

UNIVERSITY OF BABYLON

**Evaluating the Performance
of Iraqi EFL College Students
in Using Verbless Clauses**

A Thesis

**Submitted to
the Council of the College of Basic Education,
University of Babylon
in Partial Fulfilment of the Requirements
for the Degree of Master of Education
in Methods of Teaching English
as a Foreign Language**

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جامعة بابل

تقويم أداء طلبة الكلية العراقية الدارسين للغة الإنجليزية لغةً أجنبيةً في استعمال العبارات غير الفعلية

رسالة

تقدمت بها إلى مجلس كلية التربية الأساسية في جامعة بابل
جزءاً من متطلبات نيل درجة ماجستير تربوية في
طرائق تدريس اللغة الإنجليزية لغةً أجنبيةً

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م ٢٠٠٤

هـ ١٤٢٥

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

وَقَدْ رَّبُّ اَوْخَلِنِيْ مُرَخَدًا صِدْقٍ

وَاَخْرَجَنِيْ مُنْفَرَجًا صِدْقٍ

وَاَجْعَلْ لِّيْ مِنْ لَّدُنِّيْ سُلْطٰنًا نَّصِيْرًا ﴿٨٠﴾

صِدْقِ اللّٰهِ الْعَظِيْمِ

المستخلص

تتعلق هذه الدراسة بدراسة العبارات غير الفعلية واحدةً من الأنواع البنائية للعبارات وتشمل هذه العبارات التراكيب الخالية من الأفعال التي يمكن تحليلها إلى عناصر العبارة. يمكن أن تعدّ هذه العبارات مشتقة من العبارات الفعلية أو العبارات المصدرية. تعدّ مثل هذه العمليات غير منتظمة وتعتمد اعتمادا كبيرا على المحتوى النحوي للجملة نفسها .

تهدف الدراسة إلى تحري مقدرة طلبة الكلية العراقيين الدارسين للغة الإنجليزية لغةً أجنبية على تمييز و استعمال العبارات غير الفعلية و المدى الذي يمكن فيه أن يغيروا تلك العبارات إلى عبارات فعلية أو مصدرية أو العكس .

افترضت ثلاث فرضيات لتحقيق أهداف هذه الدراسة :

١- غالبا ما لا يميز طلبة الكلية العراقيين الدارسين للغة الإنجليزية لغةً أجنبية للعبارات غير الفعلية وأنواعها المختلفة ووظائفها .

٢- يواجه مثل هؤلاء المتعلمين صعوبات في تحويل العبارات غير الفعلية إلى عبارات فعلية أو مصدرية أو العكس.

٣- يتوقع أن يكون إنجاز الطلبة على مستوى التمييز أفضل من إنجازهم على مستوى الإنتاج .

صُنِّمَ اختبار تشخيصي على أساس هذه الفرضيات ونفذ على عينة مؤلفة من ٥٠ طالبا من طلبة الكلية العراقيين الدارسين للغة الإنجليزية لغة أجنبية في المرحلة الرابعة من قسم اللغة الإنجليزية, كلية التربية , جامعة بابل . آل التحليل الإحصائي واللغوي لإجابات الطلبة لفقرات الاختبار إلى النتائج الآتية :

١- يواجه طلبة الكلية العراقيون الدارسون للغة الإنجليزية لغة أجنبية صعوبات في تمييز و إنتاج العبارات غير الفعلية حيث كانت النسبة الأعلى لإجاباتهم خاطئة (٦٣,١٤٪), لكنهم يواجهون

صعوبات أكثر على مستوى الإنتاج حيث أن نسبة إجاباتهم الصحيحة هي (٢٩,١٤٪) مقابل (٤٢,٥٪) لإجاباتهم الصحيحة على مستوى التمييز .

٢- تعكس النسبة العالية لأخطاء الطلبة على مستوى الإنتاج (٧٠,١٦٪) عدم تمكنهم تغيير العبارات غير الفعلية إلى عبارات فعلية أو مصدرية و العكس بالعكس .

٣- تنسب أخطاء الطلبة إلى العوامل الآتية :

- أ- تأثير اللغة الأم عن طريق نقل القواعد من اللغة العربية إلى اللغة الإنجليزية .
- ب- استعمال الطلبة لإستراتيجيات لتعليم قواعد اللغة الإنجليزية في إنتاج العبارات غير الفعلية.
- ت- سياق التعليم حيث تنال مثل هذه العبارات قليلاً من الاهتمام في كتب تعليم النحو والصرف المستخدمة في تدريس الطلبة.
- ث- استراتيجيات الاتصال المنتقاة من قبل الطلبة لملء فجوة معرفتهم .

تقع هذه الدراسة في خمسة فصول كرس الفصل الأول منها إلى مناقشة مشكلة الدراسة والأهداف والفرضيات و الإجراءات المتبعة وحدود البحث و الفائدة من هذه الدراسة .

يتضمن الفصل الثاني عرضاً لأنواع الثلاثة من العبارات ؛ الفعلية و المصدرية و العبارات غير الفعلية تشمل تعاريفها أنواعها المتعددة ووظائفها .أكدت الباحثة في ذلك على العبارات غير الفعلية حيث إنها تشكل الهدف الرئيسي للدراسة .

يتناول الفصل الثالث وصفا للاختبار الذي أجرته الباحثة على طلبة في الصف الرابع من قسم اللغة الإنجليزية،كلية التربية، جامعة بابل . يتضمن هذا الوصف أهداف الاختبار وتصميمه واختيار المادة وصلاحيته وثقته و الطلبة وأيضاً خطة حساب الدرجة المعتمدة .

يتضمن الفصل الرابع نتائج الاختبار من كلتا جهتي النظر الإحصائية و اللغوية حيث تم تحليل و تشخيص أسباب الأخطاء التي يقع فيها الطلبة .

أما الفصل الأخير فيلخص النتائج التي تم التوصل إليها في هذه الدراسة والتي تم في ضوءها وضع بعض المقترحات و المضامين التي لها علاقة بالجانب التعليمي .

Abstract

This study is mainly concerned with English verbless clauses as one of the structural types of clause. They cover structures with no verb, but are capable of being analyzed into clause elements. They can often be regarded as derivations from finite or nonfinite clauses. Such processes are irregular and depend largely on the syntactic content of the sentence itself .

The study aims at investigating the ability of Iraqi EFL college students to recognize and use verbless clauses and the extent to which they can change those clauses to finite or nonfinite ones and vice versa .It is hypothesized that :

- ١- Most of Iraqi EFL college students do not often distinguish verbless clauses and their different types and functions .
- ٢- Such learners face difficulties in converting verbless clauses to finite or nonfinite ones and vice versa .
- ٣- The students' achievement on the recognition level is expected to be better than their achievement on the production one .

On the basis of these hypotheses, a diagnostic test has been designed and applied to a sample of ٥٠ Iraqi EFL college students at their fourth stage from the Department of English, College of Education, University of Babylon. The statistical and linguistic analysis of the subjects' responses to the items of the test has yielded the following conclusions :

- ١- Iraqi EFL college students face difficulties in recognizing and producing verbless clauses as the highest rate of their responses is incorrect (٦٣.٨٤٪); but they face more difficulties on the production

level as the rate of their correct responses is (٢٩.٨٤٪) against (٤٢.٥٪) for their correct responses on the recognition level .

- ٢- On the production level, the high rate of the subjects' incorrect responses (٧٠.١٦٪) also reflects their incompetence to change verbless clauses to finite and nonfinite ones and vice versa .
- ٣- The subjects' errors have been found to be attributed to the following factors :

- I. Interlingual interference whereby the subjects carry over rules from Arabic into English .
- II. Intralingual transfer whereby the subjects use their prior knowledge of the target language rules to produce verbless clauses .
- III. Context of learning as little attention has been paid to such clauses in the grammar textbooks .
- IV. Communication strategies which are selected by the subjects to fill the gap of their knowledge .

This study comprises five chapters, the first of which is devoted to the discussion of the problem, aims, hypotheses, procedures followed, limit, and value of the study .

Chapter Two is a theoretical survey of the three types of clause; finite, nonfinite, and verbless clauses including their definitions, types and functions with more emphasis on verbless clauses as they form the main aim of the study .

Chapter Three presents a description of the test administered to the fourth year EFL college students, Department of English, College of Education, University of Babylon. This description includes the objectives

of the test, its design, material selection, validity and reliability, subjects, as well as the scoring scheme adopted .

Chapter Four outlines the results of the test from both statistical and linguistic perspectives. The subjects' errors have been analyzed and the probable causes of their errors have also been identified .

Finally, Chapter Five summarizes the conclusions arrived at in this study, on the bases of which some pedagogical implications are given and some topics for further research are suggested .

Acknowledgements

Praise be to **ALLAH HIS MAJESTY** for this work has been completed under His benediction.

Cardinal thanks and deepest gratitude are due to my supervisors **Asst. Prof. Riyadh Tariq Khadim Al-Ameedy** and **Asst. Prof. Hameed Hassoon** whose patience, cooperation, invaluable guidance, and constructive suggestions helped me to carry out this work .

I am greatly indebted to **Asst. Prof. Adil Al-Akkam**, Head of the Department of English, College of Basic Education, University of Babylon for his fatherly care, and continuous encouragement .

I can think of no words which express my sincerest thanks and deepest gratitude and respect to **Prof. Salih Mahdi Hameed** from the College of Education, University of Babylon for his valuable advice, encouragement, and support throughout this work .

Finally, I would like to express my deepest and warmest gratitude and love to my family for their continuous help, care, and support .

Appendix II

The Test Possible Answers

Q¹

1- N

2- V

3- F

4- V

5- V

6- V

7- F

8- V

9- N

10- V

11- V

12- N

13- N

14- V

15- V

Q²

1- VLC

2- VLC

3- advp.

- ٤- adjp.
- ٥- VLC
- ٦- VLC
- ٧- VLC
- ٨- adjp.
- ٩- VLC
- ١٠- VLC

Q٣. A

- ١- He didn't sail in his boat *because of the bad weather forecast* .
- ٢- He walked ١٠ kilometers *despite the heavy snow* .
- ٣- *On your arrival at the hotel*, please write to me .
- ٤- I decided to resign *owing to the low salary* .
- ٥- W shall continue *regardless of your wishes* .

Q٣. B

- ١- He stared at the floor, *too nervous to reply* .
- ٢- *Wall-to-wall carpets in every room* is their dream .
- ٣- *Unable to understand English*, the man didn't know what I said .
- ٤- He managed to finish the London Marathon race *despite his tiredness*.
- ٥- Mavis sat in the front seat, *her hand in her lap* .

Q٣. C

- ١- The wind, *keen as a razor*, drove them back into the shelter of their tent.
- ٢ - *If in doubt*, ask me .
- ٣- You can count *yourself lucky* .

- ξ- We shall continue our policy, *whatever your objections* .
 ρ- *Without you at my side*, I shall not be able to answer question .

Qξ. A

- ϑ- Although she was not yet six months old, she was able to walk without support .
 ϒ- He thinks (*that*) *the decision is very unwise* .
 ϣ- She came *whenever it was necessary* .
 ξ- *Because their best player is in hospital*, Benfica will find it difficult to win the game .
 ρ- They found a bridge *which was wide enough for one man* .

Qξ. B

- ϑ- *Being a man of a few words*, Uncle George declined to express an opinion .
 ϒ- I want the *dress to be ready by 9 o'clock* .
 ϣ- *Having so many essays to write*, I won't have time to go out tonight .
 ξ- *To be a friend in need is to be a friend indeed* .
 ρ- There he stood, *having a tray in each hand* .

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Longman .

We certify that we have read this thesis, entitled “ **Evaluating the Performance of Iraqi EFL College Students in Using Verbless Clauses** ”, and as examining committee, examined the student **Asrar Jabir Edan** in its content, and that 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.

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Date: / / ٢٠٠٤

Chapter One

Introduction

1.1 The Problem

In English, three types of clause can be recognized: finite, nonfinite, and verbless clauses. As the name suggests, the verbless clause is an elliptical clause structure without a verb (it can usually be assumed as *be*), and often also without a subject (the main clause subject or an existential *it* can usually be assumed), but does have other clause elements and it can often be introduced with a subordinating conjunction :

(1) *The author apologizes **where possible** .*

(2) *Those children, **while nice enough**, can't be trusted to do the right thing .*

(Hasselgård, 2003:3)

(3) ***Unhappy with the results**, she returned to work .*

(Quirk et al., 1980:420)

Most Iraqi EFL college students may lack knowledge about verbless clauses, and despite the fact that the word *verbless* refers to the absence of the verb element in the clause, many students are not aware of this fact to identify such clauses. In addition, most of them may ignore the fact that those clauses, like other types of clause, can have various functions in the sentence :

(٤) *He was standing with his back to the wall.* (object of preposition)

(٥) *He was lying there unconscious .* (free predicative)

(Johannesson, ۱۹۹۹:۶)

(٦) *He was educated a protestant .* (adverbial)

(Quirk et al., ۱۹۷۲:۳۵۱)

In fact, the problem arises when the verbless clause, as shown in the examples above, is reduced to its minimum of a single complement. In this case, the students may recognize it only as an adverb phrase or an adjective phrase that is a direct constituent of the main clause .

A verbless clause, however, can usually be expanded to a full clause (i.e., a finite one), or to a nonfinite one by filling in the required predicate material :

(٧) (*As he is / Being*) *a foolish young man, he acts without thinking .*

(Chalker, ۱۹۸۴:۲۵۰)

(٨) *He expects ((that) I'll be in his office at ۱۲. / me to be)* me in his office at ۱۲ .

(Wekker and Haegeman, ۱۹۸۵:۹۴)

Such a process is expected to be difficult for the students to maintain. The same thing is expected to be true concerning the reduction of finite and nonfinite clauses to verbless ones (see examples (٧ and ٨) above) .

١.٢ *Aims of the Study*

In connection with the preceding statements, the study aims basically at :

- ١- Identifying the Iraqi EFL college students' performance in recognizing and producing verbless clauses .
- ٢- Presenting material about verbless clauses which can be of help to distinguish those clauses: their different types along with their functions .
- ٣- Suggesting some ways by which finite and nonfinite clauses can be reduced into verbless ones as they provide a means for compact expression of information .
- ٤- Finding out the causes of the students' errors so that some solutions can be posited to help them overcome the problems they face in using such clauses .

١.٣ *Hypotheses*

In view of the preceding aims, it is hypothesized that :

- ١- Most of Iraqi EFL college students do not often distinguish verbless clauses and their different types and functions .
- ٢- Such learners face difficulties in converting verbless clauses to finite or nonfinite ones and vice versa .
- ٣- The students' achievement on the recognition level is expected to be better than their achievement on the production one .

١.٤ *Procedures*

In the course of fulfilling the objectives of this study, the following steps are to be followed :

- ١- Presenting, as far as possible, a comprehensive description of English verbless clauses in particular, and the other two types of clause finite and nonfinite clauses in general depending on the literature available in the field. Throughout this description, the means by which verbless clauses can be derived from finite and nonfinite ones and vice versa are also described .
- ٢- Selecting a sample of Iraqi EFL college students as subjects for administrating a test to point out the difficulties that they may encounter in using verbless clauses and to assess the extent to which they can change those clauses to finite and nonfinite ones and vice versa .
- ٣- Analyzing the results of the test, on the bases of which conclusions and pedagogical recommendations will be given .

١.٥ *Limit*

The sample of the study is confined to college students at their fourth stage in the Department of English at the College of Education, University of Babylon during the academic year (٢٠٠٣-٢٠٠٤). The fourth year students have been chosen to apply the test as the topic under investigation has been taught in their third year of study. Besides, they are the most advanced learners at the university level .

1.6 Value

The findings of the present work are hoped to be useful in two aspects :

- 1- The theoretical aspect as the study will provide up to date information about verbless clauses which can be advantageous for the researchers as it can pave the way for further investigation on this topic .
- 2- The practical aspect as it will have a pedagogical value to teachers in that it can provide insights into the problematic areas concerning verbless clauses which can be of use to them in their effort to help learners perform more effectively. The study can also be of some help to syllabus designers as it can serve as a basis for the preparation of remedial teaching programmes .

Chapter Two

Verbless Clauses

2.1 Introduction

A clause is a predicate, subject (if one), and any clausal modifiers and/or subordinating conjunctions (if exist) which relate the clause to other clauses. Three main structural classes of clause can be recognized: finite, nonfinite, and verbless clauses. Nonfinite and verbless clauses cover structures without finite verbs, but nevertheless can be intuitively associated with finite clauses. This chapter presents a survey of these three types of clause; their definitions along with the forms and functions of nonfinite and verbless clauses, concentrating primarily on verbless ones as they form the main aim of the study. In addition, the chapter sheds light on some of the purposes the verbless clauses are intended to serve.

2.2 Finite Clauses

Finite clauses are those whose first word of the verb phrase (henceforth VP) is finite (Leech and Svartvik, 1975:213). The term “finite” comes from Latin “finitus” which means “limited”, “bounded” (Chambers English Dictionary(henceforth CED) , 1989:731). Thus a finite verb is one that is “limited” by properties of person, number, tense, and mood. Finite clauses can contain a modal auxiliary, the subject, whether given or understood, should agree in number and person with the first

element of the verb sequence, and (if a pronoun), it will be in the subjective case : *He makes...*, *We know...*, *He has finished...*, *She will write...* (Huddleston, 1976:66; Davies, 1986:122; Alexander, 1988:2; Cook and Newson, 1997:51).

A main clause is always finite, as in (1), but many subordinate clauses are finite clauses as well, as in (2) :

(1) She *was sent* away to school.

(Hasselgård, 2003:7)

(2) a- I said *that I might go*. (direct object)

b- *When she leaves the house*, you should call me. (adverbial)

c- Marvin likes the woman *who is helping him with the project*.

(modifies the noun *woman*)

(Johannesson, 1999:1)

2.3 Nonfinite Clauses

A nonfinite clause is distinguished by the fact that the first verb in the VP does not mark tense or agreement, as shown by the ungrammaticality of *walks* in (3) below; it cannot be a modal auxiliary; and its subject (if there is one) is never in the subjective case (Nesfield and Wood, 1964:7 ; Stageberg, 1971:220). Thus (4.b) with nominative *he* is not :

(3) * *For him to walks in the superstitions is nice.*

(4) a- *We would like him to stay.*

b- * *We would like he to stay.*

(Galasso, 2003:58)

The meanings associated with tense, aspect, and mood, however, can be recovered from the sentential context, as in (°), whereas the meaning of modality can be expressed through the use of semi-auxiliaries like *have, be, do*, etc., as in (∩):

(°) a- *The first man to speak **was** our local vicar.*

b- *The first man to speak **gets** a free lunch.*

(Elsness, 2003:3)

(∩) *We **are to meet** his father at the weekend.*

(Chalker, 1984:147)

The linear order of those clause elements that are present is fixed. In this respect, Quirk et al. (1980: 992) state that it corresponds to the basic structures of the main declarative clauses. This is illustrated in the following example which shows the analysis of a nonfinite clause with its corresponding finite clause :

(∨) ***Knowing** [V] **my temper** [O_d], I didn't reply.*

~ *I [S] **know** [V] **my temper** [O_d].*

Subordinate clauses can be nonfinite ones, but as (Λ) shows, a nonfinite clause by itself can not be a complete sentence :

(Λ) **Him to go*

(Gelderen, 2000: 07)

٢.٣.١ *Forms of Nonfinite Clauses*

Three types of nonfinite clauses can be recognized: **infinitives**, **participles**, and **gerunds** :

The term “infinitive” comes from Latin “infinitivus” which consists of “in” meaning “not” and “finire” meaning “to limit”. It is used to express the idea without person or number (CED, ١٩٨٩: ٥٩٥).

The VP of an **infinitive** clause contains minimally an infinitive form of the main verb, either a **bare infinitive** consisting of the untensed stem of a lexical verb without **to** (*write*) or a **to-infinitive** (*to write*) (Miller, ١٩٥٤:١٦٢; Burton-Roberts, ١٩٨٦:٢٥٢). In addition, it may be marked for **progressive aspect** (*to be writing*), **perfective aspect** (*to have written*), **passive voice** (*to be written*), or any combination of these :

(٩) a- *It's nice to be sitting here with you.* (progressive)

(Swan, ١٩٩٦:٢٥٩)

b- *I am happy to have been George's friend.* (perfect)

(Close, ١٩٧٥:٧٨)

c- *The teachers expected us to have been working for the last hour .*

(perfect progressive)

d- *I want my peers to honour me for my brilliant discoveries.*(active)

e- *There's a lot of work to be done .* (passive)

(Swan, ١٩٩٦:٢٦٠)

An **infinitive** clause can appear with a subject (١٠.a and d), or without it (١٠.b and c). In both cases, the subject (if there is one) is either a noun or a pronoun in the objective case :

(١٠) a- *I heard John reject their offer several times.*

(Winograd, ١٩٨٣:٤٧٨)

b- *All I did was hit him on the head.*

c- *The best thing would be to tell everybody.*

d- *The best thing would be for you to tell everybody.*

(Greenbaum and Quirk, ١٩٩٠:٢٨٦)

A **Participle** clause is that in which the first verb in the VP is a participle. The term “participle” comes from Latin “participium” which means “sharing” (The Concise Oxford Dictionary, ١٩٩٩:١٠٣٩). **Participles** are of two types: **present** or –ing participles, as in (١١.a) and **past** or –ed participles, as in (١١.b) :

(١١) a- *Walking down Rural Road, he was bothered by the traffic lights.*

b- *Arrested last night, he is in jail this morning.*

(Gelderen, ٢٠٠٠:٥٦)

Present participle clauses can be used to describe permanent characteristics (١٢.a), to say what someone/something is/was doing at a particular time (١٢.b and c), or to explain the action which follows (١٢.d) :

(١٢) a- *I live in a pleasant room overlooking the garden.* (the room overlooks the garden)

b- *The policemen investigating the robbery are looking for three men.*

(The policemen are investigating the robbery)

c- *I was woken up by a bell ringing.* (the bell was ringing)

(Murphy, ١٩٨٥:١٨٦)

d- *Knowing that he wouldn't be able to buy food on his journey, he took large supplies with him.* (As he knew)

(Thomson and Martinet, ١٩٨٦:٢٤٢)

Quirk et al. (1980:1263) and Burton-Roberts (1986:204) indicate that **-ing participles** cannot be regarded as progressive since there are verbs called stative, such as *know* and *own*, which can appear in nonfinite -ing participles but cannot have the progressive in the finite VP :

(13) a- * *He was owning this mangrove swamp.*

b- *Owning this mangrove swamp meant nothing to him.*

Like infinitives, the VP of an -ing clause can appear in various aspects and voices:

(14) a- *Crossing the street, he was knocked down by a car.* (active)

(Häcker, 1999:39)

b- *Despite having taken off his shoes, he made a noise.* (perfect)

(Chalker, 1984:200)

c- *The performers were exhausted, having been singing for hours.*

(progressive perfective)

(Johannesson, 1999:3)

d- *Having been bitten twice, the postman refused to deliver our letters unless we changed our dog up.* (perfect passive)

(Thomson and Martinet, 1986:243)

The subject of the -ing clause may be left unexpressed (15.a). If it is expressed, it can have the form of possessive determiner/genitive of head of a noun phrase (henceforth NP) (15.b), an object form of personal pronoun (15.c), or it can be introduced by a preposition (15.d):

(15) a- *Standing on the church tower, we could see the whole village below us.*

(Eckersley and Eckersley, 1960:240)

b- *He felt **his heart beating widely** .*

c- *In five minutes, he had **them all laughing** .*

(Zandvoort, ۱۹۶۶:۳۳)

d- ***With the audience turning restive**, the chairman curtailed his long introduction.*

(Quirk et al. , ۱۹۸۵: ۹۹۳)

Unlike –ing clauses, –ed **participles** admit very little variation. They are always passive in sense, and like passive main clauses, they can contain an **Agent** expression :

(۱۶) *The woman lay on the ground **ignored by the people around her**.*

(Leech, ۱۹۸۹:۲۸۹)

Usually –ed **participles** have no subject, but they can have one which is different from the subject of the main clause :

(۱۷) ***The discussion completed**, the chairman adjourned the meeting for half an hour.*

(Greenbaum and Quirk, ۱۹۹۰:۲۸۶)

The third type of nonfinite clauses is the **gerundival** one. The term “gerund” comes from Latin “gerundium” derived from “gerere” which means “to bear” (CED, ۱۹۸۹:۵۹۵). In those clauses, the first verb in the VP is a gerund, an –ing form. The subject of a gerund may be omitted or it may appear in either the objective or possessive case :

(۱۸) a- *It was no good trying to calm him.*

b- *It was no good his wife/her trying to calm him.*

(Zandvoort, ۱۹۶۶:۳۱)

The **gerund** is indistinguishable in form from the **present participle**, but some grammarians, such as Nesfield and Wood (۱۹۶۴:۷۴); Brown and Miller(۱۹۸۲:۶۸); Huddleston (۱۹۸۸:۴۰) and Crystal (۱۹۹۱: ۲۷۹) show their distinction in nature in that the **gerund** functions as a noun, whereas the **participle** functions as an adjective :

(۱۹) a- *Working in these conditions is a pleasure.* (gerund: subject)

(Eckersley and Eckersley, ۱۹۶۰:۲۴۳)

b- *I heard some surprising news.* (-ing participle: adjective)

(Azar, ۱۹۹۹:۲۹۷)

Like infinitives and –ing participles, **gerunds** can appear in different aspects and voices:

(۲۰) a- *They were accused of having ignored the environment.* (perfect)

(Poesio, ۲۰۰۰:۱۰)

b- *I remember being taken to pans as a small child.* (passive)

(Thomson and Martinet: ۱۹۸۶:۲۳۳)

c- *I appreciate having been told the news.* (perfect passive)

(Azar, ۱۹۹۹:۳۳۱)

All the three types of nonfinite clauses can be negated by placing **not** or **never** before the nonfinite verb :

(۲۱) a- *Not } having a telephone can save you a great deal of
Never } trouble .*

b- *Though never defeated in battle, they finally surrendered.*

c- *He stood all night so as not to lose his place in the queue.*

(Close, 1970:100)

2.3.2 Functions of Nonfinite Clauses

The function of a nonfinite clause is determined by its position in the sentence. It can be nominal, adjectival, or adverbial.

Nominal **to-infinitive** clauses can act as nouns. Thus, they may function as subject, object, object of preposition, subject complement, object complement, appositive, or adjective complementation:

(22) a- *To be alone can be very sad.* (subject)

b- *I asked him to leave the room.* (object)

(Bruti, 2003: 20)

c- *They saw him about to make a terrible mistake.* (object of preposition)

(Jespersen, 1977:212)

d- *His aim is to win.* (subject complement)

(Villalón, 1997:12)

e- *He considers them to be intelligent.* (object complement)

f- *Your ambition, to become a farmer, requires hard work.*

(appositive)

g- *I am eager to meet her.* (adjectival complementation)

(Voigt and Germer, 2001:2)

It is necessary to mention that if the **infinitive** clause functions as subject in the sentence, the subject of the **infinitive** clause must be preceded by

for, as in (٢٣.a). It can also be extraposed and linked to the subject position by the preparatory subject *it*, as in (٢٣.b) :

- (٢٣) a- *For me to be writing a book on this subject was an irrational act.*
 b- *It was an irrational act for me to be writing a book on this subject.*

(Wekker and Haegeman, ١٩٨٥:١٦١)

The nominal **bare infinitive** clause, on the other hand, can function as subject complement (٢٤.a), subject in a pseudo-cleft sentence (٢٤.b), object complement (٢٤.c), or object of preposition (٢٤.d) :

- (٢٤) a- *What the plan does is ensure a fair pension for all.*
 b- *Turn off the tap was what I did.*
 c- *They made her pay for the damage.*
 d- *She did everything but make her bed.*

(Greenbaum and Quirk, ١٩٩٠:٣١٣)

The infinitive clause, as adjectival, can be used to modify nouns as shown in the following examples :

- (٢٥) a- *They have no desire to leave the party.*
 b- *There was no time to waste.*

(Stageberg, ١٩٧١:٢٢٧)

- c- *He has the ability to read .*

(Collins Cobuild English Grammar, ١٩٩٠:١٣٤)

In addition, the **infinitive** clause may be used to modify pronouns which are either relative pronouns or indefinite ones :

(٢٦) a- *A good place at which **to eat** is the pub round the corner.*

(Quirk et al., ١٩٨٥:١٢٦٦)

b- *There's nothing **for the cats to eat**.*

(Swan, ١٩٩٦:٢٦٥)

Adverbially, the **infinitive** clause can modify the whole sentence, the verb, or the adjective :

(٢٧) a- ***To be honest**, I didn't enjoy it.*

(Chalker, ١٩٨٤:١٨٩)

b- *The programme took three years **to make**.*

(Huddleston, ١٩٨٤:٣٩٢)

c- *They are keen **to stress shopping as a family activity**.*

(Hasselgård, ٢٠٠٣:١)

An **infinitive** clause may be used to convey various semantic clause relations. In such cases a conjunction (e.g., *so as, in order, as if*) may or may not precede it :

(٢٨) a- He came here ***in order to study English*** . (purpose)

(Azar, ١٩٩٩:٣٢٦)

b- *He isn't so unwordly **as to despise money*** . (result)

c- ***To see him**, you'd never think he was ٢٠* . (condition)

(Chalker, ١٩٨٤:٢٥٠)

d- *I'd sooner pay **than do any of these things*** . (preference)

(Lario, ٢٠٠١:٣)

e- *It was too heavy **to lift*** . (degree)

(Villalón, ١٩٩٧:٢٠)

f- *I took the maize and asked for the bicycle **only to discover that Oscar had lent it out to a friend.*** (time)

(Hudson-Ettle, ١٩٩٨:٤٥)

Nominal **participle** clauses can occupy only the syntactic position of the subject , usually preceded by *the* and followed by a plural verb :

(٢٩) *All the **wounded** were removed to Station A ; the **dying** were carried on to Station B .*

(Pence and Emery, ١٩٦٣:٣٠٦)

Apparently , the **participle** refers to a category of people as “ a total group in a particular context ”(Chalker, ١٩٨٤:١٨٣) and this explains the plural status of the verbs in the above example .

The **participles** are equivalent to adjective clauses when they are used to postmodify nouns. As such, they can often be considered as reduced relative clauses :

(٣٠) a- { *The man who **is driving** the Ford is my boss .*
*The man **driving** the Ford is my boss .*

(Villalón, ١٩٩٧:١٩)

b- { *They can have the cakes **which are left** over from Yesterday .*
*They can have the cakes **left** over from yesterday .*

(Garside et al., ١٩٩٨:١١)

According to Collins Cobuild English Grammar (١٩٩٠:١٣٤), the difference between a present and a past participle clause used as a postmodifier is that the former can be used to indicate that something is

doing something, whereas the latter can be used to show that something/someone has been produced or affected by an action :

(٣١) a- *He gestured towards the house cards **lying** on the table .*

b- *I read a story **written** by a nine-year-old girl .*

(ibid.)

Adverbial **participle** clauses can modify the whole sentence , the adjective , or the verb :

(٣٢) a- ***Reflecting on my past** , I wondered if I had made the right choices .*

(Hasselgård, ٢٠٠٣:١)

b- *She was still busy **writing** letters .*

(Elsness, ٢٠٠٣:٧)

c- *John started **building** a house last year .*

(Poesio, ٢٠٠٠:٢٧)

Furthermore , **participle** clauses can convey various semantic roles in accordance with their relation to main clauses :

(٣٣) a- ***Feeling angry** , he shouted to them . (reason)*

(Quirk, ١٩٦٨:٢٠٢)

b- *You lock the door **by turning the key twice to the left** .(manner)*

c- ***Although invited** , I won't go . (contrast)*

(Close, ١٩٧٥:٩٢)

d- *I wear it **when cycling in the country** . (time)*

(Mathews, ١٩٨١:٥٢)

e-*The sentence is ambiguous, **taken out of context** . (contingency)*

(Quirk et al ., ١٩٨٥:١٠٨٦)

f- *The grass will grow more quickly **if watered regularly** .(condition)*
(ibid. :١٠٩٠)

g- *He bent down **as if lightning his shoe laces** . (comparison)*
(ibid. :١١١٠)

Since a gerund is a kind of noun , a **gerundival** clause can exhibit the function of nouns in the sentence as subject, object, object of preposition, appositive, subject complement, or adjective complement :

(٣٤) a- ***Swimming in the lake** is not allowed . (subject)*
(Kies, ١٩٩٥:٤)

b- *He likes **talking** . (object)*
(Miller, ١٩٥٤:١٦٢)

c- *I did it **without thinking** . (object of preposition)*
(Chalker, ١٩٨٤:٢١٧)

d- *His ambition , **wining the men's singles** , was well deserved.*
(appositive)
(ibid. :١٤٦)

e- *To keep money that you have found is **stealing**.* (subject complement)
(Eckersley and Eckersley, ١٩٦٠:٢٤٣)

f- *He has a few pictures that are well worth **looking at** . (adjective complement)*
(Zandvoort, ١٩٦٦:٢٦)

Chalker (١٩٨٤:١٤٧) and Elsness (٢٠٠٣:٤) show the difference between the **gerundival** and **infinitival** clauses in that the former tends to refer to entities whose existence and actuality are already established, i.e.

“backward-looking” or general. The latter, on the other hand, tends to refer to potential, hypothetical situations, which are imagined rather than seen as facts, i.e. “forward-looking” :

- (٣٥) a- *Saying such a thing was an insult to their intelligence .*
 b- *To say such a thing would be an insult to their intelligence .*

The adjectival function of a **gerundival** clause can be made clear by the following examples which illustrate its position in the sentence as postmodifier. The clause is usually preceded by *of* or *for* :

- (٣٦) a- *The time for making excuses is past .*
 b- *He spoke of the necessity of employing more men .*
 (Frank, ١٩٧٢:٣٢٥)

Adverbially, the **gerundival** clause can modify the verb, the adjective, or the whole sentence :

- (٣٧) a- *They observed Adrian writing his book .*
 (Hudson-Ettle, ١٩٩٨:٥٢)
 b- *It is no good talking to him .*
 (Zandvoort, ١٩٦٦:٢٦)
 c- *On seeing her , he ran to meet her .*
 (Curme, ١٩٥٣:١٨٩)

Moreover, it can perform different semantic roles according to its relationship to the main clause :

- (٣٨) a- *After visiting the British Museum, we were eager to see the National Gallery also.* (time)
 (Zandvoort, ١٩٦٦:٢٦)
- b- *Despite having worked hard , he failed in the exam .* (contrast)
- c- *He disturbed everyone by coming home late.* (manner)
 (Chalker, ١٩٨٤:٢٥٠)
- d- *They left without saying goodbye.* (result)
 (Swan, ١٩٩٦:٤٠٧)

٢.٤ Verbless Clauses

A **verbless** clause (henceforth **VLC**) is the most reduced form of a clause. It consists basically of what would be the subject predicative in a corresponding finite clause (Johannesson, ١٩٩٩:٤; Taylor, ١٩٩٩:٢٥) :

- (٣٩) a- { *Anxious and fretful , she left early.*
 ~ *Since she was anxious and fretful , she left early.*
 (Kies, ١٩٩٥:٤)
- b- { *I believe the manager incapable of telling the truth .*
 ~ *I believe(that)the manager is incapable of telling the truth.*
 (Galasso, ٢٠٠٣:٢٠)
- c- { *I visited the people upstairs .*
 ~ *I visited the people who are / live upstairs .*
 (Graustein et al ., ١٩٨٧:٢٩٥)

Roberts (١٩٥٤:٢٨٩) defines the **VLC** as “ a group of words which despite the absence of an unsubordinated finite verb, is felt to constitute a complete utterance ”. Fowler (١٩٦٥:٦٧٥), from his own part, defines it as “ a device for enlivening the written word by approximating it to the spoken ” .

As a matter of fact, most grammarians such as Close (١٩٧٥:١٠٠), Quirk et al. (١٩٨٥:٩٩٢), Huddleston (١٩٨٨:١٦٩), and Crystal (١٩٩١:٣٧٢) agree that a **VLC** is notable for its lack of any verb form and often the subject as well. The following examples where recoverability is added may clarify this :

(٤٠) a- *David plays chess **when (he is) on holiday** .*

(Greenbaum, ١٩٦٩:٢)

b- *If (you are) **in doubt**, leave the decision to your superior .*

(Garside et al., ١٩٩٨:١٤)

c- *I used to recite it **when (I was) on guard duty** .*

(Mathews, ١٩٨١:٥٢)

d- ***Though (they were) fearful of road conditions**, they decided to go by car .*

(Hasselgård , ٢٠٠٣:١)

These clauses all act like having subject complement and a missing verb **be** and a subject the same as the subject of the clause which contains them. The implied subject, however , may be the whole of the main clause :

(٤١) a- *She came **whenever(it was) necessary**.*

(Elsness, ٢٠٠٣:٤)

b- *(**It was**)**Unknown to his closest advisors**, he had made approaches to the enemy, with a view to a peace settlement .*

(Quirk et al., ١٩٧٢:٧٥٩)

In addition, the subject can be introduced by **with** or **without** :

(٤٢) a- ***With Mary still in Florida**, Fred must be lonely .*

(McCawley, ١٩٩٨:٢٠٩)

b- *Without some indications on her approval, we shouldn't make up our minds on this occasion .*

(Quirk et al., ۱۹۸۵:۶۳۰)

VLC_S can also be treated as reductions of nonfinite clauses :

(۴۳) a- { *Curious about our new house, Joan came to see us at the weekend .*
Being curious about our new house, Joan came to see us at the weekend .

(Hasselgård, ۲۰۰۳:۴)

b- { *There he stood, a tray in each hand .*
There he stood, having a tray in each hand .

c- { *Seventy-three people have been drowned in the area, many of them children .*
Seventy-three people have been drowned in the area, many of them being children .

(Greenbaum and Quirk, ۱۹۹۰:۲۸۸)

It is clear that **verbless** and nonfinite clauses are similar in that both lack the subject, but since VLC_S lack the verb element, “ they take syntactic compression one stage further than the nonfinite clauses ” (Quirk et al., ۱۹۷۲:۷۲۵). VLC_S, however may themselves have nonfinite or finite clauses inside them :

(۴۴) a- *Too nervous to reply, he stared at the floor.*

(ibid.)

b- *Peter was playing, unaware that his wife was in the audience.*

(Hasselgård, ٢٠٠٣:٤)

Verbless structures are considered clauses because they function in ways which make them equivalent to finite and nonfinite clauses (Leech and Svartvik, ١٩٧٥:٢١٤). Huddleston (١٩٨٤:٣٩٣) comments that the relation between *in this pocket* and *a spoon, over* and *the meeting* in ((٤٥) below) is like that between a predicate and a subject (*A spoon was in his pocket. The meeting was over*) rather than like that between a modifier and a head (+ determiner) in NP structure which makes such a construction clause-like despite the absence of the VP :

(٤٥) a- *He walked out of the restaurant with a spoon in his pocket.*

b- *The meeting over, she resumed work on her novel.*

Another reason is that such structures can be analyzed into the same functional elements recognized in finite clause like subject complement, object, and adverbial :

(٤٦) a- { *Although [Conj] always [Adv] helpful [Cs], he was not much liked.*
 ~ *Although [Conj] he [S] was [V] always [Adv] helpful [S], he was not much liked.*

(Quirk et al., ١٩٨٥:٩٩٢)

b- { *If [Conj] available [Cs], the books will be sent to you within two weeks.*
 ~ *If [Conj] they [S] are [V] available [Cs], the books will be sent to you within two weeks.*

(Wekker and Haegeman, ١٩٨٥:٣٤)

Villalón (١٩٩٧:٢), on the other hand, argues that any clause is identified as having a subject and a finite verb and it is better to consider **verbless** constructions as phrases rather than clauses since they lack the finite verb. He maintains that the subject is not always recoverable, for example, the subject rule (see page ٢٢) makes the interpretation of the following sentence different from what its writer presumably intends :

(٤٧) *Mad and despised, I can't help feeling sorry for George III .*

If the intended message was that *George III was mad and despised* (and not the writer), it is necessary to recognize the above sentence as follows, and thus (from the researcher's point of view) the problem is solved :

(٤٨) *Mad and despised, George III was, in my opinion, greatly to be pitied .*

He then adds (ibid:٣) that if the absence of a finite verb is an excuse to explain VLCs, everything could be a subordinate clause if it can be transformed into a subordinate clause, for example, the sentence in (٤٩.b) below could be the transformation of the sentence in (٤٩.a) :

(٤٩) a- *I love when I dance the tango .*
 b- *I love the dance of the tango .*

From the researcher's point of view, *the dance of the tango* could not be the transformation of *when I dance the tango* since they have two different functions, *the dance of the tango* is a NP functioning as the direct object of the verb *love*, whereas *when I dance the tango* is an adverbial subordinate clause. Secondly, they are semantically unequivalent; their meaning is obviously different .

٢.٤.١) *Forms of Verbless Clauses*

Two forms of **verbless** clauses can be distinguished, those where a verb has been deleted and those of nominalization :

٢.٤.١.١) *Deletion of Verb*

VLC_s may be regarded as derivations from fuller clauses. One way to do so is to delete the linking verb (mainly *be*) and the following structure (the predicative) is left behind. The subject and the subordinator (if there is any) may also be removed, this can be illustrated as follows :

$$(٥٠) \quad X \text{ Conj NP VL} \left\{ \begin{array}{l} \text{NP} \\ \text{AdjP} \\ \text{PP} \\ \text{AdvP} \end{array} \right\} Y \Longrightarrow X \pm \text{Conj} \left\{ \begin{array}{l} \text{NP} \\ \text{AdjP} \\ \text{PP} \\ \text{AdvP} \end{array} \right\} Y.$$

Where \pm refers to the presence or absence of a subordinating conjunction .

(Graustein et al., ١٩٨٧:٢٩٤)

Chalker (١٩٨٤:١٣٩) and Huddleston (١٩٨٨:١٦٩) point out that linking verbs are easily deletable and recoverable because they have little semantic content of their own as compared to other verbs. In the VP, they are dependent on the predicative which is usually an adjective (henceforth Adj) or a NP acting as a subject complement, or it may be an adverbial. Their main syntactic role is to link the complement to the subject. This makes the **VLC** limit to the two clause-types: *SVC* and *SVA*, with or without subordinator :

(٥١) a- *An excellent speaker, he was never at a loss for a word.* [(SV) Cs]

(Close, ١٩٧٥:١٠٠)

b- *She looked at him expectantly, her eyes full of excitement and curiosity.* [S(V) Cs]

c- *Mavis sat in the front seat, her hands in her lap.* [S (V)A]

(Quirk et al., ١٩٨٥:٩٩٦)

d- *When in Rome, do as the Romans do.* Conj [(SV) A]

(Swan, ١٩٩٦:١٣٣)

VLC_s can contain optional adverbials which can be added either initially or finally :

(٥٢) a- *Loath to reply for fear of offending her parents, she strode out of the room.* [(SV)Cs A_{reason}]

b- *Though now frail, they were quite capable of looking after themselves.* Conj [(SV)A_{time} Cs]

(Quirk et al., ١٩٨٥:٩٩٧)

c- *Mauran, normally a timid girl, snapped back at the other.*

[A_{frequency} (SV) Cs]

(Quirk et al., ١٩٧٢:٧٢٦)

Huddleston (١٩٨٨:١٧٠) indicates that VLC_s are quite similar to adverbial participle clauses since the latter, like VLC_s, can function as complement to *be* :

(٥٣) a- *Although (she was) working under difficult conditions, she performed remarkably well .*

(ibid.)

b- *You never examine any patient **while** (**you are**) **standing on the left side of the bed** .*

(Hudson-Ettle, ١٩٩٨:٤٣)

The deletion of linking verb can also be applied to the result of another reduction. Consider the examples below in which the finite clause in (٥٤.a) is reduced to a nonfinite clause (namely **to-infinitive**) in (٥٤.b), which is in turn reduced to a **verbless** clause in (٥٤.c) :

(٥٤) a- *John believes **that the prisoner is innocent** .*

b- *John believes **the prisoner to be innocent** .*

c- *John believes **the prisoner innocent** .*

In (٥٤.a) and (٥٤.b) **the prisoner** is the subject/NP of the embedded sentence and the adjective phrase (henceforth AdjP) in both cases is the predicative complement in the VP of the embedded clause. The structure of (٥٤.b) can be represented as follows :

(٥٥) *John believes [S-[NP **the prisoner**] [VP **to be** [AdjP **innocent** .]]]*

The whole clause (S⁻) is the direct object of **believe**, the string **the prisoner innocent**, though containing no verb, can be treated as a clause as there is a predicative relationship between the NP **the prisoner** and the AdjP **innocent**. In addition, it is regarded as a clause by analogy with the clauses in sentences (٥٤.a and b) (Wekker and Haegeman, ١٩٨٥:٩٤ ; Grush, ١٩٩٧:٥; Bailyn, ٢٠٠٠:٤) .

Below are further examples of this type of reduction :

(۵۶) a- *Susan considers David (to be) an idiot .*

b- *The jury found the defendant (to be) guilty .*

(Aarts, ۱۹۹۸:۳)

c- *Will she find me (to be) a real bore ?*

(Galasso, ۲۰۰۳:۲۰)

A **VLC** consisting of subject and subject complement may be linked by *and* to a preceding clause. Such combination can be used to express various logical relationships :

(۵۷) a- *You could have left before the speeches, and nobody the wiser.*

(conditional relationship: ‘...and if you had done so, nobody would have been the wiser.’)

b- *How could you be so spiteful, and her your best friend ?*

(‘...seeing that she is your best friend’)

(Quirk et al., ۱۹۸۵:۸۴۴)

Järvinen and Tapanainen (۱۹۹۷:۱۵) argue that verbal ellipsis is a descriptive problem because generally only surface elements are allowed. Similarly, Quirk et al. (۱۹۸۵:۹۹۷) think that it may not be easy to distinguish a **VLC** from an appositional construction, a nonrestrictive postmodifier, or an adverbial which is a direct constituent of the main clause. The prepositional phrase (henceforth pp) in (۵۸) is considered as a **VLC** consisting only of an adverbial complementation simply because it is directly parallel to nominal or adjectival **verbless** clauses mentioned in (۵۹) :

(۵۸) *Of humble parentage, he began his working life in a shoe factory.*

(۵۹) a- *A man of humble parentage, ...*

b- *Born of humble parentage, ...*

Similarly, the NP in (۶۰) below is regarded as a **VLC** rather than a full apposition because it is not placed next to the subject :

(۶۰) *The river lay in its crescent loop entirely without movement, **an artifice of green-black liquesscent marble.***

(*ibid.*)

For the distinction between a **verbless** adjective clause and a nonrestrictive relative clause, see section (۲.۴.۲.۲) .

۲.۴.۱.۲ *Nominalization*

Nominalization is defined by Crystal (۱۹۹۱:۲۶۰) as “ the process of forming a noun from other word–class ” :

(۶۱) a- *V → N : hesitate → **hesitation** , arrive → **arrival** , manage → **management** , close → **closure** , etc.*

b- *Adj → N : excellent → **excellence** , ill → **illness** , free → **freedom** , warm → **warmth** , etc.*

(Bauer , ۱۹۸۳:۲۲۲)

Quirk et al. (۱۹۸۵:۱۲۸۸) , not differing from the previous definition, use the term “nominalization” to refer to a NP which has a systematic correspondence with a clause structure. The noun head of such a phrase is related morphologically to a verb in (۶۲) and to an adjective in (۶۳) :

- (٦٢) a- { *When you arrive at your hotel, please write to me .*
On arrival at your hotel, please write to me .
 (Close, ١٩٧٥:١٠١)
- b- { *We went out **although it was raining** .*
*We went out **in spite of the rain** .*
 (Swan, ١٩٩٦:٢٥٨)
- (٦٣) a- { ***Because our parents are generous**, all of the children in our
 family have received the best of everything .*
***Because of our parents' generosity**, all of the children in our
 family have received the best of everything .*
- b- { *They wanted to climb the mountain **even though it was
 dangerous** .*
*They wanted to climb the mountain **regardless of the danger** .*
 (Azar, ١٩٩٩:٣٨٦)

It is worth mentioning that the relation between a nominalization and a corresponding clause structure can be more or less explicit depending on how far the nominalization specifies the nominal or adverbial elements of a corresponding clause through the use of modifiers and determinatives. The following NP_s are arranged from the most explicit (٦٥.a) to least explicit (٦٥.e) and each can occupy the function of a nominalization :

(٦٤) *The reviewers criticized his play in a hostile manner*

(٦٥) a- *the reviewers' hostile criticism of his play*

b- *the reviewers' criticism of his play*

c- *the reviewers' criticism*

d- *their criticism*

e- *the criticism*

(Quirk et al., ١٩٨٥:١٢٨٩)

۲.۴.۲ *Functions of Verbless Clauses*

At sentence level, a **VLC** can function as nominal, adjectival, or adverbial :

۲.۴.۲.۱ *Nominal*

A **VLC** can assume the grammatical function of nouns in the sentence as direct object, complement to a preposition, or appositive. The following examples illustrate its function as direct object :

(۶۸) a- *The umpire declared **the runner safe** .*

(Algeo, ۱۹۷۴:۱۷۹)

b- *I want **the dress ready by five o'clock** .*

c- *He thinks **the decision very unwise** .*

(Wekker and Haegeman, ۱۹۸۵:۹۴)

d- *Susan found **the job very difficult** .*

(Aarts, ۱۹۹۸:۳)

In the examples above, the subject NP functions as the main direct object and the attributed constituent as the complement. *The job very difficult*, in (۶۸.d) can be analyzed as a unit because its constituents cannot be separated. What *Susan found* was not *the job*, but *the job very difficult* (ibid.) .(See section ۲.۴.۱.۱ for more details) .

Wekker and Hageman (۱۹۸۵:۱۴۰) point out that the subject of the **VLC**, as in (۶۹), can also be realized by a clause rather than by a NP. In (۷۰.a), the subject of the **VLC** is a finite that-clause, whereas in (۷۰.b), it is a nonfinite to-infinitive clause :

(۶۹) *They considered **her affair with George** very foolish .*

(۷۰) a- *They considered **that she had an affair with George** very foolish.*

b- *They considered for her to have an affair with George very foolish .*

Furthermore, the subject clause of the object **VLC** can be extraposed. The position of the subject inside the **verbless** object clause can be filled by the preparatory subject *it* :

(٧١) a- *They considered it very foolish that she had an affair with George.*

b- *They considered it very foolish for her to have an affair with George .*

(ibid.)

VLC_s that can function as complement to a preposition can usually be introduced by *with* and *without* which take *subject+complement* structures (Fang and Huckvale, ١٩٩٦:١٦٣) :

(٧٢) a- *He stood with his hands behind his back .*

(Huddleston, ١٩٨٨:١٦٩)

b- *He returned home without his shoes on .*

c- *He sauntered in with his hands in his pockets .*

(Garside et al., ١٩٩٨:١٣)

As an appositive, a **VLC** usually contains an adverbial such as : *then , obviously , also , normally , etc. :*

(٧٣) a- *Norman Jones, then a student, wrote several best-seller .*

b- *Your brother, obviously an expert on English grammar, is highly praised in the book I'm reading .*

c- *At the entrance there are two pillars, one on each side .*

(Quirk et al., ۱۹۸۵:۱۳۱۴)

Another kind of **verbless** construction functioning as an appositive takes the form of *subject + complement* :

(۷۴) *The two men, one a Norwegian and the other a Dane, were awarded medals .*

In the above example, the **VLC** can be converted to a nonfinite clause by inserting the participle *being*, or to a finite relative clause, as (۷۵.a and b) show respectively :

(۷۵) a- *The two men, one being a Norwegian and the other being a Dane, were awarded medals .*

b- *The two men, one of whom was a Norwegian and the other of whom was a Dane, were awarded medals .*

(ibid.)

In addition to the functions mentioned above, Quirk et al. (۱۹۷۲:۷۴۳) indicate that a **verbless** nominal clause is required to account for a kind of subject that inspite of being superficially a NP, has some of the structural and semantic characteristics of a clause. The **verbless** nominal clauses in the examples below can, in turn, be paraphrased by nonfinite nominal clauses :

(۷۶) a- { *A friend in need is a friend indeed.* (proverb)
To be a friend in need is to be a friend indeed .

b- { *Wall-to-wall carpets in every room is the housewife's dream .*
Having wall-to-wall carpets in every room is the housewife's dream.

(ibid.)

Apparently, such constructions are syntactically different from NP_s in that the pp_s are not of the kind which would postmodify the head in a NP. As a NP, *a friend in need*, would mean “ *a friend who is in need* ”, whereas in (۷۶.a) it means “ (*to have*) *a friend when one is in need*, i.e. *Friendship in a time of need is indeed friendship* ”. Moreover, the lack of concord between *carpets* and *is* in (۷۶.b) makes it easy to analyze such a construction as a clause (ibid.) .

۲.۴.۲.۲ *Adjectival*

As adjectival, the VLC may be employed in postmodification :

(۷۷) *I've got a lot of friends, most of them students like me .*

(Bruti, ۲۰۰۳:۱۸)

With and *without* can be used to introduce the VLC used to qualify nouns:

(۷۸) *a room with its door open*

(Quirk et al., ۱۹۸۵:۷۰۴)

The VLC can also function as a free predicative which is either a NP or an Adj_p used to “ ascribe a quality or property to the referent of the subject ” without being linked to it by means of a copula (Johannesson, ۱۹۹۹:۵). It is thus different from the subject predicative in that the latter follows a copular verb :

(۷۹) a- *These biscuits have been kept fresh .*
 b- *She became a Prime Minister .* } (subject predicatives)

(Chalker, ۱۹۸۴:۲۲)

VLC_s appear as free predicative in the following examples :

(۸۰) a- *The audience went away **unimpressed**.*

(Elsness, ۲۰۰۳:۲)

b- *Their hostess, **radiant as ever**, was waiting to greet them.*

c- *She turned away, **furious**.*

(Nash, ۱۹۸۶:۱۱۹)

d- ***Long and untidy**, his hair waved in the breeze.*

(Leech and Svartvik, ۱۹۷۰:۲۱۴)

These examples show that free predicatives, unlike subject predicatives, do not have a fixed position in the sentence, but they can be moved around “fairly freely” (Johannesson, ۱۹۹۹:۰) :

(۸۱) a- ***Rather nervous**, the man opened the letter.*

b- *The man, **rather nervous**, opened the letter.*

c- *The man opened the letter, **rather nervous**.*

(Quirk et al., ۱۹۸۰:۴۲۰)

It is worth mentioning that a **verbless** adjective clause is similar in effect to a nonrestrictive relative clause when it follows the subject :

(۸۲) *The man, **who is nervous**, opened the door.*

(ibid.)

What distinguishes a **verbless** adjective clause from a nonrestrictive relative clause is that in (۸۱), *the man's nervousness* is related to the content of the sentence, but this is not necessarily conveyed through the relative clause. Another point is that the **verbless** adjective clause is related

d- *She gave us our coffee **black*** . (SVOO)

e- *They sent him home **sober*** . (SVOA)

(Quirk et al., ۱۹۸۵:۷۳۸)

The adverbial status of these clauses is made clear by the possibility of omitting as well as preposing them :

(۸۶) *He drove the damaged car **completely undismayed*** .

~ ***Completely undismayed**, he drove the damaged car .*

(Quirk et al., ۱۹۷۲:۳۵۱)

Like finite and nonfinite clauses, **VLC_S** as adverb-equivalents, can have different semantic relations to the main clause: temporal, causal, conditional, etc. These can be expressed with or without subordinators :

(۸۷) a- ***While in London**, we'll stay at a hotel* . (time)

b- ***Grateful for his help**, they praised Tom* . (reason)

(Hasselgård, ۲۰۰۳:۷)

c- *Without **you at my side**, I am not willing to answer questions* .

(condition)

(Greenbaum and Quirk , ۱۹۹۰:۲۸۸)

d- ***No matter whether right or wrong**, he always insisted on having things his way* . (condition-concession)

(Elsness, ۲۰۰۳:۱۱)

e- *In accordance with the principles of direct play, the ball should be thrown forward **where possible*** . (place)

(Fang and Huckvale, ۱۹۹۶:۱۳)

f- *Fresh from the oven, rolls are delicious* . (contingency)

(Quirk et al., ١٩٨٥:١٠٧٨)

g- *You should discuss the company with him as though unaware that you were being considered for a job* . (comparison)

(ibid.:١١١٠)

h- *Although a lawyer by training, he became a great soldier* .

(contrast)

(Close, ١٩٧٥:١٠٠)

Verbless adverbial clauses can also be coordinated, the initial subordinating word can be omitted in the second occurrence if it is common to both clauses :

(^^) *With George ill and (with) the children at home, Jenny is finding life difficult* .

(Quirk et al., ١٩٨٥:٩٤٦)

In addition, the first or both conjoins with conditional **or** may be a **VLC** :

(^٩) a- *Your money or your life*.(Give me your money or I'll take your life)

b- *Your money or I shoot* .

(ibid. :٩٣٤)

٢.٤.٣ *Further Uses of Verbless Clauses*

٢.٤.٣.١ *Directive*

VLC_S can be used as directives. According to Leech (١٩٨٩:٥١٤) these constructions are mainly found in informal speech :

(٩٠) *Everybody out !*

A **verbless** command may be constructed with an adverbial followed by *with-phrase*, or it may consist only of a NP which may be accompanied by an adverbial such as *please* as the examples in (٩١) and (٩٢) show respectively :

(٩١) a- *Off with your coat !* (Take off your coat !)

(*ibid.*)

b- *On with the show !* (Begin or continue the show !)

c- *Out with it !* (Tell me about it !)

(Quirk et al., ١٩٨٥:٨٤٣)

(٩٢) a- *Attention !*

b- *My hat, please !*

c- *The door !*

(*ibid.* :٨٥٠)

In most cases, the interpretation of such commands depends on the context. *The door* in (٩٢.c) may mean “ *Shut the door .. Watch the door.. Open the door!*, or even ‘ *Leave the room !* ’ ” (*ibid.*) .

VLC_s can appear as the first clause in coordinated constructions that denote a conditional relationship. Such constructions may also have the force of a directive :

- (٩٣) a- ***One more step and I'll shoot*** . (Take one step more and I'll shoot.)
 b- ***Another drink or I'll die of thirst***. (Give me another drink or I'll die of thirst .)

(ibid. :٨٥١)

The following stereotyped sentences have VLC_s in both parts :

- (٩٤) a- ***Your money or your life !*** (Give me your money or I'll take your life .)

- b- ***Trick or treat !*** (Give me a treat or I'll play a trick on you .)

(ibid. :٨٥٢)

It is worth mentioning here that VLC_s, as they are abbreviated in nature, can have a role in instructional language, such as technical manuals, consumer leaflets on using products, or instructional labels as clarified in the examples below :

- (٩٥) a- ***Cook slowly until ready*** .

(Swan, ١٩٩٦:١٣٣)

- b- ***Beat the mixture until fluffy*** .

- c- ***File the edges until smooth*** .

(Quirk et al., ١٩٨٥:١٠٧٩)

٢.٤.٣.٢ *Exclamative*

The VLC can by itself serve to form an independent sentence, thus such exclamative questions may be found :

(٩٦) a- *What lovely weather !*

(Leech, ١٩٨٩:٥١٤)

b- *What a good idea !*

(Quirk et al., ١٩٨٥:٨٤١)

A VLC functioning as an exclamation may consist either of an adjective alone or as head of an AdjP, as the following examples show :

(٩٧) a- *Excellent !*

b- *How good of you !*

c- *How very thoughtful !*

(ibid.)

The VLC_s like those in the examples above need not be dependent on any previous linguistic context, but may be a comment on some object or activity in the situational context .

In fact, VLC_s with initial *What* or *How* can be regarded as ellipted versions. In the following examples, the ellipted parts are bracketed :

(٩٨) a- *How odd (it is) !*

b- *What a strange story (it was) !*

(Chalker, ١٩٨٤:١٢)

Quirk et al. (๑๙๘๐:๘๕๒) mention another kind of **VLC_s** used to express an exclamatory wish. Such a class begins with ***Oh for*** followed by a NP. Such constructions are usually poetic or archaic :

- (๑๑) a- ***Oh for a drink !***
 b- ***Oh for another glimpse of her !***

However, the following stereotyped exclamations consisting of (***Oh for ...'s sake***) are used to express impatience or anger :

- (๑๐๐) a- ***Oh, for heaven's sake !***
 b- ***Oh, for Christ's sake !***

(ibid.)

๒.๕.๕ ***Purposes of Verbless Clauses***

As noted in the previous discussion, a wide rang of **VLC_s** are reduced forms of the subordinate clauses. With the underlying verb deleted and the generalization achieved by leaving out all other details, **VLC_s** often reflect more permanent meaning than other clauses (Graustein et al., ๑๙๘๗:๒๕๑). Because of its informational density, the **VLC** can be an effective means in writing. The author, in such clauses, “ is trying for the effect of words spoken in the head—thoughtful, angry, shocked, or bemused” (Snively, ๒๐๐๓:๒). The following sections illustrate some of the purposes it is intended to serve :

2.4.4.1 *Transition*

A VLC may introduce what is to follow, as in (1.1), or it may contain a summary comment on what has gone before. In this case, it consists only of complement which is linked to the preceding clause by *and*, as in (1.2) :

(1.1) a- *Finally on one small point .*

b- *The practical conclusion ?*

(1.2) a- *She left him, and a good thing too .* (‘...and it is a good thing too .’)

b- *He is finally begged for help, and no wonder.*

(Quirk et al. , 1980:844-0)

2.4.4.2 *Afterthought*

In order to give the VLC greater importance, some writers prefer to use a full stop instead of lighter punctuation. The use of a full stop, here, can suggest a pause for reflection :

(1.3) a- *Some lines might have been written by Auden himself. Well almost .*

b- *Among living novelists E.M. Forster, I. Compton Burnett, and Angus Wilson have done this. And C.P. Snow .*

c- *He thought as much as he observed. More in fact .*

(Fowler, 1960:770)

٢.٤.٤.٣ *Pictorial*

The **VLC** can be used in descriptive writing. The writer here aims to describe a particular event that enables the reader to see it in his mind :

(١٠٤) a- *Here silence and beauty were absolute. **No aeroplanes. Not even tree .***

b- *It is an entire streetful of shops. Complete with side arcades. And a restaurant. And two snack bars. All piled on top of another. A whole civilization all of itself. **Practically a State .***

(ibid.)

c- *Nice to see **living things** that don't know anything about future trouble or death of Committees .*

(Snively, ٢٠٠٣:٢)

٢.٤.٤.٤ *Dramatic Climax*

An event or a point of greatest interest or intensity can be expressed through the use of the **VLC** as clarified by the following examples :

(١٠٥) a- *The intruder was no gay young man, but a gray-haired naval captain **with one eye and one arm .***

b- *Unless something is done soon, Oxford, the home of lost causes, will lose the last cause of all. **Oxford itself .***

c- *We shall face difficulties as we always have done. **As a united nation .***

(Fowler, ١٩٦٥:٦٧٥)

٢.٤.٤.٥ *Aggression*

The example below explains how the writer uses the **VLC** to reflect his unprovoked hostility :

(١٠٦) *The particular dynamism of the publishing group which this book concerns springs, **of course**, from the rumbutious school of journalism it natured. Defying the conventions. Hastening the inevitable in social change. Cocking a snook at the hoary traditions and pomposities of our time. Fighting the taboos .*

(ibid.)

٢.٤.٤.٦ *Comment*

The use of **VLC** can show the writer's emotional attitude, especially “ if arch or strident or intended to surprise ” :

(١٠٧) a- *We solved the whole thing by appointing a Royal Commission. A **neat solution. Clever us .***

b- *At the end of the book he goes down the pit and describes the agony of work at the coal face. **Brilliant. Searing .***

c- *Did someone whisper ‘ who the hell is Jack Poar ? ’ **Incredible . Crazy .***

(ibid.)

The examples above show how the **VLC** can be an effective medium of emphasis, intimacy, and rhetoric. The missing parts can be guessed from the context and most readers are not aware that anything is missing. Darling (٢٠٠٣:٣) regards **VLC_s** as both useful and correct because they are often “ elegant, efficient means of expression ”. But the

writer of such clauses, as Snively (୨୦୦୩:୨) rightly believes, should use them both sparingly and intentionally, taking careful note of their influence in a whole passage .

Chapter Three

The Test

۳.۱ Introduction

In order to fulfil the aims of the present study, a test has been designed. Throughout this chapter, a description of this test is presented including its objectives, design, material selection, and the subjects to whom the test has been applied. Validity and reliability of the test are defined as well. Moreover, the present chapter describes the pilot and the main administration of the test along with the scoring scheme adopted .

۳.۲ Objectives of the Test

Since a language test is regarded as a means of assessing the student's performance through the elicitation of “ certain behaviour from which one can make inferences about certain characteristics of an individual ” (Bachman, ۱۹۹۰:۲۰), the present test has been constructed primarily to investigate the extent to which college students master **verbless** constructions. It is a diagnostic test aiming at measuring the areas of difficulty encountered by Iraqi EFL college students in using those clauses as well as trying to identify the causes of their errors so that the appropriate remedial recommendations can be suggested on the basis of the test results .

The test is designed to measure the recognition and the production levels. The first and second questions measure the subjects' responses on the recognition level, whereas the third and fourth questions measure their responses on the production level. Accordingly, the hypotheses proposed in section (١.٣) will be either verified or refuted.

٣.٣ *Selection of Material*

Most of the items of the test have been selected from the grammar books mentioned in Chapter Two as well as from a workbook by R. A. Close, namely, *A University Grammar of English (Workbook)* (١٩٧٤). The items cover as far as possible the forms of VLCs and their various functions .

Furthermore, the selection of the test items has been approved by a jury committee of ten experienced university lecturers. It includes :

Prof. Abdul Wahid M. Muslit (Ph.D. in Linguistics and Translation),
College of Languages / University of Baghdad .

Prof. Salih M. Hameed (M.A. in Literature), College of Education /
University of Babylon .

Prof. Sabah Al-Rawi (Ph.D. in Linguistics and Translation), College of
Languages / University of Baghdad .

Asst. Prof. Abdul Latif Al-Jumaily (Ph.D. in Applied Linguistics),
College of Arts / University of Baghdad .

Asst. Prof. Munthir Manhal (Ph.D. in Linguistics and Translation),
College of Languages / University of Baghdad .

Asst. Prof. Abdul Hameed N. Sa'ad (Ph.D. in Methods of Teaching English as a Foreign Language), College of Languages / University of Baghdad .

Asst. Prof. Adil Al-Akkam (M.A. in English Language and Linguistics), College of Basic Education / University of Babylon .

Asst. Prof. Razzaq N. Mukheef (M.A. in English Language and Linguistics), College of Education / University of Babylon .

Lecturer Wafa'a M. Faisal (Ph.D. in Methods of Teaching English as a Foreign Language), College of Education / University of Babylon .

Lecturer Maysa'a K. Hussein (Ph.D. in English Language and Linguistics), College of Education / University of Al-Qadisiya.

٣.٤ *Test Design*

The test consists of four questions. The first two questions are designed to measure the subjects' responses on the recognition level. The first question includes fifteen items intended to measure the subjects' ability to distinguish **VLC_s** from finite and nonfinite ones. The subjects are provided with three choices: finite, nonfinite, and **VLC_s** of which only one choice is correct.

In the second question, the subjects are supplied with ten items and asked to state whether the underlined words in each item function as a **VLC**, an **Adj_p**, or an **Adv_p**. The subjects' responses to this question will reflect the extent to which they can distinguish **VLC_s**, especially if they consist only of a complement, from an **Adj_p** or an **Adv_p** that is a direct constituent of the main clause .

The last two questions, on the other hand, are designed to measure the subjects' responses on the production level. The third question contains fifteen items distributed equally over three sub-questions : *A*, *B*, and *C*, each consisting of five items .

One of the basic forms of **VLC_S**, i.e. nominalization, is intended to be examined in sub-question *A*. The subjects are asked to produce a nominalized clause which corresponds systematically to a given finite clause. Some of the items ((¹), (²), and (³)) require paraphrasing, whereas the others require the derivation of a NP from another word-class . Conjunctions are given in order to facilitate the subjects' task .

As **VLC_S** can be treated as reductions of nonfinite clauses (see section ୨.୫), sub-question *B* (together with sub-question *B* in question four) aims to measure this aspect. The subjects are asked to complete each item after changing the nonfinite clause given between brackets to a **VLC**. The deletion of the participle *being* or *having*, as in items (¹), (²) and (୧), is enough to form such clauses, whereas in items (³) and (୫) other necessary changes are required. On the basis of the subjects' responses, their ability to change nonfinite clauses to **verbless** ones can be measured .

Concentrating mainly on the second basic form of **VLC_S**, i.e. deletion of verb, the subjects in sub-question *C* are instructed to rewrite the underlined finite clauses as **VLC_S**. Clearly, the aim is to measure their ability to change finite clauses to **verbless** ones. Item (²) requires only the deletion of the linking verb (with or without the deletion of the subject), whereas in the rest, other changes are required .

The fourth question is divided into two sub-questions each of which contains five items. In both sub-questions, the subjects are requested to

change the VLCs, after identifying them, to finite clauses in sub-question *A* and to nonfinite clauses in sub-question *B*. Thus, their ability to do so can be measured .

A good test, however, must have the features of validity, reliability, economy, scorability , and administrability. These are going to be discussed in some detail in the following sections .

٣.٥ *Validity and Reliability*

According to Alderson et al. (١٩٩٥:١٧٠), validity is “ the appropriateness of a given test or any of its component parts as a measure of what it is supposed to measure ”. To achieve the validity of the test, it must meet two criteria : face validity and content validity.

In order to achieve the test surface credibility or public acceptability, the present test has been exposed to some administrators and non-expert users who have shown their approval of the test as a whole.

Content validation depends on the analysis of the language being tested and the objectives of a particular course (Heaton, ١٩٨٨:١٦٠). Thus, the items of the present test are assumed to be valid as they are constructed to satisfy the aims of the test (**see section ٣.٢**) .

In addition, the test has been submitted to a jury of experts (**see section ٣.٣**) in order to assess its face and content validity. The jury has judged the test as being valid to measure the purposes for which it is designed. The jury offered some suggestions which have been taken into consideration; accordingly certain instructions have been modified wherease some sentences have been replaced by others .

On the other hand, a test is reliable if “ its scores remain relatively stable from one administration to another ” (Harris, ୧୯୬୧:୧୧୧). To ensure that, a definite scoring scheme has been used (see section ୩.୨ below). Furthermore, the instructions of the test were clearly explained and the subjects were encouraged to answer the test .

Heaton (୧୯୮୮:୧୬୩-୧) mentions that there are different methods for estimating the reliability of a test such as : **test–retest, two equivalent forms, split–half, and Kurder–Richardson Method.**

The method adopted to estimate the reliability of the present test is Kurder–Richardson of which the following formula can be considered :

$$r = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{NX^2} \right)$$

Where

r = reliability .

N = the number of items in the test .

m = the mean of the test scores .

x = the standard deviation of the test scores .

The computation of this formula has yielded that the reliability coefficient of the present test is ୦.୭୧ which is a highly positive correlation .

۳.۶ *Subjects*

The sample of the study consists of ۵۰ subjects (۱۶ males and ۳۴ females) of the fourth academic year (۲۰۰۳-۲۰۰۴) of the Department of English at the College of Education, University of Babylon .

The sample represents about ۷۲% of the total student population. They are native speakers of Iraqi Arabic who have similar EFL background and their average age is twenty-two years old .

The fourth year students are preferred to apply the test because the topic under investigation has been taught in their third year of study at the university. The textbook adopted is *A University Grammar of English* by Quirk and Greenbaum (۱۹۷۳). Moreover, they are the most advanced learners of English on the university level before graduation .

۳.۷ *Pilot Administration*

Before conducting the actual administration of the main test, a pilot test has been applied on the ninth of February, ۲۰۰۴. This try out has been administrated to ten subjects selected randomly from the fourth year students who are excluded from the main test. The aims of the pilot test are to specify the time required for answering the test, to see whether the directions and the items of the test are clear to the subjects, to check which of them needs modifications, and to analyze the items to determine their effectiveness in term of item difficulty and item discrimination power (see **section ۳.۷.۱**) .

The results of the pilot test have indicated that the time required to answer the whole items of the test is about one hour, and that some

instructions need modification. All the results obtained from the pilot administration of this test have been incorporated into the final version of the test .

3.7.1 *Item Analysis*

Item analysis is “ a means of estimating how much information each single item in a test contributes to the information provided by the test as a whole ” (Davies, 1968:192). The aim of such analysis is to examine the test items in term of two criteria: (i) whether they are of suitable level of difficulty, and (ii) whether they discriminate between good and weak students.

The index of difficulty (or facility value) of an item means “ how easy or difficult the particular item proved in the test ”(Heaton, 1988:178). It is calculated by using the formula :

$$FV = \frac{R}{N}$$

Where

FV = facility value .

R = the number of correct answer .

N = the number of the students taking the test .

The application of this formula has yielded that the item difficulty ranges between 0.1 – 0.4 (see Table 1). In this respect, Bloom et al.(1981:90) point out that a good spread of results can be obtained if the items vary in difficulty from 0.2 to 0.8. Therefore, the item difficulty of the present test is satisfactory except for items (7 and 10) in question (1) and item (1) in question (2A) which have been replaced by others .

The following formula, on the other hand, has been used to find out the item discrimination power:

$$D = \frac{\text{CorrectU} - \text{CorrectL}}{n}$$

(Heaton, 1988:180)

Where

D = discrimination index .

U = upper half .

L = lower half .

n = the number of the students taking the test in one group .

After the computation of this formula, it has been found that the discrimination power ranges between 0.20-0.80 (see Table 1). According to Ebel (1972:399), “ Good classroom test items have indices of discrimination of 0.30 or more .Some of the items which show low indices of discrimination ,however, have been included in the final version of the test because they are necessary to measure certain aspects of the students' performance.

The following table shows the facility value and the discrimination index of each item of the test :

Table (١)
The Facility Value and the Discrimination Index
of the Test Items

No. of Question	No. of Item	FV	D	No. of Question	No. of Item	FV	D
١	١	٠.٤٠	٠.٤٠	٣.A	١	٠.١٠	٠.٢٠
	٢	٠.٥٠	٠.٢٠		٢	٠.٢٠	٠.٤٠
	٣	٠.٦٠	٠.٤٠		٣	٠.٥٠	٠.٥٠
	٤	٠.٦٠	٠.٦٠		٤	٠.٣٠	٠.٦٠
	٥	٠.٣٠	٠.٤٠		٥	٠.٤٠	٠.٤٠
	٦	٠.١٠	٠.٢٠	٣.B	١	٠.٥٠	٠.٢٠
	٧	٠.٨٠	٠.٤٠		٢	٠.٤٠	٠.٨٠
	٨	٠.٥٠	٠.٢٠		٣	٠.٢٠	٠.٤٠
	٩	٠.٢٠	٠.٤٠		٤	٠.٢٠	٠.٤٠
	١٠	٠.١٠	٠.٢٠		٥	٠.٥٠	٠.٦٠
	١١	٠.٥٠	٠.٢٠	٣.C	١	٠.٢٠	٠.٤٠
	١٢	٠.٦٠	٠.٤٠		٢	٠.٥٠	٠.٦٠
	١٣	٠.٧٠	٠.٢٠		٣	٠.٢٠	٠.٤٠
	١٤	٠.٤٠	٠.٤٠		٤	٠.٥٠	٠.٦٠
	١٥	٠.٤٠	٠.٤٠		٥	٠.٤٠	٠.٤٠
٢	١	٠.٣٠	٠.٢٠	٤.A	١	٠.٦٠	٠.٨٠
	٢	٠.٢٠	٠.٤٠		٢	٠.٧٠	٠.٢٠
	٣	٠.٤٠	٠.٤٠		٣	٠.٧٠	٠.٦٠
	٤	٠.٤٠	٠.٤٠		٤	٠.٢٠	٠.٤٠
	٥	٠.٢٠	٠.٤٠		٥	٠.٣٠	٠.٦٠
	٦	٠.٥٠	٠.٢٠	٤.B	١	٠.٣٠	٠.٤٠
	٧	٠.٢٠	٠.٤٠		٢	٠.٢٠	٠.٤٠
	٨	٠.٧٠	٠.٦٠		٣	٠.٣٠	٠.٦٠
	٩	٠.٦٠	٠.٤٠		٤	٠.٢٠	٠.٤٠
	١٠	٠.٣٠	٠.٢٠		٥	٠.٢٠	٠.٤٠

୩.୮ *Final Administration*

The main test was carried out on the fifteenth of February during the academic year ୨୦୦୩-୨୦୦୪. The time allocated for the test was one hour. The subjects were assured that the test was purely for research purposes and had no bearing on their marks .

After distributing the test papers, the instructions were clearly explained and illustrative examples for each question were given to the subjects. The subjects were instructed to answer on the same test sheet to save time and effort .

The subjects, then, were encouraged to respond to the test and ask any questions. They were asked not to write their names on the test sheets so as to avoid embarrassment .

The process of marking the test has been done by the researcher using the scoring scheme presented in the following section .

୩.୯ *Scoring Scheme*

A definite scoring scheme has been adopted so as to obtain objectivity and reliability .

The entire test has been scored out of ୧୦୦. The scores have been distributed in such a way as to give two scores for each correct answer and zero score for the incorrect one. The items that are left by the subjects with no answer have also been given a zero score since they predicate that the subjects have failed to give any answer .

The scoring scheme adopted for the present test can be illustrated in the following table :

Table (٢)
Distribution of the Scores of the Test

NO. OF QUESTION	NO. OF ITEMS	SCORES	PERCENTAGE
١	١٥	٣٠	٣٠
٢	١٠	٢٠	٢٠
٣.A	٥	١٠	١٠
٣.B	٥	١٠	١٠
٣.C	٥	١٠	١٠
٤.A	٥	١٠	١٠
٤.B	٥	١٠	١٠
Total	٥٠	١٠٠	١٠٠

Chapter Four

Discussion of Results

٤.١ Introduction

This chapter is concerned with the presentation and discussion of the results of the test. The troublesome linguistic errors that the subjects made in using verbless clauses have been identified and shown statistically. In addition, attempts have been made to determine the plausible sources of these errors in order to get at some insights into the nature of the difficulties that Iraqi EFL college students encounter in this area .

٤.٢ Discussion of Results

This section presents the results of the subjects' performance on each question of the test in particular and on the whole test in general with regard to the recognition and production levels. The extent to which the subjects master the **verbless** constructions is determined by their correct responses which are, in turn, necessary to verify or refute the hypotheses proposed in the outline of the present study .

٤.٢.١ *Subjects' Performance of the First Question*

The first question, as mentioned in section (٣.٢), is constructed to measure the subjects' responses on the recognition level. The results obtained after analyzing the subjects' performance on each item in this question are presented in the following table :

Table (٣)
Subjects' Performance on the Recognition Level
in Question (١)

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
١	٢٧	٥٤	٢٣	٤٦		
٢	٣٢	٦٤	١٨	٣٦		
٣	٢٨	٥٦	٢٢	٤٤		
٤	٢١	٤٢	٢٩	٥٨		
٥	٢٨	٥٦	٢١	٤٢	١	٢
٦	١٤	٢٨	٣٥	٧٠	١	٢
٧	٢٨	٥٦	٢٢	٤٤		
٨	٢٩	٥٨	٢١	٤٢		
٩	٢٤	٤٨	٢٥	٥٠	١	٢
١٠	١٦	٣٢	٣٢	٦٤	٢	٤
١١	٢٨	٥٦	٢٢	٤٤		
١٢	١٩	٣٨	٣٠	٦٠	١	٢
١٣	٢٤	٤٨	٢٦	٥٢		
١٤	٢١	٤٢	٢٩	٥٨		
١٥	١٣	٢٦	٣٦	٧٢	١	٢
Total	٣٥٢	٤٦.٩٣	٣٩١	٥٢.١٤	٧	١.٩٣

As shown in table (٣), the total number of correct responses is (٣٥٢, ٤٦.٩٣%), whereas that of incorrect responses (**including avoided ones**) is (٣٩٨, ٥٣.٠٧%). The rate of incorrect responses reveals the subjects' incompetence in distinguishing the three types of clause: finite, nonfinite, and **verbless** .

Table (٤), on the other hand, illustrates the difference between the subjects' performance of the three types of clause :

Table (٤)
Subjects' Performance of the Three Types of Clause:
Finite, Nonfinite, and Verbless in Question (١)

Clause Type	Total No. of Responses	No. of Correct Responses	%
Finite	١٠٠	٥٦	٥٦
Nonfinite	٢٠٠	٩٢	٤٦
Verbless	٤٥٠	٢٠٢	٤٤.٩

The results indicate that the total number of correct responses to VLCs' items (٢٠٢, ٤٤.٩%) is lower than that of nonfinite (٩٢, ٤٦%) and finite (٥٦, ٥٦%) clauses' items. This suggests that the subjects face more difficulty in recognizing VLCs from the other two types of clause and this, in turn, reflects their lack of knowledge about such clauses.

٤.٢.٢ *Subjects' Performance of the Second Question*

As far as the recognition level is concerned, the second question measures the subjects' ability to recognize VLC_s from the Adjp or Advp that is part of the main clause. Table (٥) displays the subjects' responses to each item in this question :

Table (٥)
Subjects' Performance on the Recognition Level
in Question (٢)

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
١	٧	١٤	٤٢	٨٤	١	٢
٢	٣	٦	٤٧	٩٤		
٣	١٨	٣٦	٣٢	٦٤		
٤	٣٣	٦٦	١٧	٣٤		
٥	١	٢	٤٩	٩٨		
٦	٣٨	٧٦	١٢	٢٤		
٧	١١	٢٢	٣٨	٧٦	١	٢
٨	١٨	٣٦	٣٢	٦٤		
٩	٣٦	٧٢	١٤	٢٨		
١٠	١٤	٢٨	٣٦	٧٢		
Total	١٧٩	٣٥.٨	٣١٩	٦٣.٨	٢	٠.٤

It is apparent from table (٥) that most subjects have failed to give the correct responses. Thus, the total number of incorrect responses is (٣٢١, ٦٤.٢%), whereas that of correct ones is (١٧٩, ٣٥.٨%). This indicates that the subjects have encountered difficulty in recognizing the constructions functioning as a VLC from those functioning as merely an Adjp or an Advp in the main clause, but they seem to encounter more difficulty in recognizing the VLCs themselves since the total number of correct responses to VLCs' items (١١٠, ٣١.٤%) is lower than that of Adj (٥١, ٥١%) and Adv (١٨, ٣٦%) phrases' items, as shown in the following table:

Table (٦)

**Subjects' Performance of the Three Types of Function:
VLC, Adjp, and Advp in Question (٢)**

Type of Function	Total No. of Responses	No. of Correct Responses	%
VLC	٣٥٠	١١٠	٣١.٤
Adjp	١٠٠	٥١	٥١
Advp	٥٠	١٨	٣٦

The subjects' total performance on the first and second questions, however, can be summed up in the following table :

Table (٧)
Subjects' Total Performance on the Recognition Level
in Question (١ and ٢)

No. of Question	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
١	٣٥٢	٤٦.٩٣	٣٩١	٥٢.١٤	٧	٠.٩٣
٢	١٧٩	٣٥.٨	٣١٩	٦٣.٨	٢	٠.٤
Total	٥٣١	٤٢.٥	٧١٠	٥٦.٨	٩	٠.٧

The results show clearly that, on the recognition level, the subjects have faced difficulties in distinguishing VLCs since the highest rate of their responses was incorrect (٧١٩, ٥٧.٥%). Accordingly, the first hypothesis which states that most of Iraqi EFL college students do not often distinguish VLCs and their different types and functions is verified .

٤.٢.٣ Subjects' Performance of the Third Question

This question is divided into three sub-questions constructed primarily to measure the subjects' performance on the production level (see section ٣.٤ for more details). Table (٨) presents the analysis of each item in question (٣A) :

Table (٨)
Subjects' Performance on the Production Level
in Question (٣.A)

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
١	٣٧	٧٤	١٠	٢٠	٣	٦
٢	١٢	٢٤	٣٥	٧٠	٣	٦
٣	٥	١٠	٣١	٦٢	١٤	٢٨
٤	٢٠	٤٠	٢٣	٤٦	٧	١٤
٥	١٤	٢٨	٢٩	٥٨	٧	١٤
Total	٨٨	٣٥.٢	١٢٨	٥١.٢	٣٤	١٣.٦

It can be concluded from the results presented in the above table that most of the subjects are incompetent in producing VLCs through the process of nominalization since the total number of their incorrect responses (١٢٨, ٦٤.٨%) is higher than that of their correct ones (٨٨, ٣٥.٢%).

The subjects' non-mastery to produce VLCs from nonfinite ones in question (٣.B) is obvious from the number of their incorrect responses (١٢٨, ٥١.٢%) as compared with that of correct ones (١٢٢, ٤٨.٨%). The subjects' performance on each item in this sub-question is displayed in the following table :

Table (٩)
Subjects' Performance on the Production Level
in Question (٣.B)

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
١	٣٤	٦٨	١٢	٢٤	٤	٨
٢	٢٧	٥٤	١٦	٣٢	٧	١٤
٣	١١	٢٢	٣٤	٦٨	٥	١٠
٤	١٥	٣٠	٣٠	٦٠	٥	١٠
٥	٣٥	٧٠	٨	١٦	٧	١٤
Total	١٢٢	٤٨.٨	١٠٠	٤٠	٢٨	١١.٢

In question (٣.C), as shown in table (١٠) below, the high rate of incorrect responses (١٧٩, ٧١.٦٪) reveals the subjects' incompetence to change finite clauses to **verbless** ones :

Table (١٠)
Subjects' Performance on the Production Level
in Question (٣.C)

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
١	٩	١٨	٢٤	٤٨	١٧	٣٤
٢	٣١	٦٢	١٣	٢٦	٦	١٢
٣	١	٢	٤١	٨٢	٨	١٦
٤	٢١	٤٢	٢٠	٤٠	٩	١٨
٥	٩	١٨	٢٦	٥٢	١٥	٣٠
Total	٧١	٢٨.٤	١٢٤	٤٩.٦	٥٥	٢٢

Subjects' Performance of the Fourth Question

The two sub-questions that form the content of question four are constructed to measure the subjects' productive knowledge in converting VLC_s to finite ones in sub-question A, and to nonfinite ones in sub-question B .

The subjects' responses to the first sub-question's items are presented in the following table :

Table (١١)
Subjects' Performance on the Production Level
in Question (٤.A)

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
١	١٠	٢٠	٢٤	٤٨	١٦	٣٢
٢	١٥	٣٠	٢٣	٤٦	١٢	٢٤
٣	١٣	٢٦	٢٧	٥٤	١٠	٢٠
٤	٨	١٦	٢٩	٥٨	١٣	٢٦
٥	٩	١٨	٢٧	٥٤	١٤	٢٨
Total	٥٥	٢٢	١٣٠	٥٢	٦٥	٢٦

The results show that the subjects have encountered difficulties in producing finite clauses from **verbless** ones since the total number of their incorrect responses (١٩٥, ٧٨%) is higher than their correct ones (٥٥, ٢٢%).

Similarly, the subjects' failure to produce nonfinite clauses from **verbless** ones in question (٤.B) reflects their incompetence in this aspect. Thus, the subjects gave (٣٧, ١٤.٨%) correct responses and (٢١٣, ٨٥.٢%) incorrect ones, as presented in table (١٢) below :

Table (١٢)
Subjects' Performance on the Production Level
in Question (٤.B)

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
١	٧	١٤	٣١	٦٢	١٢	٢٤
٢	١١	٢٢	٢٤	٤٨	١٥	٣٠
٣	٣	٦	٣٢	٦٤	١٥	٣٠
٤	١٣	٢٦	٢٠	٤٠	١٧	٣٤
٥	٣	٦	٣٠	٦٠	١٧	٣٤
Total	٣٧	١٤.٨	١٣٧	٥٤.٨	٧٦	٣٠.٤

Table (١٣) sums up subjects' Performance of the third and fourth questions :

Table (١٣)
Subjects' Total Performance on the Production Level
in Question (٣ and ٤)

No. of Question	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
٣.A	٨٨	٣٥.٢	١٢٨	٥١.٢	٣٤	١٣.٦
٣.B	١٢٢	٤٨.٨	١٠٠	٤٠	٢٨	١١.٢
٣.C	٧١	٢٨.٤	١٢٤	٤٩.٦	٥٥	٢٢
٤.A	٥٥	٢٢	١٣٠	٥٢	٦٥	٢٦
٤.B	٣٧	١٤.٨	١٣٧	٥٤.٨	٧٦	٣٠.٤
Total	٣٧٣	٢٩.٨٤	٦١٩	٤٩.٥٢	٢٥٨	٢٠.٦٤

As far as the **verbless** constructions are concerned, it is obvious that the subjects' productive knowledge is low since most of their responses are incorrect (١٧٧, ٧٠.١٦%) as compared with their correct ones (٣٧٣, ٢٩.٨٤%), validating by this the second hypothesis which states that such learners face difficulties in converting VLC_s to finite or nonfinite ones and vice versa .

٤.٢.٥ Subjects' Performance of Verbless Clauses in the Whole Test

The results of the subjects' performance on the whole test is presented in the following table with regard to the recognition and production levels :

Table (١٤)
Subjects' Performance
on the Recognition and Production Levels

Level	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
Recognition	٥٣١	٤٢.٥	٧٠١	٥٦.٨	٩	٠.٧
Production	٣٧٣	٢٩.٨ ٤	٦١٩	٤٩.٥ ٢	٢٥٨	٢٠.٦ ٤
Total	٩٠٤	٣٦.١ ٦	١٣٢٩	٥٣.١ ٦	٢٦٧	١٠.٦ ٨

The highest rate of the subjects' incorrect responses (١٥٩٦, ٦٣.٨٤%), as shown in table (١٤) above, means that the Iraqi EFL college students face difficulty in mastering the **verbless** constructions on both levels, but they face more difficulty on the production level since the total number of their correct responses (٣٧٣, ٢٩.٨٤%) is lower than that of their correct responses on the recognition level (٥٣١, ٤٢.٥٠%).

These results can also be confirmed by using certain measures such as the mean and the coefficient variation, as the mean for the production level (١٤.٩) is lower than that for the recognition one (٢١.٢) and the coefficient variation for the production level (٦٩.٨) is higher than that for the recognition one (٤٦.٣). This would verify the third hypothesis of this study

which reads that the students' achievement on the recognition level is expected to be better than their achievement on the production one .

۴.۳ *Error Analysis*

۴.۳.۱ *Sources of Errors*

Learners' errors are not negative things. They can be a strategy when learning a second (or foreign) language and evidence of the state of the learner's knowledge and how language is learned or acquired (Corder, ۱۹۷۳:۲۹۳). Therefore, this section is concerned with the identification of the strategies learners utilize in learning the foreign language through the analysis of their errors .

According to Brown (۱۹۸۷:۱۷۷-۸), errors made by the learners can be attributed to four factors : interlingual transfer, intralingual transfer, context of learning, and communication strategies :

۴.۳.۱.۱ *Interlingual Transfer*

Many errors occur as a result of the influence of the mother tongue. The learner may recourse to the appropriate parts of the native language in an attempt to make up the deficiencies of his knowledge of the target language. Interlingual errors or interference take place when the patterns of the native language differ from those of the target language (Ellis, ۱۹۹۴:۴۸) .

Some of the errors at the production level show signs of the influence of the mother tongue. Some of the subjects' responses to items (۲) and (۶) in question (۲.c) can reflect this influence :

item (٢) If you are in doubt, ask me .

**In doubt with me*, ask me .

item (٥) If you are not at my side, I shall not be able to answer question .

**Not in my side*, I shall not be able to answer question .

Apparently, the subjects have relied on translation to realize the semantic features of those items in the same way as in their mother tongue (i.e. Arabic), but here using such a process has resulted in errors since the prepositions used by the subjects are different in the two languages. The subjects may translate the items above as follows: *إذا شككت بي , فأسألني* (item (٢)), *ليس في جانبي, لن أكون قادرا على إجابة السؤال* (item (٥)). This also seems to be true in relation to items (١) and (٢) in question (٤.A) :

item (١) Although not yet six months old, she was able to walk without support .

**She was able to walk without support in six months.*

Item (٢) He thinks the decision very unwise .

**He thinks very unwise in his decision .*

Likewise, some of the subjects' errors in item (٤) in question (٣.C) and items (٣ and ٥) in question (٤.A) can be attributed to interlingual transfer :

item (٤) We shall continue our policy, whatever your objections may be .

**Your objections may be continue our policy .*

item (٣) She came whenever necessary .

*She will not come *only if there is something* .

item (٤) They found a bridge wide enough for one man .

**The bridge wide enough to pass man through it* .

The researcher has noticed about (٢٢) errors that might be ascribed to this factor, i.e. (١.٤٪) of the total number of the subjects' errors. In this respect, Brown (١٩٨٧:١٧٧) mentions that interlingual transfer signifies the early stage of learning a second language as the first language system is the only previous linguistic system upon which the learner can rely. His reliance on the first language decreases as he progresses in second language learning. This can justify the low rate of the subjects' interference errors .

٤.٣.١.٢ *Intralingual Transfer*

Intralingual errors originate with the structure of the foreign language itself. They reflect the characteristics of rule learning of that language. Such errors may be attributed to certain factors, one of which is overgeneralization. **Overgeneralization** refers to the incorrect application of the previously learned material to a present foreign language context. Other factors include processes like **ignorance of rule restrictions** which leads the learner to apply some rule to a category to which it is not applicable, **incomplete applications of rules** that involves a failure to learn more complex types of structure because the learner finds that he can achieve effective communication by using relatively simple rules, and **false concepts hypothesized** that may derive from faulty comprehension

of a distinction in the target language (ibid :٨١-٣ ; Chanier et al., ١٩٩٢:١٣٤).

Intralingual errors constitute the most common source of the subjects' errors on both the recognition and production levels. Thus, the reason behind the high rate of erroneous responses to the second (٤٧, ٩٤٪) and seventh items (٣٨, ٧٦٪) in question (٧) may be ascribed to **overgeneralization** :

item (٧) He came home miserable .

item (٧) She emerged from the conflict victorious .

Most of the subjects have recognized the words *miserable*, in item (٧) and *victorious*, in item (٧) above as Adj_s that are direct constituents of the main clause rather than VLC_s. The adjectival form of those words, as they end with the adjectival suffixes *-able* and *-ous*, might encourage the subjects to recognize them as Adj_s ignoring the fact that those words, though adjectives in form, have the function of adverbial clauses in the above sentences .

Similarly, the adverbial form of the words *friendly once more*, in item (١) and *until ready*, in item (١٠) in question (٧) might encourage the subjects to recognize them as Adv_p rather than VLC_s :

item (١) They parted friendly once more .

item (١٠) Cook slowly until ready .

Other errors in question (٧.B) might have been caused by overgeneralizing the rule of forming VLC_s from nonfinite ones by only

omitting the participle *being* without making the other necessary changes, for example, in addition to the omission of the participle *being*, the subjects in item (۳) below should omit *not* and change *able* into *unable*, whereas in item (۴), they should change the adj *tired* into noun, i.e., *tiredness* (with or without the possessive determiner *his*) (See Appendix II) :

item (۳) -----, the man didn't know what I said . (not being able to understand English)

**Not able to understand English*, the man didn't know what I said .

item (۴) He managed to finish the London Marathon race despite ----- (being tired)

**He managed to finish the London Marathon race despite tired .*

Conversely, a lot of subjects in items (۲) and (۳) in question (۴.B) seem to overgeneralize the rule of forming nonfinite clauses from **verbless** ones by adding the participle *being* regardless of its acceptability :

item (۲) I want the dress ready by ۰ o'clock .

**I want the dress being ready by ۰ o'clock .*

item (۳) With so many essays to write, I won't have time to go out tonight.

**Being so many essays to write*, I won't have time to go out tonight.

Errors like those in items (٣) and (٥) below in question (٢.C), however, might be due to overgeneralizing the rule of forming VLCs from finite ones by only omitting the linking verb and sometimes the subject, too :

item (٣) You can count that you are lucky .

*You can count *lucky* .

item (٥) If you are not at my side, I shall not be able to answer question .

**If you not at my side*, I shall not be able to answer question .

The subjects' **ignorance of rule restrictions**, as mentioned earlier, is one of the factors that can lead to errors' generation. The errors in items (ξ and °) in question (٢.B), item (ξ) in question (٢.C), and item (°) in question (٤.A) below can illustrate this aspect :

item (ξ) He managed to finish the London Marathon race despite-----
(being tired)

*He managed to finish the London Marathon race *despite tiredly* .

item (°) Mavis sat in the front seat, ----- . (having her hand in
her lap)

*Mavis sat in the front seat, *her lap hand* .

*Mavis sat in the front seat, *her having in her lap* .

item (ξ) We shall continue our policy, whatever your objections may be .

*We shall continue our policy, *whatever your objections be* .

item (°) They found a bridge wide enough for one man .

*They found a bridge *widing enough for one man* .

Errors attributed to *incomplete application of rules* are mostly found in question (*r.B*), as shown in items (1), (2), (3), and (4) :

item (1) He didn't sail in his boat because the weather forecast was bad .
(because of)

*He didn't sail in his boat *because of the weather forecast bad* .

item (2) He walked 10 kilometers although it was snowing heavily.
(despite)

*He walked 10 kilometers *despite snow heavily* .

item (3) When you arrive at the hotel, please write to me . (on)

**On your arrive at the hotel*, please write to me .

item (4) We shall continue although you do not wish us to .(regardless of)

*We shall continue *regardless of wish us to* .

The subjects in items (1) and (2) above have only omitted the verb (and the subject too in item (2)) which is not enough to change the given finite clauses to nominalized ones. To do so, they have also to paraphrase them (See Appendix II). In items (3) and (4), the subjects should not only change the pronoun *you* to the possessive determiner *your* (which they have done in item (3), but not in (4)), but they should also derive the noun from the given verb. Likewise, some of the errors in items (3) and (4) in question (*r.A*) might be ascribed to this factor :

item (3) She came whenever necessary.

*She came *whenever was necessary* .

item (°) They found a bridge wide enough for one man .

*They found a bridge *was wide enough for one man* .

A large number of the subjects' errors might be attributed to **false concepts hypothesized** as shown in items (↖) , (↗), and (↘) in question (↖) :

item (↖) Totally uninterested in the topic, he returned the book the same day .

item (↗) Unknown to his closest adviser, he had made approaches to the enemy, with a view to peace settlement .

item (↘) Satisfied with her day, she fell asleep .

The subjects' erroneous responses to the items above might be due to faulty comprehension of a distinction between **verbless** and nonfinite clauses since most of their answers to those items were *nonfinite*. The past participle form of the words : *uninterested*, *unknown*, and *satisfied* might be understood as a marker of nonfinite clauses .

The subjects in items (↖) and (↗) below in question (↗.C) seem to rely on the process of nominalization to form **VLCs** ignoring its inapplicability to this case :

item (↖) The wind was keen as a razor and drove them back into the shelter of their tent .

**The keen wind as a razor* and drove them back into the shelter of their tent .

item (ϣ) You can count that you are lucky .

*You can count *your luckiness* .

False concepts hypothesized might also be the reason behind some of the subjects' incorrect responses to item (ϑ) in question (ϣ.B) and items (ϣ and ϣ) in question (ϣ.C) below. The adverbs *nervously*, *doubtly*, and *luckily* might be regarded as VLC_s :

item (ϑ) He stared at the floor, ----- . (being too nervous to reply)

*He stared at the floor, *nervously* .

item (ϣ) If you are in doubt, ask me .

**Doubtly*, ask me .

item (ϣ) You can count that you are lucky .

*You can count *luckily* .

In item (ξ) in question (ξ.A), the majority of the subjects have wrongly considered the possessive determiner *their* as the subject of the clause, and thus changed it to the pronoun *they* to form a finite clause from the **verbless** one :

item (ξ) With their best player in hospital, Benfica will find it difficult to win the game .

**They are best player in hospital*, Benfica will find it difficult to win the game .

In items (۲), (۳), and (۴) in question (۴.B), the subjects seem to make another false hypothesis in their attempt to form a nonfinite clause from a **verbless** one :

item (۲) I want the dress ready by ۴ o'clock .

*I want *dressing ready by ۴ o'clock* .

item (۳) A friend in need is a friend indeed .

**To need friend is a friend indeed* .

item (۴) There he stood, a tray in each hand .

*There he stood, *a traying in each hand* .

In those items, the –ing participle and the to –infinitive forms of the verb , as they are the markers of nonfinite clauses, have been used wrongly to form such clauses .

The total number of errors that are possibly due to the intralingual transfer is (۸۳۴, ۵۲.۳٪). The high rate of such errors confirms the general observation that intralingual errors increase as the learners progress in foreign language learning as they use their prior knowledge of this language to ease the burden of learning (See Taylor, ۱۹۷۵:۳۹۴) .

۴.۳.۱.۳ *Context of Learning*

Errors may also come from the influence of the situation of learning (the classroom), the misleading explanation by the teacher, or the textbook writer who emphasizes some aspects of the target language and neglects

others, according to his own beliefs and experiences. All these factors may have the undesired effect of motivating the learner to make faulty hypotheses about the language (Richards, ١٩٧٤:١٧٨) .

It is worth noting that **verbless** constructions have received little attention not only in the grammar books assigned as courses on grammar, but also in the other grammar books as the researcher herself has faced difficulties in finding sources for the present study. The most obvious case which can reveal the influence of the context of learning on the subjects' responses is item (٥) in question (٢) :

item (٥) He thought the painting ugly .

Almost all the subjects (٤٩, ٩٨%) except one have recognized the function of the word **ugly** as an Adjp that is a direct constituent of the main clause rather than a VLC. This implies the subjects unfamiliarity with such grammatical use as most grammar books have mentioned the function of such words as object complement in one of the major clause types (i.e. **SVOC**) .

The total number of such errors in the subjects' performance is (١٨٥, ١١.٦%) .

٤.٣.١.٤ *Communication Strategies*

Communication strategies have to do with how we express and deliver our messages. They are potentially conscious plans used by the learner to solve what presents itself as a problem in reaching a particular communicative goal (Farch and Kasper, ١٩٨٣:١٤) .

Such strategies range from “ **avoidance** ” at one extreme (i.e. not saying what one wants to say, so resolving the problem of how to express it) to “ **appeal for repair and confirmation** ” at the other (i.e. seeking help on how to say what one wants to say from a person or other information source) . Between these lie “ self–achievement options ” such as **circumlocution** (i.e. paraphrase using words one does know), **coinage** (i.e. making up a new word to communicate the desired idea, such as *paper holder* for *notebook*), **guessing** (i.e. using clues that are language or not language based, such as knowledge of a context, world, or text structure, in order to guess the meaning, in the absence of complete knowledge of vocabulary, grammar, or other target language elements), and **approximation** (i.e. using a word for a related meaning to that intended) (Oxford, ۱۹۹۰:۱۸-۲۰ ; Scholfield and Katamine, ۲۰۰۰:۲) .

Some of these strategies have been used by the subjects and yielded correct answers, as clarified by the following examples from question (۴.A), items (۱ and ۲), and question (۲.C), item (۳) :

item (۱) Although not yet six months old, she was able to walk without support .

Although she did not complete six months old, she was able to walk without support .

item (۳) He thinks the decision very unwise .

He thinks *that the decision is not suitable* .

item (۳) If you are in doubt, ask me .

If suspect, ask me .

The product of the use of communication strategies, however, may be an error. The examples below from question (4.B) can illustrate this :

item (1) A man of a few words, Uncle George declined to express an opinion .

**Uncle George declined to express an opinion in a few words .*

item (3) With so many essays to write, I won't have time to go out tonight.

**I won't have time to go out tonight because many essays need to write .*

In such items, it seems that the subjects have used the **circumlocution strategy**. In the next examples from item (3) in question (7.B), item (0) in question (7.C), and items (1 and 3) in question (4.B), the **approximation strategy** has been used :

item (3) -----, the man didn't know what I said. (not being able to understand English)

**He don't speak English, the man didn't know what I said .*

item (0) If you are not at my side, I shall not be able to answer question .

**If you at the other side, I shall not be able to answer question .*

item (1) A man of a few words, Uncle George declined to express an opinion .

**George don't know anything .*

item (3) With so many essays to write, I won't have time to go out tonight.

**I feel busy .*

Errors of **guessing** can be illustrated by the following examples from items (۲, ۳, and ۴) in question (۲.C) and item (۲) in question (۴.B) :

item (۲) If you are in doubt, ask me .

**If you are dizzy*, ask me .

item (۳) You can count that you are lucky .

**Your luck makes you can count* .

item (۴) If you are not at my side, I shall not be able to answer question .

**If you don't sit beside me*, I shall not be able to answer question .

**If you are angry*, I shall not be able to answer question .

item (۲) He thinks the decision very unwise .

**He decided to think* .

Finally, **avoidance strategy** has also been used and represented by the items that were left by the subjects with no answers. These are put under “ **No. of Avoided Items** ” columns in the previous tables .

The total number of errors that might be related to using such strategies is (۰۰۰, ۳۴.۸٪) of the total number of the subjects' errors .

Chapter Five

Conclusions, Recommendations, and Suggestions

٥.١ Introduction

This chapter sums up the main conclusions arrived at through the theoretical work of this study as well as the results of the test. In addition, these conclusions are meant to serve as a basis for the pedagogical recommendations and suggestions for further investigations in the area of verbless clauses .

٥.٢ Conclusions

٥.٢.١ Theoretical Conclusions

The theoretical work of the present study has yielded the following conclusions :

- ١- The label “VLC” is a contradiction in terms, since a clause is, traditionally, defined as a unit with a VP as its central element. Yet, these units can be regarded as clauses since they function in ways which make them equivalent to finite and nonfinite clauses. In addition, like other types of clause, they do have one or more clause elements like subject, predicator, complement, and/or adverbial .

- ϒ- Like finite clauses, **VLC_s** can stand alone as independent sentences (section ϒ.ϵ.ϑ.1 and ϒ.ϵ.ϑ.2), or they can be dependent and linked up with some additional clause information (i.e., main clauses) in order to maintain their full and potential meaning .
- ϑ- As it is usually possible to interpret the underlying internal structure of the **VLC** as having an omitted *be*, such a clause is only limited to two clause–types; **SVC** and **SVA** .
- ϵ- In **VLC_s**, only surface elements are allowed; they are commonly subjectless, lack the verb, and the subordinating conjunction may not be present. This makes them difficult to be distinguished from appositional constructions, nonrestrictive postmodifiers, or adverbials that are direct constituents of the main clause .
- ο- As adjectival, in addition to their function as postmodifiers to nouns, **VLC_s**, unlike finite and nonfinite clauses, can function as free predicatives, i.e., they are mobile .
- ϒ- There is no particular way by which we can change finite clauses into **VLC** ones and vice versa. Sometimes only the deletion/addition of the linking verb is enough to do so, whereas other changes are required in other cases. This depends on the syntactic content of the sentence itself. In the case of nominalization, this change requires either paraphrasing or the derivation of a NP from another word-class which is again irregular due to the variety of possible nominalizing affixes .
- ϒ- Not all the forms of nonfinite clauses can be changed into **VLC_s**. Only those that begin with the participles *being* and *having*, or the infinitive *to be* followed by complement can be changed to **VLC_s** . As in (ϒ)

above, only the deletion/addition of those participles or the infinitive *to be* is sometimes enough to change nonfinite/VLC_S into VLC_S/nonfinite ones .

- ٨- Because of their informational density, VLC_S can be used by authors for effect. Out of context, these clauses could appear incomplete, but their impact lies in this incompleteness .

٥.٢.٢ *Practical Conclusions*

The empirical work of the study has come up with the following conclusions :

- ١- Iraqi EFL college students at the fourth stage have been found to face difficulties in recognizing and producing VLC_S . This is indicated by their low performance in the main test as the rate of their correct responses (٣٦.١٦%) is lower significantly than that of their incorrect ones (٦٣.٨٤%) .This validates the first hypothesis of the present study .
- ٢- On the production level, the findings of data analysis for question (٣ and ٤) show the subjects' incompetence to change VLC_S to finite and nonfinite ones and vice versa since most of them have failed to do so. The rate of their incorrect responses (concerning these two questions) is (٧٠.١٦%), whereas that of correct ones is (٢٩.٨٤%) .This verifies the second hypothesis of this study .
- ٣- The subjects' performance in the whole test has also revealed that EFL college students encounter more difficulties in using VLC_S on the production level than on the recognition one. The subjects' performance on the recognition level has obtained a mean of (٣١.٢) against a mean

of (14.9) on the production level .This validates the third hypothesis of this study .

ξ- The plausible causes underlying the subjects' poor performance can be ascribed to the following factors arranged hierarchically according to the frequency of errors attributed to each :

I. Intralingual transfer which constitutes the majority of the subjects' errors as it accounts for (52.3%) of their total errors. The subjects' reliance on their prior knowledge of the target language rules to recognize or produce **VLC_s** regardless of their acceptability is due to the incomplete understanding of such clauses which encourages overgeneralization, incomplete application of rules, false concepts hypothesized, and failure to learn conditions for rule application .

II. Communication strategies which the subjects resort to in their attempt to structure what they mean. The rate of errors pertaining to such factor is (24.1%) of all the subjects' errors .

III. Context of learning as the **VLC_s** have not been given due attention in the grammar books in general, and in the subjects' textbooks in particular. Errors attributed to this factor constitute (11.7%) of all the subjects' errors .

IV. Interlingual interference whereby the subjects use the rules of their native language in the production of **VLC_s**. In this respect, the use of translation is the most common phenomena. The rate of interference errors is (1.4%) of all the subjects' errors .

٥.٣ *Pedagogical Implications*

In the light of the findings arrived at in this study, the following pedagogical implications can be posited :

- ١- Learners do not master forms with their first encounter. The problem with the present syllabus in the Department of English, as far as **VLCs** are concerned, is that the material is presented to the students only once during their third stage and only in one textbook (**See section ٣.٣**). This is, of course, the reason behind the students' unfamiliarity with these constructions. In a pedagogical situation, it makes sense then for the syllabus designers to break the material into simple components and to proceed step by step, and with maximum recycling, the presentation of it from the students' first stage. In this way, the students will have ample opportunity to work out the material so that by the time they are in the fourth stage, they will be familiar with it and their errors can be reduced to a minimum .
- ٢- During the preceding process, a clear distinction should be drawn between **VLCs** and the other two types of clause : finite and nonfinite ones, and the possible ways by which finite and nonfinite clauses can be reduced to **verbless** ones as this is one of the ways of compressing information which can be of help for the students in communication and in writing prose as it will make their writings concise, formal, and more interesting .
- ٣- A clear distinction should also be made by teachers and syllabus designers alike between the areas of potential difficulties such as the difference between **VLCs** and appositional constructions, nonrestrictive

postmodifiers, and adverbials that are direct constituents of the main clause. In all cases, it is recommended that the material should be explained in plain language with significant examples and warnings about these potential difficulties. Sufficient exercises should be provided and possible audio–visual aids can also be used as they play a great role in motivating the learners, whether in their early or advanced stages .

- ξ- Another important point is that learners should learn the English **VLCs** through developing awareness of variations of **VLCs** use within communicative contexts and not only through the study of grammatical rules and the practice of sentence exercises. Structure and function are strictly related in language and need therefore to be studied together through a variety of different texts .
- ο- The results of this study can be of use to teachers and syllabus designers as they can provide the necessary information for the preparation of remedial teaching programmes that can enhance the students' competence in using **verbless** constructions, and thus helping them overcome the difficulties they encounter in this area .

ο.ξ *Suggestions for Further Research*

The following topics are suggested for further research in this area :

- ϑ- A study can be conducted to investigate the role of **VLCs** as a device for syntactic compression in teaching and learning writing composition .

- ۶- A similar study can be constructed to show the role of **VLCs** in instructional language. The frequency of those constructions can be compared with the frequency of other constructions used to compact information .

- ۷- A further research can be carried out to show the difference between **VLCs** and appositional constructions or nonrestrictive postmodifies. EFL college students' performance can here be investigated .

TO

MY FAITHFUL FAMILY
WHO BURN THE CANDLE AT
BOTH ENDS FOR MY AMBITION

THE EYES THAT OBSERVE
CLOSELY

THE HEARTS THAT SUPPLICATE
FOR SUCCESS

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Abbreviations

<i>Symbol</i>	<i>Description</i>
A	adverbial
Adj	adjective
Adj _(s)	adjective phrase(s)
Adv	adverb
Adv _(s)	adverb phrase(s)
Conj	conjunction
C _s	subject complement
–ed	ed participle form
–ing	ing participle form
N	noun
NP _(s)	noun phrase(s)
O _d	direct object
pp _(s)	prepositional phrase(s)
S	subject
S ⁻	embedded sentence
SVA	subject + verb + adverbial
SVC	subject + verb + complement
SVO	subject + verb + object
SVOA	subject + verb + object + adverbial
SVOC	subject + verb + object + complement
SVOO	subject + verb + indirect object + direct object
V	verb
VL	linking verb
VLC _(s)	verbless clause(s)
VP	verb phrase
*	unacceptable

Appendix I

The Test

Q\ . State whether the underlined clauses are finite(F),nonfinite(N),or verbless(V)?

Write the appropriate letter in the blank :

١-The people living outside the city are being annexed. _____

٢-Joan stood very still ,her body absolutely stiff with fear. _____

٣-The problem is that they have to choose candidates. _____

٤-With the moon in its waxing face, it is hard to observe the stars. _____

٥-In view of his illness ,we had to postpone the meeting . _____

٦-Totally uninterested in the topic ,he returned the book the same day. _____

٧-Marvin likes the woman who is helping him with the project. _____

٨-She talks about her friends ,all of them television stars. _____

٩-They could see a body on the bed covered by a blanket. _____

١٠-Peter was playing ,unaware that his wife was in the audience .

۱۱-Whether annoyed or not, they didn't complain. _____

۱۲-She telephoned angered at the delay. _____

۱۳-To be successful, you must never give up. _____

۱۴-Unknown to his closest adviser, he had made approaches to the enemy ,
with a view to peace settlement. _____

۱۵-Satisfied with her day, she fell asleep. _____

Q۲.Show whether each of the underlined words functions as a verbless clause (VLC) or merely as an adverb phrase(advp.) or adjective phrase(adjp.) that is a direct constituent of the main clause .Write the suitable answer in the blank :

۱-They parted friendly once more. _____

۲-He came home miserable. _____

۳-You can dial Rome direct. _____

۴- That counts as wrong. _____

۵-He thought the painting ugly. _____

۶-Dinner over, he went to bed . _____

٧- She emerged from the conflict victorious. _____

٨- Timid or cowardly soldiers don't fight well . _____

٩- Out of breath, he stumped down in a chair. _____

١٠- Cook slowly until ready. _____

Q ٣. A. Read these sentences and then write a new sentence with the same meaning (using the process of nominalization). Use the words in brackets in your sentences:

١- He didn't sail in his boat because the weather forecast was bad . (because of)
He didn't sail in his boat because of ----- .

٢- He walked ١٠ kilometers although it was snowing heavily . (despite)

٣- When you arrive at the hotel, please write to me . (on)

٤- I decided to resign because the salary was low. (owing to)

٥- We shall continue although you do not wish us to . (regardless of)

B. Complete the following by making the material in parentheses into a verbless clause :

۱-He stared at the floor , ----- . (being too nervous to reply)

۲- ----- is their dream . (having wall-to-wall carpets in every room)

۳- -----, the man didn't know what I said. (not being able to understand English)

۴-He managed to finish the London Marathon race despite ----- .
(being tired)

۵-Mavis sat in the front seat ,----- . (having her hand in her lap)

C. Rewrite the underlined words using a verbless clause :

۱-The wind was keen as a razor and drove them back into the shelter of their tent .

۲-If you are in doubt, ask me .

۳-You can count that you are lucky .

۴-We shall continue our policy, whatever your objections may be .

۵-If you are not at my side, I shall not be able to answer question .

Q.٤.A. In each of the following sentences there is a verbless clause ,identify those
Clauses and rewrite them as finite clauses :

١-Although not yet six months old, she was able to walk without support .

٢-He thinks the decision very unwise .

٣-She came whenever necessary .

٤-With their best player in hospital, Benfica will find it difficult to win the game .

٥-They found a bridge wide enough for one man .

B. Identify the verbless clauses in the sentences below and rewrite them as
nonfinite clauses :

١-A man of a few words, Uncle George declined to express an opinion .

٢-I want the dress ready by ٥ o'clock .

٣-With so many essays to write .I won't have time to go out tonight .

٤-A friend in need is a friend indeed .

٥-There he stood ,a tray in each hand .