commonly used more or less synonymously with **pretest** include **pilot ,trail and try-out .**

*3- The following are non-discriminative items ,these items replaced by another items that are seemed more suitable for the learners' level .

1- The first man who landed on the moon was an American scientist . (omitted item)

-The old carpenter who had been laying the floor stood up and straightened his back . (added item)

2- As she was short of money ,she decided not to buy a car. (omitted item)

-He looked at the toad as if it were poisonous . (added item)

3-Today he received a telegram specifying all the details. (omitted item)

-The day when my passport was stolen was Friday **.** (added item)

4-If the weather permits we shall go out for a walk tomorrow. (omitted item)

- A dog will run away if looked steadily in the eyes . (added item)

5-Having lived in this city for five years ,you ought to know your way . (omitted item)

-The accident happened where the two wards cross. (added item)

6- The first man to land on the moon was an American. (omitted item)

-I saw the girl whose dog you walked. (added item)