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Investigating the Difficulties Faced by EFL Learners in Using Nonfinite Verbs

A B S T R A C T

This study is mainly concerned with English nonfinite verbs as one of the common and essential process in the grammar of English on the one hand, and as a problematic area for English foreign language learners on the other hand. Nonfinite verb is any of several verb forms that are not finite verbs; that is, they cannot be as the root of an independent clause. Nonfinite verb forms stated in English are generally infinitives, -ing participles and -ed participles. This study aims at (1) Presenting a material about nonfinite verbs which can be of help to distinguish those types of verbs; (2) Investigating the ability of Iraqi EFL Learners to use nonfinite verbs at the recognition and the production levels and (3) Discovering the types and causes of errors which Iraqi EFL university learners commit in the use of nonfinite verbs. To achieve the aims stated above, the study hypothesizes that Iraqi EFL learners encounter difficulties in using nonfinite verbs due to various factors such as overgeneralization and Interlingual transfer © 2018 JTUH, College of Education for Human Sciences, Tikrit University

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التحقيق في الصعوبات التي تواجه متعلمي اللغة الإنجليزية كلغة أجنبية في استخدام أفعال غير محدودة

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الخلاصة

تهتم هذه الدراسة بشكل أساسي بالأفعال غير اللانهائية للغة الإنجليزية باعتبارها واحدة من العمليات الشائعة والضرورية في قواعد اللغة الإنجليزية من ناحية ، وكمنطقة إشكالية لمتعلمي اللغة الإنجليزية للغة الأجنبية من ناحية أخرى. الفعل اللانهائي هو أحد أشكال الأفعال العديدة غير الأفعال المحددة ؛ أي أنها لا يمكن أن تكون جذر جملة مستقلة. استمارات الفعل اللانهائية الواردة باللغة الإنجليزية هي بشكل عام معلومات نهائية ومشاركين ومشاركين. تهدف هذه الدراسة إلى (1) تقديم مادة عن الأفعال اللانهائية التي يمكن أن تساعد في التمييز بين تلك الأفعال ؛ (2) التحقيق في قدرة

متعلمي اللغة الإنجليزية كلغة أجنبية على استخدام الأفعال غير المحدودة في الاعتراف ومستويات الإنتاج و (3) اكتشاف أنواع وأسباب الأخطاء التي يرتكبها طلاب اللغة الإنجليزية في اللغة الإنجليزية كلغة أجنبية في استخدام الأفعال غير المحددة. لتحقيق الأهداف المذكورة أعلاه ، تفترض الدراسة أن متعلمي اللغة الإنجليزية كلغة أجنبية العراقيين يواجهون صعوبات في استخدام الأفعال اللانهائية بسبب عوامل مختلفة مثل التعميم الزائد والانتقال بين اللغات

1. Definitions of Nonfinite Verb

Leech (2006: 71) indicates that nonfinite verb is a verb that is not finite. It does not concern difference for past tense and present tense. Nonfinite verb concerns three forms, they are infinitive with or without (to) , (ing) form which is called gerund or present participle and (ed) form which is called past participle. He adds that all verbs include nonfinite forms except for modal auxiliaries. Nonfinite verb forms always follow the finite verb form in the verb phrase such as has work, has been working and will be working. Kreyer (2010: 221) points out that nonfinite verb forms are those that cannot state tense distinction or number agreement. Greenbaum and Nelson (2002: 61) show that nonfinite verb is utilized in contrast with finite in the identification of verbs, verb phrase or clauses. A finite verb permits contrast in tense and mood whereas nonfinite verb does not permit contrast in tense and mood. All verb forms are finite except infinitives and participles. They add that a verb phrase is finite if the first verb or only verb is finite. Attarde (2007:185) reflects that verbs could be finite or nonfinite. Finite verbs are used to make a statement about subject. A nonfinite verb on the other hand, is a verb that cannot by itself make a sensible statement. Finite verb expresses person and number, whereas nonfinite verb does not express person and number, it has only one form. Radford (2009: 288) defines nonfinite verb as “ forms which are intrinsically tenseless and agreementless; they remain invariable in form whatever the context is, and cannot carry finite tense, agreement inflections such as present tense or past tense”. Trask (2007: 192) visualizes that nonfinite verb is not marked for tense, it indicates no agreement. It is impossible to be the only verb in a sentence. (King, 1994:127). Stevenson (2010:167) on the other hand states that nonfinite verb forms can concern several functions, noun (gerund) , complements (infinitives) and adjectives (participle).

2. Types of Nonfinite Verbs

English has two verb forms. They are finite and nonfinite. The finite verbs are those that change depending on the person or the number of the subject and the tense. On the other hand, nonfinite verbs do not change depending on the person or the number of the subject. They show no tense (Garner, 2009:89). However, nonfinite verbs can be in any of the following forms:

2.1 Infinitive

Infinitives are one of the types of nonfinite form of verbs. Valeika and Buitkiene (2003:104) point out that infinitives consist of double natures; they consist of the features of the verb with those of the noun. Infinitives are nonfinite form of the verbs which join the features of the verb with those of the nouns serving as the verbal name of process. Tenier (1988:433) states that infinitive is a mixed category, middle member between verb category and noun category. The infinitive is the simplest form of the verb. It is exactly the same as the base that follows they, I , and we in the present simple tense of all verbs other than be such as they write and I read. These verbs are called infinitives when they are not part of the tense of a verb. Sometimes the infinitive follows (to). It is called the full infinitive or the infinitive with (to) such as to play as in (Ali asked me to play on piano), and sometimes infinitives do not follow (to), it is called bare infinitive. It is used in a number of expression to show advice, making suggestions, requesting, inviting or giving orders. Infinitives in English language are utilized to add more information to what is stated in certain verbs, verb + object combination, adjective and nouns, or expression including these. It utilizes also as subject, complements and to point out the reasons for something or its goal or function (Parrot 2000: 136). Trask (2007: 192) points out that infinitives are utilized after certain verbs such as agree, appear, attempt, fail, get, hope, promise, meet and refuse. As in:

John wanted to meet Ali. -1

They hoped to get back early. -2

They are also used after certain verb + object combination. The following are some common examples:

The police required citizens to stay in the room. -3

Who asked Tara to come to the meeting. -4

It can be noticed that infinitives are used after certain adjective. Some of the commonest adjectives are those which describe: personal feeling or attitude such as sorry, necessary, eager, delighted and anxious:

Sara is sorry (adjective) to be (Infinitive) a nuisance. -5

Is it necessary (adjective) to do (Infinitive) so much din. -6

Parrot (2007:197) indicates that some infinitives are utilized after too + adjective /much or many + noun and after adjective + enough or enough + noun as in :

His father is too old to learn new tricks. -7

John is fit enough to play on piano. -8

Have you gained enough money to get new glasses. -9

Infinitives are used after certain nouns and noun expressions. They are utilized to clarify something about personal feelings or attitude, and aspects of possibility, necessity, and ability as in:

She has no desire (Noun) to talk (Infinitive) you. -10

There is a great need (Noun) to show (Infinitive) our abilities. -11

Alexander (1988: 171) shows that infinitives are used as the subject of clause when it indicates an activity. Although this use is perfectly acceptable, it often prefers not to start sentences with an infinitive, particularly in more casual, spoken context. Sentences usually start with (it) and in this case the infinitive is part of complement as in example (14).

To leave hopefully is better than to arrive. -12

To have food would be stupid if you are still planning to swim. -13

It would be unacceptable to drink anything if you are planning to drive home. -14

Attarde (2007: 185) visualizes that infinitive are utilized as the object of the preposition, as an object complement, to point out a verb to state purpose and to qualify sentence.

Nada had no choice but to give up her dream. -15

We heard her to speak to her mother. -16

Tara studies hard to get first class. -17

To tell the truth, he has no job. -18

2.2 -ing Participle

Simon (2000:94) and Leech (2009:71) state that the second type of nonfinite verb is the -ing form which is usually called present participle or gerund. Present participle or gerund is an -ing form. Present participle or gerund has no tense. They do not indicate the time of action that they refer to. However, they can point out whether this time is the same as or earlier than the time of the verb in the main clause. Maclin (1996:164) indicates that gerund expresses actions. Gerund is the form of a substantive representation of process in a verb which show clearly a substantive character. He determines gerund as a verb form, points out its nominal character of functioning. Hartmann and Stork (1972: 95) visualizes that gerund is a verb in its -ing (present participle) form that functions as a noun that names an activity rather than a person or thing. Any action verb can be made into a gerund. Gerunds are words that are formed with verbs but act as nouns. They're very easy to spot, since every gerund is a verb with ing tacked to its tail. There are no exceptions to this rule. Leech (2006:79) visualizes that the form of verb that ends in (ing) is called gerund, when is used as noun. Because its function that of a noun, gerund may be used as the subject of the sentence as in:

Swimming will make you feel better. -19

Reading requires most of her time during the day. -20

Alexander (1988:121) points out that the use of present tense or gerund in some instances

does not change the meaning of a verb, if it is compared with the choice of infinitive as in:

Suha prefers going to the zoo. -21

Suha prefers to go to the zoo. -22

Gerund is used to identify actions that are factual as in:

Do you like dancing to night? -23

Parrot (2000: 140) indicates that -ing forms are words that end in -ing like driving, reading and dancing. They are utilized to add information to what is expressed in certain verbs + object combination, to add information to what is expressed in a clause and to be as subjects and complements. Gerunds are used after certain verbs such as avoid, bear, consider, deny, detest, enjoy, involve and mind.

Ali **enjoys looking** around forest. -24

The journey **involves changing** buses many times. -25

Gerunds are also used after many multiword verbs, e.g. give up, look forward to, put off and put up with, and they are used after a preposition as in example (26,27).

We look forward to **hearing** from her. -26

Is he still interested in **swimming**? -27

Maclin (1996:169) shows that the negation (not) is always placed in front of the gerund or present participle as in:

Suha says not having to do homework today. -28

Gerunds or present participles are used after the following expression like worth, rather than and instead of as in:

Rather than studying novel, we decided to study drama. -29

2.3 -ed Participles

The -ed Participle is one of the grammar phenomenon which has no certain status among grammar categories. Some linguists state that participle is the main form of a verb, which concerns verbal and adjectival properties and denotes actions attributed to a person or subject as their sign. Others consider that participles have an intermediate position between verb and adjective. Another attitude is that participle is a separate part of speech giving it a special place among the other parts of speech (Hurford, 1996:176). Participles are widespread cross linguistically. The term participle is generally used to refer to the type of nonfinite verbs which primarily co-occur with a finite auxiliary. Cross-linguistically, participles are considered to be verb forms that can also be used in positions normally filled by nouns (Tallerman, 2015:86). The -ed participle is the nonfinite form of the verb. Ballard (1990: 40) states that any phrase starts by -ed participle is a nonfinite verb phrase.

Hudson (1998:45) indicates that non-finite form which is fairly easy to realize may concern the distinctive ending *en* (as in *spoken, been*), but it generally looks like a past-tense finite form (e.g. *brought, cut* and all the regular verbs such as *stated* and *looked*). In both cases it is called the verb's *en*-form. Like the *ing*-form this one could present a subordinate clause with much the same meaning as a longer one introduced by a separate word. Greenbaum (1996 : 206) and Radford (2009: 288) clarify that -ed participle is a nonfinite verb because it states no tense. The -ed participle can function within a finite verb phrase as a perfect participle and passive participle as in the following example:

Egyptians doctors at hospital have stopped work in protest and not being allowed to leave Egypt. (Perfect participle) -30

Everything else has been finished. (Passive participle) -31

Non-finite verbs are treated as tenseless, because they lack present or past tense morpheme and therefore fail to point out present or past time reference. They show simultaneity or anteriority. Non-finite verbs do not belong to tense system, in which all the temporal relations expressed ultimately find their origin in the temporal zero point which usually the moment of the speech. Non-finite verbs simply relate the time of situation referred to some others, contextually given time as in:

Some people taken in by these confidence tricksters will lose everything on their -32
own

The past participle (taken in) means having been taken in, and express anteriority either of the time of the head clause or the time of the speech (Declerck, et al.2006:98).

Wyldeck (2003:38) visualizes that nonfinite verbs concern no subject. He states that there are two types of participles which ends in –ing and past participle which ends in –ed or –en or have irregular forms. Wyldeck adds that unless participles are accompanied by an auxiliary verb, they have no subject as in:

Written on the board in big letters was a sign ‘No smoking ‘. -33

In the above example, we do not know who has written, and this does not make a sense and therefore the non-finite verb (written) has no subject.

4. The Differences between Finite and Nonfinite Verb Forms

A distinction is made between finite and nonfinite verbs forms on the basis of the inflectional features which the verb form admits. Finite forms are those which expresses person, number, time and mood. They consist of indicative and subjective forms , while the nonfinite forms would be characterized by the absence of such features and would be expressed by infinitive forms with or without to, and participles forms, present (ing) or past (ed) (Quintero, 2002 :31). Quirk et al. (1991:149) explain the criteria which allow to identify whether a verb form is finite or nonfinite. They indicate the following criteria for identifying the differences between finite and nonfinite:

Finite verb forms could function as predicates of independent clauses. -1

Finite verb forms concern tense contrast. -2

There is a person and number concord between subject and predicate. -3

Finite verb forms express mood which points out whether the predication is factual, -4
nonfactual or counter factual.

Concerning clauses, Radford (2009: 292) points out that the distinction between finite and nonfinite clauses depends on morphological criteria; thus is finite if the clause consists of a finite verb. It means that verb inflected for tense or agreement, and nonfinite if it lacks a finite verb. It means that the clause is verbless or if it is a clause containing a nonfinite tenseless and agreementless verb. Hudson (1998:54) indicates that nonfinite verb depends as sharer on a verb just before it, and in most cases this is an auxiliary verb whereas finite verb is the head of the sentence or clauses. He states that verb to be is the most irregular verb in the language. Its various forms actually have very little in common with each other .Be could be finite and nonfinite verb. The finite ones are (are, am, is, were, was) while being, be, been are nonfinite. Hudson (ibid) clarifies through a table the distinction between finite and nonfinite verb forms:

Table (1) The differences between Finite and Nonfinite Verb

	Specific terms or Forms	Basic Uses	Examples
Finite	Present Past Imperative	Head of the sentence	Are , is , are Was , were Walks , walked
Nonfinite verb	-ing form -ed form Infinitive	Sharer of the sentence	Being , taking, Been , taken , walked Be , take , walk

5. The Test

A language test is a systematic process and a means of checking the students’ performance through the elicitation of definite behaviour to make inferences about certain characteristics of

an individual (Oller,1979 :203) . The test consists of two questions and each question includes fifteen items. The first question is intended to measure the students' performance at the recognition level in which they are given complete sentences with two options and they have to identify whether the highlighted verbs are finite or nonfinite verbs. The second question is designed to measure the students' performance at the production level. The students are provided with nonfinite verbs and they have to make complete sentences. The items of the test are taken from the grammar sources. The test is designed to determine the precise area of difficulty faced by Iraqi EFL university students in using nonfinite verbs in English.

6. Results and Discussions

6.1 Recognition and Production of Nonfinite verbs Test:

This section is devoted to present the results of the students' performance on each part of the test. In fact, these results are of great importance because they will be the basis upon which the researcher's hypotheses will either be accepted or rejected.

6.2 Recognition of Nonfinite Verbs Test

In an attempt to improve the validity of the first hypothesis which is mentioned in abstract. Part one of the test is used to test the students' performance at the recognition level. The results of this part are presented in the following table:

Table (2) Subjects' Performance at the Recognition Level

No. of item	No. of incorrect Responses	%	No. of correct Responses	%
1	24	42	26	48
2	30	60	20	40
3	14	28	36	72
4	22	44	28	56
5	21	42	29	58
6	17	34	33	66
7	19	38	31	62
8	10	20	40	80
9	33	66	17	33
10	26	48	24	42
11	34	68	16	32
12	17	34	33	66
13	21	42	29	58
14	33	66	17	34
15	28	56	22	44
Total	349	45%	401	55%

The results in Table (1) indicate that the total number and the percentage of the correct responses are (401,55%), whereas those of the incorrect ones (including avoided items) are (349,45%).The rate of incorrect responses reveals that the students are insufficient in distinguishing between nonfinite verbs and finite verbs

6.3 Production of Nonfinite Verbs Test

The results obtained after analyzing the students' responses on each item in this part of the test are pointed out in the following table:

Table (3) Subjects' Performance at the Production Level

No. of item	No. of correct Responses	%	No. of incorrect responses	%
1	25	50	25	50
2	20	40	30	60
3	16	32	34	68
4	22	44	28	56
5	21	42	29	58
6	17	33	33	66
7	19	38	31	62
8	10	20	40	80
9	33	66	17	33
10	26	48	24	42
11	13	26	37	74
12	20	40	30	60
13	19	39	31	61
14	8	18	42	82
15	24	53	26	57
Total	293	39	457	61

It can be concluded from the results presented in Table (2) that most of the subjects are incompetent in using nonfinite verbs in complete sentence since the total number of their incorrect responses (457, 61 %), is higher than that of their correct ones which constitutes (293, 39 %).

6.4 Recognition and the Production Levels throughout the Whole test

The results obtained after analyzing the students responses on each item in recognition and production level are presented in the following table:

Table (4) Subjects' Performance at the Recognition and the Production Levels Throughout the Whole Test

Level	No. of correct response	%	No. of incorrect responses	%
Recognition	401	45	349	55
Production	293	39	457	61
Total	694	46	806	54

As shown in Table (3), the highest rate of the students' incorrect responses (including avoided items) are (806, 54 %) as compared with their correct ones (694, 46 %). This means that Iraqi EFL university learners face difficulties in mastering nonfinite verbs at both levels: recognition and production. Nevertheless, they face more difficulty at the production level since the total number of their correct responses (293,39 %) is lower than that of their correct responses at the recognition level (401,45%). This confirms Corder's stipulation that "there is a general belief amongst teachers that a learner's receptive ability normally exceed his productive abilities, and that recognition of an item is easier than its retrieval in production"(Corder,1973:202).These results show that Iraqi EFL University learners encounter difficulties in using nonfinite verbs .

7. Errors Analysis

Error analysis is a way utilized to identify, classify and systematically interpret the unacceptable forms produced by someone learning a foreign language, using any of the

principles and procedures by linguistics Crystal (1987: 112). Richards et.al (1992:96) point out that error analysis is the study of errors made by the second and non-native learners of English. Error analysis is used to (a) find out how well learner knows a language, (b) find out how a someone learns a language, and (c) gain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Finally, errors are important in three ways: to the teachers: they point out a students' progress - to the researchers: they reflect how a language is acquired, what strategies the learner uses - to the learner: he can learn from these errors.

7.1 Source of Errors

There are several points of view regarding to the types of errors. Ellis (1984: 51) shows two main types: interlingual and intralingual. Interlingual errors are caused by the structure of the native language (first language). The learners of a foreign language utilize their knowledge of first language in learning the second language. Such errors depends on linguistic differences between the first language and the second language are interpreted as interference errors. Intralingual errors are caused by the structure of second language. Brown (1987:177–8) identifies four factors regarding to learners' errors: interlingual transfer, intralingual transfer, context of learning and communication Strategies:

7.2 Interlingual Error

Interlingual transfer points out errors analysis which concerns the differences and similarities between the native language of the learner and the target language. Errors are attributed to the influence of the first language on the second language. These errors occur when the patterns of the first language differ from those of the second language. They are also called interference errors (Dulay and Burt,2010: 138). Ellis (1984:48) states that interlingual errors result from the negative influence of the mother tongue. The learners face difficulty in producing grammatical sentences. Thus, they attempt to use the rules of their native language on the target language. Some of the learners answers to items (14, 11, 9, 7, and 3) in question one and items (9, 4, 7, and 11) in question two may point out this strategy in which the students attempt to utilize the rules of their first language on the second language. It can be noticed that students commit these errors at both levels: recognition and production. These errors are due to the mother tongue interference. The total number of errors that belong to this strategy is (197, 22%).

7.3 Intralingual Errors

Taylor (1975: 394) indicates that intralingual errors result from a complex structure of the target language itself. They occur within the second language itself as a result of misinterpreting its grammatical rules. Such errors occur at both levels: recognition and production. He adds that intralingual errors increase as the learners progress in foreign language learning as they use their prior knowledge of this language to ease the burden of learning. Such errors can be attributed to the following factors:

a- Overgeneralization

Overgeneralization concerns the incorrect application of the previous learned material to a present foreign' language context (Ellis, 1984: 171). The students attempt to overgeneralize a pattern that leads to irregularity of the structure in English language.

b- Ignorance of rule restrictions

The learners apply a rule to a category which is incorrect that leads to errors committing. The influence of such errors can be noticed in items (2,10,4,7, and 15) in Question two in which the students use nonfinite verbs wrongly.

c- False concepts hypothesis

This kind of errors may result from faulty comprehension of any distinction in the target

language (Ellis, 1984, 171). It is a well-observed phenomenon in the field of second language (Richards, 1984: 178). The learners try to adopt the wrong hypothesis or build rule about the second language. These errors can be seen in items (1,5, 8,12, and 14) in Question One in which the students identify nonfinite verbs incorrectly:

d- Incomplete application of rules

Regarding this strategy, the students fail to apply complex rules since they are complex and hard in learning and use. Instead, they tend to use simple constructions to achieve effective communication. This sort of intralingual transfer is noticed in items (9, 5, 11, 14 and 15) in Question two. the total number of errors that are possibly due to the intralingual transfer is (332, 41%).

7.4 Context of Learning

Context refers to the classroom with its teacher and its material. Thus this source overlaps with both types of the previously mentioned factors. There is a strong relationship between what goes on in the classroom and the preparation of syllabuses and teaching material. The ease or difficulty of learning is not simply related to the nature of the task but has components of motivation, intelligence, efficiency and quality of teachers and teaching materials (Corder, 1973:140). These are also called induced-errors. They result more from the classroom situation than from either the student's incomplete competence in English grammar (intralingual errors) or first language interference (interlingual errors) (Stenson, 1983:256). Stenson (ibid.) shows five subcategories for this source of error: (1) Material induced errors, (2) Teacher-talk induced errors, (3) Exercise-based induced errors, (4) Errors induced by pedagogical priorities, and (5) Look-up errors. On the other hand, Richards (1984:178) mentions that errors may come from the influence of the situation of learning (the classroom), the misleading explanation by the teacher, or the textbook writer who emphasizes some aspects of the target language and others, according to his beliefs and experiences. All these factors may have the undesired effect of motivating the learner to make faulty hypotheses about language. The errors of this type may be attributed to textbook where many compound words are presented at the same time with insufficient explanation of nonfinite verbs. This may make students unable to recognize nonfinite verbs from finite verbs or classroom presentation in which learners have no chance to practice enough exercises. Errors of this strategy can be seen in items (1,5,7,9 and 14) in question two. These errors resulted from the title exposure of nonfinite verbs. The influence of the context of learning can also be seen in items (3,4,6,8 and 10) in question one.

The total number of such errors is (198, 24%).

7.5 Communication Strategies

Communicative strategies are devices (such as approximation, word coinage, omission, avoidance, etc.) that are exploited by the learner to overcome communication problems related to interlanguage deficiencies (Corder, 1981: 103-6). They consist of the conscious employment of verbal or non-verbal mechanisms for communicating an idea when precise linguistic forms are not available to the learner at that point in communication. James (1998: 178) divides this category into two types: (i) holistic strategies (e.g. approximation, language switch, calques), and (ii) analytic strategies (e.g. circumlocution, avoidance, message abandonment). Ellis (2003: 340) states that this kind of strategies is used by learners to overcome a communication problem caused by a lack of or inability to access L2 knowledge. The influence of avoidance strategy can be seen in items (1, 5,8,11, 12,13, and 15) in Question One, items (4 , 5 ,7,9,and 11) in Question Two in which the students left these items without answer. Moreover, most errors relate to communication strategies manifest extremely odd structures that reflect the learners' devise to offer any response whatever in their test-papers. The total number of errors that might be related to using such strategies is (79, 13%) of the total number of the students errors. Finally, the following table shows the frequency and percentage of the sources of errors of the whole samples:

Table (5) Errors Sources

Kinds of Strategy	Frequency of Errors	Percentage
Intralingual	332	41%
Context of learning	198	24%
Interlingual	197	22%
Communication strategies	79	13%
Total with perc.	806	100%

8. Conclusions and Recommendations

8.1 Conclusions

The error analysis carried out in this study reveals the following points:

Iraqi EFL university students at the fourth year face difficulty in mastering nonfinite verb forms. This is indicated by their low performance in the whole test as the rate of their correct responses (694,46) is lower significantly than that of their incorrect ones (806, 54). .1

The students' performance in the test has also revealed that EFL university learners face more difficulties in using nonfinite verbs at the production level than at the recognition one. This is due to the fact that the total number and the percentage of the correct responses at the production level (293 with percentage 39) are lower than those of the correct responses at the recognition level (401 with percentage 45). .2

The students' errors in using nonfinite verbs may be traced back to the following factors arranged hierarchically depending on the frequency of errors attributed to each: .3

Intralingual transfer accounts for (332,41 %) of all the students errors. .a

The second – highest rate of error cause is context of learning which is .b

(198,24%) of all the students errors.

The rate of errors pertaining to interlingual is (197,22%) of all the students errors. .c

Communication strategy has been found to be responsible for only (79,13) of all the students errors. .d

Some of errors are due to the student's lack knowledge of the English nonfinite verbs since they are not aware of their different types. -4

8.2 Recommendations

On the bases of the results of the present study, the following recommendations can be posited:

More emphasis should be given to English nonfinite verbs because this area is very important for the students of English to learn and more necessary for the structure of the English sentence. -1

More practice and exercises should be conducted among students in nonfinite verb forms in order to eliminate the students' errors in this area. -2

More attention should be given to nonfinite verb forms at all levels of education. -3

Students should be activated by daily quizzes and tests. -4

English nonfinite verb forms must be taught by means of communication tasks and real -5

- life situations which provide meaning or in the form of conversation.

Depending on the types of the errors made by the students of this study, the teachers / instructors should take these errors into consideration and ask their students to avoid such errors. -6

The grammar books, which are studied by the university students, must contain more subjects about English nonfinite verbs. -7

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Appendix (1)

Recognition Test

In each of the following sentences, indicate whether the highlighted verb is finite or nonfinite:

- 1- I **work** in Barcelona
- 2-she suggests **writing** to manager
- 3-She saw me **driving** a car
- 4- When looking after food , it is important to minimize **rotting**
- 5- I wish **to claim** compensation
- 6- They **are** writing a letter
- 7- Paul **runs** to work every day
- 8- They have **run** away together
- 9- Tim **gave** Paul a menacing look
- 10- Katie was **watching** TV when the phone rang
- 11- We found him **smoking** behind the shed
- 12- She struggle **to understand**
- 13- **To read** is good for mind
- 14-The kids were **dropped** off at school.
- 15-The freshly **picked** tomatoes look delicious.

Appendix (2)

Production Test

Put the following nonfinite verbs in complete sentences

- 1-have worked
- 2-Dancing
- 3-to see
- 4-leaving
- 5-has gone
- 6-interesting
- 7-seeing
- 8-to know
- 9-running
- 10-to sleep
- 11-have promised
- 12-trying
- 13-to indicate
- 14-swimming
- 15-have read

