

Error Analysis in Nonfinite Verbs Forms

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Abstract

This study tackles to analyze problems that most of Iraqi learners of English encounter in grammar rules. In particular, they know the grammatical rules of English language subconsciously to generate an infinite number of sentences. So, these grammatical forms seem extremely difficult. Nonfinite verb is any form of a verb which lacks the ability to serve as the only verb in a simple sentence, and the ability to be marked for tense /or the concord between subject and verb. Today, there is a need to study nonfinite verb forms because these verbs represent one of the major problems in which forms can trigger the grammatical behavior of other forms around them. Furthermore, learners of English lack of knowledge of nonfinite verb forms, i.e. they make error. They often use deviant forms of nonfinite verb forms. Accordingly, The researcher here use a diagnostic test to achieve the purposes of the current study. The results of this study reveal that error analysis, as a branch of applied linguistics and methodology, has great reflections in learning nonfinite verbs. Various errors have occurred in using nonfinite verbs form. This strategy is used to affirm that learner's errors are results of not only to the learner's native language but also to reflect some universal learning strategies which enables teachers of English to use of the stated errors of this study. So, Error analysis is here essential to teaching and learning. It is obvious from achieving this study that nonfinite verbs are seriously difficult. Iraqi learners of English language show so poor performance according to their percentage. It is found that Student's performance at the recognition level is better than their performance at the production level since the total number of student's correct answers is 504 which forms % 50.4 and the total number of student's incorrect answers is 496 which forms %49.6. With reference to the production level, the total number of student's correct answers is 342 which forms % 34.2 whereas the total number of student's incorrect answers is 615 which forms % 61.5

Error Analysis in Non-finite Verbs Forms

1.1.Statement Problem

Traxler and Gernsbacher(2006:61)explain that learners of English language have the ability to communicate throughout thought or idea because the language faculty acquired a syntactic component. So, Learners of English acquire syntax for using expressions to be combined to generate unique combinations of meaning. Therefore, the grammar of any particular language should limit the way that expressions may be gathered, and give learners of English language some freedom of choice. Stranzy(2005:395)discusses that grammar traditionally means the study of the structure and construction of forms and sentences, usually without much reference to sound and meaning. But many linguists recently deal with grammar as modern discipline which refers to the study of the entire interrelated system of structures sounds, words, meanings, sentences within a language.

William(2005:53)discusses that grammar deals with the structure and analysis of sentences. That is to say, grammar must compact language with two levels: form and function. Sentences are composed of single words, and these words fall into particular grammatical categories, and this is their form. language exists primarily as sentences, not only as single words, and as soon as we put words into sentences to operate together in various ways which lead us to function. As a result of that, we can say the grammar of a language represents the characteristics of rules in which forms can transform the grammatical expressions and can be embedded within sentences .When grammar rules are used uncarefully, it would be violated and English communication may be suffered.

Hammer(2002:15)clarifies that learners of English have many problems with grammar rules. That is to say, they know the grammatical rules of English language subconsciously to generate an infinite number of sentences. While some grammatical rules are fairly straightforward but other extremely difficult, and some grammatical rules seem to have been escaped accurate description so far. Thus, nonfinite verb forms are one of the major problems in which forms can trigger the grammatical behavior of other forms around them. Furthermore, learners of English lack of knowledge of nonfinite verb forms, i.e. they make error. They often use

deviant forms of nonfinite verb forms. Many verbs can be followed by one or more than one verb form. So, the problem is that most of learners of English can't recognize which form is appropriate to be used. Nonfinite verb forms occur in long and complex sentences. Learners of English usually do not comprehend the structure of the sentences /or they can comprehend the structure but have difficulty in locating nonfinite verb forms. Learning nonfinite verb forms are extremely important because they can help learners of English overcome these problems by systematically drawing their attention to the construction /or formation of these forms, and to express themselves more concisely and fluently. Learners of English simply seek rules to help them decide where to put nonfinite verb forms within sentences .Of course, decisions about sentences position crucial depend on context and emphasis, and often need to be constructed by sentences by sentences.

1.2.Aims Of the Study

This study aim at:

- 1-Analizing the causes of errors made by Iraqi EFL university students in the nonfinite verb forms.
- 2-Idenifying the Iraqi EFL university learner's performance to recognize and produce nonfinite verb forms.
- 3-Identifying the areas of difficulty they face in performing different types of nonfinite verb forms.
- 4-Identifying on how Iraqi EFL learners are able to produce and recognize nonfinite verb forms.
- 5-Finding out the learner's errors in nonfinite verb forms at both recognition and production levels.
- 6-Pointing out whether there are any significant differences between learner's correct and incorrect answers.
- 7-Identifying whether there are any significant differences between the whole sample's performance in nonfinite verb forms at both recognition and production levels.

1.3.Hypotheses

It is hypothesized that

- 1-Most of EFL learners have difficulty in nonfinite verb forms.
- 2-EFL learners are Inefficient in using nonfinite verb forms.
- 3-EFL learner's level is below acceptable level.
- 4-There are no significant differences student's performance between recognition and production levels.

1.4.Limits

This study is limited to:

- 1-Third year EFL students at the college of education for woman at University of Tikrit for the academic year 2012-2013.
- 2-Errors made by EFL learners in one grammatical area viz. nonfinite verb forms.

2.Nonfinite verbs: Some theoretical overviews

Generally Speaking, 'Finite' and 'Nonfinite verb forms' are two terms used in the grammatical categorization of types of verbs and clauses. That is to say, they can be used either in phrases or clauses. Bussman(1996:806)describes nonfinite verb form as "Unconjugated verb form, i.e. verb form not specified in respect to person, number, tense, mood, and voice, which shows an affinity to nominals and adjectives" Trask(1993:185)defines that any form of a verb which lacks the ability to serve as the only verb in a simple sentence, and the ability to be marked for tense /or the concord between subject and verb. Besides, Show(2000:196)says that "a verb form which cannot serve as predicate, since it shows neither person nor grammatical number."Therefore,

Crystal (2008:189-190)finds the distinction between finite and nonfinite verb forms. He adds that a finite verb form is" a form that can occur on its own in an independent sentence (or main clause); it permits formal contrasts intense" whereas a nonfinite verb form is" occur on their own only in dependent clauses, and lack tense and mood contrasts and mood". While Robert-Burton(1986:250) explains that nonfinite verbs can be integrated with clause. In this respect, a nonfinite, tense less, verb group can be used as subordinate. Stagerburg(1981:225) characterizes that nonfinite verb form is a kind of a verb construction which do not assert completely and are not inflected for person, number, or tense.

Biber et al(2000:99-100)explain that the verb phrases include a lexical verb /or primary verb as head /or main verb .It can be used alone or related with one or more auxiliaries. The verb phrases are often finite

literally 'limited', i.e. specified for tense or modality. While nonfinite verb phrases cannot be use with any specification of tense and modality. Alexander(1988:16)discusses that the base form of a verb often functions as an infinitive which is called the bare infinitive because it is used without 'to'. We must distinguish it from the to-infinitive, where 'to' is always used in front of the base form of the verb for example (to go). The -ing form of a verb (going) sometimes functions as a gerund (i.e. a kind of noun) and sometimes as a present participle.

2.1.Characteristic of Finite and Nonfinite Verb Forms

Quirk and Greenbaum(1973:38-9)mention that the verb forms can operate in finite and nonfinite verb phrases which are distinguish as follows:

1.Finite verb phrases have tense distinction:

e. g: -He plays football.

-He played football.

2.Finite verb phrases occur as the verb element of a clause. There is person and number concord between the subject and the finite verb. Concord is particularly over with be:

I+ am {You, We, they}+ are {He, She, it} + is

With most lexical verbs ,concord is restricted to a contrast between 3rd and non-3rd person singular present:

With the modal auxiliaries there is ,however no concord:

e. g: {I/You/he/we/they }can play the guitar.

3.Finite verb phrases have mood .In contrast to the 'unmarked' indicative mood, we distinguish the 'marked moods Imperative, and subjunctive.'

e. g: If you don't agree, I'll get trouble.

4.The nonfinite forms of are the infinitive((to)call),and the -ing participle(calling),and the -ed participle(called).Nonfinite verb phrases consist of one or more such items. Furthermore,

Eastwood(1994:76)affirms that a finite verb phrase is one that can be the main verb of a sentence while a non-finite verb phrase is an infinitive, gerund or participle. Compare:

Finite

e. g: He runs quickly.

e. g: She is studying .

e. g: Khalid had been spent before
Prodigal.

Nonfinite

to run like that must be the first winner.

we found her studying.

2.2. Simple and Complex Nonfinite verb phrases

Quirk et al (1985:153-4) discuss that nonfinite verb phrases have no tense or mood distinctions and cannot occur in construction with a subject of a main clause. Contrast:

Finite: He *was doing* it easily.

Nonfinite: *He *doing* it easily.

Since modal auxiliaries have no nonfinite forms, they cannot occur in nonfinite verb phrases, and therefore the modal construction Type A is not available within such phrases. But the aspect and voice auxiliaries **HAVE**(Type **B**) and **BE** (Types C and D) suffer from no such restriction. If we relate the structure of the nonfinite verb phrase to that of the finite verb phrase, we can tabulate the eight possible combinations. See the following table: Table(1)

Infinitives		participles
Simple	to examine	examining
B	to have examined	having examined
C	to be examining	[being] examining
D	to be examined	[being] examined
Complex {	BC to have been examining	having been examining
BD	to have been examined	having been examined
CD	to be being examined	[being] being examined
BCD	to have been being examined (rare)	having been being examined (rare)

Looking at the right-hand side of the *Table*, we may interpret the square brackets as follows. Whenever a phrase should theoretically begin with the auxiliary *being*, this participle is omitted. In this way, the *-ed* participle phrase *examined* is regarded as a special variant of the *-ing* participle phrase, *viz* the representative of the passive construction D. There does indeed occur a further construction *being examined*, but this is the one which combines progressive with passive meaning (CD), as in the contrast between:

e. g: the suspects *examined* by the police [not progressive].

e. g: the suspects *being examined* by the police [progressive].

Another result of the rule which omits the initial auxiliary *being* is that there are two types of nonfinite *-ing* participle phrase containing a main verb only (*examining*): one of these is progressive, and expresses the meaning characteristic of the progressive, whereas the other is not. Contrast:

e. g: **Smoking** cigarettes is dangerous.[not progressive]

e. g: They caught him **smoking** cigarettes.[progressive: 'while he was smoking'].

As with finite verb phrases, the combination CD is rare, and BCD is of marginal acceptability.

2.3. Nonfinite Verbs Forms within Clauses

Quirk and Greenbaum (1976:310-11) state that there are four forms of nonfinite verb forms within clauses:

1-Infinitive with to:

Without Subject: It is essential to get a visa

With Subject: It is essential for you to get a visa.

2-Invinitive without to:

Without subject: All she did was send him an email.

With Subject: Rather than John do it, I'd prefer to do the job myself.

3-ing Participle:

Without Subject : Driving quickly , he will get accident.

With Subject : their having heard about the global economy, she shocked and fell down.

4-ed Participle

Without Subject: stopped at the service station, he needed the car filled.

With Subject: My father went out and found his car stolen.

2.4. Patterns Of Nonfinite Verb Forms

Generally speaking, nonfinite verb forms can be categorized into two types: gerund and infinitive as illustrated below:

A) **Gerund**, Werner et al(332-338) state the usage of gerund verbs as follows:

1-gerunds can be used after prepositions .

These verbs are:

Common phrase with prepositions	
angry about	believe in
bored with(by)	care about
certain of	consist of
concerned about	depend on
happy about	dream about
interest in	insist on
nervous about	succeed in
responsible for	take care of
satisfied with	talk about
thrilled about(by)	think about
work(hard)at	worry about

e.g.: We are bored with living in a sad condition.

e.g.: The boy is happy about coming with us.

2-Common verbs often followed by gerunds as follows:

These verbs are

Verbs	Verbs
avoid	finish
be worth	image
can't help	involve
consider	miss
enjoy	spend time (hours,days,etc.)

e.g. :Avoid touching that electric wire.

e.g. :I enjoy teaching nonfinite verbs forms.

3-Common verbs often followed by gerunds or/infinitives

Like gerunds, infinitive can be used as object of verbs. Either a gerund object or an infinitive object to follow these verbs with little or no difference in meaning. These verbs are:

Verbs	Verbs
begin	hate
can't stand	like
Continue	love
Dislike	prefer, start

e. g: My brother loves swimming in the pool.

e. g: I'll continue helping poor people.

B)Infinitive:

Azard(1999:307)states that there are certain verbs are generally followed infinitives as illustrated below:

1-Common verbs are often followed by infinitives:

These verbs can be categorized into groups:

Group (a)

Verbs+ Infinitive

Verbs	Verbs	Verbs	Verbs
hope to do something	promise to	seem to	expect to
Plan to	agree to	appear to	would like to
intend to	offer to	prevent to	Want to
decide to	refuse to	ask to	need to

e. g: The new government decides to reconstruct all old schools.

e. g: He promises to do his best for you.

Group (b)

Verb+ (Pro)noun+ Infinitive

Verbs	Verbs	Verbs
tell someone to	permit someone to	force someone to
advise to	allow someone to	ask someone to
encourage someone to	warn someone to	expect someone to
remind someone to	require someone to	would like someone to
invite someone to	order someone to	want someone to

e.g.: He told us the truth.

e.g. :The general ordered his soldiers to crawl quickly.

However, these verbs are followed directly by an infinitive.

An infinitive = to+ the simple form of a verb (to be, to see, to go,..etc)but these verbs can be also followed immediately by an infinitive when they are used in the passive. See the following examples:

e. g: The teacher was told me to be arrived early.

e. g: All questions are required to be answered correctly.

Alexander (1988:299)states that the patterns of infinitive as follows:

	Active	passive
present infinitive:	(to) ask	(to) be asked
present progressive infinitive	(to) be asking	
perfect or past infinitive:	(to) have asked	(to) have been asked
perfect/past progressive infinitive:	(to) have been asking	

Furthermore, Thomson and Martinet(1986:256)assert that it can be used with the perfect infinitive continuous. It is used chiefly auxiliary verbs and after the verbs{appear, and seem}but it can also be used after the verbs{happen, and pretend} and the passive of {believe, know, report, say, and understand} as illustrated in this rule:

To + have been present participle:

For examples:

e. g: The customer appears to have been waiting a long time.

e. g: The child pretended to have been sleeping.

Besides, Walker and Elsworth(2000:26) describe that the gerunds and infinitives can be used in the following patterns:

1-Gerund

Gerund	Doing
Perfect gerund	Having done
Passive gerund	Being done
Perfect passive gerund	Have been done

2-Infinitive

Infinitive	(to) do
Continuous infinitive	(to) be doing
Perfect infinitive	(to) have done
Perfect continuous infinitive	(to) have been doing
Passive infinitive	(to) be done
Perfect passive infinitive	(to) have been done

2.4. Bare infinitives

Trask(1993:27) defines the bare infinitive which is also named as base /or base form that the stem of a verb operating as a nonfinite form. While Yule(2006:139) explains that we can use the bare infinitives, i.e. base form of the verb after modals. For examples:

e. g: Human being can't breathe under the water but fishes can do that.

e. g: It is so hot! you may get sunburnt.

We can use bare infinitives after the verbs let and make with objects. Look at the following examples:

e. g: Iraq's sad conditions always make me cry.

e. g: please, make him translate the email for me!.

e. g: Let's take a bus!

After the verb help with or without to.

e. g: My friend help me (to) repair the car.

2.5. Verbs of perceptions

Werner et al(1996:358) again describe that there are verbs of Perception which can be followed by a second verb. Depending on the meaning, the second verb can be a present participle /or the simple form. A noun or pronoun is usually used after the main verb.

Verbs	Verbs	Verbs
Feel	Listen to	like
Hear	Look at	watch
Smell	watch	smell

e.g. : I heard the lovebirds singing /or(sing) beautifully.

e.g. :I smell cake coming /or(come)from your the kitchen.

2.6. Syntactic Role of Nonfinite Verbs Form

Quirk et al(1985:994-995) state that it is clear that the normal range of clause types is available for most nonfinite clauses, as in this set of **To infinitive clauses pattern**:

- | | |
|--------|---|
| 1-SV | Sandy storm prevented them to come. |
| 2-SVO | My father advises me to buy this car. |
| 3-SVC | Your dog seems to be friendly. |
| 4-SVA | It is dangerous for you to swim there. |
| 5-SVOO | It's best for you to send him an email. |
| 6-SVOC | I advise you to study the nonfinite verb forms. |
| 7-SVOA | Marry got her children to put them in the kindergarten. |

The subject of nonfinite clauses, however, is commonly absent. Because it is generally both syntactically and semantically passive, the *-ed* participle clause is restricted to the four types of passive clauses. In [1] the subordinator *when* introduces the *-ed* clause:

(S) V, ~ active SVO

When questioned, she denied being a member of the group. [1]

(S)V pass C ~ active SVOC

Considered works of art, they were admitted into the country without customs duties.

(S)V pass A ~ active SVOA[2]

Kept in the refrigerator, the drug should remain effective for at least three months. [3]

(S)V pass O ~ active SVOO

Allowed unusual privileges, the prisoner seemed to enjoy his captivity. [4]

2.7. Grammar and Knowledge of the world

Wong(2011:43-4)affirms that it is clear that over the years of generative theory, there has recently undergone a succession of changes with the name of the theory changing accordingly, known as Standard Theory, then Extended Standard Theory and then Revised Extended Standard Theory. The simple logic is when the source of knowledge is not other speakers, it must be that that this knowledge is innate. One property that makes us human is that we have a built-in predisposition for language. We are born with linguistic knowledge that guides and constrains our use of language. That is to say, Universal Grammar (henceforth, UG)is a set of universal properties that limit what a language can and cannot do.

Cook and Newton(1996:1-2)explain that UG is again the system of principles, conditions, and rules that are elements of all human languages. As a matter of fact, all human beings participate their knowledge of language.UG is then a theory of knowledge and it's concerned is with internal structure of the human mind. Besides, the nature of this knowledge is inseparable from the problem of how it is acquired; a proposal for the nature of language knowledge requires a explanation of how such knowledge came into being. Universal theory seizes that the speaker knows a set of principles that are appropriate to all languages and parameters that vary within clearly defined limits from one language to another. Acquisition here means learning how these principles are appropriate to a particular language and which value is appropriate for each parameter and this leads us to 'the Principles and Parameters theory'.

However, Halliday(1994:xiii as cited in Evan and Green (2006:758)elucidates that systematic approach contains ideational meaning which refers to the speaker's comprehension of his /or her environment while interpersonal meaning which refers to the speaker's objectives in terms of influencing other people within that environment.

Hence, 'systemic approach' which indicates that the grammar represents a system of choices available to the speaker in achieving his or her goals. Batstone(1994:25)explains that the knowledge of the formal grammatical system is not sufficient to make us communicate but it also requires a knowledge of the world to make sense both of language and with language .If we heard 'got a light' for example, it means that some people smoke then, that cigarettes need to be lit ,and that put language to use. That is to say, there are two types of knowledge :schematic knowledge which means the knowledge of the world and systematic knowledge which means the knowledge of the language system.

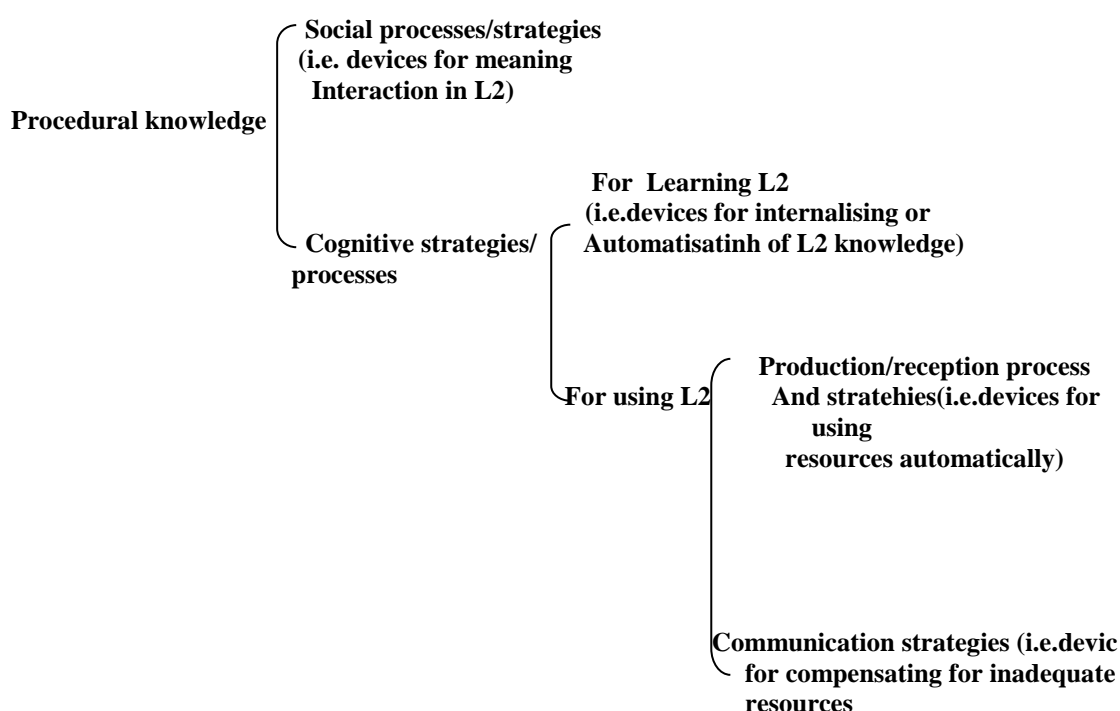
2.8. Learning Nonfinite Verb Forms for Communication: Procedural Knowledge

Carroll(1966: 102as cited in Krashen 1982:84)says that learners of English have a appropriate level of cognitive control over the grammatical structures of English language. So, facility will develop automatically with the performance of the language in meaningful situations. Ibid(1982:10)ensures that the way /or the process to develop learner's competence in a second language is achieved by language learning. With reference to the notion of learning here, it means conscious knowledge of second language learning requires perceiving the grammatical rules, being aware of them ,and being able to describe them. Therefore, learning means non-technically term|"knowing about" a language, known to most people as grammatical rules, formal knowledge of a language, knowledge of English language /or explicit learning. Whong(2011:82)describes that language seems to be as component of a larger set of knowledge. Language learning represents as explicit and procedural. Though associative learning stores of language knowledge build up over time which is based on the input and experience to which the learners is exposed. The processes available to human cognition shape the way knowledge is organized". What is more, Chomsky(1979:88)says that

"Language can be used to transmit information but it also serves many other purposes: to establish relations among people, to express or clarify thought ,for creative mental activity, to gain understanding , and so on. In my opinion there is no reason to accord privileged status to one or the other of these modes, Forced to choose, I would say something quite Classical and rather empty: language serves essentially for the expression of thought."
Cited in Cook and Newson(1996:24)

Carter and Nunan(2001:166)explain that learning strategies are operations performed by learners of English to facilitate the acquisitions,

storage, and use of information ,particular actions achieved by the learners to gain learning easier, more self-directed,more effective and more transfer to new situation. Furthermore, strategies of English language include the characteristics of control, goal-directedness, autonomy, and self-efficacy. Nunan(1991:768)again clarifies that it is necessary to state that learning strategies represent mental process which learners of English learn and use it to communicate with English language. it is then called procedure knowledge. As discussed before, there are clear relationship between cognitive strategies and processes of internalizing and automatising the second language knowledge .Look at the following figure, it will show how learning strategies are related to communication, and production /reception strategies.



Figure(1)Typology of procedure knowledge

According to Nunan's glossary(2004:216), Procedural knowledge refers to " Knowledge of how to use language to get things done. Procedural knowledge manifests itself as skills, being a matter of 'knowing how' rather than 'knowing that'."Moreover, Brown(200:250) summarizes that communication means a construction of acts, a series of elements with use and meaning. That is to say, Communication is something happens with functional, and purposive effect. Learners of English are required to comprehend the purposive of communication

improving learner's awareness of what the communicative act is and how to reach that purpose through linguistic forms. However, Batstone(1994:42) affirms that nonfinite verbs forms for communication require not only noticing and structuring but it also requires the ability to access knowledge efficiently. In this respect, language users need to feel of language they use and with language of great speed. Learners of English can take communication with some sensitivity to others. Competent learners manage English language by drawing on an enormous mental store of elements and ways of putting things. Learners of English are frequently ready to use knowledge which lead us to the stage 'procedural knowledge'.

2.9. Learner's Communicative competence

Chomsky(1995:9 and 2000:9 as cited in William 2005:187-8) again introduces two terms Competence and performance which are considered as a medium of identifying the actuality that learners of English are prone to produce errors in English language. When they have developed grammar rules that will produce only grammatical sentences. the language faculty and universal grammar represent a 'perfect' system for generating language. I mean, the language faculty not only [is] unique but in some interesting sense [is] optimal. The language faculty may be close to 'perfect' i.e. competence here refers to humans in general as possessors of the language faculty, not to individual but performance consists of having a language and the mental mechanisms necessary to produce that language.

Richard and Schmidt(2000:93-94)clarify that in generative grammar ,as the implicit system of values includes learner's knowledge of a language .It means a learner's ability to generate and recognize sentences, and the ability to recognize ambiguous and deviant sentences. Besides, competence here can refer to an ideal speaker/hearer ,that is an idealized but not actual person who would have a complete knowledge of the whole language. Whereas Stranzy(2005:5) discusses that competence in second language acquisition means the control of internalized grammar that the ideal speaker/or hearer, has of the whole language, These would facilitate to recognize and produce grammatical correct sentences. On contrary, performance refers to learner's actual use of English language in the comprehension and production of correct sentences. What is more, competence means internal and invisible while performance means external and observable.

Whong(2011:70)finds out that in Chomskyan theory(1965:4),there are important differences between *competence and performance*: *competence means* "the speaker-hearer's knowledge of the language", while *performance means* "the actual use of the language in concrete situations." Malmkjar(1991:143)describes the notion of a competence grammar as" a grammar that models a speaker's knowledge of her/his language and reflects her/his productive or creative capacity to construct and understand infinitely many sentences of the language, including those that s/he has never previously encountered". However, many educators and linguists have tried to restrict the components of communicative competence in second language and their role in performance.

Canale and Swain(1980s as cited in McNamara, 2000:18) state the components model of communicative competence are:

- 1- grammatical or formal competence, which covered the type of knowledge(of systematic features of grammar, lexis, and phonology) familiar from the discrete point tradition of testing;
- 2- sociolinguistic competence, or knowledge of rules of language use in terms of what is appropriate to different types of interlocutors, in different settings, and on different topics;
- 3-strategic competence, or the ability to compensate in performance for incomplete or imperfect linguistic resources in a second language, and
- 4-discourse competence, or the ability to deal with extended use of language in context. Richard(2006:3)identifies that Communicative competence includes the following aspects of language knowledge:
 - 1-Knowing how to use language for a range of different purposes and functions
 - 2-Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
 - 3-Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
 - 4-Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

2.10. What are the pedagogical reflections related to Error Analysis?

2.10.1. What is Contrastive Analysis?

Newmyer(1996:146) clarifies that contrastive analysis has a long history of methodology which means a tool of bridging the gap between the theory of structural linguistics and the classroom teaching of English language. The pedagogical origins of contrastive analysis is

formerly used by behaviorists terminology to recognize the age-old investigation that the characteristics of learner's first language tend to affect on second language performance. That is to say, similarity and dissimilarity of certain elements of the first language may have either simple effect or difficult effect. While Ellis(1985:23)describes that contrastive analysis is "the teacher who has made a comparison of the foreign language with the native language of the students will know better what the real problems are and can provide for teaching them."Furthermore, Whong(2011:34)explains that the idea of contrastive analysis is developed originally by Lado to hypothesize that learners of English will find difficulties in learning English language when there are differences between the first and second language but they will find it ease when there are similarities between the two languages. Erdogan(2005:262) identifies that error analysis as a branch of applied linguistics which used to reveal that learner's errors were results of not only to the learner's native language but also to reflect some universal learning strategies which enables teachers to find out the sources of errors and take pedagogical precautions towards them.

2.10.2. Error VS. Mistake

It is necessary to differentiate between two technical terms 'error and 'mistake'. Ellis(1997:17) says that "error reflect the gap in a learner's knowledge ;they occur because the learner does not know what is correct. Mistakes reflects occasional lapses in performance ;they occur because, in a particular instance, the learner is unable to perform what he or she knows". According to Stranzy's point of view(2005:6), errors mean systematic deviations from the learner's language at every stage of it's development. While Brown(2000:217)illustrates that a mistake means a performance error that is occurred as result of using a known system correctly. That is to say, learners of English can simply recognize and correct such 'lapses' which are not the result of a deficiency in their competence instead, they are the result of temporary imperfection in speech production. Besides, Mistakes can be self-corrected but errors cannot be self-corrected. While Harmer(2002:99) mentions that there are three broad categories of mistakes:(1) 'slips' that is mistakes which students can correct themselves once the mistake has been pointed out to them, (2)'errors' that is mistakes which they cannot correct themselves which need an explanations, and attempts when a student tries to say something but does not yet know the correct way of saying it.

2.10.3. Identifying and Describing Errors

As mention before , error is an important aspect and useful means in teaching and learning process. Ellis (1997:18) finds out many ways to describe errors. The first one is grammatical categories ,the second represent general ways in which the learners' utterances unlike the reconstructed utterances .These ways contain: 'omission' which means deleting an important grammatical construction, 'misinterpretation' which means misplacement of one crucial grammatical construction ,and disordering which means using unsystematic constructions in utterances. The purpose of erroneous classification has facility to find a suitable solution to learner's problems at stage of their development.

Anyway, Corder(1971 as cited in Brown 2000:220-21) introduces a model for identifying erroneous or idiosyntactic utterances in a second language. As a matter of fact, any sentence spoken by learners of English and subsequently transcribed can be investigated for idiosyncrasies. A significant distinction is occurred between overt and covert errors. As for as overtly erroneous utterances, they refer to unquestionably ungrammatical at the sentences level. While covertly erroneous utterances refer to grammatically well formed at the sentences level but are not interpretable within the context of communication. Furthermore, covert errors are not really covert at all if attend to surrounding discourse. See the following figure (2):

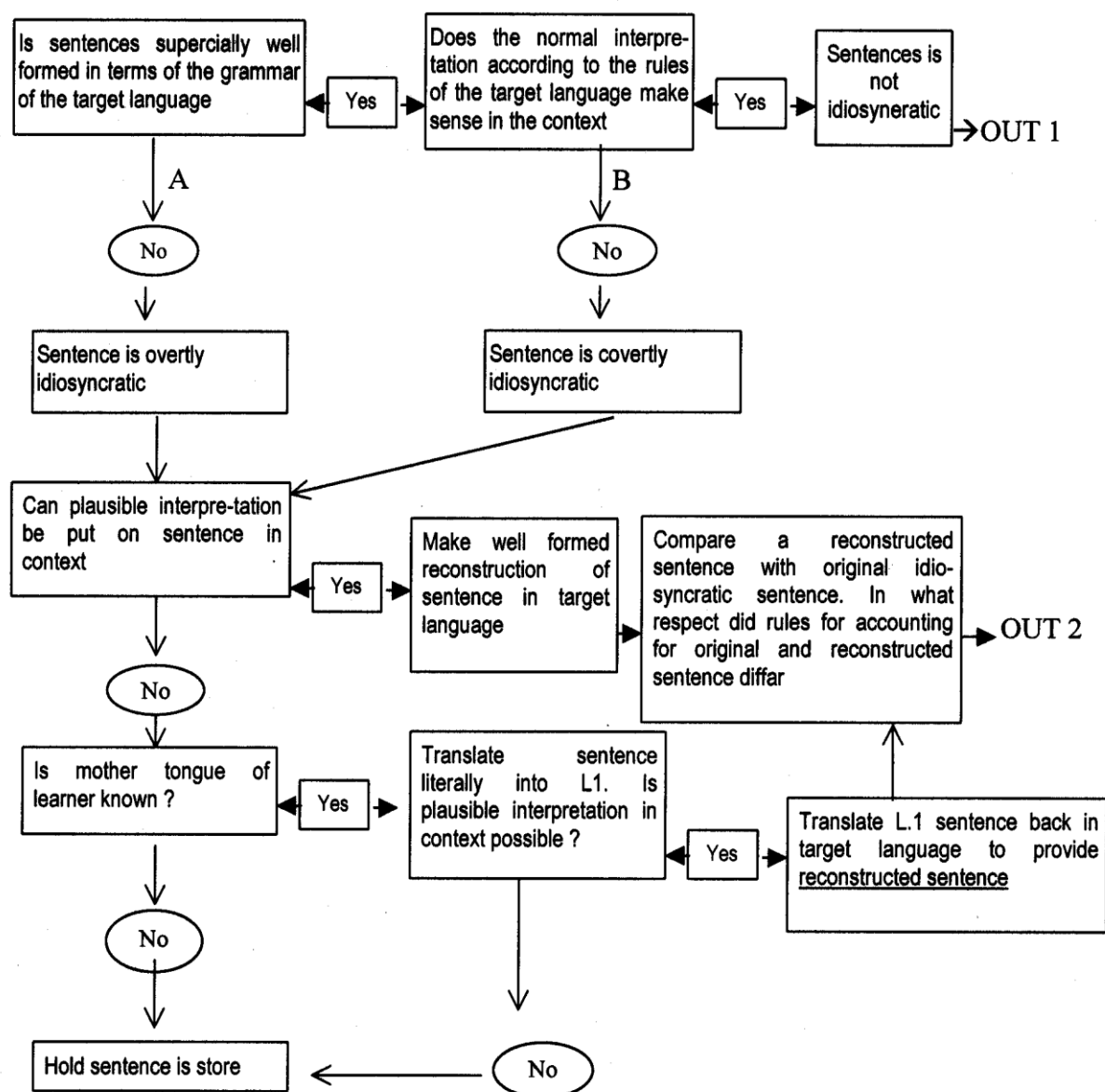


Figure (2)

Besides, When a plausible interpretation of constructed sentence occurs, one should derive a reconstruction of English sentence. That is to say, if the native language of learners is known, the model shows using translation as possible indicator of native language interference as the source of error. But in some cases, no plausible interpretation is possible at all ,and thus ,the investigation is left with no analysis of error(OUT3).

Look at the following examples:

1-Does John can sing?

A-No

C-Yes

D-Can John sing?

E-original sentence contained pre-posed do auxiliary applicable to most verbs, but not to verbs with modal auxiliaries. OUT2

2-I saw their

A-Yes

B-No(context was in a conversation about living quarters in Mexico)

C-No

F-Yes, Spanish

G-Yo vi su departamento, yes

H-I saw their department

E-Departamento was translated to false cognate department. OUT2

3-The different city is another one in the two.

A-No

C-No

F-Yes, Spanish

G-No plausible translation or interpretation

I-No analysis. OUT3

2.10.4. What are The Causes of Errors ?

Many specialized in methodology and applied linguistics such as Ellis(1985), Harmer(2002), Brown(2000), Bussamann(1996), Stranzy(2005) and Corder(1976) have characterized the type of errors according to causes and reason of errors. However, Dulay and Burt(1974, 1974 as Cited in Ellis 1985:28) state that there are four types of error according to psycholinguistic origins: (1) Interference like errors, i.e. these errors which reflect native language structure and not found in first language acquisition data. (2) First language developmental errors, i.e. those which don't reflect native language structure but are found in first language acquisition data. (3) Ambiguous errors, i.e. those which cannot be categorized as either interference or developmental. (4) Unique errors, i.e. those which do not reflect first language structure and also not found in first language acquisition data..

While Harmer(2002:99) finds out two different causes of errors which most of learners make at various stages: (1) First Language interference: Students who learn English language have already a deep knowledge of English language. Consequently, the contact between the first language and second language can produce confusions which provoke errors in a learner's use of English. (2) Developmental errors: This type of error is part of a natural language acquisition process. Errors are part of the students' interlanguage which is the account of the language a learner of English has at any stage of development, and which is subconsciously and continually reformed as he intends to full control. It is clear that the idea of 'Interlanguage' has come from the frequent

observation that learners of English produce structures that exist neither in their first language nor in the language they are learning which no native speaker of any language ever produce .

At the same time, Malmkjar(1991:83) categorizes that 'Interlanguage competence' is of three types: fossilized competence, functional competence and transitional competence. The idea of fossilized competence derives from Corder's work. The idea is that many learners of English appear to reach a plateau in their learning, ceasing to improve any further. They pass through a number of stages, which are therefore transitional. Some learners achieve competence in restricted domains only for enabling them to use the new language mainly for specific purposes, and in this kind of competence that refers to as 'functional competence' the idea appeared originally in Jain (1969, 1974). In Selinker's work (1996), the idea of first language influence remains in his claim that there is firm evidence that second language learners' preferred learning strategy is the search for interlingual identifications.

2.10.5. Stages Of Errors

In fact, when learners of English make an error and we ask him to correct, it will be two things possible, either he can or he can't. But when we ask him why he made the error, or what he was trying to do, he can either give some reason, i.e. systematic account, or he can't. Accordingly, Corder(1973:272) ensures that there are three stages of errors as follows:

1-Pre-systematic stage: occurs when learners of English has not yet recognize that there is a system /or what it's a function is , he cannot solve the problem.

2-Systematic stage: occurs when learners of English cannot correct the errors or find a suitable solution to the problem. Instead of that, he can only provide some explanation of what he was trying to do.

3-Post-systematic stage: occurs when learners of English can solve the problem /or correct his error and give evidence what was wrong, i.e. that he had seemingly ignored to utilize a known rule.

2.10.6. The Role Of Task-Based Instruction in Pedagogical process

During communicative approach, we require authentic interaction. That is to say, a more specific application of the Interaction hypothesis is task-based learning. Whong (2011:115) explains simply that "a task is an activity between two or more learners with goal that is not linguistic, but instead designed to require the use of particular

linguistic features". While Richard(2006:30) discusses that Task-Based Instruction (henceforth, TBI), is also known as Task-Based Teaching(henceforth, TBT), is another methodology that can be viewed as developing from a focus on classroom processes. It refers to language learning which is resulted from producing the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks. TBI claims that grammar and other dimensions of communicative competence can be developed as a by-product of engaging learners of English in interactive tasks.

Nunan(2004:4)describes that the important of a pedagogical task which represents as a piece of classroom work. The learner's role here is to comprehend, manipulate, produce/or interact in the English language while their awareness is still focused on mobilizing their grammatical knowledge to convey intentional meaning rather than to manipulate form. Therefore, the task should also have a sense of completeness, being able to stand alone as a communicative act in its own. Willis (1994:19 as Cited in Harmer 2000:87)discusses that TBI like a sort of present, practice, and produce(henceforth, PPP)upside down. That is to say, the complex framework has three basic stages: the pre-task, the task, cycle, and language focus. Pre-task requires the teacher of English to find out the topic with learners, and help them to comprehend the task instructions. As for as the task cycle, it requires learners of English to perform the task in groups while the teacher has to monitor from distance .While in the language focus stage ,it requires learners of English to discuss particular features of any text which they have looked at the task. See the following figure (3)

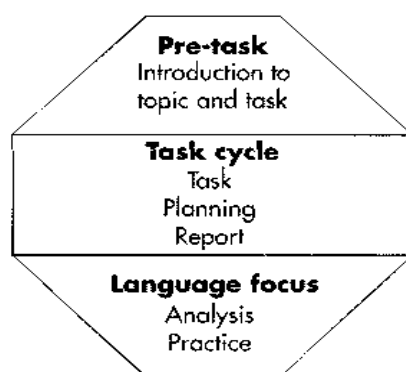


Figure (3) TBI Framework

However, Richards (2006:31) states Some of the key characteristics of a task are the following:

1-It is something that learners do or carry out using their existing language resources.

- 2-It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task.
- 3-It involves a focus on meaning.
- 4-In the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills.

3.1. Methodology

3.1.1. The importance of using the Test

The researcher has used diagnostic test which is considered an instrument of evaluation of student's performance. The important of use testing in educational program is to give us (or teachers of English) information for making judgments for learners of English ,i.e.to give an evaluation of Iraqi learners. An educational program contains any situation in which one or more learners are joined in teaching and learning. However, there are two majors uses of language test : the first use of the test represents as source of information for making decisions within the context of education programs; and the second one as indicators of learner's abilities /or attributes.

As a result of that, Singh(2006:155) mentions criterion for successful diagnostic test as follows:

1. Must provide valid evidence of strength and weakness related to the objectives.
2. Must be reasonably objective to permit other competent investigators to reach similar conclusions in employing the same diagnostic technique.
3. Must be reliable, so that repeated diagnosis of other samples from the same learners will give similar results.
4. Must be carried to a satisfactory level of specificity.
5. Must provide comparable data, measurement of progress at intervals requires equivalent test forms or procedures adequately standardized and controlled.
6. Must provide sufficiently exact data, for diagnostic purposes measuring instruments should be discriminating enough to indicate in units of weeks or months rather in semester of year.
7. Must be comprehensive or complete, in a particular subject deficiencies in memorization of facts frequently are analyzed, without determining the ability to use these facts in reflective thinking or problem solving

3.1.2. Pilot Administration and Sample selected

Richard and Schmidt(2002:417) describe that Pilot administration as" the try-out phase of a newly written but not yet fully developed test".

The purpose of the trialing administration is to determine the amount of time, the instructions of the aims of the current study ,and the clarity of the question and test items, age, learning background, general proficiency level,...etc. However, the researcher has utilized test-retest approach to show and provide the stability of the test scores over time. Bachman(1990:181) says that "We administer the test twice to the a group of individuals and then compute the correlation between the two sets of scores. This correlation can then be interpreted as an indication of how stable the scores are over time". Thus, the sample of this study is 40 Iraqi 3rd year college students in Department of English ,College of education for women/university of Tikrit for academic year 2012-2013.

3.1.3. Test Validity

Harmer (2001:322) describes that 'Validity' of test means a test is valid if it measure what is intended to measure. i.e. test must look, on face validity of it, as if it is valid or accurate. Fulcher and Davidson (2007:182) categorize that there are four types of validity. They are: Predictive validity, concurrent validity are considered as criterion-oriented validation procedures. That is to say, the analyzer is often interested in some criterion which s/he wishes to predict .S/he administers the test, obtains an independent criterion measures on same subjects, and computes a correlation. If the criterion is obtained sometimes after the test is given. As a result of that, The researcher is then forming predictive validity. But if the test score and criterion score are identified at essentially the same time, he is forming concurrent validity. As for as content validity, it is designed by clarifying that the test items are a sample of subject. While construct validity is included whenever a test is said to be interpreted as an evaluation of some attribute /or quality which is not 'operationally defined'.

Corder(1973:356-7) again affirms that if the diagnostic test is formed to do it's job correctly, it will be valid. In fact, content validity here refers to the test which has content validity when questions in, or the activities it requires the subject to answer, are those which s/he has been taught to do in the course of the his study. Therefore, It is important to refer to test specification because the specification will include instructions on such matters as the length and the structure of each part of the test ,i.e. the category of the materials with learners will have to utilize, the extent to which authentic materials may be altered, the response

format, the test rubric, and how responses are to be scored. Consequently, all the test items* are taken from grammar book. The test is composed of eight questions. The first four questions are concerned with learner's recognition level but the last four questions are concerned with learner's production level. See the following table of Specification(2)

As for as Scoring Scheme, it is concerned with how much or how good of language testing .It represents crucial procedure of the current study. How we decide to score, and the values that we place upon particular scores, need careful thought. Thus, we need to convince others that the scores can be used to make inference about the structures to the knowledge ,skills or abilities being tested. Therefore, the present test includes 50 items based on eight questions. Each item has taken 2 marks .They are all scored out of %100 marks in general. A scoring test is divided equally between recognition and production, i.e. recognition level gets %50 marks while production level gets %50 marks.

Table (2)
Specifications Of Contents, Behaviours, Number of Items, and Scores Of
the Diagnostic Test

No. of the questions	Number of Items	Contents	Behaviour at the recognition levels	Behaviour at the production levels	Scores
1.	10	Participle: ed and ing	To recognize the forms or expressions to complete the text		20
2.	5	Infinitives: with to and without to	To identify the usage of infinitive Verbs		10
3.	5	Participle:ing /or ed and infinitives	To identify and show the label and the function of nonfinite clauses		10
4.	5	Participle: ing /or ed and infinitives	To recognize and identify the usage of the given nonfinite verbs to complete Sentences		10
5.	5	Participle: ing /or ed and infinitives		To produce the correct forms of nonfinite verbs	10
6.	5	Participle ed/or ing and Infinitives		To transform the sentences into nonfinite verbs forms	10
7.	5	Participle ed/or ing and infinitives with 'to'		To use a suitable nonfinite verb forms in cloze test	10
8.	10	Participle ed or / ing and Infinitives		To utilize appropriate forms of verbs to complete the sentences	20
Total: 8	50				%100

3.1.4. Test Reliability

As for as Reliability, it means consistency of measurement of learner's scores. However, Harmer(2001:322) describes that a good test must produce consistent results. That is to say, if the same group of learners of English took the same test twice within two occasions, they should get the same results on each occasion. At the same time, reliability is strengthened by making the test instructions absolutely clear, limiting

the scope for variety in the answers, and making sure that test environments remain constant. It is found negatively high acceptable-1.000.

3.1.5. Final Administration

After analyzing learner's responses to the test item and finding out how appropriate information of the test items are , what differences are between high and low performance of learners. The Final vision has administered to 40 Iraqi third year college students in Department of English /College of education for women on 26 March 2013. The students are wasted two hours to respond to the test items. Student's responses are scored according to scoring scheme.

4.1. Data Analysis

A percentage is statistically used in this part of the study which is measure the ratio of different correct /or incorrect answers to total numbers of overall student's answers and show the frequency rates of errors which are committed by the learners of English in each question as follows:

Table(3)
The numbers of Correct , Incorrect Answers and percentages of
Learner's performance in the first Question

No	Number Of Correct Answers	Percentage %	Number Of Incorrect Answers	Percentage %
1	32	%80	8	%20
2	28	%70	12	%30
3	27	%67	13	%32
4	14	%35	26	%65
5	18	%45	22	%55
6	15	%37	25	%63
7	21	%52	19	%48
8	8	%20	32	%80
9	12	%30	28	%70
10	9	%22	31	%78
Total	184	%46	216	%54

Table(3) reveals that the total number of student's correct answers in this question is 184 which constitutes %46 while the total number of student's incorrect answers is 216 which constitutes %54.It is obvious that the highest percentage of correct answers occurs in the use of gerund verb

-ing after preposition item 1 which constitutes %80 .While the highest percentage of incorrect answers is in the use of the continuous infinitive (to be +present participle form) item 8 which constitutes %80 .

Table(4)

**The numbers of Correct , Incorrect Answers and percentages of
Learner's competence in the second Question**

No	Number Of Correct Answers	Percentage %	Number Of Incorrect Answers	Percentage %
1	29	%72	11	%27
2	14	%35	26	%65
3	32	%80	8	%20
4	35	%87	5	%12
5	20	%50	20	%50
Total	130	%65	70	%35

As For as the second question, Table (4) shows that the total number of learner's correct answers is 130 which constitutes %65 while the total number of student's incorrect answers is 70 which constitutes %35.The highest number of student's correct answers occur in the use of infinitive with to item 4 which constitutes %87.While student's incorrect answers also occur in the use of infinitive with to item 2 which constitutes %65.

Table(5)

**The numbers of Correct , Incorrect Answers and percentages of
Learner's competence in the third Question**

No	Number Of Correct Answers	Percentage %	Number Of Incorrect Answers	Percentage %
1	14	%35	26	%65
2	20	%50	20	%50
3	20	%50	20	%50
4	15	%37	25	%63
5	14	%35	26	%65
Total	83	%41	117	%59

Table(5) confirms that the total number of learner's correct answers is 83 which constitutes %41 and the total number of learner's incorrect answers is 117 which constitutes .The highest number of student's correct

answers occur in the use of passive infinitive +ed past participle as a direct object item 2, and in the use of simple infinitive with to as complement item 3 which constitutes %50 .While student's incorrect answers occur in the use of gerund -ing present participle as adjunct item 1, and infinitive with to as a subject in item 5 which constitutes %65.

Table(6)

**The numbers of Correct , Incorrect Answers and percentages of
Learner's competence in the forth Question**

No	Number Of Correct Answers	Percentage %	Number Of Incorrect Answers	Percentage %
1	28	%70	12	%30
2	14	%35	26	%65
3	19	%47	21	%53
4	29	%73	11	%27
5	17	%42	23	%58
Total	107	%53	93	%48

Table(6) confirms that the total number of learner's correct answers is 107 which constitutes %53 and the total number of learner's incorrect answers is 93 which constitutes %48 .The highest number of student's correct answers occur in the use of -ing gerund/or bare infinitive, i.e. verb of perception item 4 which constitutes %73 .While student's incorrect answers occur in the use of verb followed by -ing gerund item 2 which constitutes %65.

Table(7)

**The numbers of Correct , Incorrect Answers and percentages of
Learner's competence in the fifth Question**

No	Number Of Correct Answers	Percentage %	Number Of Incorrect Answers	Percentage %
1	25	%62	15	%38
2	12	%30	28	%70
3	12	%30	28	%70
4	10	%25	30	%75
5	10	%25	30	%75
Total	69	%34	131	%66

Table(7) confirm that the total number of learner's correct answers is 69 which constitutes %34 and the total number of learner's incorrect answers is 131 which constitutes %66 .The highest number of student's

correct answers occur in the use of verb followed by -ing gerund or infinitive item 1 which constitutes %62. While student's incorrect answers occur in the use of-ing gerund item 4, and in the use of -ing gerund /or infinitive item 5 which constitutes %75.

Table(8)

**The numbers of Correct , Incorrect Answers and percentages of
Learner's competence in the sixth Question**

No	Number Of Correct Answers	Percentage %	Number Of Incorrect Answers	Percentage %
1	14	%35	26	%65
2	16	%40	24	%60
3	15	%37	25	%63
4	20	%50	20	%50
5	21	%52	9	%48
Total	86	%43	114	%57

Table(8) confirms that the total number of learner's correct answers is 86 which constitutes %43 and the total number of learner's incorrect answers is 114 which constitutes %57. The highest number of student's correct answers occur in the use of the perfect gerund(having+ past participle) item 5 which constitutes %52. While student's incorrect answers occur in the use of verb followed by preposition-ing gerund item 3 which constitutes % 63.

Table(9)

**The numbers of Correct , Incorrect Answers and percentages of
Learner's competence in the Seventh Question**

No	Number Of Correct Answers	Percentage %	Number Of Incorrect Answers	Percentage %
1	21	%52	19	%48
2	23	%57	17	%43
3	24	%60	16	%40
4	18	%45	22	%55
5	21	%52	19	%48
Total	107	%53	93	%47

Table(9) shows that the total number of learner's correct answers is 107 which constitutes %53 and the total number of learner's incorrect answers is 93 which constitutes %47. The highest number of student's correct answers occur in the use of simple infinitive with to item 3 which constitutes %60 while student's incorrect answers occur in the use of simple infinitive with to item 4 which constitutes %55.

Table(10)

**The numbers of Correct , Incorrect Answers and percentages of
Learner's competence in the Eighth Question**

No	Number Of Correct Answers	Percentage %	Number Of Incorrect Answers	Percentage %
1	12	%30	28	%70
2	13	%32	27	%68
3	13	%32	27	%68
4	18	%45	22	%55
5	10	%25	30	%75
6	12	%30	28	%70
7	16	%40	24	%60
8	6	%15	34	%85
9	15	%38	25	%62
10	8	%20	32	%80
Total	123	%30	277	%70

Table(10) confirms that the total number of learner's correct answers is 123 which constitutes %30 and the total number of learner's incorrect answers is 277 which constitutes %70. The highest number of student's correct answers occur in the use of –ing gerund item 4 which constitutes %45 . While student's incorrect answers occur in the use of passive gerund(being+ past participle) item 8 which constitutes %85.

Table(11)
Correct ,Incorrect, and Percentages of Student's performance at
Recognition and Production Levels.

College of Education For women									
Recognition					Production				
No of Questions	1	2	3	4	No Of Questions	5	6	7	8
No of Items	10	5	5	5	No of Items	5	5	5	10
No of correct answers	184	130	83	107	No Of Correct answers	69	86	107	123
Percentage%	%46	%65	%41	%53	Percentage%	%34	%43	%53	%30
No of Incorrect answers	216	70	117	93	No of Incorrect answers	131	114	93	277
Percentage%	%54	%35	%59	%47	Percentage%	%66	%57	%47	%70
Total : 25 items					Total : 25 items				

Table (11) shows that student's performance at the recognition level is better than their performance at the production level. As for as the recognition level, the total number of student's correct answers is 504 which forms % 50.4 and the total number of student's incorrect answers is 496 which forms %49.6. Concerning the production level, the total number of student's correct answers is 342 which forms % 34.2 whereas the total number of student's incorrect answers is 615 which forms % 61.5. The highest percentage of student's incorrect answers occurs at the production level in question eight whereas highest percentage of student's correct answers occurs in at the recognition level question two. In general, it is obvious that student's performance at recognition level is better than production level according to their total percentage. From the table (11) as well as other stated tables we found that Iraqi EFL learners face many difficulties in using nonfinite verb forms in all areas of the current test. Iraqi learners are inefficient and make various types of errors. It is clear that they depend on certain patterns but neglect the other. Learners of English are puzzled in using nonfinite verbs forms. Undistinguishing and uncontrolled are frequently occur in the areas of the test. Disordering and misplacement of nonfinite verbs forms are very clear. These errors may be come from insufficient chances to practice such patterns of verbs. poor authentic activities to use such verbs

Table(12)
The mean Score, Standard Deviation, T. Test Value, Level of Significance, and Number of Students

College Of education for girls	Answer	Mean	St.Dev.	SE..Mean	T.Test Value	D.F.	Level of Significance	Number of Students
	Right Answers	18.40	8.34	2.6	-0.86	18	0.05	40
	False Answers	21.60	8.34	2.6				

To find out whether there any significant differences between the right and wrong items on this question, Table(12) shows that the obtained mean score is 18.40 for the right answers with standard deviation 8.34 and the mean score for false answers is 21.60 with standard deviation 8.34 and the T.test value is -0.86 at 0.05 level of significance when degree of freedom is 18 . This table shows that there are significant differences in the students' achievement between right and false items in this area of the test.

Table(13)
The mean Score, Standard Deviation, T. Test Value, Level of Significance, and Number of Students

College Of education for girls	Answer	Mean	St.Dev.	SE..Mean	T.Test Value	D.F.	Level of Significance	Number of Students
	Right Answers	26.00	8.75	3.9	2.17	8	0.05	40
	False Answers	14.00	8.75	3.9				

The obtained results reveals that there are no significant differences between right and false items of the whole items in this question because the mean of the right answers is 26.00 with standard deviation 8.75 and the mean for the false answers is 14.00 with standard deviation 14.00 and the T.test value is 2.17 at 0.05 level of significant when degree of freedom is 8

Table (14)
The mean Score, Standard Deviation, T. Test Value, Level of Significance, and Number of Students

College Of education for girls	Answer	Mean	St.Dev.	SE..Mean	T.Test Value	D.F.	Level of Significance	Number of Students
	Right Answers	16.60	3.13	1.4	-3.43	8	0.05	40
	False Answers	23.40	3.13	1.4				

It is found that the mean score of student's right answers is 16.60 with standard deviation 3.13 and the false answers is 23.40 with standard deviation 1.4. The computed T. value is -3.43 at 0.05 level of significance when degree of freedom is 8.

Table(15)
The mean Score, Standard Deviation, T. Test Value, Level of Significance, and Number of Students

College Of education for girls	Answer	Mean	St.Dev.	SE..Mean	T.Test Value	D.F.	Level of Significance	Number of Students
	Right Answers	21.40	6.73	3.0	0.66	8	0.05	40
	False Answers	18.60	6.73	3.0				

Table(15) also reveals that there are no significance differences between students right answers and students false answers in this area of the test. As for as the mean of student's correct answers is 21.40 with standard deviation 6.73 whereas student's false answers is 18.60 with standard deviation 6.73. The calculated T. value is 0.66 at 0.05 level of significance when degree of freedom is 8.

Table(16)
The mean Score, Standard Deviation, T. Test Value, Level of Significance, and Number of Students

College Of education for girls	Answer	Mean	St.Dev.	SE..Mean	T.Test Value	D.F.	Level of Significance	Number of Students
	Right Answers	13.80	6.34	2.8	-3.09	8	0.05	40
	False Answers	26.20	6.34	2.8				

Concerning the fifth question ,it is found that the mean score of the student's right answers is 13.80 with standard deviation 6.34 and false

answers is 26.20 with standard deviation 6.34. The table shows that the calculated T. value is -3.09 at 0.05 level of significance when degree of freedom is 8.

Table(17)

The mean Score, Standard Deviation, T. Test Value, Level of Significance, and Number of Students

College Of education for girls	Answer	Mean	St.Dev.	SE..Mean	T.Test Value	D.F.	Level of Significance	Number of Students
	Right Answers	17.20	3.11	1.4	-1.05	5	0.05	40
	False Answers	20.80	6.98	3.1				

T. test formula for finding the differences between the right and false answers in this area is used. According to the mean scores of achieved by the study items and it is found that the mean score of student's right answers is 17.20 with standard deviation 3.11 but the mean score of student's false answers is 20.80 with standard deviation 6.98. The computed T. value is -1.05 at 0.05 level of significance when degree of freedom is 5.

Table(18)

The mean Score, Standard Deviation, T. Test Value, Level of Significance, and Number of Students

College Of education for girls	Answer	Mean	St.Dev.	SE..Mean	T.Test Value	D.F.	Level of Significance	Number of Students
	Right Answers	21.40	2.30	1.0	1.92	8	0.05	40
	False Answers	18.60	2.30	1.0				

The table(18) indicates that calculated T. test value is 1.92 at 0.05 level of significance when the degree of freedom is 8. This affirms that student's achievement in this area is of significant. The table () shows that the mean of student's right answers is 21.40 with standard deviation 2.30 while the mean of student's false answers is 18.60 with standard deviation 2.30.

Table(19)
The mean Score, Standard Deviation, T. Test Value, Level of Significance, and Number of Students

College Of education for girls	Answer	Mean	St.Dev.	SE..Mean	T.Test Value	D.F.	Level of Significance	Number of Students
	Right Answers	12.30	3.62	1.1	-9.51	18	0.05	40
	False Answers	27.70	3.62	1.1				

The achieved results indicate that there are highly significant differences between right and false answers of student performance in this area. It is found that the computed t-value is -9.51 at 0.05 level of significance when the degree of freedom is 18. The attained results also indicates that the mean of student's right answers is 12.30 within standard deviation 3.62 whereas the false answers is 27.70 with standard deviation 3.62.

Conclusions

We have ended this research by the following concluding points:

1- It is clear that nonfinite verbs are different from finite verb forms, i.e. a finite verb form is a form that can occur only on its own in an independent sentence (or main clause); it permits formal contrasts intense whereas a nonfinite verb form occurs on their own in dependent clauses, and lack tense and mood contrasts. Nonfinite verb form refers to any form of a verb which lacks the ability to be marked for tense /or the concord between subject and verb. Besides these forms have many patterns and can be classified into infinitive with to, infinitive without to, -ing present participle, and -ed past participle.

2- In short, learners of English are unable to comprehend the structure of the nonfinite verb forms and have many difficulties in using nonfinite verb forms. They are undoubtedly unfamiliar with using more than one verb with same sentences. Learner's uncontrolled of nonfinite verbs come from poor restricted techniques, poor mechanical activities in their textbook. As a result of that, we advise learner's of English to focus/or answers some exercises in different sources and read more authentic text contained different forms of nonfinite verbs. Likewise; teacher of English should encourage their student to read more about nonfinite verbs as well as to use various techniques to improve their student's efficiency.

3-Error analysis, a branch of applied linguistics and methodology, has a great reflections in learning nonfinite verbs. Various errors have occurred in using nonfinite verbs form. This strategy is used to affirm that learner's errors reflect some universal learning strategies which enables teachers of English to use of the stated errors of this study. So, Error analysis is here essential to teaching and learning process. It is obvious from achieving this study that nonfinite verbs are seriously difficult.

4-Learners of Iraq show so poor performance since student's performance at the recognition level is better than their performance at the production level since the total number of student's correct answers is 504 which forms % 50.4 and the total number of student's incorrect answers is 496 which forms %49.6. With reference to the production level, the total number of student's correct answers is 342 which forms % 34.2 whereas the total number of student's incorrect answers is 615 which forms % 61.5

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Name..... Stage:..... Age:..... Female/or Male.....

Appendix(1)

A-Recognition level

Q1/Complete this text with these infinitives and gerunds.

to be burning , being held , to have visited , to have been based , to be using, meeting , not to have seen , to have been built ,travelling , to have been doing

Did Marco Polo tell the truth when he wrote about(1)to China and (2).....the emperor Kublai Khan? Or did the 13th-century Italian explorer just make up stories about places he would like(3).....and things he would like (4).....instead of (5).....captive in prison? According to some experts , his stories appear (6).....on things he had heard about rather than things he had seen himself. In his account, the Chinese were said(7).....paper money and (8).....'large black stones'(coal) for heat long before Europeans .However, the Great wall is known (9).....before his travels, yet he appears(10)

Q2/Decide if the following verbs can be used in pattern A, B, C, D

- A**-Heto go to the movies.
B-He.....John to go to movies.
C-Ithem discuss the price.
D-All are possible.

- 1-hear.
2-hope.
3-invite.
4-decide.
5-see.

Q3/Label and underline the nonfinite clause or clauses in each of the sentences below using the symbols: S(=Subject), O(=Object), C(=Complement), A(=Adjunct)

- 1-Standing here all day, I see many strange faces.
2- The house needs to be painted
3-My greatest pleasure is to listen to chamber music.
4-God you've gone made with the sugar in yours. Do you want it topped up?
5-To make a good movie is not easy.

Q4/Add appropriate forms of the verbs from each set to each sentence.

(avoid/try), (forget/send), (have/tell), (be/laugh), (be/pay),
(hear/ring)

- 1-Don'tme a postcard when you go to Japan.
- 2-We usually.....through the centre of town during rush hour.
- 3-I don't enjoyat by other people.
- 4-Polly was working in her garden , so She didn't the
pone..... .
- 5-She regrettedus about the money.

Appendix(2)

B)Production level

Q5/Identify the one underlined expression(A,B,C, or D) that must be changed in order to correct the sentences.

1-I really do regret not to learn to play the piano when I had so many opportunities

A

to learn and practise in school.

B

C

2-When I asked the students to help me move the chairs, some girls volunteered to

A

B

carry one each for me and some boys offered to take the others, but

C

Mark refused me to help at all.

D

3-When we're ready to leave the house ,my mother always tells us wait while she

A

B

checks in the kitchen because she's afraid to go out without making sure everything is turned off.

C

D

4-I will never forget to visit Egypt as a child. It was so exiting to stand beside the

A

B

Pyramids. When it was time for us to go home, my parents say I cried and begged

C

them not to leave.

D

5-It really is better to ask for help instead of pretending to know how to do something

A

B

C

when you are probably not capable to do it at all.

D

Q6/Complete each sentences, using an infinitive or a gerund, in such a way that it is as similar as possible in meaning to the sentences above it

1-You were supposed to do your homework before you went out.

Your homework

2-she had taken the time to help me and I wanted to thank her for that.

I wanted.....

3-They hadn't been told about the changes and complained about it.

They complained about.....

4-He shouldn't buy a new car now.

It would be a mistake for.....

5-The boy said that he hadn't done anything wrong.

The boy denied.....

Q7/Complete this text by putting one suitable word in each space .

If it's so hard to lose weight , why do people keep (1).....?
 .Because they want (2).....better is the usual answer. The problem
 is that going on a diet is likely (3).....more harm than good ,
 according to health experts. There is a strong tendency(4).....all the
 weight lost within one year of (5).....the diet..... etc

Q8/Complete the sentences.

1-Please, make her.....

2-Annie help me

3-She still has nightmares from having been.....in a small dark
 cupboard for hours.

4-Olga is standing at the cornerfor bus.

5-The original tower is believed.....been constructed in1810.

6-He is luckily to havewith his life.

7-The cleaners wantfinished their work in this room before
 they leave today..etc

8-Flights keptbecause of bad weather.

9-All studentsbefore the first of month.

10-He is thought to have beenin an air crash.