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Investigating Difficulties Faced by Iraqi EFL Learners in Using Finite and Non-Finite Clauses in English

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ الَّذِي
خَلَقَ السَّمَوَاتِ وَالْأَرْضَ
وَالَّذِي يُضَوِّتُ النَّجْمَ
وَالَّذِي يُنْزِلُ مِنَ السَّمَاءِ
مَاءً فَتُخْرِجُ بِهِ
الْحَبَّ وَالَّذِي يُثَبِّتُ
الْأَرْضَ وَجَدَّ بِهَا
نَهْرًا وَهُوَ عَلَى
كُلِّ شَيْءٍ قَدِيرٌ



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Chapter One

Introduction and Background

1.1 The Problem

Carter and McCarthy (2006:545) state that “A finite clause contains a verb which is inflected for tense” . This kind of clause has a subject and it functions as “a main or subordinate clause”. Quirk et al (1973:17) point out that the verb in this clause shows not only tense but also mood, aspect and voice. Non-finite clause on the other hand include a lexical verb which does not show tense. This kind of a clause can only function as “a subordinate clause and can be combined with finite ones in sentences” Carter and McCarthy (2006:546). The verb in the non-finite clause indicates aspect and voice only as Quirk et al (1973:17) stated. As for the Iraqi EFL university learners, difficulties that are faced by Iraqi EFL Learners in using finite and non-finite clause has not, to the best of the researcher’s knowledge, been studied independently and thoroughly. Accordingly, there is a need to answer the following questions:

1. What are the finite and non-finite clauses and their types in English?
2. Are the Iraqi EFL university learners able to differentiate and/use finite and non-finite clauses and their types appropriately?
3. What are the difficulties faced by Iraqi EFL learners regarding the use of finite and non-finite clauses?

1.2 The Aims

The study aims to achieve the following goals:

1. Identifying finite and non-finite clauses and their types in English.
2. Shedding the light on whether Iraqi EFL learners are able to differentiate and/or use finite and non-finite clauses and their types in English or not.
3. Investigating the difficulties faced by Iraqi EFL learners in the recognition and production level on the finite and non-finite clauses in English.

1.3 Hypotheses

To achieve the above aims it is hypothesized that:

1. Finite and non-finite clauses and their types are problematic topics to Iraqi EFL university learners.
2. EFL university learners find difficulties in differentiating and/or using finite and non-finite clauses in English.
3. Learners' performance on the production level is better than the recognition level regarding finite and non-finite clauses in English.

1.4 Procedures

A test applies to 40 fourth-year undergraduate students randomly chosen from the Department of English, College of Education for Human Sciences, University of Babylon, during the academic year 2023-2024. This test aims to assess the retention and application of finite and non-finite clauses, allowing an evaluation of their understanding during their third-year studies. The choice of fourth-year learners offers an opportunity to explore the depth of their comprehension, since they are Seniors or Finalists.

1.5 The Limits

This study is limited to the investigation of difficulties faced by Iraqi EFL learners in using finite-clauses namely: Complement (nominal), Adverbial, Relative and Comparative and non-finite clauses namely: Infinitive *with to*, Infinitive *without to* (bare infinitive), -ing participles, and -ed participles in English.

1.6 The Value

The study highlights how this research can contribute to the field of language education, particularly for EFL students in Iraq. The study emphasizes the importance of identifying specific linguistic challenges that learners face. The findings of the study can improve English language teaching methods in Iraq, and investigating the difficulties can lead to more resourceful and effective teaching strategies and, of course, techniques.

Chapter Two

Definitions and Types of Finite and Non-Finite Clauses

2.1 Definitions of Finite and Non-Finite Clauses

A Finite clause is a “ clause which has a finite verb. For example, in [When he’s working], he likes [to be left alone]“ as stated by Leech (41:2006).

Clauses, whether main or subordinate, need a verb indicating tense. The main clause requires a finite (or tensed) verb, as stated by Hung (2005:119). He notes that finite subordinate clauses share fundamental patterns with main clauses, with the addition of a subordinator like “**when**,” “**where**,” “**before**,” “**because**,” “**as**,” etc. (ibid:120).

- ***Before** the celebrity arrived*, everybody was waiting impatiently.
- ***When** the celebrity finally arrived in a limousine*, everybody rushed forward to see her.

Parrott (2000:385) highlights that a finite clause comprises a verb with a distinct tense form. For instance:

- They left ***when we arrived***. (past)
- ***While I agree with you***, many people don’t. (present)

In constructing negative finite clauses, the initial auxiliary precedes the negative “not” as stated by Quirk et al (1985:121), for example:

- She can drive a car ~ She **cannot** drive a car

In finite clauses the subject determines the number and person of the verb (ibid:725) as in:

- **Nancy** knows my parents. (Singular number concord)

The researcher has arrived at a conclusion which is agreed upon by Leech (2006), Hung(2005) Parrott(2000) Quirk et al (1974) that the finite clause must contain a verb which shows tense and is inflected with a finite verb. It is worth mentioning that dependent clauses, which don’t stand alone with meaning such as ***after the exam** is the time to rest*, are subdivided into finite and non-finite clauses, whereas independent clauses, which stand alone with meaning, are generally finite.

Non-finite clauses on the other hand are termed ‘non-finite’ clauses because they lack a finite verb, i.e. a verb with a subject and tense form (Parrott 2000:418). Non-finite clauses typically rely on a main clause and are more concise and implicit compared to finite clauses. Showing no tense or modality,

non-finite clauses often lack an explicit subject and subordinator, as suggested by Douglas et al. (2002: 259). In these clauses, the verbs are non-finite, which means that they lack tense, as stated by Hung (2005: 132).

“Non-finite clause is a clause which has a non-finite verb phrase” as stated by Leech (71:2006)

Huddleston et al (2016: 1173) point out that the distinction between non-finite and finite clauses is primarily, though not entirely, based on the inflectional form of the verb. Clauses with gerund participles or -ed participles as verbs are always non-finite (ibid). Non-finite clauses entails instances where the sole verb is in a participle or infinitive form, or cases where there is no verb at all.(ibid). To conclude, Parrott(2000), Hung(2005) and Leech(2006) agreed upon that the non-finite clause doesn't contain a finite verb that shows tense.

2.2 Types of Finite Clauses

Douglas et al.(2002: 256) argues that finite dependent clauses include: complement, adverbial, relative and comparative clauses which will be dealt with in detail in the following sections:

2.2.1 Finite Complement Clauses

Complement clauses, also known as nominal clauses, typically act as the subject with a singular verb (Greenbaum 1996: 239). These clauses are governed by a preceding verb, adjective, noun, or preposition.

According to Douglas et al. (2002: 256), complement clauses are termed nominal clauses due to their syntactic roles resembling those of a noun phrase. Consequently, they serve as subjects, predicatives, or objects within the main clause. Finite complement clauses are introduced by the subordinator “**that**” or a **Wh**-element.

- ***That this was unexpected*** left everyone in astonishment.
- ***What I didn't understand*** was ***why they didn't tell me anything***.

2.2.2 Finite Adverbial Clauses

Adverbial clauses, serving as adverbials within the main clause, are typically optional and can be omitted, following the general pattern of adverbials. Their placement whether at the beginning, middle, or end of the main clause is flexible, with medial positioning “being rather rare” , as noted by Quirk et al (1973: 322). Subordinators like *since*, *until*, *before*, *after*, *if*, or *when* introduce finite adverbial clauses, which can be further categorized into expressions of time, place, condition, etc., with the latter (condition) often associated with *if* and *unless*.(ibid).

- *When I last saw you*, you were in Baghdad. (*Time*)
- They traveled *wherever they can find safety*. (*place*)
- He can't be telling the truth *if he did that*. (*condition*)

2.2.3 Finite Relative Clauses

Carter and McCarthy (2006:327) state that clauses acting as postmodifiers are relative clauses. Finite relative clauses are introduced by the pronouns *who*, *whom*, *whose*, *which*, *that*.

- That's the group *to whom they should consider making a payment*.
- The police haven't even interviewed those people *whose house was burgled*.
- I've left some books *which you'll need in the main office*.
- That car *that she wanted has been sold*.

“Relative clauses identify or classify nouns: they tell us which person or thing, or which kind of person or thing, is meant. (In grammars, these are called ‘identifying’, ‘defining’ or ‘restrictive’ relative clauses.)” (Swan 2017: 234)

2.2.4 Finite Comparative Clauses

Quirk et al. (1973:316) clarify that “it is difficult to fit comparative clauses into any of the major functional categories, like adverbials, also they appear as if they are adverbials or adjectival modifiers”

Douglas et al.(2002: 258) points out that comparative clauses function as complements within adjective or adverb phrases, featuring a gradable word as the head, these kind of clauses, that functions as finite subordinate clauses, compare two distinct situations. The main clause encodes one situation, while the subordinate clause, introduced by “*as*” or “*than*,” represents the other.

- He is not *as clever a man as I thought*.
- He has more vices *than he has virtues*.

2.3 Types of Non-Finite Clauses

Quirk et al. (1973:310) highlight that the four categories of a non-finite verb phrase are instrumental in identifying four types of non-finite clauses: infinitive with ‘to,’ bare infinitive without ‘to,’ present participle ending in ‘ing,’ and past participle ending in ‘ed’. These four classes will be dealt with in detail in the following sections.

2.3.1 Infinitive With *To* and Without *To* (*bare infinitive*)

Infinitives with “to” with the subject are without the insertion of the subordinator *for*: (Quirk et al. 1973:310).

- The best thing would be *to tell everyone*. (without subject)

Alexander (1992:30) points out that simple sentences can be combined into one sentence that contains a main clause plus infinitive with *to*. Infinitives can serve as the subject of a clause when expressing an activity.

- *To order a vehicle, you have to pay* a deposit.

Subjects within infinitives with “*to*” are consistently introduced by the subordinator “*for*” (Huddleston et al 2016:1178). For example:

- *For them to withdraw now* would be a mistake. (With subject)

Aljovic (2017:103) explains that infinitive clauses have two variations: those with “to-infinitive” verbs (e.g., to work) and those with bare infinitive verbs (e.g., work). The use of “to” serves as a morphological indicator of non-finiteness, comparable to the suffixes -ing and -ed. Negative infinitives are constructed by placing the negative marker “not” in front of the infinitive (e.g., not to write, not to be writing). Depending on the type of the verb (transitive, intransitive), an infinitive clause may have complements (objects) and an overt or covert subject. If the complementizer “*for*” is present, the subject must be overt, and optional sentence elements (adverbials) are also possible (ibid).

2.3.2 *-ing* Participle

Maclin (1996:164) notes that gerunds or -ing participles express actions, serving as a representation of a process in verb form, displaying a clear fixed nature. Easily identifiable, gerunds are verbs with -ing attached. Leech (2006:79) visualizes the -ing form of a verb as a gerund when used as a noun. Traditionally, gerunds are viewed as words formed from the base of a verb, serving a function similar to a noun. They operate like nouns and do not mix with auxiliaries (Huddleston et al 81: 2016). Due to its nominal function, a gerund can serve as the subject of the sentence. Note: Examples are from Aljovic (2017:68):

- *Lying to your teacher* is not a good practice.
- *Going to bed early* is beneficial for your brain.
- *Drinking two liters of water a day* makes your kidneys function properly.

- *Reading the last news* enraged my father.

2.3.3 -ed Participle

Hudson (1998:74) notes that the easily recognizable -en ending (as seen in *spoken, been*) is a non-finite form, resembling past-tense finite forms like *brought, put*, and regular verbs such as *knocked* and *pushed*. In both instances, it takes the form of a verb in an -en format. Similar to the -ing form, the -ed participle can convey a subordinate clause with a meaning similar to a lengthier one introduced by a separate word.

Ballard (2013:358) states that a non-finite verb form, found in regular verbs with a base plus an -ed ending, and in irregular verbs with equivalent forms like *summoned* and *taken* is an -ed participle.

The term participle typically refers to a type of nonfinite verb that commonly appears alongside a finite auxiliary. Participles are verb forms that can function in positions typically occupied by nouns (Tallerman, 2015:86).

Like other non-finite clauses, clauses involving -ed participles can include an explicit subject. Since their -ed verbs are typically passive, the inclusion of an object is limited to specific configurations. Additionally, akin to other non-finite clauses, -ed clauses also feature adverbial elements. Note: Examples are from Aljovic (2017:88)

- *Offended by the remark*, he left the conference.
- *Washed at the wrong temperature*, clothes can shrink.
- *Examined by this professor*, all the students passed the exam.
- *Confused by the differences between his culture and theirs*, he wanted to flee and return home.

Chapter Three

The Test

3.1 The Definition of a Test

A test, also known as an examination or evaluation, is an educational assessment designed to measure a person's knowledge, skill, aptitude, or suitability for specific jobs. Tests can be conducted through verbal questioning, written formats, computer-based methods, or in a designated space where the test-taker is performing a set of skills as pointed out by (*Merriam-Webster*). The test can be characterized as good when having these three features validity, reliability and practicality.

3.2 Characteristics of a Good Test

3.2.1 Validity

Test validity can be defined as the degree to which a test, like an academic one, precisely assesses its intended measurements, in educational testing, validity refers to “the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests” (American Educational Research Association, APA, and NCME 2014:11).

3.2.2 Reliability

The second feature of a good test is reliability. Al- Juboury (1999 :27) states that reliability refers to the consistency of test scores and if the identical test is administered twice to the same group of students in identical conditions, it is expected to give consistent results.

3.2.3 Practicality

The third feature of a good test is its practicality or usability. A test, even if valid and reliable, may face challenges to be accepted if it is difficult or expensive to administer or score. Two key factors come to mind which are: economy, considering the time, money, and personnel required for test administration, and ease, reflecting the level of difficulty in both administering and scoring the test. (ibid: 28).

3.3 Test Design

A test applies to 40 fourth-year undergraduate students randomly chosen from the Department of English, College of Education for Human Sciences, University of Babylon, during the academic year 2023-2024. The test consists of two questions.

The purpose of the first question is to measure students' responses on the recognition level, it consists of ten items in an MCQ format. The purpose of the second question is to measure students' responses on the production level, it consists of ten items also, students are asked to provide examples of finite and non-finite clauses with hints provided in bold.

3.4 The Results and Data Analysis

3.4.1 The Recognition Level

Table 1 below shows that the number and percentage of the students who answered correctly is (241: 60.25 %), while those who answered incorrectly are as follows (159: 39.75 %). More than half of the students answered correctly this means that most of them didn't face any difficulties in identifying and recognizing the finite and non-finite clauses and choosing the correct one.

(Table 1) The Recognition Level

Item No.	No. of correct responses	Percentage	No. of incorrect responses	Percentage
1.	20	50 %	20	50 %
2.	33	82.5 %	7	17.5 %
3.	27	67.5 %	13	32.5 %
4.	24	60 %	16	40 %
5.	27	67.5 %	13	32.5 %
6.	14	35 %	26	65 %
7.	10	25 %	30	75 %
8.	30	75 %	10	25 %
9.	30	75 %	10	25 %
10.	26	65 %	14	35 %
Total	241	60.25 %	159	39.75 %

Item no.1: The number and percentage of students who answered correctly is (20: 50 %). The reason is that a hint is provided that is; the clause is introduced with the subordinator **when** which occurs frequently in adverbial clauses of time. The number and percentage of students who answered incorrectly is (20: 50%). Ten students left the question without answering, the rest of them chose the option (*complement*) the reason is that they may be not familiar with such a clause.

Item no.2: The number and percentage of students who answered correctly is (33: 82.5 %). This is because a hint is provided that is; the clause is introduced with an ed participle **offered** which is very obvious to them. The number and percentage of students who answered incorrectly is (7: 17.5 %). Five students

chose the wrong option (*relative clause*), two of them chose (*comparative*) this is due may be to the fact that they have no knowledge of ed participles.

Item no.3: The number and percentage of students who answered correctly is (27: 67.5 %). This occurs due to that the clause has a comparative structure presented by **More** and **than** which is very obvious to students. The number and percentage of students who answered incorrectly is (13: 32.5 %). One student left the question without answering the rest of the answers were divided between the rest of the incorrect options. The reason may lay on the fact that they are not aware of the structure of the comparative clauses.

Item no.4: The number and percentage of students who answered correctly is (24: 60 %). The reason lies in that a hint is provided that is; the clause is introduced with an a gerund **meeting** which is an activity represented as noun in an ing form. The number and percentage of students who answered incorrectly is (16: 40 %). Some of them chose the option *adverbial* thinking that it may represents time because the clause contains the word **day**. Others chose *relative clause* which is totally wrong because there is no indication of this clause in this item.

Item no.5: The number and percentage of students who answered correctly is (27: 67.5 %). The rational behind this is that a hint is provided that is; the clause is introduced with a relative pronoun which is **who**. The number and percentage of students who answered incorrectly is (13: 32.5 %). Most students chose the option *complement* thinking that's the right answer because complement clauses are also introduced with **Wh** element they confused it with relative clauses.

Item no. 6: The number and percentage of students who answered correctly is (14: 35 %). The justification for this is that a hint is provided that is; the clause is introduced with the subordinator **wherever** which occurs frequently in adverbial clauses of place. The number and percentage of students who answered incorrectly is (26: 65 %). All of them chose *infinitive without to* thinking that the verb *known* is an infinitive. This is why this item has a high frequency of incorrect answers.

Item no.7: The number and percentage of students who answered correctly is (10: 25 %). This item has the lowest percentage of correct answers. It is a tricky item and the ones who answered correctly must be familiar with the irregular ed participle forms such as **chosen** this is why it's tricky, the clause is introduced with an ed participle or en format. The number and percentage of students who answered incorrectly is (30: 75 %). The students answered wrong and the answers were divided between the three incorrect options the reason is that they

must be unfamiliar with the irregular forms of the ed participles to identify the clause.

Item no.8: The number and percentage of students who answered correctly is (30: 75 %). The motive for this is that a hint is provided that is; the clause is introduced with a relative pronoun which is **whom**. The number and percentage of students who answered incorrectly is (10: 25 %). Three students left the question without answering. The rest of them chose the wrong option *ed participle* thinking that it's the right answer because the clause contains the verb *worked* ending in ed so they were confused.

Item no.9: The number and percentage of students who answered correctly is (30: 75 %). This is supported by the fact that the clause has a comparative structure presented by **as..as** which is very obvious to students. The number and percentage of students who answered incorrectly is (10: 25 %). The reason is that they may be not aware of the structure of the comparative clauses.

Item no.10: The number and percentage of students who answered correctly is (26: 65 %). The underlying cause is that there is an obvious indication to the correct option which is the **to+infinitive** structure in the clause *to tell*. The number and percentage of students who answered incorrectly is (14: 35 %). Most students chose the option *complement* thinking that's the right answer and because maybe they thought that the clause complements what comes before it. Others left it without answering.

3.4.2 The Production Level

Table 2 below shows that the number and percentage of the students who answered correctly is (258: 64.5 %), while the total number and percentage of those who answered incorrectly is as follows (142: 35.5 %). Two hundred and fifty eight students answered correctly this means that most of them do not face any difficulties in producing and using well-formed, meaningful grammatical finite and non-finite clauses.

(Table 2) The Production Level

Item No.	No. of correct responses	Percentage	No. of incorrect responses	Percentage
1.	34	85 %	6	15 %
2.	25	62.5 %	15	37.5 %
3.	27	67.5 %	13	32.5 %
4.	34	85 %	6	15 %
5.	17	42.5 %	23	57.5 %
6.	36	90 %	4	10 %
7.	12	30 %	28	70 %
8.	27	67.5 %	13	32.5 %
9.	28	70 %	12	30 %
10.	18	45 %	22	55 %
Total	258	64.5 %	142	35.5 %

Item no.1: The number and percentage of students who answered correctly is (34: 85%). Most of the students provided a grammatical sentences this is so because of the hint provided in bold. They wrote conditional clauses introduced with **if** such as *if you study the exam...* The number and percentage of students who answered incorrectly is (6: 15 %). Two of the students left the question without answering. The rest of them provided unrelated sentences and uncompleted ones such as *you must go*. And *if so*. The reason may be because they don't have any idea about conditional sentences.

Item no.2: The number and percentage of students who answered correctly is (25: 62.5 %). This results from that gerunds are easy students only have to write an ing form at the beginning of the sentence and form a grammatical sentence. The number and percentage of students who answered incorrectly is (15: 37.5 %). Most of the students know the gerunds but at the same time they face a difficulty in writing a well-formed sentence with it. The ones who got it wrong wrote sentences like *I have been reading..* confusing the verb reading as a gerund but it's not, it's a finite verb not a gerund. Other wrong answer is

meeting the student in school. This sentence is wrong because it's meaningless it has no independent clause, only dependent non-finite gerund.

Item no.3: The number and percentage of students who answered correctly is (27: 67.5 %). Most of the students provided a grammatical sentences this can be attributed to the hint provided in bold which is infinitive **with to**. The number and percentage of students who answered incorrectly is (13: 32.5 %). Students wrote a grammatical but unrelated sentences the reason is that they wrote prepositional phrases introduced with **to** for example *I went to school* they confused prepositional phrases with infinitive clauses **with to**.

Item no.4: The number and percentage of students who answered correctly is (34: 85 %). Students were familiar with the adverbial clause because it frequently occurs with **when** so it was easy for them to provide examples of such a clause for example *when you were there I saw you..*. The number and percentage of students who answered incorrectly is (6: 15 %), students who were wrong confused **when** the interrogative with **when** the subordinator this is why they were wrong. They wrote examples such as *when are you going?* Which is wrong it's not a non- finite adverbial of time.

Item no.5: The number and percentage of students who answered correctly is (17: 42.5%). The number and percentage of students who answered incorrectly is (23: 57.5 %). The students provided well-formed grammatical ed participle like *Shocked by the incident Ali left*. The number of students of answered correctly is low compared to the ones who answered incorrectly this is because most of the students wrote sentences with verbs ending in ed with past simple for example *he worked hard and he played football*. These are wrong answers because students confused the non-finite ed participle with finite ed past simple forms.

Item no.6: The number and percentage of students who answered correctly is (36: 90 %). This is the highest number of correct responses because it's so easy for the students to provide a comparative sentence because they are aware of the rule and hint of it **as ...as**. Unlike the students who answered wrong are numbered 4 with 10% one of which left the question without answering and three wrote unrelated sentences.

Item no.7: The number and percentage of students who answered correctly is (12: 30%). The ones who answered correctly provided examples such as *..all I said was call him*. The hint in bold (without to) helped them a lot but nonetheless the percentage is very low. The number and percentage of students who answered incorrectly is (28: 70 %). The percentage is very high a lot of students provided incorrect responses they were confused because they added

the hint (without to) to their examples.. such as *I love you without to...* others wrote examples without adding *to* thinking that it's correct but it's not. For example *Hassan is a good teacher*.

Item no.8: The number and percentage of students who answered correctly is (27: 67.5 %). The students were successful to write examples with adverbial clause of place this is due to the hint provided **where**. The number and percentage of students who answered incorrectly is (13: 32.5 %). Students were not able to provide good related sentences. They confused **where** the interrogative with **where** the subordinator this is why they were wrong. They wrote examples such as *where are you now?* Which is wrong it's not a non-finite adverbial of place.

Item no.9: The number and percentage of students who answered correctly is (28: 70 %). Most of the students wrote examples starting the sentence with the hint **that** for example: *That you answered the question pleased me*. They were familiar with it because it's position is subject because they can replace it with any noun. While those who answered incorrectly (12: 30 %) provided examples such as *That music is loud*, *That boy was setting here*. Those sentences are wrong because **That** here is demonstrative not a relative pronoun so students were confused.

Item no.10: The number and percentage of students who answered correctly is (18: 45 %) while the number and percentage of students who answered incorrectly is (22: 55 %). The students who answered right provided comparative sentences inside the comparative structure they added a finite verb which shows tense so this is why it's low percentage for example *Ali is smarter than I thought*. The percentage of the incorrect responses is higher because students provided comparative sentences but inside the comparative structure they didn't write any finite verb so it's considered wrong for example *He is bigger than me*.

Chapter Four

Conclusion

The main conclusions arrived at in this study can be summarized as follows:

1. In the recognition level, the total success rate indicates a majority of students effectively recognizing finite and non-finite clauses. However, the challenges become clear in specific items. For example, item no.6 showed a clear difficulty, with students struggling to identify clauses introduced with the subordinator “*wherever*.” This high frequency of incorrect answers points out to a potential need for focused instruction on adverbial clauses of place.
2. On the production level, the positive results of correct answers show students’ ability to produce grammatically good clauses. Notably, item no.6 showed fantastic performance, suggesting a strong understanding of constructing comparative sentences using the “*as...as*” structure.
3. Despite these achievements, certain challenges are there. In item no.7, where students were required to write infinitive clause without “*to*,” the students face some hard time to write a correct answer, that indicates a specific difficulty among students in applying this particular clause type, possibly there is a need for specific exercises or clarifications on its usage.
4. The findings of the study do not support the first hypothesis, suggesting that while some challenges exist, finite and non-finite clauses are not very problematic for Iraqi EFL university learners.
5. While some difficulties exist in using and/or differentiating specific types of finite and non-finite clauses, overall difficulties are not very common among all Iraqi EFL university learners, therefore these results support the second hypothesis.
6. Learners perform better on the production level compared to the recognition level regarding finite and non-finite clauses in English, as a result this conforms with the third hypothesis.

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Appendix

Q1- Choose the correct option.

1. **When I last saw you**, you were in Washington.

a-Adverbial clause b- Complement clause c- Relative clause c- comparative clause

2. They stole the vase **offered to us by the president**.

a-Ing Participle b- Comparative clause c-Relative clause d- ed participle

3. I love you **more deeply than I can say**.

a- Comparative clause b- adverbial clause c-Relative clause d- ed participle

4. **Meeting him the other day** made him very angry.

a-Complement clause b- ing participle c-Relative clause d- adverbial clause

5. What's the name of the man **who just came in**?

a-Adverbial clause b- Complement clause c-Relative clause d- ing participle

6. **Wherever known**, such facts have been reported.

a-Ing Participle b- Comparative clause c- adverbial clause d- infinitive without to

7. This, as we have seen, is the course **chosen by a large minority of households**.

a-Ing Participle b- ed participle c-Relative clause d- Complement clause

8. He was respected by the people **with whom he worked**.

a-Ing Participle b- Comparative clause c-Relative clause d- ed participle

9. He is not **as clever a man as I thought**.

a-Ing Participle b- infinitive without to c-comparative clause d- ed participle

10. The best thing would be **to tell everybody**.

a-Complement clause b- Comparative clause c- infinitive with to d- ed participle

Q2- Exemplify the following:

1. Finite adverbial clause of condition. Use (if)

2. Non-finite -ing participle (Gerund)

3. Non-finite infinitive clause (with to).

4. Finite adverbial clause of time. Use (when)

5. Non-finite -ed participle.

6. Finite comparative clause. Use (as... as)

7. Non-finite infinitive clause (without to).

8. Finite adverbial clause of place. Use (where)

9. Finite relative clause. Use (That).

10. Finite comparative clause. Use (than)