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***Investigating the Mastery of Reduced Clauses
by Iraqi EFL Learners at University Level
Lect. Iman Ibrahim Khudhair^(*)***

تأريخ القبول: ٢٠١٣/١٠/٢٨

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Research Problem and Hypotheses

The research problem is crystallized around whether IEFL can:

1. reduce finite relative clauses, functioning as postmodifier, to non-finite ones in a correct way.
2. realize the eliminated items and changed verbs after the reduction process.
3. differentiate between nominal relative clauses and non-finite postmodifying clauses used adjectively.

In the light of the problem, the following hypotheses are drawn:

1. The learners face more difficulties in reducing finite relative clauses that have lexical verbs than those having “be” verb forms.
2. Iraqi EFLs cannot distinguish between –ing and to-infinitive nominal clauses on the one hand and their equivalent postmodifying non-finite forms used adjectively on the other.

Research Purposes:

The current study aims at:

1. Testing the hypotheses already posed.
2. Identifying and investigating the learners’ weakness points as far as the reduction process is concerned.
3. Clarifying similar and different facets between nominal and reduced clauses.
4. Providing some hints to help IEFLs implement the reduction process easily, and second is.

Limitations

This research is devoted to study two types of Noun Phrase (hence forth Np) postmodifiers; namely: relative clauses and their

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reduced non-finite forms in addition to the reduction process details. NP and its post modification as subject are also the core of this study. Thus, the following areas are out of concern:

1. Restrictive/ non-restrictive issues of relative and reduced relative clauses as the current research is syntactically rather than semantically focused.
2. Relative clauses with (whose), (whom) as relative pronouns in addition to those having the relative adverbs (when) and (where).
3. The structurally non-finite forms in cleft and pseudo-cleft sentences as well as extra position of non-finite structures due to their communicative function.
4. Though -ing and to-infinitive clauses can occupy the nominal, adjectival, or adverbial position, only the first two functions are addressed in this research as the adverbial position has no equivalent form in reduced relative clauses.

1. Various Terminologies for One Concept

The concept of ‘postmodifying non-finite clauses’ has been defined differently by different grammarians and linguists, for this reason it is necessary to present some of those commonly used terms. Quirk et al (1985) call ‘postmodifying non-finite clauses’ as ‘participle clauses’ because they indicate tense and aspect, while De haan (1989) refer to such clauses as ‘postmodifying non-finite clauses’ due to their modification role within complex noun phrase. Following the American tradition, Azar (1999) and Philips (2003) name them ‘Adjective Clauses’ relying on their similarity in function to adjectives as describable units. Crystal (2003), on the other hand, prefers to name them ‘the non-finite forms of the verb’ since they lack tense and mood contrasts. However, for the purposes of the current study, the researcher prefers to use ‘Reduced Clauses’. This term stems from the fact that those structures have been reduced or ellipited in some way to avoid redundancy in the written mode.

Note: It should be noted here that the above-mentioned labels may appear throughout the literature of the study as have been used by the grammarians and linguists. Yet, it should be kept in mind that all terms refer to one grammatical structure, (i.e. Postmodifying Non-finite Clauses). Now the problem of terminology is solved, the

structure of the noun NP will be discussed to show the exact position of ‘Reduced Clauses’ within the Complex Noun Phrase.

2. Noun Phrase Structure

There is no doubt that Noun Phrase is the main unit of any sentence structure, and it consists of an obligatory head accompanied by determiners and modifiers. (Biber et al, 1999). Such simple structure of Np can get more complicated because of having multiple pre and post modifiers, which are optional (Bělohubā, 2010). The use of brackets in the following scheme indicates the optional components:

determiners + (premodifier) + head noun + (postmodifier)

Barkho (1979) states that “the most striking feature Np has is that different classes of words, phrases and clauses can occur within it. This kind of Np patterns freely with many postmodifiers” (14) which makes it amazing and deserves to be researched. According to Bělohubā (2010), and Biber et al (2008), there are two subtypes of postmodifiers, namely: clausal postmodifiers and phrasal postmodifiers.

Clausal postmodifiers include:

A-relative clauses:

- 1) Employees who are working on contractual basis are not entitled to regular company benefits.

B- Ed- clauses:

- 2) The Christmas tree decorated with many ornaments was purchased at Sam’s Club in San Bernardo.

(Buckhoff, 2013: 18)

C- Ing- Clauses:

- 3) The student studying in the library is a friend of Tom.

D- To-infinitive Clauses:

- 4) The doctor to consult is Jenny.

Phrasal postmodifiers, on the other hand, are divided by Biber et al. (2008) into two types:

A. Appositive noun phrase:

- 5) The Environment Secretary, Mr. Chris Patten, was here yesterday.

B. Prepositional phrase:

- 6) This list of requirements should be completed.

Phrasal postmodifiers are not addressed here as this study is confined to clausal post modification structures. It is also not the aim of this research to further discuss the subtypes of premodification. Therefore, the following sections will only be devoted to postmodifying finite and reduced non-finite clauses.

3. postmodifying Finite Relative Clauses

There three types of relative clauses in English language. The first one is ‘adjectival relative clauses’ which has the syntactic status of an adjective, i.e. it modifies the Np. The second kind is called ‘nominal relative clause’ which acts exactly as a noun. The final type is what is called ‘sentential relative clause’. “This type does not function as a modifier, but its relative pronoun has an anaphoric reference to a unit larger than a phrase, usually to a clause or even series of statements” (Quirk et al, 1985: 1244-45). Sentences (7), (8), and (9) illustrate the three types of relative clauses respectively;

- 7) This is Mr. Black who is speaking.
- 8) I’m who you are looking for.
- 9) Colin married my sister and I married his brother, which makes Colin and me double in-laws.

What falls under the focus of this research is the first and second types, adjectival and nominal relative clauses. It is worth to mention here that relative clauses are also called “adjective clauses” because they have the exact same function of an adjective within the Np (Rafajlovičová, 2013). A relative clause is a major type of post modification structures in English. It consists of a subject which is the relative pronoun and verb (whether verb to Be or a lexical verb). Biber et al. (1999) mention that there are 8 relative pronouns possible to use: (who, whose, whom, which, where, when, that and why). However, for the purposes of this study, only three relative pronouns will be focused on, namely: “who, which, and that”:

- 10) I wish I had a friend who can play with me.
- 11) Clara helped her mother into a black car that stood in the garage.
- 12) They read every book that they could borrow in the village.

The most outstanding feature the above relative clauses have is the ability to be reduced from finite to non-finite clauses by

leaving out some items as it is explained in section (3.1), the reduction process.

3.1. Reduction Process

Grammarians often speak of ‘reduced relative clauses’, or the ‘reduction of relative clauses’, which is a characteristic of English grammar. “Reduction means ellipsis, which is mainly used as an abbreviatory device for avoiding repetition and reducing redundancy in English” (Quirk et al, 1972: 537). Relative clauses can be reduced with one condition, which is the ellipted constituents can be restored by the reducer’s linguistic cognition (Terence, 1969). Such an ellipsis changes the relative clause to a reduced one. There are two ways to reduce finite relative clauses to non-finite ones:

1. The deletion of the relative pronoun and the form of verb ‘Be’ in the relative clause:

(Talal, 1981)

13) The woman who~~is~~ waving to us is the tour guide is my mom.

13) a. The woman waving to us is the tour guide is my mom.

However, if the sentence holds a passive verb construction, then the passive verb is reduced to a past participle. as in (14) and (14)a respectively:

14) The Federal agency ~~which~~ ~~was~~ located in San Francisco is demolished.

14) a. The Federal agency located in San Francisco is demolished.

2. If there is no “Be- verb” in the finite relative clause, it is still possible to have a reduced form by omitting the connector and changing the lexical verb into the –ing form as shown in (15) and (15) a,

(Philips, 2003:123-124)

15) I don’t understand the article ~~which~~ appears in today’s paper.

15)a. I don’t understand the article appearing in today’s paper.

It should be noted here that the relative pronoun can be deleted if there is a new subject and verb following it:

16) This is the house that Jack built.

16)a. This is the house Jack built.

Yet, the reduction process should meet certain conditions to be accomplished. First and foremost, only relative clauses that have

subject pronoun (who, that or which) are reduceable. In other words, the connector must take the subject position in the relative clause to have a reduced clause as shown above in (16) (Talal, 1981; Quirk et al,1985; Philips,2003). The second condition is that the relative clause pronoun must be followed directly by a verb, that is if it is followed by either a noun or an adjective, it cannot be reduced. Compare the following two sentences:

17) We studied the lions that were playing in the wood. (reduceable)

18) We studied the lions that v (non reduceable)

In addition to the above conditions, the relative clause must be adjectival. No reduction is possible with nominal relative clauses consider the following:

19) Smoking is not allowed here (nominal relative clause)

20) I told the man who is smoking there to get out. (adjectival relative clause)

Thus, if we try to omit the non-finite -ing word from (19), the following unacceptable sentence will result:

21) * is not allowed here.

While (20) can be reduced to:

22) I told the man ~~who is~~ smoking there to get out.

The last and final condition is that “the antecedent head must correspond to the implicit subject of the non-finite clause” (Quirk et al, 1985: 1263):

23) The boy ~~who is~~ riding his bicycle is Michael.

23)a. The boy riding his bicycle is Michael.

The meaning of the two sentences is identical even though ‘who is’, which the subject of the subordinate clause, is deleted.

To sum up, finite relative clauses would only be reduced to non-finite ones if they meet all the above four important conditions. Most importantly here is that our advanced learners encounter many difficulties through the reduction phase because they do not know the importance of those conditions, and this is illustrated in the two-test part of the study within the tables and percentages.

3.2. The Verb Phrase in the Reduced Clause

The ellipted verb phrase (henceforth VP), in the reduced clause should agree in tense and aspect with that of the main clause.

Thus, underlined 'is' in (24) must have a corresponding 'which + is' before 'repaired':

24) The car (which is) repaired by the mechanic is mine.

Quirk et al (1985) maintain that:

“-ing forms in post-modifying clauses should not be seen as abbreviated progressive forms in relative clauses. Stative verbs, for instance, which cannot have the progressive in the finite verb phrase, can appear in participle” (1263):

25) It was a mixture consisting of oil and vinegar.

[‘that consisted of’; not: ‘*that was consisting of’]

There are sharp constraints upon aspect expression in the participle clauses used in postmodification as shown in (25) above. The neutralization of the aspectual contrast can further be seen in (26) in contrast to (26) a.

26) The man

}	who works	}	behind the desk is John
	who is working		

26)a. The man

}	working	}	behind the desk is John
	*being working		

(Quirk et al,

1972: 877)

In addition, the perfective aspect cannot usually be expressed in the non-finite clause. Compare (27) and (27) a.

27) The man who has won the race is my brother.

27)a.* The man having won the race is my brother.

It is worth mentioning here that the tense of the non-finite clause can be inferred from the context:

28) The man talking to her (now) was speaking on the radio (last night) [‘who is talking]

(Quirk et al, 1985)

In (29), however, the past tense verb to ‘Be’ ‘was’ indicates the tense of ‘being questioned’ and does not mean that he was no longer the speaker’s brother.

29) The man being questioned by the police was my brother.

De haan (1989: 106-107) points out that “passive verb phrases can occur within -ing clause” as shown in (30) below:

30) The football match being played on Lincoln Stad has been delayed.

In the case of the –ed participle, the non-finite construction is firmly linked with the passive voice (Quirk et al, 1972). When the –ed participle occurs in a sentence with verbs like ‘find, imagine, etc.’, the sentence becomes structurally ambiguous and, in this case, can have two completely different patterns (AL-Zubaydi, 2009: 45). Consider the sentence:

31) I found all the seats occupied.

‘Find’ in (31) can be used as monotransitive or complex transitive verb (Quirk et al, 1985). As such the above sentence has the following two analyses / patterns:

	s. complex trans. verb	Od.	Co.
I	found	all the seats	occupied .
s.	mono. trans. verb	od.	

Being a reduced non-finite clause, ‘occupied’ can have the following finite alternatives:

32) I found all the seats { which
are/were
that are/were } **Occupied**

Ambiguity cases are addressed in a separate section due to their significance and because EFLs are always confused around them. See section (5) for further details.

Quirk et al (1985) mention that: "unlike –ing clauses, -ed clauses can indicate also progressive aspect" (1265). In this sense, a progressive contrast is possible as in (33) a., which reflects the aspectual contrast of (33)

33) The food { was/has
eaten
is being eaten } **been** } **was meant for tomorrow.**

33)a. The food { eaten
being eaten } **was meant for tomorrow.**

Like –ing clauses, –ed clauses usually have no perfective aspect, for example:

33)*b. The food having been eaten was meant for tomorrow.

It is by no means only tense that should be inferred in the infinitive clause. Yet, aspect is less restrained than with other non-finite clauses:

34) The man $\left. \begin{array}{l} \text{to meet} \\ \text{to be meeting} \\ \text{to have met} \end{array} \right\}$ is Wilson

The $\left\{ \begin{array}{l} \text{postmodifying} \end{array} \right\}$ infinitive clause can be active or passive:

35) He is the best man to choose.

36) He is the best man to be chosen.

(Ibid: 1267)

To summarize the situation, the distribution of voice and perfective aspect over the finite/ non-finite clauses shows obvious restrictions and preferences. For this reason, the occurrence of progressive and perfective aspects is only seen in finite clauses. Although two-thirds of all passive verb phrases occur in –ed clauses, passive verb phrases are also common within –ing and infinitive clauses along with active verb phrases with the exclusivity of the occurrence of one or the other. It is important to mention that in all instances; the antecedent head corresponds to the implicit subject of the non-finite clause.

4. Postmodifying Non-finite Clauses

Postmodifying non-finite clauses are also known as ‘Reduced Clauses’ because of their ellipted verb phrase. The three kinds of reduced non-finite clauses are –ing clauses or (present participles), –ed clauses or (past participles), and to infinitive clauses. Two main important characteristics these reduced clauses have; they can replace the finite relative clauses with out any slight difference in meaning (Biber et al,1999), and they function as a NH postmodifier (AL-Samady, 2006).

4.1. –Ing Clauses

According to Quirk et al (1972), reduced –ing clauses always correspond to their finite forms in which the relative pronoun functions as subject (541). Compare the sentences:

37) The author is not the operator but the person writing the report.

38) The author is not the operator but the

person who

$\left. \begin{array}{l} \text{will write} \\ \text{will be writing} \end{array} \right\}$

the report.

writes
is writing
wrote
was writing

As it was said in section (3.2), the aspectual distinction is lost in these structures and the perfective aspect cannot usually be employed. Yet, it is acceptable in case where the head noun is indefinite as in:

39) Any person having ceased to be a member should come today.

Murphy (1998) points out that “the –ing clause is used to say what somebody (or something) is doing (or was doing) at a time” (192):

40) Do you know the woman talking to Tom?

The most significant feature ing clauses have is their correspondence to relative clauses:

41) All the articles belonging (that belong) to the college must be returned.

A final point one can mention about the –ing clause is that this construction is pertinent to the active voice (Quirk et al, 1972). See section (3.2) for more details.

4.2. –Ed Clauses

The same rule applies to –ed reduced clause, that is it corresponds only with relative clauses when the relative pronoun is in the subject position and the antecedent is identical with a non-finite clause implicit subject. When dealing with –ed clauses, it is important to call learners’ attention to the fact that the –ed postmodifying clause is related to or hold the meaning of passive voice (Ibid: 878). This indicates that the verb in –ed clause corresponds directly to the passive voice in the finite clause. Prezime & Prezime (2011: 8) contribute us some examples:

42) We have seen the damage to the pine done by the deer.

(42) can be interpreted, according to the context to one of its equivalent finite forms:

43) We have seen the damage to the pine that

4.3. To-infinitive Clauses

{ by the deer. } has be
} had be
} was (bein

In most infinitive clauses, the head of the Np is usually the implied object or prepositional object of the infinitive verb (Leech and Svartvik, 1994)

44) The best man to consult is Wilson. (the person you/ one should consult)

45) There are plenty of toys to play with. (which you can play with)

Quirk et al (1985) state that unlike both participle clauses, infinitive clauses correspond with finite relative clauses where the relative pronoun functions can not only function as (a) a subject as in (46), but also as (b) an object like in (47), (c) an adverbial like in (48) and to a limited degree (d) a complement like example (49). In other words, the subject of the infinitive clause may not be necessarily the antecedent (Greenbaum and Quirk, 1990).

46) The actress asked Jill to give her the papers.

47) This will be an opportunity (for us) to give thanks to God. [where we (should) give thanks to God].

48) The thing (for you) to be these days is a system analyst. [the thing that people will try to be these days is a system analyst]

49) Radio producers have the best music to choose/ to be chosen from to entertain their audiences.

Another significant fact concerning to-infinitive clauses is that they may have modal sense as shown in (48). Quirk et al (1985) mention that “modal interpretation seems to be normal”, only when “the antecedent corresponds to the object of the infinitive” (1269), see example (47) above. In addition, the to-infinitive clause is usually preceded by ‘next, last, ordinal numerals or superlatives’ (Leech and Svartvik, 1994):

50) Amundsen was the first man to reach the South Pole. (who reached the South Pole first)

5. Ambiguity within Non-finite Clauses

Ambiguity is the case where a specific grammatical structure has more than one possible pattern and/ or meaning. AL-Zubaydi (2009) describes two significant sources for structural ambiguity, verbs having multiple uses and ellipsis within phrases and clauses. In this sense, this section addresses three cases of functional ambiguity within non-finite clauses occur because of the two sources mentioned.

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The first case of ambiguity happens because of ellipsis within –ing postmodifying clauses (Quirk et al, 1972). Consider the following example:

51) I caught the boy smoking a cigar.

Here, three interpretations are possible

51)a. I caught the boy while I was smoking a cigar. (supplimentive clause)

51)b. I caught the boy who was smoking a cigar. (postmodifying clause)

51)c. I caught the boy in the act of smoking a cigar. (verb complementation)

Syntactic ambiguity is also evident in –ed postmodifying clauses where a multiple pattern for a sentence results due to the ellipsis in the postmodifying non-finite clause, and the nature of the VP that has multiple overlapping functions in the sentence. Verbs like ‘find, imagine, know, think, etc.’ can have two uses in a sentence, as monotransitive and complex transitive. Sentence (52) below illustrates the situation.

52) The Watsons found the chairs occupied.

The above sentence can have two analyses as the following tables show:

Analysis (1)

The Watsons	Found	the chairs occupied
S.	V. mono.trans.	O.

Analysis (2)

The Watsons	found	the chairs	Occupied
S.	V. complex. Trans.	O.	Co.

(AL-Zubaydi, 2009)

The ambiguity of the above sentence can be removed by expansion, i.e. adding context by a word, a phrase or even a clause. Thus, we can resolve such an ambiguity by replacing ‘occupied’ with a relative clause, to be:

52)a. The Watsons found the chairs which are
which were Occupied

60

that have
been

The third and final case of ambiguity occurs, as Quirk et al (1985) mention, under certain conditions in the infinitive clause. This kind of ambiguity arises when the subject is not expressed by 'for + noun+ to' and the verb can be used both intransitively and transitively, as in:

53) He is the best man to choose.

'To choose' can then be interpreted either as a 'subject' and no equivalent finite relative clause is possible:

54) He is the best man to do the choosing.
to make the choice.

Or 'object' with a corresponding finite relative clause alternative:

55) He is the best man that we (etc.) can choose.
for us (etc.) to choose.
to be chosen (by us, etc.).

6. Nominal Non-finite Clause Vs. Postmodifying Reduced Clauses

Iraqi EFLs encounter a difficulty in stating the function of non-finite clauses, whether nominal or adjectival, within a sentence. Therefore, this section is set to introduce, compare, and show the distinction between the two forms. Reduced clauses, and nominal clauses are called 'verbals'. Verbals are words which are formed from a verb, but functions as a different part of speech. Let's explore each of these verbals in detail.

A nominal non-finite clause is considered as a verbal-noun, that is, it is a verb-like and a noun-like form at the same time. morphologically, it is built from the base of the verb plus the (-ing) suffix with the ability of behaving like nouns (I'jam, 2013). Nominal clauses have two types, -ing and to-infinitive. Since nominal -ing clauses are derived from verbs and have an -ing ending, they express action or progressiveness. However, because they function as nouns, they occupy slots traditionally held by nouns in sentences such as subjects, direct/ indirect objects, and objects of prepositions, etc. Consider the following examples:

56) Speaking in a loud voice is not permitted. (subject)

- 57) He enjoys hurting other people. (object direct)
58) The plan was his running away so as not to be caught. (subject complement)
59) They gave reading precedence over speaking in teaching English. (indirect object)
60) The match is worth watching. (adjectival complement)
61) He is thinking of emigrating. (prepositional complement)

Functioning as nouns, nominal –ing clauses have the same characteristics nouns do. In this sense, they can have premodifiers such as determiners and adjectives, and be singular or plural, and therefore; can be replaced by (it) or (they) (Alexander, 1988:313; cited in I’jam, 2013; Trask, 1993), as the following examples explain:

- 62) This smart planning of your employee is unbelievable.
63) A walking is fun, I love it.
64) Dickens often gave readings of his works; They were very popular.

The nominal –ing clause can, according to voice and aspect, be either simple or complex. A simple form can be active or passive as in (65) and (66). A complex form, however, takes two different forms, either a progressive active only, as in (67), or perfective form which can be either active, or passive as in (68) and (69) respectively:

- 65) He is afraid of riding a horse.
66) She hates being looked at.
67) You can get an extension on the ground of being teaching.
68) I admit having seen it.
69) He is proud of having entertained by the guests.

(I’jam, 2013)

“A simple useful test can tell you whether the –ing word in a sentence is a nominal clause or not” Lester (2001) states, “look at the word(s) ending in –ing in the sentence; if this word(s) can be replaced by the pronoun ‘it’, then the word is a nominal clause, but if ‘it’ replaces other words in addition to the –ing item, then this make up a gerund phrase” (177).

Reduced clauses, on the other hand, are defined as verbals that usually function as adjectives. Three types of reduced clauses can be distinguished: –ing, –ed, and infinitive clauses. As for the position of reduced non-finite clauses in the sentence, they held one function which is the postmodification in the Np. That is, they postmodify, describe, add more information to the NH of the Np, as adjectives do. The –ing and -ed reduced postmodifying clauses will not be discussed here because they have already been addressed in sections (4.1.) and (4.2.) respectively; so please see those sections for further details about the first two kinds.

The third type of the verbals is the to- infinitive. An infinitive is a verbal, formed by using the word ‘to’ plus. the base of the verb. It can function as a noun, an adjective, or an adverb:

70) To love peace is the greatest achievement. (noun/ subject)

71) You have enough dolls to play with. (adjective)

72) The students must pass the TOEFL test to graduate. (adverb)

When a reduced infinitive clause functions as a noun, it held all possible positions as a noun, meaning it can function either as a subject, a direct object, an object of prepositions, a subject complement, etc. as shown in these examples:

73) To clean the house seemed like an impossible task. (subject)

74) The hostess asked Jill to refill the punch bowl. (direct object)

75) My hope is to get the Ph.D. degree. (subject complement)

The most important point should be mentioned here is that an overlap may seem to be happen for our advanced learners when encountering the non-finite forms mentioned above, especially with the functions of –ing and infinitive clauses whether nominal or adjectival. Due to those learners’ lack of knowledge about the different distributions reduced clauses and nominal nonfinite clauses may have, they get confused around them and attribute the functions of nominal –ing clauses to reduced non-finite clauses and vice versa, as illustrated in the percentages of correct/ incorrect answers presented in the two-part test section below.

The Test

The test was conducted on 25 learners during their fourth-year study in the Department of English, College of Arts, University of Mosul during the academic year of 2012-2013. The test has two parts; Production Test and Recognition Test. The first part,

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Production Test, aims at measuring learners' ability to reduce finite clauses to non-finite ones paying attention to the possible verb-change and the items that must be eliminated. The second part of the test, Recognition Test, was conducted to verify learners' ability to recognize and specify the non-finite clause in each sentence and state its function in the Np whether nominal or adjectival.

Analysis of the Production Test

This part consists of ten sentences. In each, certain finite structure is presented. The learners were asked to reduce the finite form to its non-finite one in each sentence. Although finite structures seem similar in all sentences, they have significant differences in terms of tense. Such a test requires skillfulness and highly developed grammatical competence by the learners in the Target Language (TL). It should be noted here that all sentences of the Production Test are tabulated in the following table, then each sentence is treated alone as far as the analysis is concerned.

Sentence No.	Number of Participants	% of Correct Answers	Number of Participants	% of Incorrect Answers
1.	13	52.0	12	48.0
2.	12	48.0	13	52.0
3.	15	60.0	10	40.0
4.	20	80.0	5	20.0
5.	7	28.0	18	72.0
6.	14	56.0	11	44.0
7.	9	36.0	16	64.0
8.	18	72.0	7	28.0
9.	11	44.0	14	56.0
10.	11	44.0	14	56.0

Table (1): Results of the Production Test

1. The woman who taught my son how to swim lived next door.

It is supposed that the participants would reduce the finite clause 'who taught' to the non-finite clause 'teaching' by omitting the relative pronoun and changing the verb to its -ing form. Thirteen

learners, 52%, were able to do so correctly. However, the other twelve learners, representing 48%, could not because they either eliminated the relative pronoun only or deleted the relative pronoun and changed the verb to infinitive instead of –ing form.

2. The instructions which are given to us are simple and logical.

The finite clause in this sentence is passive 'which are given to us' which made the sentence to be somehow hard to understand by most of the learners. As such, over the half of them, 52%, were unable to reduce this finite passive clause. Yet the others, representing 48% could successfully change it to the non-finite clause 'given' by leaving out the relative pronoun plus the 'Be' form verb.

3. The time when everyone should go abroad is July.

It appears from the first sight that reducing the underlined finite clause into 'to go abroad' seems difficult and a low percentage of true answers is expected. However, the high percentage of correct answers, i.e. 60%, shows the contrast when fifteen participants out of twenty-five have been able to produce the non-finite form. Those learners were aware of the fact they should eliminate the relative adverb along with its complementation replacing it with 'to go'. Ten learners, reflecting 40%, on the other hand, were unable to detect that infinitive form. Thus, they either changed 'go' to 'going' or kept the finite clause as it is.

4. The fence that surrounds our house is made of wood.

The reduction of the finite relative clause in this sentence 'that surrounds' collected the highest percentage of correct responses among all sentence, that is 80%, since most of the learners have been able to reduce this finite clause to its –ing clause 'surrounding' correctly. Five learners, however, 20%, failed to reduce it perfectly as they just deleted 'that' without changing the verb.

5. He got the watch that has been repaired.

The multiple uses of the verb 'got in this sentence, as monotransitive and complex transitive, is the cause of its ambiguity and the confusion Iraqi EFLs faced while treating such structures. Furthermore, it looks like the deletion in the finite clause increases the difficulty of comprehending this sentence. So, it is not shocking that only seven learners, representing 28% produced correct non-finite forms, while eighteen participants, about 72%, produced

unrelated responses, such as leaving out 'that has', or transforming 'been' to the progressive 'Be' form 'being' before 'repaired'.

6. John is the best man whom we have to elect.

Fourteen learners out of twenty-five, i.e. 56%, have been able to give the reduced non-finite form for the underlined finite clause. This relatively high percentage reflects the modest background knowledge those learners have about this construction. The other eleven learners, i.e. 44% were unable to reduce it appropriately in that they omitted "whom we" putting 'have' in its- ing form before 'to elect'.

7. The person who is murdered is my cousin.

Due to the finite passive clause within this sentence, a similar confusion of that in sentence (5) was encountered by the participants. The percentages show that only nine learners, reflecting 36% of the responses, gave the required non-finite alternative, that is 'murdered'. The rest of the participants, however; who represent the relatively high incorrect response percentage of 64%, could not figure out the right answer. Thus, they either transformed 'murder' to 'murdering, or put 'to be' or 'being' before 'murdered', which indicates those learners' confusion in dealing with the reduction of such structures.

8. The girl who is standing in the garden that needs water is Mary.

The above sentence contains two finite clauses; 'who is standing' and 'that needs'. Yet, only the first one can be reduced because the second finite clause indicates a fact and for this reason cannot be reduced. Eighteen learners have produced the correct non-finite clause, that is 72%, while seven learners, i.e. 28%, were unable to do so. The high percentage suggests that those learners are acquainted with this construction. The low percentage is attributed to the learners' lack of knowledge and their inability to reduce finite clauses having 'relative pronoun +be+-ing verb', so they have either deleted the relative pronoun alone and some unfortunately deleted 'that' before 'needs' thinking it is the required finite clause to be changed.

9. The train which has arrived at platform 1 is from London.

The finite clause in this sentence includes the perfective aspect which most of the learners could recognize easily. Yet, they were unaware of the fact that they have only to omit 'which has' to get the non-finite reduced clause 'arrived'. Therefore, fourteen learners, representing 56% of incorrect answers, were unable to give the right answer and instead they deleted 'which has' and changed 'arrive' to 'arriving'. Eleven learners, 44% on the other hand, succeeded in reducing this sentence which reveals their highly developed competence in handling such structures.

10. This is the baby who needs inoculation.

Although the structure of the finite clause is like that in sentence (4), containing a relative pronoun plus a lexical verb, many participants were unable to reduce it correctly which explains the relatively high percentage of incorrect responses, i.e. 56%. This indicates that those learners could not understand that the use of 'who needs' is like the finite clause, 'that surrounds', in sentence (4). Eleven learners, i.e. 44%, however, could correctly produce the non-finite form, i.e. 'needing' for 'who needs' in the above sentence

Analysis of the Recognition Test

This section also contains ten sentences, each having a non-finite clause within it. Since it is a Recognition Test, the learners were required to underline/identify the non-finite form and state its function in the sentence whether nominal or adjectival. As in the Production Test, all sentence percentages of the Recognition Test will be put in one table, then the analysis of each sentence is discussed in isolation.

Sentence No.	Number of Participants	% of Correct Answers	Number of Participants	% of Incorrect Answers
1.	8	32.0	17	68.0
2.	4	16.0	21	84.0
3.	7	28.0	18	72.0
4.	14	56.0	11	44.0
5.	10	40.0	15	60.0
6.	4	16.0	21	84.0

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7.	15	60.0	10	40.0
8.	13	52.0	12	48.0
9.	9	36.0	16	64.0
10.	3	12.0	22	88.0

Table (2): Results of the Recognition Test

1. Our solar system is in a galaxy called the Milky way.

The –ed₂ form in this sentence constitutes a big challenge for most learners of English. This non-finite form is used adjectively after the implicit intransitive verb 'Be' in the finite structure 'which is called'. However, most of the learners, i.e. seventeen of them representing 68% of the incorrect responses, considered 'called' as a nominal clause. This high percentage reflects participants' lack of knowledge in terms of the difference between nominal and adjectival uses of non-finite reduced clauses. Eight learners, on the other hand, representing the 32% correct answers, were able to recognize the adjectival function of 'called'.

2. The networks broadcasting news 24 hours a day are competing for viewers.

The structure 'broadcasting' is a reduced non-finite clause used adjectivally. Due to the similarity in form between this structure and –ing nominal clauses, many participants, twenty one out of twenty-five answered wrongly by attributing 'broadcasting' to the nominal function. Apparently, they have no idea that this construction has an ellipted relative pronoun plus a form of verb 'Be' (which/that are broadcasting), so it is impossible to function nominally. Some of those confused learners underlined 'are competing' thinking that it is the non-finite clause. The other four learners were successful in identifying the adjectival function of 'broadcasting' which entails their awareness and familiarity with this structure.

3. He is the best man to choose.

As with sentence (2), most of the learners, eighteen of them, representing 72% of incorrect responses, identified the underlined infinitive with the nominal use, paying no attention that 'to choose' is a reduced postmodifying infinitive clause used adjectively that has the following relative clause alternative:

- He is the best man whom we (can/ should) choose.

The rest of the participants, on the other hand, recognized the correct function of 'to choose' as an adjectival postmodifying item of the noun head 'man'.

4. Smoking is not allowed here.

'Smoking' is called a 'verbal'; in other words, it is verb-like in form, but noun-like in function. This non-finite form is a nominal clause because it takes the subject slot in the main sentence whose deletion is impossible. The relatively high percentage of correct answers, i.e. 56%, indicates that Iraqi learners are familiar with the various functions of the –ing nominal clause through their academic study. The other learners, who reflect the 44% of incorrect responses, considered 'smoking' as non-finite postmodifying adjectival clause. This shows the inability of those learners to analyze the structure of the sentence and state the function of its elements.

5. The ideas presented in the essay are controversial.

Again the –ed₂ form with its implicit passive meaning proves the correctness of one of this study's hypotheses regarding the limited knowledge Iraqi English learners have in comprehending and dealing with passive constructions within non-finite –ed₂ clauses. This is illustrated by the fifteen learners whose responses were incorrect as they either underlined 'controversial', considering it the non-finite structure, or they underlined 'presented' correctly but gave it the incorrect nominal function instead of the adjectival one. Only ten learners, representing the 40% correct responses, were clever enough to identify 'presented' as non-finite clause used adjectivally.

6. Those wanting to travel with us must be ready to leave on a short notice.

Analyzing the structure of this sentence created a great confusion for most of the participants because twenty-one of them, reflecting 84% of incorrect answers, were unable to identify 'to travel' as a reduced clause having the adjectival function in that some of them underlined 'wanting' and gave it the nominal use while others regarded 'to travel', as infinitive nominal clause. Yet, only four participants, i.e. 16%, succeeded in identifying the required non-finite adjectival clause, 'to travel'.

7. My wish is to write a story about love and revenge.

The familiarity of the participants with the nominal function of the infinitive clause 'to write' is expressed clearly by the good percentage of correct answers, i.e. 60%. However, the percentage of wrong responses, 40%, indicates that the participants could not recognize the right function of 'to write' within the sentence.

8. The students admitted in our college are the smartest ones.

Thirteen learners were able to understand the adjectival use of the -ed form 'admitted', although this non-finite clause holds the meaning of passive voice. Yet, the responses of the other twelve learners were incorrect since they have just underlined the non-finite clause without stating its function.

9. No one enjoys deceiving his own family.

'Deceiving' is the non-finite clause in this sentence occurring as object direct for the transitive verb 'enjoys', which means that this -ing structure is a non-finite nominal clause. However, only nine participants, representing 36% of correct responses, could identify the nominal function of this clause, while sixteen learners, representing 64% of incorrect responses, which is the higher percentage considered it adjectival.

10. There are plenty of toys to play with.

The low percentage of correct responses, 12%, compared to the high percentage of incorrect ones, 88%, entails that most of the participants do not have a clear idea about the adjectival function infinitive clauses have in the sentence. Those low-proficient participants considered 'to play with' as nominal clause rather than adjectival one.

Conclusions

In the light of the data analyses, the following conclusions are arrived at:

1. The ability of learners to produce non-finite clauses from finite ones (in the Production Test) is higher than their ability to recognize non-finite postmodifying clauses from their nominal counterparts (in the Recognition Test).
2. Most of learners face a difficulty in reducing finite clauses having the passive construction: (who+ be+ -ed verb) as in sentence (7) in the Production Test.

3. It has been found out that most learners could easily change the finite clauses, that have 'who+ be+-ing verb ', to non-finite ones as shown in sentence (8) in the Production Test. This reflects that learners understand and find this postmodifying active structure, i.e. who +be+ v-ing, easier than that shown in sentence (7) containing passive construction, i.e. who+be+v-ed₂.

4. Many learners encounter difficulties while trying to identify the function of a to-infinitive postmodifying clause as the one in sentence (3) in the Recognition Test. This might be attributed to the fact that those learners could not formulate a clear idea about such structures when used adjectively. Therefore, they mostly attribute infinitive clauses to the nominal position more than the adjectival (postmodifying) one.

5. The same case of confusion which happened in the Production Test, concerning passive structures, appears in sentences (1) and (5) of the Recognition Test. This confusion is reflected in the low percentages of correct answers of these two sentences, i.e. 32% and 40% respectively, which indicates that many learners do not know what are the items ellipted in these non-finite clauses, and subsequently they could not state the right function of the non-finite items within the above-mentioned sentences.

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Appendix I

Production Test

Reduce (change) finite clauses in the sentences below in to non-finite ones

1. The woman who taught my son how to swim lived next door.
2. The instructions which are given to us are simple and logical.
3. The time when everyone should go abroad is July.
4. The fence that surrounds our house is made of wood.
5. He got the watch that has been repaired.
6. John is the best man whom we have to elect.
7. The person who is murdered is my cousin.
8. The girl who is standing in the garden that needs water is Mary.
9. The train which has arrived at platform 1 is from London.
10. This is the baby who needs inoculation.

Appendix II

Recognition Test

Underline the non-finite clause in the following sentences and state whether it is nominal or adjectival

- 1- Our solar system is in a galaxy called the Milky Way.
- 2- The networks broadcasting news 24 hours a day are competing for viewers.
- 3- He is the best man to choose.
- 4- Smoking is not allowed here.
- 5- The ideas presented in the essay are controversial.
- 6- Those wishing to travel with us must be ready to leave on short notice.
- 7- My wish is to write a story about love and revenge.
- 8- The students admitted in our college are the smartest ones.
- 9- The manager was astonished by the employee's attitude.
- 10- There are plenty of toys to play with.

التحقيق في إتقان البنود المخففة من قبل متعلمي اللغة الإنجليزية كلغة أجنبية
على المستوى الجامعي

م. إيمان إبراهيم خضير

تتبلور مشكلة البحث حول ما إذا كان بإمكان IEFL:

١. تقليل البنود النسبية المحدودة ، التي تعمل بمثابة تعزيز ، إلى تلك غير المحدودة بطريقة صحيحة.
٢. إدراك العناصر التي تم إزالتها وتغيير الأفعال بعد عملية الخفض.
٣. التمايز بين الجمل النسبية الاسمية وشروط ما بعد التعديل غير المحدودة المستخدمة صفة.