# UNIVERSITY OF BABYLON

## INVESTIGATING THE DIFFICULTIES FACED BY IRAQI EFL COLLEGE LEARNERS IN DISTINGUISHING THE RELATIONSHIPS AMONG ADVERBIAL CLAUSES OF CAUSE, PURPOSE, AND RESULT

**A THESIS**

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# ABSTRACT

Adverbial clauses can be described as those clauses that function as adverbs. This study investigates the difficulties faced by Iraqi EFL learners in distinguishing the relationships among adverbial clauses of cause, purpose and result. The Iraqi EFL learners are not able to distinguish syntactically and semantically among those clauses of cause, purpose and result. In addition, those learners are unable to differentiate among various subordinators used to express clauses of different meanings such as so that, that, in order that, for, lest and so. Furthermore, the Iraqi EFL learners are incapable of distinguishing adverbial clauses that combine meanings. Moreover, the Iraqi EFL learners can not differentiate between the similarities and differences among cause, purpose and result adverbial clauses. This study is an attempt at finding out the extent the Iraqi EFL learners can recognize the relationships among adverbial clauses of cause, purpose and result. The thesis is devoted to enabling the Iraqi EFL learners to distinguish these adverbial clauses through certain similarities and differences among these clauses. As a result, the Iraqi EFL learners will be able to realize that adverbial clauses of cause, purpose and result are related to each other in one way or another according to their understanding.

This study hypothesizes that the Iraqi EFL learners had studied clauses of cause, purpose and result separately without realizing the fact that there are relationships among these adverbial clauses. It also hypothesizes that Iraqi EFL learners are better at the recognition level than that of production. In this endeavour, the study reviews the available literature and data which cover different views related to the topic, making use of up-to-

date sources. In addition, a written test has been designed to support the hypotheses of the study. The results confirm all the hypotheses and it is found that the Iraqi EFL learners are unable to diagnose the relationships among cause, purpose and result adverbial clauses. Additionally, they misuse English adverbial clauses of cause, purpose and result particularly at the production level.

This thesis falls into five chapters. Chapter One is an introductory chapter which defines the problem, the purpose, and the hypotheses of the study. It also specifies the procedure, the limit and the value of the study.

Chapter Two is devoted to explaining the syntactic and semantic classification of adverbial clauses in English. It also investigates the relationships among cause, purpose and result clauses supported by sufficient examples.

Chapter Three deals with the test. It undertakes the description and the features of the test adopted in this study.

Chapter Four is concerned with the general and detailed evaluation of the learners' recognition and production levels of the adverbial clauses of cause, purpose, and result. It also deals with the analysis of the results obtained and the learners' errors.

Finally, Chapter Five sums up the conclusions arrived at, recommendations and suggestions for further studies.

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# Chapter One

## *١. Introduction*

### *١.١ The Problem*

Generally, adverbial clauses are clauses that function as adverbs. They describe the action of the sentence in some way. They provide information about when, why or how something happens, for example,

١. Sam and Nancy rested <u>after they had swum two miles</u>.

٢. The girl went to hospital <u>because she had appendicitis</u>.

٣. She speaks Arabic <u>as only a native can</u>.

(Silver, ٢٠٠٠: ٧)

The most common types of adverbial clauses are those of place, time, cause, manner, purpose, concession, comparison, result and condition.

This study intends to investigate the difficulties faced by Iraqi EFL learners in distinguishing the relationships among the adverbial clauses of cause, purpose and result. The constructions used to express these adverbial clauses could be problematic for the Iraqi EFL learners of English. This may be related to the fact that the Iraqi EFL learners are not able to distinguish syntactically and semantically among the clauses of cause, purpose, and result clauses.

The Iraqi EFL learners are unable to differentiate among the various subordinators used to express these types of clauses. In other words, there are many subordinators that show clauses of different meanings. For example, the subordinator **so that** may indicate a purpose clause as in [٤] and a result clause as in [٥]:

٤. He worked hard <u>so that he might win the prize</u>.

٥. She was speaking very quietly, <u>so that it was difficult to hear what she said</u>.

<div align="right">(Funk, ٢٠٠٠: ٢)</div>

<u>That</u> may also be used to express cause, purpose, and result clauses as follows:

٦. Am I a foolish <u>that you don't listen to me</u>?                    (Cause)

٧. I will send him our proposals <u>now that he may have time to consider them before our meeting</u>.                    (Purpose)

٨. What have I done, <u>that you should insult me</u>?                    (Result)

<div align="right">(Norman, ٢٠٠١: ٨)</div>

<u>In order that</u> may express the meaning of purpose and result clauses as follows:

٩. Place the dish on the floor <u>in order that the cat can eat her food</u>.

<div align="right">(Purpose)</div>

١٠. Richard revoked the privilege <u>in order that you heed his future warnings</u>.                    (Result)

<div align="right">(Boyd, ١٩٩٩: ٥)</div>

The conjunction <u>for</u> may refer to cause and purpose adverbial clauses:

١١. Enjoy yourself now <u>for life is short</u>.                    (Cause)

١٢. I bought this <u>for making fun</u>.                    (Purpose)

<div align="right">(Snow, ٢٠٠١: ٦)</div>

The negative conjunction <u>lest</u> may also indicate cause and purpose clauses as shown in the following examples:

١٣. Caesar did not investigate whether there was a life beyond the grave <u>lest he should find a reason for expecting it</u>. (Cause)

١٤. I hid the book <u>lest he should see it</u>. (Purpose)

In addition, both of purpose and result clauses may be expressed by the subordinate conjunction <u>so</u>.

١٥. The flowers will be delivered late in the evening <u>so they will be fresh for the party</u>. (Purpose)

١٦. We were tired <u>so we went home early</u>. (Result)

(Litkowski, ١٩٩٨: ٧)

Furthermore, the Iraqi EFL learners find it difficult to distinguish the adverbial clauses that combine meanings. For example, cause clauses may combine meanings with purpose or result clauses and purpose clauses may combine meanings with result clauses.

١٧. He stood his ground firmly, <u>for he was a brave man</u>. (Cause and Result)

١٨. He stood up <u>so as to see better</u>. (Purpose and Result)

(ibid, ٢١٨)

Finally, this piece of work attempts to explain the extent the Iraqi EFL learners can differentiate between the similarities and differences among the adverbial clauses of cause, purpose, and result.

## ١. ٢ *The Purpose*

The study aims at:

١. Giving a clear account of the understanding of the relationships among adverbial clauses of cause, purpose, and result.

٢. Enabling the Iraqi EFL learners to distinguish these adverbial clauses through certain similarities and differences among these clauses. This will hopefully help the learners know how these adverbial clauses are related to each other in one way or another according to their understanding.

٣. Diagnosing the difficulties facing the Iraqi EFL learners in recognizing the adverbial clauses of cause, purpose and result.

## ١.٣ *The Hypotheses*

The following hypotheses are felt to be considered by the present situation of adverbial clauses of cause, purpose and result:

١. It is hypothesized that the Iraqi EFL learners had studied the adverbial clauses of cause, purpose and result separately; therefore they are incapable of distinguishing the relationships among these clauses. Moreover, the objectives of teaching the adverbial clauses of cause, purpose and result are not mainly concerned with clarifying the similarities and differences among these adverbial clauses.

٢. It is also hypothesized that the Iraqi EFL learners are efficient at the recognition level more than that of production.

## ١.٤ *The Procedures*

The procedures to be adopted in this study are the following:

١. Presenting and describing adequately the adverbial clauses in English and showing their syntactic and semantic classification according to the literature written so far.

٢. Clarifying the similarities and differences among adverbial clauses of cause with purpose, cause with result, and purpose with result.

٣. Designing a test and presenting it to a jury. The test consists of two levels: recognition and production. The data are gathered from grammar books to fit the purpose of the study.

٤. Applying the test to the fourth year students and analyzing the results obtained to make conclusions and suggestions.

## ١.٥ *The Limit*

The study is confined to the fourth year students in the Department of English, College of Education at the University of Babylon in the academic year ٢٠٠٣- ٢٠٠٤.

It is restricted to the fourth year students on the basis that they had studied the adverbial clauses in the third year.

## ١.٦ *The Value*

To the best knowledge of the researcher, this study is a valuable one. It will enable the Iraqi EFL students to realize the similarities and differences among adverbial clauses of cause, purpose and result in English. This will help them perceive the relationships among such adverbial clauses. It is also hoped that this study will offer the students the ability of taking useful steps on the way of dealing with the problems in question. In addition, this investigation will be valuable for learners, teachers, syllabus designers and text-book writers. Moreover, it will motivate future efforts towards similar studies.

# Chapter Two

## ٢. *Theoretical Framework*

### ٢.١ *An Introductory Note*

Through reviewing the literature concerning adverbial clauses, this chapter seeks to identify the theoretical framework of this thesis. It attempts to differentiate between adverbial clauses and phrases, independent and subordinate clauses. It also explains definitions of adverbial clauses, syntactic and semantic classification of them, their function and position, and the relationships among clauses of cause, purpose, and result. At the end of this chapter, there is a discussion between this study and previous studies.

### ٢.٢ *Differentiation Between Adverbial Phrases and Clauses*

A phrase is a group of words (a minimum of two words) that functions as a single part of speech and does not contain both a subject (a noun, pronoun, or word acting as such) and a predicate (a verb). A phrase does not express a complete thought.

There are three types of phrases: (I) Prepositional, (II) Verbal (which include gerund, participle, and infinitive phrases), and (III) Appositive. Phrases always function as modifiers, adjectives, adverbs or nouns.

١٩. <u>After arriving home</u>, Allen took a bath and ate his dinner alone.

٢٠. <u>Because of tiredness</u>, Joan met her friends and went to see a good movie.

(Allerton, ٢٠٠٠: ٣)

Like a phrase, a clause is a group of related words used together in a sentence. A clause, however, contains both a subject (a noun, pronoun, or word acting as such) and a predicate (a verb), whereas a phrase does not. Although a clause contains both subject and verb, not all clauses express a complete thought. Those that do express a complete thought are called **independent clauses**; those that do not express a complete thought are called **subordinate clauses.**

٢١. <u>When he arrived home</u>, Allen took a bath and ate his dinner alone.

٢٢. <u>Because she was tired of studying so hard</u>, Joan met her friends and went to see a good movie.

(Dik, ١٩٩٨: ١١)

## ٢.٣ *Independent and Subordinate Clauses*
### ٢.٣.١ *Independent Clauses*

An independent clause is also known as a main clause. These clauses derive their name from the ability to stand alone as a complete sentence. To be an independent clause, a word group must stand two tests: (١) it must have both subject and predicate, and (٢) it must express a complete thought. An independent clause is often joined to another independent clause by a coordinating conjunction or a conjunctive adverb, forming a single sentence. Independent clauses frequently contain modifiers and complements.

٢٣. <u>I met Joseph at the market</u>, **and** <u>we left for the movie</u>.

٢٤. <u>I did not work yesterday</u>; **consequently**, <u>the boss had me fired</u>.

<div align="right">(Connolly, ١٩٩٤: ٢)</div>

### ٢.٣.٢ *Subordinate Clauses*

A subordinate clause is known as a dependent clause. Although it contains both subject and predicate, a subordinate clause does not express a complete thought; consequently, it cannot stand alone as a complete sentence. Subordinate clauses may contain modifiers and/or complements. They are always combined with independent clauses.

٢٥. We quickly left the water <u>as sharks appeared</u>.

٢٦. Jim wasn't bad looking <u>before he cut his hair</u>.

<div align="right">(Bartsch, ١٩٩٦: ١٥)</div>

### ٢.٤ *Adverbial Clauses*

### ٢.٤.١ *Definitions*

Generally the traditional analysis of English grammar is characterized by inaccurate and imprecise definitions because it depends heavily on notional values.

Traditional Grammarians like Eckersley and Eckersley (١٩٦٠: ٣٣٧) define "adverbial clauses" as clauses that do the work of adverbs, and Zandvoort and Van EK (١٩٧٥: ٢١٥) define "adverbial clauses" as clauses which usually qualify the main clause as a whole.

Grammatically adverbial clauses functioning as adverbs, are used to modify the main (independent) clause and can have a variety of meanings. In addition adverbial clauses contain their own subject and verb which are not the main subject or main verb, for example:

٢٧. <u>Since it is late</u>, I'd better go home.

٢٨. I can meet you <u>after I've done the housework</u>.

(Beaman, ١٩٩٩:

٦٥)

There are other recent definitions according to modern linguists concerning adverbial clauses. Below are some representative quotations with some assertions:

> *Adverbial clauses, like all clauses, have both a subject and a tensed verb. They are different from other clauses in being subordinated by an adverbial subordinator. Adverbial clauses serve to modify the entire independent clause or another subordinate clause to which they might be attached.*
>
> (Hardy, ١٩٩٩: ١١)

Hardy (١٩٩٩) agrees with Zandvoort (١٩٧٥: ٢١٥) about the fact that adverbial clauses usually modify the independent clause as a whole.

Hardy (١٩٩٩) agrees with Stageberg (١٩٨١: ٢٧١) in showing that adverbial clauses have a subject and a predicate.

> *Adverbial clauses are less than (subordinate to ) sentences. They do not contain a complete thought. Adverbial clauses always modify the verb in the main clause (the sentence) to which the adverbial clause is attached.*

(Benardo, ٢٠٠٢: ٣٥- f)

Antin (٢٠٠٤: ١٢) and Bennett (١٩٩٨: ٧٧) introduce the same idea proposed by Benardo (٢٠٠٢) in defining an adverbial clause as a clause which modifies the verb in the main clause.

> *Adverbial clauses are dependent sentences which play in complex sentences the same role as adverbs in simple ones. They describe obstacles of a main clause action (time, purpose, reason, etc) and answer questions: when?, where?, why?, and with what result?.)*

(Bevill, ٢٠٠٤: ٤)

Bevill (٢٠٠٤) agree with Miller (١٩٥٤: ٢٣٦) and Smith (٢٠٠٢: ٢١) in stating that adverbial clauses function as adverbs in sentences.

From the discussion above, it is obvious that there are many definitions dealing with adverbial clauses, but most of them refer to the basic points: adverbial clauses modify the verb in the main clauses, modify the independent clauses as a whole, and contain a subject and predicate, but they do not by themselves express complete thoughts.

## ٢.٤.٢ Classification of Adverbial Clauses

### ٢.٤.٢.١ Syntactic Classification of Adverbial Clauses.

An Adverbial subordinate clause modifies a verb phrase or a whole sentence. Adverbial clauses are divided into four main categories: conjuncts, subjuncts, disjuncts and adjuncts. The first two are not commonly realized as clauses: a clausal conjunct (listing or summative)

may occur during a speech or when a writer is addressing an audience in written form as in an editorial [٢٩], and clauses such as [٣٠] are called viewpoint subjuncts.

٢٩. <u>To summarize</u>, the Government had failed to stop atrocities.

٣٠. <u>As far as economy is concerned</u>, the next six months are critical.

Adverbial clauses function mainly as adjuncts or disjuncts; they may have the same subordinators, so these are not a distinguishing factor, and both may be in an initial or final position. The main difference is that disjuncts are peripheral to the main clause. Adjuuncts and disjuncts differ semantically in that adjuncts state circumstances of the situation in the main clause, as in [٣١], whereas disjuncts refer to the style or form of what is said (style disjuncts) [٣٢] or on its content (content or attitudinal disjuncts) [٣٣].

٣١. We have no electricity, <u>because there's a power failure</u>.

٣٢. I have nothing in my bank account, <u>because I checked this morning</u>.

٣٣. But <u>since I'm going for a walk now</u>, I would rather you come for it at half past five in the evening.

Adjuncts are either predications or sentence adjuncts. The former are either obligatory or optional and are usually in the final position. Obligatory (Predication) adjunct complement the verb as in [٣٤]. Sentence [٣٥] contains an optional (predication) adjunct and in this example with a dynamic verb, the semantics of comparison and manner are combined:

٣٤. There were so many bruises on his body that it looked as if a witch doctor had performed numerous rituals on him.

٣٥. Come lunch hour on that day and meat is eaten as if there will be no goats tomorrow.

Sentence adjunct clauses are always optional because they do not depend on the verb, and they may occur initially or finally [٣٦].

٣٦. When you receive that card, you should know that you are not being invited to join in the joy of welcoming a child into this world.

Finally, adverbial clauses may be realized by finite structures as in [٣٦] or by non-finite forms, i.e., to-infinitives [٣٧],-ing [٣٨], -ed [٣٩] participles, and bare infinitives [٤٠]. Both finite and non-finite forms may occur with or without a subordinator:

٣٧. In order to be eligible for a student grant, your parents must receive less than a stipulated annual income.

٣٨. Though understanding no Spanish, she was able to communicate with the other students.                    (Quirk et al. ١٩٨٥: ١٠٧٠)

٣٩. When taken according to the directions, the drug has no side effects.

٤٠. He paid the fine rather than appeal to a higher court.

(Chemnitz ٢٠٠٤: ١٩٤)

## ٢.٤.٢.٢ *Semantic Classification of Adverbial Clauses*

Adverbial clauses can also be semantically classified into different types. They signal common adverbial meanings. In spite of the fact that grammarians could not restrict the number of adverbial clauses, most of them propose that adverbial clauses fall into nine groups according to

their meanings. The most common types of adverbial clauses are listed below with illustrative examples:

### ٢.٤.٢.٢.١ *Adverbial Clauses of Time*

They indicate *when* an action is, was, or will be done, i.e., they answer the question <u>when</u>?. These adverbial clauses are introduced by one of the following conjunctions: <u>after</u>, <u>as</u>, <u>before</u>, <u>since</u>, <u>while</u>, <u>till/until</u>, <u>when(ever)</u>, <u>as soon as</u>, <u>so long as</u>, <u>as long as</u>, <u>whereas</u> and <u>now (that)</u>.

The action in the adverbial clause precedes, is simultaneous, or follows the action of the main clause.

٤١. <u>When I leave the class today</u>, I have to get a shot.

٤٢. She's been feeling uneasy <u>since the family dog died</u>.

٤٣. Students are not allowed to talk <u>while the teacher is lecturing</u>.

(Riesco, ٢٠٠٢: ٧١)

### ٢.٤.٢.٢.٢ *Adverbial Clauses of Place*

They answer the question *where*? They are used to refer to the place of some event, activity, state, or condition. These clauses are mainly introduced by <u>where (ever)</u>, <u>everywhere</u>, and <u>as far as</u> (distance):

٤٤. The staff go <u>where the General goes</u>.

٤٥. Take me <u>wherever you go to</u>.

٤٦. Hanna can live <u>everywhere she wants to</u>.

٤٧. She had never felt tired <u>as far as she had ever run</u>.

(Despain, ٢٠٠٠: ٣٢)

Additionally, Quirk et al. (١٩٨٥: ١٠٨٧) state that several subordinators used to express time clauses may have primarily a place meaning when describing scenes of movement from one place to another:

٤٨. The road stops just <u>after it goes under a bridge</u>.

٤٩. The building becomes narrower <u>as it rises higher</u>.

### ٢.٤.٢.٢.٣ *Adverbial Clauses of Cause*

Cause or reason adverbial clauses tell why the action of the verb in the main clause takes place. These clauses are introduced by the following conjunctions: <u>because</u>, <u>since</u>, <u>as</u>, or <u>seeing (that)</u>.

٥٠. <u>Since / As we are tired</u>, we are resting in the garden.

٥١. She's happy <u>because the story pleases her</u>.

٥٢. You can't expect him to know the story <u>seeing (that) he hasn't read it</u>.

(Harvey, ٢٠٠٤: ٨)

Borchelt (١٩٩٧: ٢٣) states that the conjunction <u>for</u> and the subordinator <u>that</u> can be used to give the meaning of cause or reason:

٥٣. Percy is in Washington, <u>for he phoned me from there</u>.['Since he phoned me from there , I can tell you that Percy is in Washington.']

٥٤. <u>Clumsy idiot that he was</u>, Michael completely ruined the dinner.

An independent sentence may express reason or cause as in [٥٥] , and possibly an adverbial clause usually in written English, seldom in spoken English [٥٦].

٥٥. I'm not going out tonight. <u>I'm tired</u>.

٥٦. <u>As he was poor</u>, he could not afford to buy books. [Being poor, he could not afford to buy books].

Furthermore, an infinitive construction may be used to indicate cause as in [٥٧]. In addition, the use of the two nouns <u>cause</u> and <u>reason</u> may, of course, indicate clauses of cause and reason [٥٨].

٥٧. What a fool I was <u>to have expected him to help me</u>! [I was foolish because I expected him to help me].

٥٨. <u>The cause of</u> /<u>The reason for</u> the accident is still not known.

(Hornby, ١٩٥٤: ٢٤٠ff)

## ٢. ٤. ٢. ٢. ٤ *Adverbial Clauses of Manner*

Manner clauses answer the question *how*? in the sense that they indicate how an action is done:

٥٩. Interpret the sentence <u>as I did</u>.

٦٠. She walked <u>as if / though she was dancing</u>.

Adverbial clauses of manner are usually introduced by <u>as</u>, <u>as if</u>, <u>as though</u>, followed by a past subjunctive:

٦١. You look <u>as if</u> (=as you would look like) <u>you had seen a ghost</u>.

(Eckersley and Eckersley, ١٩٦٠:

٣٣٧)


      As introduces a manner clause which requires comparison, but if this type of as- clause is positioned initially, the correlative form so may introduce the main clause (in formal literary English):

٦٢. They hunted him as tiger stalks his prey. [in a manner/similar to..]

٦٣. As tiger stalks his prey, (so) they hunted him.


      Such an example introduces a meaning of comparison, which must not be confused with the basic type of comparative clause.

(Quirk et al., ١٩٧٢: ٧٥٤- ff)


### ٢.٤.٢.٢.٥ *Adverbial Clauses of Concession or Contrast*

      They express something that opposes the main clause, but the thing does not negate the fact that is stated in the main clause. These adverbial clauses are introduced generally by: (although, though, even though) and occasionally by: (when, for all, no matter "how, when" or whereas).


٦٤. Although he is poor, he is happy.

٦٥. He is never satisfied, no matter how hard I work.

٦٦. No goals were scored, though it was an exciting game.

(Zandvoort and Van EK, ١٩٧٥:

٢١٩)


### ٢.٤.٢.٢.٦ *Adverbial Clauses of Purpose*

Purpose adverbial clauses tell the purpose of the action of the verb in the main clause. The mood of the dependent clause is subjunctive in all cases.

٦٧. We climb the hill <u>in order that we may see the temple</u>.

٦٨. We hurry <u>in order that we may not arrive late</u>.

The tense of the subjunctive used in a purpose clause is determined only by the tense of the verb in the main clause. All action in the purpose clause is uncertain at the time of the original action, so time is not really a factor. Its time always refers to future.

٦٩. Many young men were sailing to Athens <u>in order that they might study in the Academy</u>.

<div align="right">(Harvey, ٢٠٠٤: ١٣)</div>

Chemnitz (٢٠٠٤: ٢٢) shows that phrases of purpose are more often used with an infinitive than finite and may be introduced by the subordinators <u>in order to</u> or <u>so as to</u>.

٧٠. I'm going to town <u>in order to buy food</u>.

٧١. Go early <u>so as to get a good seat</u>.

In addition, negative non-finite clauses of purpose are introduced by <u>so as not to</u>, <u>in order not to</u>; in finite clauses by <u>in order that …. not</u>, <u>for fear (that)</u>, <u>lest</u>, <u>in case</u> .

٧٢. I'll have the car ready by two o'clock <u>in order</u> (<u>so as not to</u>) <u>not to keep you waiting</u>.

٧٣. He was afraid <u>lest I should punish him</u>.

٧٤. I'll repeat the address <u>for fear that there should be any mistake</u>.

Furthermore, finite clauses have the subordinators <u>so that</u> and <u>in order that</u>, and these putative clauses include a modal auxiliary:

٧٥. Tell him to come early <u>so that (in order that) we can start by ٨:٣٠</u>.

٧٦. Press the button again <u>that we watch the mechanism</u>.

٧٧. They are working night and day <u>so they can finish the building at the schedule time</u>.                                    (Ibid: ٢٣)

Thomson and Martinet (١٩٨٦: ٢٩٥) and Mey (٢٠٠١: ٢) remark that the conjunction <u>for</u> can be used to indicate a general purpose:

٧٨. This is a case <u>for keeping records in</u>.

### ٢.٤.٢.٢.٧ *Adverbial Clauses of Condition*

They tell us on what condition a thing happens, happened or will happen. These clauses are introduced by the conjunctions (<u>if</u>, <u>unless</u>, <u>whether</u>, <u>as long as</u>, or <u>that</u> [after <u>supposing</u>, <u>providing</u>, <u>on condition</u>], and <u>in case</u>.)

Conditional clauses have to do with relationships of cause and effect, but they discuss the consequence of something which may or may not be a real event. There are three types of conditional sentences:

### ٢.٤.٢.٢.٧.١ *Real Conditions*

In this type of conditional sentences the truth of the main clause is dependent on the condition of the adverbial clause being true.

۷۹. <u>If it snows</u>, I shouldn't go.

۸۰. <u>If you go outside</u>, dress warmly.

### ۲.٤.۲.۲.۷.۲ *Counterfactual Conditions*

The situation which is described by the if – clause is not true, or contrary – to – fact.

۸۱. <u>If I never won</u>, I wouldn't go.

۸۲. <u>If it had snowed</u>, I would have gone sledding.

### ۲.٤.۲.۲.۷.۳ *Concessive Conditions*

In concessive conditional sentences a situation occurs which is contrary to our expectations of cause and effect: the main clause presents a situation which occurs regardless of the fact that the situation described by the adverbial clause takes place.

۸۳. <u>Even if she is young</u>, she is nevertheless wise.

(Krauss, ۱۹۹۹: ۱٦)

### ۲.٤.۲.۲.۸ *Adverbial Clauses of Comparison*

Such clauses are considered intensifiers, i.e., modifiers of single – word adverbials and adjectives. These clauses are introduced by <u>as</u> and <u>than</u>:

۸٤. They behaved as well <u>as could be expected</u>.

۸٥. The car costs more <u>than I had expected to pay</u>.

Another type of comparative clause has the construction "The ….comparative ….. the comparative."

٨٦. <u>The sooner</u> you finish your work, <u>the sooner</u> you will go home.

<div align="right">(Bennett, ١٩٩٨:</div>

<div align="right">٧٧)</div>

### ٢. ٤. ٢. ٢. ٩ *Adverbial Clauses of Result*

Adverbial clauses of result tell the result of the action of the verb in the main clause. This type of clauses is introduced by <u>so that</u>, <u>such……</u> <u>that</u>, <u>so …. that</u>, and often <u>so</u>. The mood of the dependent clause is subjunctive in all cases.

٨٧. The little boy was <u>so happy that he cried</u>.

٨٨. <u>So</u> great is the power of honesty, <u>that</u> we esteem it even in an enemy.

٨٩. They spent their vacation at the seashore, <u>so when they came they were quite tan</u>.

Because often the action of the result clause results from the action of the main verb being done in a certain way, the reader can often expect to see adverbs or adjectives with the semantic notion of "so" or "such" in the main clause:

٩٠. The snow fell <u>so fast that our footsteps were soon covered up</u>.

٩١. They had <u>such a fierce dog that no one dared to go near their house</u>.

In addition, the subordinating conjunction <u>that</u> may also be used to express an adverbial clause of result.

٩٢. He drove fast <u>that he had an accident</u>.

(Thomas, ١٩٩٩: ١٥)

### ٢.٤.٣. *Other Types of Adverbial Clauses*

In general, grammarians differ about the precise number of adverbial clauses and some of them propose other types in addition to those common types mentioned above. Here is a group of these propositions:

Mendelssohn and Palmer (١٩٦٥: ٤٦) suggest that there are eight different kinds of adverbial clauses and they classify comparison clauses into manner and degree: (time, place, cause / reason, purpose, result, concession, comparison (i) manner, (ii) degree, and condition.

Schuster (١٩٦٥: ٢٩٩) illustrates that adverbial clauses are useful because they help to show various relationships in meaning between ideas. He divides these relationships into eight types, making degree – clause as a separate kind: (place, time, manner, cause, purpose, condition, degree and concession.)

Critically, Evavra (١٩٩٩: ٩) shows that Paul Roberts in his <u>Understanding Grammar</u> includes a separate category for "Clauses of Attendant Circumstances.". Evavra cannot see any logical difference between this category and Temporal Relationships. In effect, the subordination of any main clause into an adverbial clause of time creates a clause of attendant circumstances.

Showing that concession and contrast are different from each other, Brown (٢٠٠٢: ٢-ff) suggests that there are thirteen kinds of adverbial clauses. He also proposes other types as follows: (place, time, condition,

concession, contrast, reason, purpose, result, similarity, comparison, proportion, preference, and comment clauses.).

٩٣. You have to do the exercises <u>just as she told you to</u>.
(Similarity)
٩٤. The more you do, <u>the better you will feel</u>.                    (Proportion)
٩٥. <u>Rather than do exercises</u>, she stays at home all the time.   (Preference)
٩٦. <u>As you know</u>, I have been doing some exercise lately.     (Comment)

Jung (٢٠٠٣: ٤٤) adds a different category to the adverbial clauses. He calls it "The Adverbial Clause of Justification". This type of clauses can be defined as a clause which stands in a sense outside the assertion of the main sentence. In this sense it is called subjective in opposition to objective, i.e., the imbed expresses an attitude of the author toward the truth of the assertion of the matrix sentence. A justification clause is introduced by the same connectives of the adverbial clauses of cause from which it derives :( <u>because</u>, <u>for</u>, <u>as</u>, and <u>since</u>.)

٩٧. Always pay; <u>for first or last you must pay your entire debt</u>.

Adverbial clauses of justification can also be introduced by the subjunctive, the optative <u>so</u> and (<u>now</u>, <u>considering</u>) <u>that</u>. Indeed, with the justification clause the boundary between independent and dependent clause becomes very narrow.

٩٨. They speak English there, <u>so your difficulties are now pretty well over</u>.["They speak English there" is the justification adverbial clause.]
٩٩. What wicked thing have you done, <u>that they should haunt you</u>? [(For this reason I ask) what wicked thing have you done?]     (Ibid: ٤٥)

Furthermore, Calhoun (٢٠٠٢: ١١٩) shows the difference between concession and contrast making them as two separate categories. He illustrates that concession refers to an unexpected result,

١٠٠. Although I am married, I live alone.

Contrast, on the other hand, refers to a direct opposition.

١٠١. My brother is married, while my friend is single.

Finally, Smith (٢٠٠٠: ٩) replaces concession adverbial clauses by opposition clauses to show an unexpected or non – self – evident result based on the dependent clause.

١٠٢. He bought the car even though it was expensive.
١٠٣. Mary is rich, while I am poor.                    (Direct opposition)

It seems that the reasons for this inductive classification lie in the fact that the structure of adverbial clause is variable and their introductory conjunctions frequently overlap. As a result, adverbial clauses have been traditionally sub-classified according to a semantic point of view. In addition, some grammarians tend to classify adverbial clauses semantically for the purpose of a variety of language. Therefore, this matter can be regarded as a matter of induction.

### ٢.٤.٤ *Functions of Adverbial Clauses*

Generally, adverbial clauses play the role of single – word adverbials, i.e. they function as single-word adverbials modifying some other structures:

١٠٤. <u>Although he was very busy</u>, he did it for me.

(Quirk and Greenbaum, ١٩٧٣:

١٠١)

According to Burton (١٩٩٧: ١٨) adverbial clauses modify verbs, single – word adverbials and adjectives, but they often modify other clauses.

١٠٥. She will not submit <u>even if the committee questions her all night</u>. [The adverbial clause of condition modifies the verb <u>will not submit</u>.]

١٠٦. <u>Where your treasure is</u>, there will your heart be also.  [Place – clause modifies the single – word adverbial <u>there</u>]

١٠٧. Life is as pleasant <u>as you make it</u>.  [The clause of comparison modifies the adjective <u>pleasant</u>.]

١٠٨. She received preferential treatment <u>though her grades were poor</u>. [The clause of concession modifies the main clause.]

## ٢.٤.٥ *Position of Adverbial Clauses*

Adverbial clauses may appear nearly any where within a sentence, often some distance from the word modified. In addition, they are usually moveable within the sentence without changing its meaning.

١٠٩. Since you left, we have been sad. Or:

١١٠. We have been sad since you left.

(Carillo, ٢٠٠٣: ٦٥)

Adverbial clauses can be placed both before and after the main clause with virtually no difference in meaning except emphasis:

١١١. When you have done it a few times, you will find it is quite easy. Or:

١١٢. You will find it is quite easy when you have done it a few times.

Furthermore, adverbial clauses can also be put between two other clauses.

١١٣. You will find, <u>when you have done it a few times</u>, that it is quite easy.

<div align="right">(Weasenforth, ٢٠٠٢: ٢٦)</div>

Quirk et al. (١٩٧٩: ٧٤٣-ff), show that adverbial clauses, like adverbials in general, are capable of occurring in initial, medial, or final positions within the main clause (generally in that order of frequency.).

١١٤. <u>Since we live near the sea</u>, we enjoy a healthy climate.

١١٥. I was told that <u>if I applied early</u> my case would be given special consideration.

١١٦. I won't phone you <u>unless something unforeseen happens</u>.

## ٢.٥ *Contingency*

The main semantic relations, as mentioned by Quirk et al. (١٩٨٥:٤٨٤) are cause, reason, purpose, result, condition, and concession. These types have close ties among them. Consequently, they are entitled "adverbials of contingency.". Additionally, the realization of an adverbial

as reason, purpose, or any other type depends largely on the point of view.

## ٢.٦ *Relationships among Adverbial Clauses of Reason, Result, and Purpose*

## ٢.٦.١ *Causeand Result Relationships*

Evavra (١٩٩٩: ١٥) clarifies the fact that the tendency of traditional grammar to focus on individual constructions usually result in clauses of cause, of effect and of purpose being treated separately, but they should not be. In this sense, a 'cause' is a 'purpose' and every 'cause' has at least one 'effect'. Likewise, 'effects' have 'causes' and may be the result of someone's 'purpose'. For example, a clause that expresses cause

١١٧. [Because it rained], he couldn't work in the garden.

can be revised to express effect.

١١٨. It rained, [so he couldn't work in the garden.]

Quirk et al. (١٩٧٢: ٧٥٤) and Good (١٩٩٧: ٣٠) state that it is interesting to know that the 'result' relation is the converse of that of 'cause'. This means that the same meaning can be expressed by reversing the subordinate and main clause relation and using a subordinator or a conjunction such as <u>because</u>:

١١٩. The weather was nice, <u>so that we went to the zoo</u>.

١٢٠. We went to the zoo <u>because the weather was nice</u>.

١٢١. There are many people in the office, <u>so that we can't breathe</u>.

١٢٢. We can't breathe <u>because there are many people in the office</u>.

The co-ordinating conjunction <u>for</u>, Wilson (٢٠٠٢: ٢٤١) shows, is also used (in written English but rarely in spoken English) to combine a statement of result with a statement of cause:

١٢٣. He stood his grand firmly, <u>for he was a brave man</u>.

The subordinating conjunction <u>that</u> may be used to indicate cause relations. These relations usually follow a negative exclamation or a rhetorical question as in the following sentences:

١٢٤. I am not a cow <u>that you should expect me to eat grass</u>!
١٢٥. Am I a cow <u>that you should offer me a grass</u>?          (Ibid)

On the other hand, Carillo (٢٠٠٣: ٥٨) states that the conjunction <u>that</u> may be used to express an adverbial clause of result.

١٢٦. I worked hard <u>that I made myself ill</u>.

This means that the same item may indicate different meanings as mentioned above.

Nevertheless, cause and result relations differ syntactically. The former is described as an adjunct while the latter is a disjunct. Consequently, only cause clauses can form the focus of a cleft sentence:

١٢٧. It was because the weather was nice that we went to the zoo.
١٢٨. *It was so that the weather was nice that we went to the zoo.

## ٢.٦.٢ *Causeand Purpose Relationships*

Is any question asked so persistently as <u>why</u>? To give the answer the speaker may state either the reason or the purpose. English does not always distinguish the two.

Boyd (١٩٩٩: ١١) states that reason and purpose clauses are very similar in meaning. Both give explanations for the events described by the main verb. Because purpose clauses state the motivation for performing a particular action, the event described by the dependent verb is always in the future.

١٢٩. <u>Because I never win</u>, I shouldn't go.

    a. I shouldn't go <u>because I never win</u>. Or

    b. I never win <u>so that I shouldn't go</u>.

Zandvoort and Van EK (١٩٧٥: ٢١٧) show that the conjunction <u>that</u> may be used to express reason clauses. In this case, the main clause is always a question or a negative exclamation:

١٣٠. Have you nothing to do, <u>that you are sitting there idle</u>?

In this example, the underlined clause is called, by Zandvoort and Van EK, an inverted clause of reason (the person addressed is sitting idle because he has nothing to do).

On the other hand, the same conjunction, <u>that</u>, may be used to indicate a purpose clause as it is explained by Schuster (١٩٦٥: ٣٠٠) and Antin (٢٠٠٤: ١٣).

١٣١. Let us send for the soothsayers, <u>that they may interpret this thing unto us</u>.

١٣٢. John spoke <u>that the proposals might not be voted on</u>.

Snow (٢٠٠١: ٣) illustrates that the same conjunction may be used for the semantic relationships of reason and purpose because of the close connection between them. She shows that the conjunction <u>for</u> can refer to reason and purpose relations:

١٣٣. I cannot tell a lie, <u>for that would be dishonest</u>.('for' here means <u>because</u>).

١٣٤. I bought this <u>for making fun</u>. ('for' here indicates purpose).

Moreover, the negative conjunction <u>lest</u> may indicate reason and purpose clauses:

١٣٥. Caesar did not investigate whether there was a life beyond the grave <u>lest</u> he finds a reason for expecting it.[For this reason he did not investigate this ].

١٣٦. I bought her a car <u>lest</u> she (should) divorce(s) me.[For this purpose I bought her a car.]

(Despain, ٢٠٠٠: ٤٥)

Yet, Evavra (١٩٩٩: ١٢) shows that the primary differences between clauses of reason and those of purpose are that: (١) purpose usually involves an animate will, and (٢) in the clause of reason, the effect is known and real, where in the clause of purpose, the effect is intended, but not necessarily realized.

١٣٧. He goes early <u>in order that he may catch the bus</u>.       (Purpose)

١٣٨. She did not go to party <u>as she was feeling bad</u>.          (Reason)


## ٢. ٦. ٣ *Purpose and Result Relationships*

It is interesting to state that purpose clauses are so closely connected with those of result. In other words, both of these adverbial clauses frequently begin with one of the following subordinating conjunctions: <u>In order that</u>, <u>so that</u>, and <u>that</u>.


١٣٩. Richard revoked the privilege <u>in order that you heed his future warnings</u>.                            (Result)

١٤٠. Place the dish on the floor <u>so that (in order that) the cat can eat her food</u>.                            (Purpose)

١٤١. She is emotional <u>that she cried quickly</u>.           (Result)

١٤٢. He goes early <u>that he may catch the bus</u>.                (Purpose)


The conjunction <u>so that</u> often combines the ideas of purpose and result. In such cases, several modal auxiliaries are used.

١٤٣. I stepped aside <u>so that she might / could go in</u>.

١٤٤. Let the loose so <u>that it can / may have a run</u>.


<u>So as to</u> is often used when the idea of result is present.

١٤٥. He stood up <u>so as to see better</u>.                (Purpose and Result)

(Hornby, ١٩٧٥: ٢١٨-f)


Both of purpose and result clauses may be introduced by the subordinating conjunction <u>so</u>, but with certain differences. Litkowski

(١٩٩٨:٥) shows that a purpose clause introduced by <u>so</u> is followed by a modal auxiliary and it is not preceded by a comma.

١٤٦. The flowers will be delivered late in the evening <u>so they will be fresh for the party</u>.

In contrast, a result clause produced by <u>so</u> is preceded by a comma and is not followed by a modal verb.

١٤٧. He sat in front of the room, <u>so he heard every word of the lecture</u>.

Rigg (٢٠٠٣: ٣) states that usually, where the verb is in the past tense, there is some ambiguity between purpose and result clauses, for instance the following sentence may express purpose and result relations:

١٤٨. He shut the door <u>so that no one could come in</u>.

Nevertheless, there are many differences between purpose and result relations. Alexander (١٩٨٨: ٢٩) shows that in a purpose clause <u>so that</u> can always be replaced by <u>in order that</u>, while in a result clause it is not possible.

١٤٩. We arrived early <u>so that</u> (<u>in order that</u>) <u>we could /should / might get good seats</u> (i.e. we arrived early for that purpose).

١٥٠. We arrived early <u>so</u> (that) <u>we got good seats</u>.(i.e. we got good seats as a result of arriving early.). Or we can say:

١٥١. We arrived so early that we got good seats.

Alexander (Ibid), mentions another difference stating that a result clause always follows the main clause, i.e., it occurs finally, whereas a purpose phrase can precede the main clause:

١٥٢. His reactions are <u>so quick</u> (that) <u>no one can match him</u>.     (Result)

١٥٣. <u>In order not to leave any fingerprints</u>, they must have worn gloves.

(Purpose)

Furthermore, result clauses are factual, i.e., they have been achieved (with an ordinary verb), while purpose clauses are putative, i.e., they are not fulfilled (with a modal auxiliary).

١٥٤. We turned the radio up <u>that everyone heard the announcement</u>.

(Result Clause)

١٥٥. I sent them a car so that they ⎡ wouldn't / shouldn't / couldn't ⎤ be late for the meeting.     (Purpose Clause)

In addition, a syntactic difference between result and purpose clause is mentioned by Quirk et al. (١٩٧٢: ٧٥٤). They illustrate that purpose clauses are adjuncts while result clauses are disjuncts. As a result, only the former can form the focus of a cleft sentence.

١٥٦. It was ⎡ to / so that we might ⎤ reach safety by nightfall that we travelled all day.

١٥٧. *It was so that we reached safety by nightfall that we travelled all day.

In short, as noted in the previous three sections [٢.٦.١, ٢.٦.٢ and ٢.٦.٣], there are many subordinators or conjunctions that can express different meanings. In other words, the same item may introduce clauses which are different in meaning. Moreover, there are clauses that combine

meaning such as reason with purpose or result and purpose with result etc. For example, <u>that</u> can express reason and result clauses. (See examples: ١٢٤- ١٢٦: p٢٦-٢٧.)

The conjunction <u>for</u> and the subordinators <u>lest</u> and <u>that</u> can introduce reason clauses as well as purpose clauses. (See examples ١٣٠- ١٣٦: p٢٨-٢٩.)

In addition, clauses of purpose and result can be introduced by the subordinators <u>that</u>, <u>so that</u>, and <u>in order that</u>. (See examples ١٣٩- ١٤٢: p٢٩-٣٠.) and the subordinating conjunction <u>so</u>. (See examples ١٤٦, ١٤٧: p٣٠.) What is more important is the fact that the subordinate <u>that</u> may be used to indicate different meanings such as reason, result, and purpose. (See examples ١٢٥, ١٢٦, ١٣١: p٢٧-٢٨.)

## ٢.٧ *Previous Studies*

### ٢.٧.١ *AL-Juboury ( ١٩٨٤)*

This thesis dealt with adverbials of time in Standard English and Standard Arabic. It analyzed and compared adverbials of time in both languages. In the light of the contrastive analysis carried out and the findings of the test, many points were stated. As far as semantics is concerned, time adverbials in both languages have similar meanings. Time adverbials can be single words, phrases and clauses in both languages. They function as modifiers. The results of the study also revealed that time adverbials occur in three major positions, i.e., initial, medial and final, and that English adverbials of time follow certain rules when they occur in a sentence. Arabic has no restrictions in the order of adverbials. In the light of the error analysis carried out in the test, the results had revealed that some of the problems of language learners in

inter-adverbial in the most acceptable positions taken make mistake when learning English because of the negative transfer from their mother tongue and the complexity of English structures.

## ٢.٧.٢ *Hameed ( ١٩٨٤)*

This thesis was concerned with adverbials of manner in Standard English and Standard Arabic. It analyzed and compared English manner adverbials with their counterparts in Arabic to arrive at points of similarity and difference concerning this linguistic area. The results of the contrastive analysis showed that Arabic adverbials are more flexible than the English ones. This is due to the flexibility of the Arabic word order as opposed to the strict English word order. The study also pointed out the aspects of difficulty faced by Arab learners of English when attempting to use English manner adverbials.

## ٢.٧.٣ *Al-Doory ( ١٩٨٦)*

This thesis dealt with locatives (place adverbials) in both English and Arabic. It presented syntactic and semantic description in affirmative sentences in both languages. The conclusions of the study revealed that the adverbial system represents a complex syntactic area with specific characteristics relative to form and distribution as well in both English and Arabic, and that the basic function of this category is modification.

It also stated that Arab grammarians did not make an adequate classification of parts of speech. The study found out that Arab locatives have greater range of maneuverability than their English equivalents which occupy certain positions of locatives as initial for emphasis or parallelism, medial and final, the last is the commonest. In English and Arabic, the occurrence of a sequence of locatives is quite possible within a single sentence but with some restrictions. The study showed that the

two languages have a constraint on using two locatives of the same semantic value, and that English and Arabic deep structures of locatives are identical in the sense that they occur optionally when they are constituents of the predicate and sisters of the verb phrase. English and Arabic locatives can function as verbs, adjectives and nouns after undergoing certain transformations in the deep structure. The study revealed that the stative and dynamic verbs which are characterized by the feature (± movement)[1] have the impact of making locatives either locational or directional, and that the interpretation of prepositional phrases rests upon two factors: the preposition and the kind of the noun phrase governed by it.

### ٢.٧.٤ *Ahmed (١٩٩٥)*

This thesis conducted a cross-linguistic study for translating the English subordinate adverbial sentences into Arabic. It presented a contrastive syntactic analysis of these sentences in both languages. The finding of this study indicated that the Arabic subordinate adverbial sentences can be classified in a manner similar to that made in English and that all English adverbial sentences have their corresponding counterparts in Arabic. Few of the English conjunctions have no corresponding Arabic conjunctions.

### ٢.٧.٥ *Al-Khuzai (١٩٩٥)*

This thesis was concerned with adverbial clause reduction from theoretical point of view. It described and examined the possible reductions manifested in English adverbial clauses within the framework

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[1] (±) means that it is found or not found.

of T.G.G. The study had attempted to suggest some tentative transformational rules which link adverbial clauses and phrases to the same deep structure. Before the application of any transformation, however, certain common conditions had been noted. First of all, transformation was carried out on the adverbial clauses. Since complex sentences of two sentences conjoined by a conjunction the subject noun phrase of the embedded sentence, i.e., of the sentence containing the adverbial clause, had checked to find whether it is the same as or different form of the matrix sentence. The verb phrase of the embedded sentence had also been examined, whether it consists of <u>be</u>, <u>have</u>, a verb that expresses a wish or any other verb. The adjective that follows <u>be</u> as a main verb had been considered too. The conjunction is deleted with or without the subject, (noun phrase) of the subordinate clause in transformational rules, the conjunction cannot be deleted when transformational rules are applied to clauses of similarity and comparison.

## ٢.٨ *A Discussion Between Previous Studies & the Present Study*

The present study is similar to the previous studies in dealing with specific types of adverbial clauses. Theoretically, it completes the series of studies, which have dealt with various types of adverbial clauses including clauses of time, manner, and place. However, this study mainly focuses on distinguishing the relationships among adverbial clauses of cause, purpose, and result.

Practically, the study differs from other studies in that it shows the similarities and differences among adverbial clauses of cause, purpose

and result. Moreover, as an experimental study, it investigates the difficulties facing the Iraqi EFL learners in distinguishing the relationships among these adverbial clauses.

# Chapter Three

## ٣. *Procedures*

### ٣. ١ *An Introductory Note*

This chapter provides a description of the researchers' attempt to devise a constructive study-tool, i.e., the test. It describes the way the test is designed, administered and scored. The test attempts to investigate the difficulties faced by Iraqi EFL college students in the Fourth Year concerning the distinction of the relationships among adverbial clauses of cause, purpose, and result.

### ٣. ٢ *Test Objectives*

The present test aims at investigating the difficulties faced by EFL college students in the Fourth Year concerning the recognition and production of adverbial clauses of cause, purpose, and result and the realization of the relationships among these clauses. The test can be regarded both diagnostic and achievement. It is diagnostic since it identifies where problems exist (Oller, ١٩٨٧: ٤٥); it checks the students' improvement in distinguishing the relationships among causal, purposive, and resultative adverbial clauses by providing valuable information about the nature and type of difficulties that can be systematically used to suggest remedial work.

Moreover, the specification of the nature of the difficulties encountered in this area aims at discovering the reasons beyond the occurrence of the errors at each level. Accordingly, such specification is

useful to answer the question: "How far has the students' level of achievement in the recognition and production of the adverbial clauses of cause, purpose, and result developed?" In this respect, the test can also be regarded as an achievement test. It looks back over a period which is longer than the diagnostic one

(Harrison, ۱۹۹۳: ۷).

## ۳.۳ *The Subjects*

The sample of the study comprises one group from the Department of English, College of Education, University of Babylon. This group consists of (۵۰) students. The testees in this group are of the academic year (۲۰۰۳- ۲۰۰٤).

The students selected in this group are homogeneous according to factors of age, native language and linguistic background. Thus, every student is (۲۳ or ۲٤) years old. The native language of the students is Arabic. Students whose native language is other than Arabic or who have had a language contact with native speakers of English are excluded from the sample, so are students from countries other than Iraq because their English language background may be different from that of the Iraqi students.

## ۳.٤ *Material Selection*

All the items of the test have been selected from various grammar books consulted by the researcher and documented thereof, so that the items will be genuine and dependable for the study. The items cover-as far as possible- most uses of the adverbial clauses of cause, purpose, and result.

Moreover, the items of the test and its questions have been submitted to a jury of ten experienced university instructors whose recommendations have been taken into consideration.

After making the required refinements suggested by the jury, all members of this jury as well as the researcher's supervisors have approved the test.

## ٣.٥ *Pilot Test*

Before applying the main test in its final version to the whole sample mentioned previously, a pilot test has been conducted to another sample of (١٠) students selected randomly from the Fourth Year.

The aim beyond conducting the pilot test is to specify the suitable time the testees need to answer the whole items, so that the time specified in this test will be allowed in the main test. The pilot test is also important to check whether its items are clear or not, so that a smooth performance can be achieved in the main test. Moreover, the pilot test is useful to know the testees' reaction towards it and their general assessment of its contents.

It has been observed from the pilot test that the suitable time to answer the whole items is about (٦٠) minutes. It has also been observed that the test items are clear, i.e., having no ambiguity, and the testees have answered them smoothly. In addition, the testees have shown a positive reaction towards the test. Accordingly, this test has taken its final form as a main test.

## ٣.٦ *Item Analysis*

The test was administered to a sample of (١٠) students from College of Education /University of Babylon as a pilot study for:

a. analyzing its items and finding out the level of difficulty and discriminating power of the items in addition to the tempting power of the distractors.

b. determining the time needed for answering the test.

## ٣.٦.١ *Item Discrimination (D)*

Al-Zobaie and Al-Hamadani (١٩٨٢: ١٤) define the discrimination index as "a measure of the extent to which an item distinguishes the good performer from the poor performer." On the other hand, Heaton (١٩٨٨:١٧٩) mentions "the discrimination index of an item indicates the extent to which the item discriminates between the testees, separating the more able testees from the less able." He also states that the (D) tells us whether those students who performed well on the whole test tend to do well or badly on each item in the test. Moreover, if the good students tend to do well on an item and the poor students badly on the same item, then the item is a good one since it distinguishes the good from the bad in the same way as the total test score.

The formula below (Heaton, ١٩٨٨: ١٨٠) is used to calculate the (D) of the items of this test:

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

Where:

D: Discrimination index;

U: Upper half;

L: Lower half;

n: Number of candidates in one group.

As mentioned by Heaton, discrimination indices can range from +١ (= an item which discriminates perfectly, i.e., it shows perfect correlation with the testees' results on the whole test) through ٠ (= an item which does not discriminate in any way at all) to -١ (= an item which discriminates in entirely the wrong way). (Ibid)

Having processed the D of the test, the majority of items have acceptable discrimination power (more than ٠.٤) except items ١ in question one, ٨ and ١٤ in question three, ٣, ١٠, ١١ in question four which have obtained discrimination index of ٠. The researcher has intended to make such items to convince the students that the test items are easy. (See Appendix C).

## ٣.٦.٢ *Item Difficulty*

The difficulty characteristic of the item refers to the proportion of the testees who pass that item. Heaton (١٩٨٨: ١٧٨- ff) remarks that the index of difficulty or facility value (FV) of an item simply shows how easy or difficult the particular item proved in the test. He mentions that the (FV) is generally expressed as the fraction (or percentage) of the testees who answered the item correctly. The following item difficulty formula is employed in order to process the FV of each item:

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

Where:

R: represents the number of correct answers,

N: represents the number of students taking the test.

The inclusion of items covering a range of difficulty levels is for the purpose of motivation. The inclusion of difficult items may be necessary in order to motivate the good student; while the inclusion of very easy items will encourage and motivate the poor student. However, in any case, a few easy items will provide a 'lead in' for the student- a device which may be necessary if the test is at all new or unfamiliar or if there are certain tensions surrounding the test situation.          (Ibid)

The FV of the test of the present study is shown in (Appendix C) which indicates suitability of their FV. The next step has been to reorder the test items according to their difficulty indices starting from easy to difficult.

In brief, the above item analysis shows that the test items are suitable, with respect to their D and FV, for incorporation in the final test.

## ٣.٦.٣ *The Tempting Power of the Distractors:*

The tempting power of the distractors means the sufficient power of the distractors to tempt poor students. "No set percentage of responses has been agreed up, but examiners usually feel uneasy about the distractor that is not chosen by at least one or two examiners in a sample of ٢٠ to ٣٠ test papers".

(Madsen, ١٩٨٣: ١٨٤)

It is, therefore, necessary to determine the tempting power of the distractors. Consequently, the students' responses have been analyzed. This analysis has revealed that all the distractors have sufficient power of tempting poor students.

## ٣.٧ *Features of the Test*

### ٣.٧.١ *Validity of the Test*

The test which is designed to evaluate mastery of a point of grammar in communicative use, for example, will be valid if the scores of the test correlate either with observed behaviour or with other communicative measures of a grammar point in question.

(Harris, ١٩٦٧: ١٩)

In this respect, Harris writes:

> *If there is sufficient evidence that test scorers correlate fairly highly with actual ability in the skills area being tested, then we may feel reasonably safe in assuming that the test is valid for our purposes.*

Validity is defined as "the extent to which the inferences or decisions we make on the basis of test scores are meaningful, appropriate and useful." (Mousavi, ١٩٩٧: ١٥٦). In other words, it is the degree to which a test measures what it is supposed to measure or can be used for the purpose for which it is intended.

According to Heaton (١٩٨٨: ١٥٩), every test should be as valid as the constructor can make it. He states that the test must provide a true measure of the particular skill which it is intended to measure.

Two types of validity are considered important: content validity and face validity. As a result, both types have been adopted for the

purpose of this study. Below is a brief explanation of the basic features of each.

### ٣.٧.١.١ *Content Validity*

Content validity is concerned with the relationship between test items and the course objectives always being apparent. This kind of validity depends on an analysis of the test items and of the course objectives.

(Heaton, ١٩٨٨: ١٦٠)

A test is said to have content validity if its content forms a representative sample of the language skills, structures, etc. with which it is meant to be concerned. The importance of content validity lies in the fact that the greater the content validity of the test, the more likely it is to be an accurate measure of what it is supposed to measure.

(Hughes, ١٩٨٩: ٢٢)

### ٣.٧.١.٢ *Face Validity*

A test can be described as having at least face validity if its items look correct to other testers, teachers, testees and the like. Some of the absurdities and ambiguities can be discovered only if the test is examined by those people.

(Heaton, ١٩٨٨: ١٥٩)

In order to ascertain face validity of the test of this study, the items of the test have been exposed to a jury of ten experts in linguistics and in TEFL[1].

In the covering letter of the test each expert has been requested to point out his / her remarks and suggestions about the suitability of the test in reference to the level of the students. (See Appendix A)

To achieve the suitability of the test, items that have gained a higher percentage of agreement from the point of view of the members of the jury have been retained, while those which have gained a lower percentage have been dropped.

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[1] - The members of the jury:

1.Prof. Sabah Al-Rawi University of Baghdad, College of Languges. Ph.D.

2.Asst. Prof. Kadhim Al-Jawadi, University of Baghdad, College of Arts

3.Asst. Prof. Abdul Lattif Al- Jumaily, University of Baghdad, College of Arts. Ph.D.

4.Asst. Prof. Umran Mahoud, University of Baghdad, College of Education. Ph.D.

5.Asst. Prof. Lamyaa Al-Aani, University of Baghdad, College of Education (Iben Rushid).

6.Asst. Prof. Riyadh Al-Ameedi, University of Babylon, College of Education Ph.D.

7.Asst. Prof. Fatin K.Al-Rufa'I, University of Baghdad, College of Education. Ph.D.

8.Asst. Prof. Wafaa  M. Al-Tikriti, University of  Babylon, College of Education Ph.D.

9. Asst. Prof. Razzaq Nayif, University of  Babylon, College of Education M.A.

10.Lecturer Maysa'a Kadhim, University of AL-Qadisiya, College of Education Ph.D.

### ٣.٧.٢. *Reliability of the Test*

Reliability is one of the main characteristics of a good test which refers to the stability of the scores obtained from a test. The test is reliable if the scores are more accurate and stable.

According to Vallette (١٩٧٧: ٤٤) reliability means the consistency of the test scores. If the same test was given twice to the same group of students, the performance of each student may show few differences. She also mentioned that in order to give a reliable language test, it should be long enough to yield a generous sampling of the areas tested while the scores of short quiz cannot give appraisal of a student's achievements. Moreover, the difficulty level of the items is very important, e. g., an ٨٠ – item test involving items of similar difficulty will be less an effective instrument of evaluation than a test of equal length that involves a wide variety of level of difficulty.

A test should cover a wide range of material in order to be more reliable, because a limited range of material enables chance to play a bigger role in deciding the scores of the testees.

(Al-Hamash et al., ١٩٧٨: ١١)

According to Mousavi (١٩٩٧: ١١٧) reliability refers to a quality of test scores and has to do with the consistency of measures across different times, test forms and raters. He also states that a test is reliable when the scores of the two administrations are correspondent or there is just a little difference.

As for Hughes (١٩٨٩: ٣١-ff), it is possible to quantify the reliability of a test in the form of a reliability coefficient which is like validity coefficient, i.e., they allow us to compare the reliability of different tests. He also adds that the ideal reliability coefficient is ١ (a test

with reliability coefficient of ١ is one which would give precisely the same results for a particular set of candidates regardless of when it happened to be administered). Moreover, he mentions that a test of a reliability coefficient of zero would give sets of results quite unconnected with each other, in the sense that the score that someone actually got on a Wednesday would be no help at all in attempting to predict the score he or she would get if they took the test the day after. So, it is between the two extremes of ١ and zero that genuine test reliability coefficients are to be found.

In fact, the reliability coefficient depends particularly on the importance of the decisions that are to be taken on the basis of the test. The more important decisions, the greater reliability we must demand, i.e., the scores must not be very different when the subjects take the test twice.                                            (Ibid)

One of the most common methods of obtaining two sets of scores that involve only one administration of one test is the split-half method. Such a method provides us with a coefficient of 'internal consistency.'

The split-half method is one of the means of measuring test reliability. This method is based on the principle that the measurements obtained with one part, if the test is divided into two equal parts, would correspond exactly to those obtained with the other. One procedure widely used is to ascertain the correlation between the scores on the odd numbered items and those on the even numbered items.

(Heaton, ١٩٨٨: ١٦٤)

Following the split-half method, the researcher has divided the test of the present study into two halves. If the items are graded according to increasing difficulty, division according to odd and even numbers would not be an accurate means of assessing reliability, since item ٢ would be

slightly more difficult than item ١, item ٤ more difficult than item ٣, and so on. The researcher, therefore, has followed Heaton's procedure in order to balance the items. This procedure is as follows:

| item | ١ | ٤ | ٥ | ٨ | ٩ | ١٢ |
|------|---|---|---|---|---|-----|
| against item | ٢ | ٣ | ٦ | ٧ | ١٠ | ١١ |

The reliability of the whole test can be estimated by using the following formula:

$$r_{11} = \frac{N}{N-1}(1 - \frac{m(N-m)}{Nx^2})$$

Where:

N: the number of items in the test;

m: the mean score on the test (which are ٢٣.٧ & ٢٦.٤)

x: the standard deviation of all the testees' scores (which are ٩.٤٧ & ٨.٧٥)

$r_{11}$: reliability                                                          (Ibid)

The researcher has followed this formula since it avoids troublesome correlations and it involves only the test mean and standard deviation both of which are normally calculated as a matter of routine.

The computation of this formula for the present test has yielded reliability coefficient of (١) which is considered a highly positive correlation value. (See Appendix D)

## ٣.٨ Description of the Test

In order to fulfill the main purpose of this study, a written test has been designed to investigate the difficulties faced by EFL learners' in

distinguishing the relationships among the adverbial clauses of cause, purpose and result in English. A sample of fourth year students in the Department of English was randomly selected to achieve this purpose.

The test was constructed as a means of evaluating the learners' achievement. It was divided into four questions. The first question requires the students to underline the adverbial clauses and state what type of adverbial clauses each one is. The second question requires the students to combine sentences according to the information given between brackets. Both of these two questions consist of (١٠) items and each question is given (٢٠) marks. The third question requires the students to complete the sentences with adverbial clauses of the given type, while the fourth question requires them to re-write the sentences using the given information without changing the general meaning of the sentences. The third and fourth questions consist of (١٥) items and each one is given (٣٠) marks.

## ٣.٩ *Test Administration*

Having checked that the test is valid, reliable and has a suitable standard of difficulty, the researcher administered the test to a sample of fifty students (male and female). The test has been given to the students under the same circumstances. The students have been gathered in a class and asked to write their responses on the test papers so as not to waste time and effort. (See Appendix B)

The test has been conducted during June, ٢٠٠٤. The testees were told that their performance is important to set up certain pedagogical implications. Thus, the testees have taken the test seriously.

To save time and effort, the testees are required to answer on the test sheet itself. Most of the testees' answers have revealed that they have enjoyed the test items and the question design.

## ٣.١٠ *The Scoring Scheme of the Test*

Madsen (١٩٨٣:١٦٧) states that the scoring system depends on how well trained the test makers are and what factors they should choose to evaluate. He also advises that the scorers of the test should distribute the marks in a correct way to reflect the learners' achievement correctly and that depends on the nature of the objectives of the course, the stage of the learner and the time allotted for each area in the class.

In order to secure the reliability of the scoring scheme, an objective method has been adopted. This method is concerned with the testees' answers being scored twice: first by the researcher herself and second by one of her colleagues. In each test sheet (which is also the answer sheet), the comparison between the two scores reveals that they are identical with each other as far as the recognition level is concerned. The comparison also shows no significant difference between the two scores as far as the production level is concerned. This means that the scoring scheme is objective, i.e. undeviated by the scorer's personal opinion.

The test consists of fifty items. Each item is marked as either correct or incorrect. A correctly rendered item is given two marks, whereas an incorrect item is given zero. As for the items that are left unanswered or those that have mysterious answers, they are considered wrong and, therefore, given zero.

# Chapter Four

## ٤. *Result Analysis*

### ٤.١ *An Introductory Note*

This chapter is devoted to the analysis and discussion of the results of the test. It explains the concept of error, the aims of learners' errors, classification of errors and then it analyzes the errors of this study with an explanation of the statistical tool used. Finally, this chapter is concerned with evaluation of the learners' recognition and production of adverbial clauses of cause, purpose, and result and of the relationships among them.

### ٤.٢ *An Introduction to Error Analysis*

Error analysis is an invaluable source of information to teachers. It provides information on students' errors which in turn helps teachers correct students' errors and also improves the effectiveness of their teaching. (Arani, ٢٠٠٠: ١٤)

Thurgood (٢٠٠١: ٦٦) states that the study of errors by themselves would have been misleading; the study of errors in contrast to the number of correct responses gives a good picture of which items have been mastered and which have not. Therefore, he hopes to enlighten teachers on the errors that require remedial work so that time is not wasted on teaching grammar items that pose little or no problems to the majority of the students in relation to writing composition.

Yet, the present study is intended to shed light on the errors that EFL learners make when trying to distinguish the English adverbial clauses of cause , purpose and result and realize the relationships among these adverbial clauses.

## ٤.٣ *The Concept of 'Error'*

It is appropriate to define what is meant by errors. The terms 'mistakes' and 'errors' are often used interchangeably. However, there is a clear difference between the two.

Norrish (١٩٨٣: ٥٥) makes a clear distinction between errors and mistakes. He states errors as "a systematic deviation when a learner has not learnt something and consistently gets it wrong." He adds that a learner of English as a second or foreign language makes an error systematically, because he has not learnt the correct form .On the other hand, Norrish also defines mistakes as 'inconsistent deviation.' He explains that when a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake.

Corder (١٩٧٤: ٢٤- ٢٥) makes another important distinction between errors and mistakes. He illustrates that mistakes belong to many factors such as certain physical states (tiredness and fatigue) and psychological conditions (strong emotion, etc) in addition to slips of the pen and memory lapses. Errors, on the other hand, belong to the learners' ability to reconstruct their knowledge of the language.

Consequently, errors can be defined as "the learners' inability to use appropriate grammatical structures, semantic categories and other linguistic units." (Michael, ١٩٩٩: ١١). This piece of work deals with the errors that are related to the learners' language.

Els et al. (١٩٨٤: ٤٨) define the concept of 'error' as "the deviation from the adults' norms in the language learning process". Therefore, the concept of error is equivalent to that of difficulty and the process of error analysis is one of diagnosing difficulties.

Richards (١٩٧٤: ١١٤) states that the language learner in general and the Iraqi EFL learner in particular possess a set of cognitive structures acquired by some processes of data possessing and hypothesis formulation in which error commitment is evidence of the learning activity itself. Moreover, error commitment might be inevitable.

Corder (١٩٦٧: ١٦٦) mentions that errors are handled as evidence of the learner's strategies of acquisition of the language rather than signs of inhibition or interference of old habits. Therefore, he calls for a systematic study of these errors in order to discover the learner's built-in-syllabus and strategies.

## ٤.٤ *The Aims of Learners' Errors*

One of the main aims of errors is to help teachers assess more accurately what remedial work would be necessary for English students preparing for an English language test, so as to help these students avoid the most common errors. (Lim, ١٩٧٦: ١١)

Corder (١٩٨١: ٩٨) also holds the same view regarding the function of errors and that there are two justifications for studying learners' errors: its relevance to language teaching and the study of the language acquisition process. He mentions that:

> *…the pedagogical justification,*
> *namely that a good understanding of the*
> *nature of errors is necessary before a*

*systematic means of eradicating them could be found, and the theoretical justification, which claims that a study of learners' errors is part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition.*

Additionally, Martin (١٩٩٩, ٤٢) mentions that errors are useful in making writing intelligible, making ideas clear, and getting higher marks (some subjects allocate a percentage of final mark to accuracy in grammar or lack of errors) .

It is obvious that learners' errors can be used as a means in learning the language. One can check his knowledge and hypothesis about the language he is learning through errors.

## ٤.٥ *Classification of Errors*

Writers differ in their views as to the possible causes of errors. According to Poesio (٢٠٠٠: ١٥), the possible causes of errors are: (١) interlingual interference stemming from Arabic, (٢) intralingual confusion arising 'within English' as a result of misinterpretation of English grammatical rules, and (٣) the intrusion of nonstandard English dialects.

Els et al (١٩٨٤: ٥١) suggest two main types of errors: **interlingual** and **intralingual**. Interlingual errors are caused by the structure of the native language (L١). The learners of a foreign language use their knowledge of L١ in learning the second language (L٢). Such errors

depend on linguistic differences between L١ and L٢ and are interpreted as interference errors.

Intralingual errors, on the other hand, are caused by the structure of L٢. They reflect the characteristics of rule learning of the target language. Richards (١٩٧٣: ١٩٩) attributes such errors to certain factors like overgeneralization, ignorance of rule restriction, incomplete application of rule and false concepts hypothesized.

He also, (١٩٧٤: ٣- ١٣) states that seven factors may influence second language learning, they are: (١) language transfer, (٢) interlingual interference, (٣) the specific sociolinguistic situation, (٤) the modality of exposure to the target language, (٥) the learners' age , (٦) the instability of the learners' linguistic system, and (٧) the inherent difficulty of the particular item being learned.

This section is concerned with the identification of the strategies that learners utilize in learning the foreign language through the analysis of their errors.

Errors made by the learners can be related to four main factors: interlingual transfer, intralingual transfer, context of learning, and communication strategies. (Bruti, ٢٠٠٣: ١١)

## ٤.٥.١ *Interlingual Transfer*

Galasso (٢٠٠٢: ٦) states that the influence of the mother tongue leads to many errors. When the learner attempts to make up the deficiencies of his knowledge of the target language, he may use the suitable parts of the native language .When the patterns of the native language differ from those of the target language, it is called interlingual errors or interference.

According to Brown (١٩٨٧: ١٧٧), 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.

### ٤.٥.٢ *Intralingual Transfer*

Chanier et al (١٩٩٢: ١٣٤) remark that intralingual errors originate from the structure of the foreign language itself. These errors may be attributed to certain factors. One of these factors is **overgeneralization** that refers to the incorrect application of the previously learned material to a present foreign language context. Other factors include **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** which 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 finally **false concepts hypothesized** that may derive from faulty comprehension of a distinction in the target language.

### ٤.٥.٣ *Context of Learning*

There are other factors that lead to errors such as the influence of the situation of learning (the classroom), the misleading explanation by the teacher, and the textbook writer who emphasizes some aspects of the target language and neglects others according to his own beliefs and experience. These factors have the effect of motivating the learner to make faulty hypotheses about the language.

(Richards, ١٩٧٤: ١٧٨)

### ٤.٥.٤ *Communication Strategies*

Farch and Kasper (١٩٨٣: ١٤) say that communication strategies have to do with how we express 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.

As mentioned by Oxford (١٩٩٠: ١٨- ٢٠) and Scholfield and Katamine (٢٠٠٠: ٢),such strategies include **'avoidance'** which means not saying what one wants to say, so resolving the problem of how to express it , **'appeal for repair and confirmation'** which means seeking help on how to say what one wants to say from a person or other information source. Other strategies contain 'self-achievement options' such as **'circumlocution'** which refers to paraphrasing using words one does know, **'coinage'** which means making up a new word to communicate the desired idea, **'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.

## ٤.٦ *Error Analysis of the Present Study*

Having administered the test to a sample of fifty students, scored the items of the test, and analyzed the results obtained, the researcher has found that the learners' errors might be caused by two causes of errors one of which is general, i.e., errors that are made by the largest number of the students and the other is specific, i.e., errors made by the fewest number. Below is an explanation of the two causes.

### ٤.٦.١ *General Causes of Errors in the Present Study*

General causes of errors can be summarized as follows:

١. It is known that there are no clear or distinctive adverbial clauses of cause, purpose and result in Arabic, so learners find it difficult to recognize these adverbial clauses and consequently they cannot distinguish these types. In other words, the absence of cause, purpose and result adverbial clauses in Arabic makes the learners confused when attempting to diagnose and realize these adverbial clauses.

٢. Most of grammar textbooks concentrate on the adverbial clauses of cause, purpose and result separately without referring to the relationships among these clauses. In addition, the way of teaching these types of adverbial clauses may not be appropriate to explain these types with reference to the possible relationships among these clauses. Consequently, the learners will not be able to produce sentences containing these adverbial clauses or to recognize the fact that there are relationships among cause, purpose and result adverbial clauses.

٣. An important cause of the learners' errors is that they do not know the subordinators or the subordinating conjunctions that are used to express cause, purpose and result clauses. The learners usually misuse the subordinators when attempting to combine, complete and change sentences including these types of adverbial clauses. For example, most of the learners (٨٠٪) have not answered items (١) to (١٠) in Question (٢) correctly because they do not know the subordinators used to combine the items:

Item (٢) They visited Washington. They could see some Senators. (Purpose).

✶ They visited Washington because of seeing some Senators.

Item (٩) He is a   marvelous joker. You cannot help laughing. (Result)

✶ You cannot help laughing because he is a marvelous joker.

In Question (٣), there are errors that have been caused by the misuse of the subordinators by (٨٨٪) of the learners. Below are some of these errors that have been made when the learners have tried to complete the items according to the given types of adverbial clauses:

Item (١) I 'm pleased………… (Cause)

✶ I'm pleased so that I passed exam.

Item (٣) It was too dark to go on,………. (Result)

✶ It was too dark to go on, so as we stay there.

Item (١١) I'll give you my phone number………..(Purpose)

✶ I'll give you my phone number because of calling me.

On the other hand, (٨٨.٢٣٪) of the learners have made errors in Question (٤) that might have been ascribed to the misuse of the subordinators. The learners have made errors in this question since they have misused the subordinators when attempting to change one item of a certain type of adverbial clauses to another according to the given information.

Item (٢) I am surprised Jack has learned so much because he is usually asleep. (Purpose)

✶ I am surprised Jack has learned so much so he is usually asleep.

Item (٤) There was so much dust that we couldn't see what was happening. (Cause)

✱ There was so much dust as a result we couldn't see what was happening.

Item (٧) He is working late so that he may be free to go away tomorrow. Result)

✱ He is working late in order to go away tomorrow.

Item (١٤) Children go to school because they want to learn things. (Purpose)

✱ Children go to school since they want to learn things.

٤. Most of the learners of the foreign language tend to ignore the rule restrictions when trying to recognize the adverbial clauses of cause, purpose and result. For example, in Question (١), the items (١), (٤), and (١٠) haven't been answered correctly since the learners have ignored the restrictions of the rule that should be followed in order not to make errors.

Item (١) Since he's not interested in classical music, he decided not to go to the concert.

✱ <u>Since </u>he's not interested in classical music, he decided not to go to the concert. Result

Item (٤) I hid the book lest he should see it.

✱ I hid the book <u>lest he should see it</u>. Result

Item (١٠) The car was so expensive that we couldn't afford to buy it.

✱ The car was so expensive<u> that we couldn't afford to buy it</u>. Cause

Likewise, in Question (٢) there are errors that might be attributed to the ignorance of rule restrictions. For example, the learners have ignored the presence of the comma in item (٣) and item (٥). They have also ignored the rule of putting an auxiliary verb after <u>in order that</u> which indicates purpose clauses as in item (١٠).

Item (٣) He has few friends. He is always lonely. (result)
✶ He has few friends so that he is always lonely.

Item (٥) He spoke for a long time. People began to fall asleep. (result)
✶ He spoke for a long time so that people fall asleep.

Item (١٠) I'm telling you this. You should not make a mistake. (purpose)
✶ I'm telling you this in order that you make a mistake.

Item (٣) in Question (٣) and item (١٢) in Question (٤) have been made incorrectly due to the fact that the learners have ignored making the result clause after <u>so that</u> as factual as in item (٣) and they have put (~ing) to the verb after <u>for</u> to make a clause of cause as in item (١٢):

Item (٣) It was too dark to go on,……….. (Result)
✶ It was too dark to go on, so that we may return early.

Item (١٢) We worked carefully, lest we should make mistakes. (Cause)
✶ We worked carefully for making mistakes.

٥. Avoidance strategy has been used by the items that were left by the learners with no answers. These are put under "Percentage of Avoided

Items" columns in the previous tables. It is noticed that the percentage of the avoided items at the production level (١٩.١١ %) is higher than that at the recognition level (١٠.٨ %). This ensures the third hypothesis that supposes that the learners are more efficient at the recognition level than the production one.

## ٤.٦.٢ *Special Causes of Errors in the Present Study*

This section is specified to shed light on the causes of the errors made by the fourth year learners when they were asked to answer the fourth questions of the written test. In the present study, it is noticed that the learners have made errors that are due to the causes mentioned in the previous sections.

All the errors at the recognition level (Question ١) show signs of **guessing**. In this question, the learners have relied on guessing to recognize the type of the adverbial clauses. This can be easily noticed because the learners have not underlined the adverbial clause types as required. This means that their reliance on guessing may have helped them to answer item (١) to item (١٠) in Question (١):

Item (١) Since he's not interested in classical music, he decided not to go to the concert.
✶ Since he's not interested in classical music, he decided not to go to the concert.   Result

Item (٤) I hid the book lest he should see it.
✶ I hid the book lest he should see it.   Cause

Item (٩) Enjoy yourself now for life is short.
✶ Enjoy yourself now for life is short.   Purpose

Likewise, some of the learners' errors in item (٣) in Question (١) can be attributed to the interference between **that** and **such….that**:

Item (٣) It was such a warm day that I took off my jacket.

✶ It was such a warm day <u>that I took off my jacket.</u>    Purpose

Item (٧) in Question (١) reflects the **overgeneralization** factor, since the learners have overgeneralized that **that** can be used to indicate purpose clauses:

Item (٧) He's sorry that he can't come.

✶ He's sorry <u>that</u> he can't come.  Purpose

Errors like those in items (١), (٥), and (٧) in Question (٢) might have been caused by changing the intended meaning, i.e., the learners have changed the meaning of the items when trying to combine them.

Item (١) She watered the flowers. The flowers were dry. (Cause)

✶ They were dry because she watered the flowers.

Item (٥) He spoke for a long time. People began to fall asleep. (Result)

✶  People fall asleep, so that he spoke for a long time.

Item (١٠) I'm telling you this. You should not make a mistake. (Purpose)

✶ You should not make a mistake so that I'm telling you this.

Concerning Question (٣), some of the learners' errors might be attributed to the misuse of the subordinators or subordinating conjunctions by the learners, i.e., the learners have not used the

appropriate subordinators correctly, as it has occurred with items (٥), (٩), (١٣) and (١٥):

Item (٥) Ted was so worried about the exam……….. (Result)
✶ Ted was so worried about the exam so that he fail in it.

Item (٩) I was so tired ……….. (Result)
✶ I was so tired so that I went to the bed.

Item (١٣) She is such a good lecturer………. (Result)
✶ She is such a good lecturer so that we love her.

Item (١٥) The weather was so nice……….. (Result)
✶ The weather was so nice such that we went outside.

Some errors in Question (٣) might have been caused by the fact that the learners have recognized the suitable subordinators, but they have not completed the items:

Item (١٢) I lent him the money…………. (Cause)
✶ I lent him the money because

Item (١٤) Turn the volume down………… (Purpose)
✶ Turn the volume down in order to

The errors might have been represented by adding words that are not necessary for the items, but the subordinators used have been correct. Item (١) in Question (٣) shows that the learners have added words that are not essential:

Item (١) I'm pleased………… (Cause)

✶ I'm pleased <u>that you went to the doctor</u> because you were sick.

As for Question (٤), most of the learners' errors might be related to the ignorance of the meaning. The learners have not paid real attention to the meaning when attempting to transform an item to another according to the adverbial clause types given.

Item (١) It was such a nice weather that we went to the zoo. (Cause)

✶ It was such nice because I went to the zoo.

Item (٣) As the car was so small, he sold it. (Result)

✶ As the car was so small so that he sold it.

Item (٦) We may live more safely since these men risk their lives. (Purpose)

✶ In order we live more safely since these men risk their lives.

Item (١٢) We worked carefully, lest we should make mistakes. (Cause)

We worked carefully because we should make mistakes.

## ٤.٧ *Statistical Tools Used*

The statistical tools used in this study are the percentage and Pearson's Formula (See section ٣. ٧. ٢, p:٤٥).The results of the test are arranged in the form of tables that represent percentages of the correct, incorrect, and the unanswered sentences for each item in each of the four questions. It is important to mention that the statistical analysis is based on the correct items only.

**Table (١): Percentage of Items in Question One**

| NO. OF ITEMS | TYPE | NO. OF CORRECT ITEMS | CORRECT ITEMS % | NO. OF INCORRECT ITEMS | INCORRECT ITEMS % | NO. OF AVOIDED ITEMS | AVOIDED ITEMS % |
|---|---|---|---|---|---|---|---|
| ١- | Cause | ٤٥ | ٩٠٪ | ٥ | ١٠٪ | ٠ | ٠ |
| ٢- | Purpose | ٣٢ | ٦٥٪ | ١٤ | ٢٨% | ٤ | ٨٪ |
| ٣- | Result | ٢٢ | ٤٤٪ | ٢٢ | ٤٤٪ | ٦ | ١٢٪ |
| ٤- | Purpose | ١٢ | ٢٤٪ | ٢٤ | ٤٨٪ | ١٤ | ٢٨٪ |
| ٥- | Result | ١٧ | ٣٤٪ | ٢٣ | ٤٦٪ | ١٠ | ٢٠٪ |
| ٦- | Purpose | ١٤ | ٤٨٪ | ١٨ | ٣٦٪ | ٨ | ١٦٪ |
| ٧- | Cause | ٢٣ | ٤٦٪ | ٢٣ | ٤٦٪ | ٤ | ٨٪ |
| ٨- | Result | ٣٤ | ٦٨٪ | ١٣ | ٢٦٪ | ٣ | ٦٪ |
| ٩- | Cause | ٢٥ | ٥٠٪ | ٢٤ | ٤٨٪ | ١ | ٢٪ |
| ١٠- | Result | ٢٠ | ٤٠٪ | ٢٦ | ٥٢٪ | ٤ | ٨٪ |

**Table (٢): Percentage of Items in Question Two**

| NO. OF ITEMS | TYPE | NO. OF CORRECT ITEMS | CORRECT ITEMS % | NO. OF INCORRECT ITEMS | INCORRECT ITEMS % | NO. OF AVOIDED ITEMS | AVOIDED ITEMS % |
|---|---|---|---|---|---|---|---|
| ١- | Cause | ٢٣ | ٤٦٪ | ٢٢ | ٤٤٪ | ٥ | ١٠٪ |
| ٢- | Purpose | ٣٦ | ٧٢٪ | ٩ | ١٨٪ | ٥ | ١٠٪ |
| ٣- | Result | ١٤ | ٢٨٪ | ٢٤ | ٤٨٪ | ١٢ | ٢٤٪ |
| ٤- | Cause | ٣٠ | ٦٠٪ | ١٦ | ٣٢٪ | ٤ | ٨٪ |
| ٥- | Result | ١٥ | ٣٠٪ | ٢٤ | ٤٨٪ | ١١ | ٢٢٪ |
| ٦- | Purpose | ٢٠ | ٤٠% | ٢٣ | ٤٦٪ | ٧ | ١٤٪ |
| ٧- | Cause | ٣١ | ٦٢٪ | ١٧ | ٣٤٪ | ٢ | ٤٪ |
| ٨- | Purpose | ٢٩ | ٥٨٪ | ١٧ | ٣٤٪ | ٤ | ٨٪ |
| ٩- | Result | ١٢ | ٢٤٪ | ١٦ | ٣٢٪ | ٢٢ | ٤٤٪ |
| ١٠- | Purpose | ٢١ | ٤٢٪ | ١٧ | ٣٤٪ | ١٢ | ٢٤٪ |

**Table (٣): Percentage of Items in Question Three**

| NO. OF ITEMS | TYPE | NO. OF CORRECT ITEMS | CORRECT ITEMS % | NO. OF INCORRECT ITEMS | INCORRECT ITEMS % | NO. OF AVOIDED ITEMS | AVOIDED ITEMS % |
|---|---|---|---|---|---|---|---|
| ١- | Cause | ١٩ | ٣٨٪ | ١٨ | ٣٦٪ | ١٣ | ٢٦٪ |
| ٢- | Purpose | ٣٥ | ٧٠٪ | ٩ | ١٨٪ | ٦ | ١٢٪ |
| ٣- | Result | ٢٧ | ٥٤٪ | ١٢ | ٢٤٪ | ١١ | ٢٢٪ |
| ٤- | Purpose | ٢٦ | ٥٢٪ | ١٠ | ٢٠٪ | ١٤ | ٢٨% |
| ٥- | Result | ٥ | ١٠٪ | ٣٠ | ٦٠٪ | ١٥ | ٣٠٪ |
| ٦- | Cause | ٣٧ | ٧٤٪ | ٨ | ١٦٪ | ٥ | ١٠٪ |
| ٧- | Purpose | ٣٦ | ٧٢٪ | ٤ | ٨٪ | ١٠ | ٢٠٪ |
| ٨- | Cause | ٢٦ | ٥٢٪ | ١٣ | ٢٦٪ | ١١ | ٢٢٪ |
| ٩- | Result | ٨ | ١٦٪ | ٣٥ | ٧٠٪ | ٧ | ١٤٪ |
| ١٠- | Cause | ٤٠ | ٨٠٪ | ٢ | ٤٪ | ٨ | ١٦٪ |
| ١١- | Purpose | ٣١ | ٦٢٪ | ١٠ | ٢٠٪ | ٩ | ١٨٪ |
| ١٢- | Cause | ٣٢ | ٦٤٪ | ١١ | ٢٢٪ | ٧ | ١٤٪ |
| ١٣- | Result | ٦ | ١٢٪ | ٢٩ | ٥٨٪ | ١٥ | ٣٠٪ |
| ١٤- | Purpose | ٢٠ | ٤٠٪ | ١٢ | ٢٤٪ | ١٨ | ٣٦٪ |
| ١٥- | Result | ١٤ | ٢٨٪ | ٣٢ | ٦٤٪ | ٤ | ٨٪ |

**Table (٤): Percentage of Items in Question Four**

| NO. OF ITEMS | TYPE | NO. OF CORRECT ITEMS | CORRECT ITEMS % | NO. OF INCORRECT ITEMS | INCORRECT ITEMS % | NO. OF AVOIDED ITEMS | AVOIDED ITEMS % |
|---|---|---|---|---|---|---|---|
| Q.٤-١ | Cause | ١٦ | ٣٢٪ | ٣٤ | ٦٨٪ | ٠ | ٠ |
| -٢ | Purpose | ١ | ٢٪ | ٣٠ | ٦٠٪ | ١٩ | ٣٨٪ |
| -٣ | Result | ١٢ | ٢٤٪ | ٣١ | ٦٢٪ | ٧ | ١٤٪ |
| -٤ | Cause | ١٠ | ٢٠٪ | ٣٣ | ٦٦٪ | ٧ | ١٤٪ |
| -٥ | Result | ٩ | ١٨٪ | ٢١ | ٤٢٪ | ٢٠ | ٤٠٪ |
| -٦ | Purpose | ١٣ | ٢٦٪ | ٢٧ | ٥٤٪ | ١٠ | ٢٠٪ |
| -٧ | Result | ٧ | ١٤٪ | ٢٩ | ٥٨٪ | ١٤ | ٢٨٪ |
| -٨ | Cause | ٢٤ | ٤٨٪ | ٢٠ | ٤٠٪ | ٦ | ١٢٪ |
| -٩ | Purpose | ٣ | ٦٪ | ٢٤ | ٤٨٪ | ١٣ | ٢٦٪ |
| -١٠ | Result | ٢ | ٤٪ | ٣٥ | ٧٠٪ | ١٣ | ٢٦٪ |
| -١١ | Purpose | ٣ | ٦٪ | ٤٣ | ٨٦٪ | ٤ | ٨٪ |
| -١٢ | Cause | ٩ | ١٨٪ | ٣٤ | ٦٨٪ | ٧ | ١٤٪ |
| -١٣ | Result | ٣ | ٦٪ | ٢٤ | ٤٨٪ | ٢٣ | ٤٦٪ |
| -١٤ | Purpose | ٢٧ | ٥٤٪ | ٢٢ | ٤٤٪ | ١ | ٢٪ |
| -١٥ | Cause | ٢٥ | ٥٠٪ | ١٨ | ٣٦٪ | ٧ | ١٤٪ |

It is possible to use data found in these four tables in order to determine: (١) the extent the learners recognize the adverbial clauses of cause, purpose, and result, and (٢) the extent the learners recognize the relationships among these adverbial clauses.

### ٤.٨ *The Learners' Recognition &Production of Cause, Purpose and Result Clauses*

### ٤.٨.١ *General Evaluation of the Two Levels*

With regard to the recognition level, the learners' answers were better than their answers at the production one. This might be related to the fact that the EFL learners were able to determine the adverbial clauses of cause, purpose, and result, but they were unable to produce such adverbial clauses in sentences as shown in Table (٥).

**Table (٥): Percentages at Recognition and Production Levels**

| LEVELS | TOTAL PERCENTAGE OF CORRECT ITEMS |
|---|---|
| Recognition | ٥٠٪ |
| Production | ٣٩.٧٨٪ |

It is clear that this general evaluation of the learners' recognition and production of cause, purpose and result clauses asserts the third hypothesis that the EFL learners were efficient at the recognition level more than at the production level.

### ٤.٨.٢ *Detailed Evaluation of the Two Levels*

It is noticeable that the learners' answers dealing with the cause, purpose and result clauses were not the same as shown in Table (٦).

**Table (٦): Percentages of Cause, Purpose and Result Clauses**

| LEVEL | TYPE OF ITEMS | PERCENTAGE OF CORRECT ITEMS |
|---|---|---|
| Recognition | Cause | ٦٢٪ |
| | Purpose | ٤٢.٦٦٪ |
| | Result | ٤٦.٥٪ |
| Production | Cause | ٥٠.٤٪ |
| | Purpose | ٣٧.٤٪ |
| | Result | ٢١.٤٪ |

It is clear that the learners were able to recognize and produce adverbial clauses of cause more than the other types. This might be attributed to the fact that the subordinators used to express cause clauses were common and easy to the learners. In addition, the meanings of cause clauses were simpler and clearer to the learners more than the other types. In other words, the learners understood the meaning of cause adverbial clauses more than the purpose or result clauses.

**٤.٨.٣ General Learners' Performance in Production**

Concerning the production level, the correct items in the last three questions, i.e., combination, completion, and transformation, have obtained the following percentages.

**Table (٧): Percentages in the Production Level**

| PRODUCTION LEVEL TYPES | PERCENTAGE OF CORRECT ITEMS |
|---|---|
| Combination | ٤٦.٢٪ |
| Completion | ٤٨.٢٦٪ |
| Transformation | ٢١.٨٧٪ |

As it is shown in Table (٧), completion items have the higher percentage. This means that the learners have found it difficult to combine or transform an item to another without changing the general meaning. On the other hand, the learners have found it easy to complete an item according to the type indicated, i.e., cause, purpose and result.

### ٤.٨.٤ *Detailed Learners' Performance in Production*

In the last three questions, the answers of the learners are not the same, i.e., the percentage of cause clauses is higher than that of purpose or result clauses as shown in Table (٨).

**Table (٨): Percentages of Cause, Purpose, and Result Clauses at the Production Level**

| PRODUCTION LEVEL TYPES | ADVERBIAL CLAUSES TYPES | PERCENTAGE OF CORRECT ITEMS |
|---|---|---|
| Combination | Cause | ٥٦٪ |
| | Purpose | ٥٣٪ |
| | Result | ٢٧٪ |
| Completion | Cause | ٦١.٦٪ |
| | Purpose | ٥٩.٢٪ |
| | Result | ٢٤٪ |
| Transformation | Cause | ٣٣.٦٪ |
| | Purpose | ١٨.٨٪ |
| | Result | ١٣.٢٪ |

As it is shown in Table (٨), it seems that the learners have found the cause clauses easier than clauses of purpose or result. This might be due to the fact that the adverbial clauses of cause are expressed by

common and familiar conjunctions or subordinators used by the learners. On the other hand, it was clear that result clauses have obtained the lowest percentage because the learners might confuse the subordinators showing result clauses with those expressing purpose.

## ٤.٩ *Evaluation of the Relationships among Cause, Purpose, and Result Clauses*

In regard to recognition and production levels, the test results showed that the total percentage of the correct items at the first level was ٤٦.٣٪ while the total percentage of the correct items at the second level was ٢٠.٧٪. This might be related to the fact that learners could, to some extent, recognize the relationships among cause, purpose and result clauses, but they were unable to realize these relationships when producing these clauses as shown in Table (٩).

**Table (٩): Total Percentages at the Recognition and Production**

| LEVELS | TOTAL PERCENTAGES |
|---|---|
| Recognition | ٤٦.٣٪ |
| Production | ٢٠.٧٪ |

The relationship between purpose and result clauses has obtained the highest percentage at the recognition level (٦٢٪), while the relationship between cause and purpose clauses has obtained the lowest percentage (٣٧٪). See Table (١٠).

**Table (١٠): Percentages of the Relationships in Recognition**

| RELATIONSHIPS | PERCENTAGES OF CORRECT ITEMS |
|---|---|
| Purpose↔Result/ Result↔Purpose | ٦٢٪ |
| Purpose↔Cause/ Cause↔Purpose | ٣٧٪ |
| Result↔Cause/ Cause↔Result | ٤٠٪ |

The reason for these percentages is simply connected with the subordinators used to express cause, purpose, and result relations. In other words, purpose and result clauses frequently begin with one of the subordinating conjunctions (that, so that and in order that). This makes it easy for the learners to recognize the relationship between purpose and result clauses. In contrast, the subordinators used to express cause and purpose relations were highly diversified. Consequently, the learners did not realize any relationship between cause and purpose clauses.

As for the production level, the learners did not distinguish the relationships among cause, purpose and result clauses. Generally, they showed weaknesses in producing items concerned with these relations as shown in Table (١١).

**Table (١١): Percentages of the Relationships at the Production Level**

| RELATIONSHIPS | PERCENTAGES OF CORRECT ITEMS |
|---|---|
| Purpose↔Result  /  Result↔Purpose | ٧.٥٪ |
| Purpose↔Cause  /  Cause↔Purpose | ٢٩.٦٪ |
| Result↔Cause  /  Cause↔Result | ٢٥٪ |

The reason for the highest percentage (٢٩.٦٪) presenting the relationship between cause and purpose clauses belongs to the fact that these clauses are very similar in meaning, i.e., they explain the event described by the main verb. This may agree with what has been stated by Boyd (١٩٩٩: ١١). On contrary, the relationship between purpose and result clauses has obtained the lowest percentage (٧.٥٪) because they are closely connected with each other. This will surely confuse the learners to determine whether there is a relationship or not between purpose and result clauses. The results mentioned in Table (١١) ensure the hypothesis that the EFL learners are incapable of distinguishing the relationships among the adverbial clauses of cause, purpose and result.

# Chapter Five

## ٥. *Conclusions, Recommendations & Suggestions*

### ٥.١ *Conclusions*

The conclusions of this study can be summarized as follows:

١. The EFL learners misuse English adverbial clauses of cause, purpose, and result at the production level in particular (as shown in table ٦, p: ٧٠). This asserts the second hypothesis that the Iraqi EFL learners are efficient at the recognition level than that of the production.

٢. The EFL learners do not realize the similarities and differences among adverbial clauses of cause, purpose and result in English (as shown in table ٩, p: ٧٢). This conclusion is in line with the first hypothesis that the objectives of teaching adverbial clauses of cause, purpose and result are not mainly concerned with clarifying the similarities and differences among these adverbial clauses.

٣. Learners find difficulties in the part of the test that relate to the production level and their performance in these questions is unstable because they do not know how to differentiate among adverbial clauses of cause, purpose and result (as it is explained when comparing table ١٠ and ١١, p: ٧٣).

٤. Learners do not have the ability to recognize the function of conjunctions or subordinators introducing cause, purpose and result clauses, i.e., they use the subordinators introducing adverbial clauses of cause with that of purpose, etc.

These conclusions are in line with the hypotheses formulated at the beginning of this study. (See ١.٢)

## ٥.٢ *Recommendations*

The following recommendations can be derived from the conclusions of the study:

١. Since the real problem that faces the Iraqi EFL learners is the relationships among adverbial clauses of cause, purpose, and result, much attention should be paid to clarify these relationships by relying on syllabus and consequently textbooks that explain these relationships in a good way.

٢. Teachers should concentrate on explaining the similarities and differences among cause, purpose, and result clauses in order to enable the Iraqi EFL learners to understand the relationships among these clauses.

٣. The questions submitted by the teachers should contain transformation items since this kind of questions helps the learners understand the adverbial clauses of cause, purpose and result in addition to the relationships among them.

## ٥.٣ *Suggestions for Further Study*

For the purpose of following-up of this investigation, the following topics can be suggested for further studies:

١. Investigating the difficulties faced by the Iraqi EFL learners in distinguishing the relationships among adverbial clauses of manner, concession, and comparison.

٢. Studying the relationships among adverbial clause of cause, purpose, and result on the basis of philosophic relationships.

# LIST OF TABLES

We certify that the thesis entitled (**Investigating the Difficulties Faced by the EFL College Learners in Distinguishing the Relationships among Adverbial Clauses of Cause, Purpose and Result**) was prepared by (Muna Ali Disher Al-Haidary) under our supervision at 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.

Signature:                                    Signature:

Supervisor: Asst. Prof. Adil Al-Akkam          Supervisor: Asst. Prof.  Hameed Hassoon (Ph.D)

Date:                                          Date:

In view of the available recommendations, I forward this thesis for debate by the Examining Committee.

Signature:

Name: Asst. Prof. Abdul Sattar Mahdi (Ph.D.)

Head of Higher Studies

Date: /

We certify that we have read this thesis entitled "**Investigating the Difficulties Faced by EFL Learners in Distinguishing the Relationships among the Adverbial Clauses of Cause, Purpose, and Result**" and, as Examining Committee examined the student **Muna Ali Disher** 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.

Signature:                                            Signature:

Name:                                                  Name:

Member                                                Member

Signature:

Name:

Chairman

Approved by the Council of the College of Basic Education

Signature:

Name: Asst. Prof. Abbas Ubaid (Ph.D.)

Dean of the College of Basic Education

Date:     /     /

# CONTENTS

# ACKNOWLEDGEMENTS

# *Section One*

*Pick out the adverbial clauses in the following sentences and say what type of adverbial clause each one is:*

١. Since he's not interested in classical music, he decided not to go to the concert.

٢. Some people eat so that they may live.

٣. I received my wages yesterday, so that I can now pay what I owe you.

٤. Inasmuch as the two government leaders could not reach an agreement, the possibilities for peace are still remote.

٥. It was such a warm day that I took off my jacket.

٦. I hid the book lest he should see it.

٧. Would you be so kind as to carry this?

٨. Seeing that it is only three, we should be able to finish this before we leave today.

٩. They are climbing higher to get a better view.

١٠. What have I done, that you should insult me?

١١. Yesterday, I took my umbrella so that I would not get wet.

١٢. Now that we're here, we may as well see the sights.

١٣. They left the door open for me to hear the baby.

١٤. He's sorry that he can't come.

١٥. Children go to school to learn things.

١٦. Stand there, that I may take a good look at you.

١٧. It froze hard that night, so there was ice everywhere next day.

١٨. I'm not a cow that you should expect me to eat grass!

١٩. So terrible was the storm that whole roofs were ripped off.

٢٠. Enjoy yourself now for life is short.

٢١. Better chain up the dog in case he bites.

٢٢. This book, being written in simple English, is suitable for beginners.

٢٣. He works hard so as to give his family a holiday by the sea every year.

٢٤. His reactions are so quickly that no one can match him.

٢٥. What a fool I was to have expected him to help me.

٢٦. The men went away; therefore the boys were noisy.

٢٧. He left his gun outside in order not to frighten us.

٢٨. He is such a fool that he will never do well.

٢٩. I am sorry he should behave so badly.

٣٠. I'm taking a raincoat with me in case I need it.

# *Section Two*

### *Combine the following sentences as required*:

٣١. She watered the flowers. The flowers were dry. (Cause)

٣٢. They visited Washington. They could see some Senators. (Purpose)

٣٣. He has few friends. He is always lonely. (Result)

٣٤. We have this chance .Why don't we discuss our plans. (Cause)

٣٥. The classroom has comfortable chairs .The students find it easy to fall asleep. (Result)

٣٦. Please be quiet. I want to be able to hear what Sharon is saying. (Purpose)

٣٧. I have many problems. I can use all the help you can give me. (Result)

٣٨. There is no help. Let us try to bear it as best we may. (Cause)

٣٩. I'm going to leave the party early. I want to be able to get a good night's sleep tonight. (Purpose)

٤٠. I can't figure out what this sentence says. His handwriting is illegible. (Result)

٤١. Tom took some change from his pocket. He wanted to buy a newspaper. (Purpose)

٤٢. He has behaved so badly. He must be punished. (Cause)

٤٣. When it started to rain, Harry opened his umbrella. He wanted to be sure he didn't get wet. (Purpose)

٤٤. Jack knows French. He had better do the talking. (Cause)

٤٥. We paid him immediately. He left contented. (Result)

٤٦. Thirty copies of the book were bought. Each boy in the class should have one. (Purpose).

٤٧. All precautions have been taken .We may expect to succeed. (Result)

٤٨. This book is written in simple English. It is suitable for beginners. (Cause)

٤٩. He spoke for a long time. People began to fall asleep. (Result)

٥٠. We were glad .We had you with us. (Cause)

٥١. He brought some papers. He wanted me to sign. (Purpose)

٥٢. Tom helped you. I'm prepared to help him. (Cause)

٥٣. She learnt typing. She wanted to help her husband with his work. (Purpose)

٥٤. Their dog was fierce .No one dared come near it. (Result)

٥٥. The men went away .The boys were noisy. (Cause)

٥٦. He is a marvellous joker .You can't help laughing. (Result)

٥٧. Sara walked across the road carefully .She might be knocked down by a motor car. (Purpose)

٥٨. Jack has been naughty. He must expect to be punished.  (Result)

٥٩. She had nothing in particular to do. She called up a friend and asked her if she wanted to take in a movie. (Cause)

٦٠. I'm telling you this .You should not make a mistake. (Purpose)

# *Section Three*

### *Complete the sentences with adverbial clauses of the type indicated:*

٦١. I'm pleased -----------. (Cause)

٦٢. He worked hard --------------. (Purpose)

٦٣. It was too dark to go on, --------------. (Result)

٦٤. --------------, I must do the job myself. (Cause)

٦٥. He was speaking very quietly, ------------. (Result)

٦٦. I turned off the TV -------------. (Purpose)

٦٧. The weather was so nice ------------. (Result)

٦٨. ------------, Could you help me with this work? (Cause)

٦٩. Please turn down the radio -----------. (Purpose)

٧٠. Ted was so worried about the exam -----------. (Result)

٧١. We had to be very careful ------------. (Purpose)

٧٢. You will help me -------------. (Cause)

٧٣. He has gone to England -------------. (Purpose)

٧٤. I'm not going out tonight --------------. (Cause)

٧٥. She is such a good lecturer -------------. (Result)

٧٦. I did that -------------. (Purpose)

٧٧. He stood up -------------. (Result)

٧٨. My father punished me ---------------. (Cause)

٧٩. I was so tired --------------. (Result)

٨٠. Jim is trying to find a place of his own ---------------. (Cause)

٨١. I always keep candles in the house -------------. (Purpose)

٨٢. Mr. Green was unable to come ---------------. (Cause)

٨٣. The servant went to the market ---------------. (Purpose)

٨٤. It was so late -------------. (Result)

٨٥. I do not believe him --------------. (Cause)

٨٦. She cried ------------. (Result)

٨٧. I'll give you my phone number ------------. (Purpose)

٨٨. We knew it was late; -----------------. (Result)

٨٩. I lent him the money ----------------. (Cause)

٩٠. Turn the volume down ----------------. (Purpose)

# Section Four

*Rewrite the following sentences in another way using the given information. Make any changes that are necessary, but don't change the general meaning of the sentences:*

٩١. It was such nice weather that we went to the zoo. (Cause)

٩٢. I am surprised Jack has learned so much because he is usually asleep. (Purpose)

٩٣. As the car was so small, he sold it. (Result)

٩٤. There was so much dust that we couldn't see what was happening. (Cause)

٩٥. Since my secretary is away at present, I have a great many extra letters to answer. (Result)

٩٦. We may live more safely since these men risk their lives. (Purpose)

٩٧. He is working late so that he may be free to go away tomorrow. (Result)

٩٨. Ships carry lifeboats so that the crew can escape if the ship sinks. (Cause)

٩٩. We planted many shrubs, so that the garden soon looked beautiful. (Purpose)

١٠٠. Students should take notes so as to make revision easier. (Result)

١٠١. He ran so fast that I could not catch him. (Purpose)

١٠٢. We worked carefully, lest we should make mistakes. (Cause)

١٠٣. He worries about his financial position all day, so that he can't sleep at night. (Cause)

# *Appendix (A)*

**(The Form of a Test Submitted to a Jury)**

**In The Name Of God**

Department of English
Higher Studies
College of Basic Education
University of Babylon

Dear Sirs,

The researcher is conducting a research entitled "Investigating the Difficulties faced by the Iraqi EFL Learners in Distinguishing the Relationships among Adverbial Clauses of Reason, Purpose and Result".

The research is conducted on the students of the fourth stage in Babylon University. It involves on a four-section test. The first section contains underlying and writing the type of the adverbial clauses, the second section contains joining sentences by using the given information, the third section includes completing sentences and finally the fourth section includes changing the adverbial clauses of one type to another using the given information.

The test aims at showing the relationships among adverbial clauses of reason, purpose and result through similarities and differences among them.

I would be grateful if you, as an expert in the field of teaching English as a foreign language, would pass judgment whether each sentence is suitable with reference to: (a) the marks tested, (b) the level of the students' expected difficulty and validity of the test items.

Any comments or any modification would be highly regarded and appreciated.

Thank you in advance for your assistance and cooperation.

Yours sincerely
M.A. Candidate
Muna Ali Al-Haidary

# *Appendix (B)*

## *(The Test)*

**Q١:** *Underline the adverbial clauses in the following sentences and say what type of adverbial clause each one is (Cause, Purpose, or Result):* <u>*(٢٠ marks)*</u>

١. Since he's not interested in classical music, he decided not to go to the concert.

٢. Some people eat so that they may live.

٣. It was such a warm day that I took off my jacket.

٤. I hid the book lest he should see it.

٥. What have I done, that you should insult me?

٦. They left the door open for me to hear the baby.

٧. He's sorry that he can't come.

٨. It froze hard that night, so there was ice everywhere next day.

٩. Enjoy yourself now for life is short.

١٠. The car was so expensive that we couldn't afford to buy it.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Q٢:** *Combine the following sentences as required*: <u>*(٢٠ marks)*</u>

١. She watered the flowers. The flowers were dry.

(Cause)

٢. They visited Washington. They could see some Senators.     (Purpose)

٣. He has few friends. He is always lonely.                    (Result)

٤. There is no help. Let us try to bear it as best we may.      (Cause)

٥. He spoke for a long time. People began to fall asleep.      (Result)

٦. He brought some papers. He wanted me to sign.              (Purpose)

٧. The men went away .The boys were noisy.                     (Cause)

٨. She learnt typing. She wanted to help her husband with his work.

(Purpose)

٩. He is a marvellous joker .You can't help laughing.          (Result)

١٠. I'm telling you this .You should not make a mistake.

(Purpose)

*************************************************************

**Q٣: *Complete the following sentences with adverbial clauses of the type indicated:*                                (٣٠ marks)**

١. I'm pleased -------------------------------------------------------. (Cause)

٢. He worked hard -------------------------------------------------. (Purpose)

٣. It was too dark to go on, -----------------------------------------. (Result)

٤. We had to be very careful -------------------------------------. (Purpose)

٥. Ted was so worried about the exam -----------------------------. (Result)

٦. I'm not going out tonight ------------------------------------------. (Cause)

٧. The servant went to the market --------------------------------. (Purpose)

٨. My father punished me --------------------------------------------. (Cause)

٩. I was so tired ------------------------------------------------------------ (Result)

١٠. I do not believe him ------------------------------------------. (Cause)

١١. I'll give you my phone number ------------------------------. (Purpose)

١٢. I lent him the money ------------------------------------------. (Cause)

١٣. She is such a good lecturer --------------------------------------. (Result)

١٤. Turn the volume down ---------------------------------------------. (Purpose)

١٥. The weather was so nice ---------------------------------------. (Result)

*****************************************************************

**Q٤: *Rewrite the following sentences using the given information. Make any necessary changes, but don't change the general meaning of the sentences:*** *(٣٠ marks)*

١. It was such nice weather that we went to the zoo.                    (Cause)

٢. I am surprised Jack has learned so much because he is usually asleep.

(Purpose)

٣. As the car was so small, he sold it.                    (Result)

٤. There was so much dust that we couldn't see what was happening.

(Cause)

٥. Since my secretary is away at present, I have a great many extra letters
to answer.                    (Result)

٦. We may live more safely since these men risk their lives.
(Purpose)

٧. He is working late so that he may be free to go away tomorrow.

(Result)

٨. Ships carry lifeboats so that the crew can escape if the ship sinks.

(Cause)

٩. We planted many shrubs, so that the garden soon looked beautiful.

(Purpose)

١٠. Students should take notes so as to make revision easier.
(Result)

١١. He ran so fast that I could not catch him.                    (Purpose)

١٢. We worked carefully, lest we should make mistakes.
(Cause)

١٣. Now that we are here, we may as well see the sights.
(Result)

١٤. Children go to school because they want to learn things.    (Purpose)

١٥. He worries about his financial position all day, so that he can't sleep
at night. (Cause)

# *Appendix (C)*

## *Discrimination Item and Difficulty Level of Test Items*

**Q١:**

| Item No. | U | L | U+L | FV | U-L | D |
|----------|---|---|-----|-----|-----|---|
| ١ | ٥ | ٥ | ١٠ | ١ | ٠ | ٠ |
| ٢ | ٥ | ٢ | ٧ | ٠.٧ | ٣ | ٠.٦ |
| ٣ | ٥ | ٢ | ٧ | ٠.٧ | ٣ | ٠.٦ |
| ٤ | ٢ | ١ | ٣ | ٠.٣ | ١ | ٠.٢ |
| ٥ | ٤ | ٢ | ٦ | ٠.٦ | ٢ | ٠.٤ |
| ٦ | ٤ | ١ | ٥ | ٠.٥ | ٣ | ٠.٦ |
| ٧ | ٤ | ٣ | ٧ | ٠.٧ | ١ | ٠.٢ |
| ٨ | ٥ | ٣ | ٨ | ٠.٨ | ٢ | ٠.٤ |
| ٩ | ٢ | ٤ | ٦ | ٠.٦ | -٢ | -٠.٤ |
| ١٠ | ٢ | ١ | ٣ | ٠.٣ | ١ | ٠.٢ |

**Q٢:**

| Item No. | U | L | U+L | FV | U-L | D |
|----------|---|---|-----|----|----|---|
| ١ | ٥ | ٠ | ٥ | ٠.٥ | ٥ | ١ |
| ٢ | ٥ | ٣ | ٨ | ٠.٨ | ٢ | ٠.٤ |
| ٣ | ٤ | ٠ | ٤ | ٠.٤ | ٤ | ٠.٨ |
| ٤ | ٥ | ٠ | ٥ | ٠.٥ | ٥ | ١ |
| ٥ | ١ | ٣ | ٤ | ٠.٤ | -٢ | -٠.٤ |
| ٦ | ٣ | ١ | ٤ | ٠.٤ | ٢ | ٠.٤ |
| ٧ | ٢ | ٤ | ٦ | ٠.٦ | -٢ | -٠.٤ |
| ٨ | ٤ | ٢ | ٦ | ٠.٦ | ٢ | ٠.٤ |
| ٩ | ٣ | ١ | ٤ | ٠.٤ | ٢ | ٠.٤ |
| ١٠ | ٤ | ٢ | ٦ | ٠.٦ | ٢ | ٠.٤ |

**Q٣:**

| Item No. | U | L | U+L | FV | U-L | D |
|---|---|---|---|---|---|---|
| ١ | ٣ | ٢ | ٥ | ٠.٥ | ١ | ٠.٢ |
| ٢ | ٥ | ٤ | ٩ | ٠.٩ | ١ | ٠.٢ |
| ٣ | ٥ | ٤ | ٩ | ٠.٩ | ١ | ٠.٢ |
| ٤ | ٤ | ١ | ٥ | ٠.٥ | ٣ | ٠.٦ |
| ٥ | ٣ | ٠ | ٣ | ٠.٣ | ٣ | ٠.٦ |
| ٦ | ٥ | ٣ | ٨ | ٠.٨ | ٢ | ٠.٤ |
| ٧ | ٥ | ٤ | ٩ | ٠.٩ | ١ | ٠.٢ |
| ٨ | ٣ | ٣ | ٦ | ٠.٦ | ٠ | ٠ |
| ٩ | ٤ | ١ | ٥ | ٠.٥ | ٣ | ٠.٦ |
| ١٠ | ٥ | ٣ | ٨ | ٠.٨ | ٢ | ٠.٤ |
| ١١ | ٥ | ٣ | ٨ | ٠.٨ | ٢ | ٠.٤ |
| ١٢ | ٤ | ٣ | ٧ | ٠.٧ | ١ | ٠.٢ |
| ١٣ | ٢ | ٠ | ٢ | ٠.٢ | ٢ | ٠.٤ |
| ١٤ | ٢ | ٢ | ٤ | ٠.٤ | ٠ | ٠ |
| ١٥ | ٤ | ٠ | ٤ | ٠.٤ | ٤ | ٠.٨ |

**Q٤:**

| Item No. | U | L | U+L | FV | U-L | D |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| ١ | ٢ | ٠ | ٢ | ٠.٢ | ٢ | ٠.٤ |
| ٢ | ٠ | ١ | ١ | ٠.١ | -١ | -٠.٢ |
| ٣ | ٢ | ٢ | ٤ | ٠.٤ | ٠ | ٠ |
| ٤ | ٣ | ٠ | ٣ | ٠.٣ | ٣ | ٠.٦ |
| ٥ | ٣ | ٠ | ٣ | ٠.٣ | ٣ | ٠.٦ |
| ٦ | ٠ | ٢ | ٢ | ٠.٢ | -٢ | -٠.٤ |
| ٧ | ٣ | ٠ | ٣ | ٠.٣ | ٣ | ٠.٦ |
| ٨ | ٥ | ١ | ٦ | ٠.٦ | ٤ | ٠.٨ |
| ٩ | ٣ | ١ | ٤ | ٠.٤ | ٢ | ٠.٤ |
| ١٠ | ٠ | ٠ | ٠ | ٠ | ٠ | ٠ |
| ١١ | ٠ | ٠ | ٠ | ٠ | ٠ | ٠ |
| ١٢ | ٢ | ٠ | ٢ | ٠.٢ | ٢ | ٠.٤ |
| ١٣ | ١ | ٠ | ١ | ٠.١ | ١ | ٠.٢ |
| ١٤ | ٤ | ٢ | ٦ | ٠.٦ | ٢ | ٠.٤ |
| ١٥ | ٥ | ٢ | ٧ | ٠.٧ | ٣ | ٠.٦ |

# *Appendix (D)*

## *Reliability of the Test*

| X | Y | $d_X$ | $d_Y$ | $d_X {}^{٢}$ | $d_Y {}^{٢}$ |
|---|---|---|---|---|---|
| ١٣ | ١٣ | -١٠.٧ | -١٣ | ١١٤.٤٩ | ١٧٩.٥٦ |
| ١٤ | ١٣ | -٩.٧ | -١٣ | ٩٤.٠٩ | ١٧٩.٥٦ |
| ١٦ | ١٦ | -٧.٧ | -١٠ | ٥٩.٢٩ | ١٠٨.١٦ |
| ١٤ | ٣٠ | -٩.٧ | ٣.٦ | ٩٤.٠٩ | ١٢.٩٦ |
| ١٨ | ٢٨ | -٥.٧ | ١.٦ | ٣٢.٤٩ | ٢.٥٦ |
| ٢٩ | ٢٨ | ٥.٣ | ١.٦ | ٢٨.٠٩ | ٢.٥٦ |
| ٢٨ | ٣٠ | ٤.٣ | ٣.٦ | ١٨.٤٩ | ١٢.٩٦ |
| ٣٥ | ٣١ | ١١.٣ | ٤.٦ | ١٢٧.٦٩ | ٢١.١٦ |
| ٢٩ | ٣٨ | ٥.٣ | ١١.٦ | ٢٨.٠٩ | ١٣٤.٥٦ |
| ٤١ | ٣٧ | ١٧.٣ | ١٠.٦ | ٢٩٩.٢٩ | ١١٢.٣٦ |
| Total  X | | ٢٣٧ | Mean of X | | ٢٣.٧ |
| Total Y | | ٢٦٤ | Mean of Y | | ٢٦.٤ |
| s.d. of X | | ٩.٤٧ | s.d. of Y | | ٨.٧٥ |
| $r_{١١}$ | | | ١ | | |

$d_x$ = X- average of X
$d_Y$ = Y- average of Y
s.d. = standard deviation