

"Iraqi EFL University Learners' Use of Catenative Verbs in English"

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1.1 The Problem

Catenative verbs are widely used in English. Also, they are somehow a difficult and confusing subject.

Iraqi EFL learners may not have a full mastery of distinguishing catenative verbs owing to the difficulties they encounter in using them. These difficulties may be to the nature of English system which is different from Arabic.

In addition, it has been noticed that the recognition and production of catenative verbs are problematic for Iraqi EFL learners of the fourth academic year. The students are unable to identify the types of catenative verbs. e.g.,

- (1) He *admitted taking* the money.
- (2) You are *forbidden to smoke* in here.
- (3) I *propose to tell/telling* her.

Moreover, Iraqi EFL learners may not distinguish between catenative verbs and full verbs or they cannot distinguish between the object complement and the catenative complement, for example:

- (4) The girl liked *working*. ((Object Complement)
- (5) The girl liked *to work*. (Catenative Complement)
- (6) This made *working* with them an unpleasant experience.(Object Complement)
- (7) Max regrets *looking* the door.(Catenative Complement)

Also, Iraqi EFL learners may find difficulty concerning how to distinguish between catenative verbs and modal or quasi- modal verbs since they are alike in both form (what the verb looks like) and function (what the verb does). Like modals and quasi- modals, catenatives precede another verb. e.g.:

- (8) He *might* bake some bread.(modal)
- (9) She would rather see a different more.(quasi- modal)

Kosur (2011:2)

Aims of the Study

This study aims at:

- 1- Presenting a brief and relevant background of catenative verbs.
- 2- Identifying and classifying the errors made by fourth year students in the Department of English / College of Education for Human Sciences / University of Babylon.

- 3- Locating the areas of difficulty Iraqi EFL learners encounter in learning categories of catenative verbs.

1.2 The Hypotheses

- 1- Iraqi EFL learners are unable to identify properly catenative verbs. This is due to the nature of English system which is different from Arabic system.
- 2- . Such learners are unable to use catenative verbs properly in communication.
- 3- Communication strategies have a greater influence on recognizing and producing catenative verbs than other strategies such as intralingual transfer context of learning... etc.

1.3 Procedures

The procedures followed in carrying out the research include:

- 1- Presenting a brief and relevant background of catenative verbs.
- 2- Conducting a diagnostic test based on the catenative verbs under the study. The test will be administered to a limited number of fourth – year students in the Department of English / College of Education for Human Sciences / University of Babylon.
- 3- Analyzing testees' responses in term of interlingual and intralingual and developmental processes to relate these responses to their possible causes.

1.4 Limits of the Study

The study is limited to the following:

- 1- Iraqi EFL learners in the fourth – year, Department of English, College of Education for Human Sciences / University of Babylon during the academic year 2011- 2012.
- 2- Male and female.
- 3- Identify, classify and analyze errors made by those learners in using catenative verbs.

1.5 Values

This study is hoped to be valuable in:

- 1- Providing pedagogical insight to those specialized in foreign language teaching and learning such as syllabus designers, learners, teachers, textbook writers and testers.
- 2- Tracing the errors made by fourth year students, classifying and analyzing them in order to suggest some remedies which will be of value for both the teachers and students.

2.1 Catenative Verbs

Definition:

A catenative verb is a verb that controls a non-finite complement. 'Catenative' means 'chaining and reflects the way that the verb can link recursively with other catenatives to form a chain. Catenative verbs are called catenatives from their ability to form chains:

10-We promised *to agree to try practicing* playing tennis more often.

11- She seems *to want to stop trying to avoid meeting* him.

(Nordquist, 2010:1)

According to Wikipedia (2010:1), "Catenative verbs are verbs which can be followed directly by another verb, either the 'to – infinitive' or ' present participle/ gerund forms':

12- He *deserves* to win the cup. Here '*deserves*' is a catenative verb which can be followed directly by another verb, (to – infinitive- 'to win').

Hasselgard et al. (2001:4-5) define catenative as "a part of the verb phrase which is not among the auxiliaries, but it is followed by another verb which functions as the main verb in the verb phrase. They state that catenatives may have aspectual meanings, denoting the start, unfolding, or end of the action, (e.g.- stop running- get to like- continue to read, or modal meanings such as certainty and usuality (seems to like, appear to be, tend to occur).

The term 'catenative' is derived from the Latin word for 'chain', for the construction is repeatable in a way that enables us to form chains of verbs in which all except the last have non – finite complement:

13 - She seems to *want* to *stop trying* to *avoid* meeting him.

(Each of the italicized verbs here has a non – finite clause as complement).

(Huddleston & Pullum, 2006:343)

Most linguists agree that there is a particular feature of certain verbs like *want*, *begin*, *try*, or *seem* that sets them apart from other verbs: their ability to be combined into chains of verbs, to 'catenate'. e.g:

14- I don't want to have been forced to begin to try to make more money.

(Palmer, 1987: 172)

Catenative verbs remain a source of disagreement about almost every aspect of these verbs, however, ranging from question which verbs actually are catenative, to the problem of how to analyze or categorize them.

On the other hand, Huddleston (1997: 209) concedes that "a catenative verb is one of the most difficult areas of English grammar and despite a great deal of intensive study over the last twenty years there remains much disagreement over the most basic aspects of the analysis".

Huddleston & Pullum (2006:344) state that a catenative is present in most cases where a non – finite clause is an internal complement of verb. They illustrate this by giving cases of non – catenative complements:

15- a- Kim seemed *a keen student*. (predicative complement)

b- Kim began *the journey*. (object)

c- Kim hoped *for a successful outcome*. (predicative complement)

Moreover, Leech (1982, 121-5) considers catenative constructions are among the most problematic constructions in English. He explains that 'in English there is a common type of construction, called "catenative", ('chain – like'), where a sequence NP₁ + VP₁ + (NP₂) + VP₂) ...occurs, VP₂ being non – finite as in table (1). Since there are two VP_s, there must be two P_s, and therefore two clauses – a finite clause and a non – finite clause one.

Table (1)

NP1	VP1	NP2	VP2	NP3, etc
- John	desired	his valet	to warm	his slippers.
- I	'd like	you	to read	this letter.
- They	required	all citizens	to vote	for the party.
- She	asked	me	to phone	Her.

(Leech, 1982: 121)

2.2 Catenative Verbs versus Modal and Quasi-modal Verbs

Catenative verbs resemble modal and quasi-modal verbs in both form (what the verb looks like) and function (what the verb does). Like modals and quasi-modals, catenatives precede another verb, for example:

- 16- a- He *might* bake some bread. (modal)
 b- She *would rather* see a different movie. (quasi-modal)
 c- You *ought to* comb your hair. (quasi-modal)
 d- Her husband *wants to* adopt another puppy. (catenative)

However, unlike modals and quasi-modals, catenative verbs function as the head of the verb phrase. The verb that follows a catenative functions as either a verb phrase complement or a direct object. Modal and quasi-modal verbs, however, function as modals within verb phrases, for example:

- **Verb Phrase Head | Verb Phrase Complement**

decide | to dye her hair
 have | to finish his essay

- **Verb Phrase Head | Direct Object**

like | reading books
 prefer | to eat fruits and vegetables

- **Modal | Verb Phrase Head**

should | exercise
 used to | repair freezers

Kosur (2011:4)

Catenative verbs further differ from quasi-modal verbs in that the preposition *to* functions as a particle in quasi-modals but as an *infinitive marker* following catenative verbs, for example:

- **Modal | Particle | Verb Phrase Head**

ought | to | jog

used | to | teach

- **Catenative | Infinitive Marker | Verb**

hesitate | to | jump

intend | to | sing

Some catenative verbs also resemble modal and quasi-modal verbs in meaning, for example, both the catenative *have (to)* and the modal *must* express obligation as in *I have to finish my homework first* and *I must finish my homework first*.

Catenative verbs, unlike modal and quasi-modal verbs, have at least four but up to six conjugations depending on the regularity or irregularity of the verb, for example:

(1)Base (2) Infinitive (3) Present Tense (4) Past Tense (5) Present Participle and (6) Past Participle, for examples:

decide – to decide – decide, decides – decided – deciding – decided

have – to have – have, has – had – having – had

plan – to plan – plan, plans – planned – planning – planned

Catenatives, also unlike modals and quasi-modals, express both verb tenses and all four verb aspects. For example:

- Simple present: She *strives* to succeed.
- Simple past: They *neglected* to water the plants.
- Present progressive: The child *is pretending* to paint.
- Past progressive: The bridesmaids *were refusing* to dance.
- Present perfect: I *have forgotten* to bring the cake.
- Past perfect: He *had intended* to send a card.
- Present perfect-progressive: We *have been enjoying* reading this book.
- Past perfect-progressive: He *had been proposing* traveling to Malaysia.

Some catenative verbs also appear in passive constructions, for example:

17- She *was permitted* to stay out past midnight.

18-The children *are forbidden* to eat sweets.

19- My supervisor *had been asked* to come up with a report.

2.3 Classification of Catenative Verbs

A - Catenative verbs can be classified into four main groups:

1- Verbs that only take to – infinitive. These verbs usually express a concern with future, hopes and expectations, decisions, agreement, offers and plans : agree, deserve, manage, refuse, arrange, expect, mean, threaten, attempt, hope, offer, want, decide, learn, pretend, wish, demand, long, promise.

Examples:

20 - He agreed to wait.

21 - Would you like to play?

22 - We're planning to take the children t the zoo later.

23 - Brain just wants to sit and watch videos all day.

(Yule, 2006:133)

2- Verbs that only take – ing. Verbs in this group usually express a concern with present (or the immediate past), or a postponement of a future event, enjoyment and dislike, interrupting and ending, continuity, and postponement:

avoid, finish, (don't) mind, risk, delay, go on, miss, can't stand, deny, give up, postpone, stop, dislike, can't help, practice:

24 - He denied doing it.

25 -Have you given up exercising already?

26 - Avoid eating cakes an d sweets.

27 - We enjoy traveling by train.

28 - Would you mind waiting us outside?

3- Verbs that take either, with a small meaning change. These verbs commonly express preference, or beginning and continuity:

like, hate, begin, love, can't bear, start, continue, prefer.

The meaning difference is as fallows:

Verb – to infinitive normally implies a specific occasion:

29 - John began to play piano.

The verb + ing form normally implies a general statement:

30- John began playing the piano when he was six.

4-Verbs that take either, with a big meaning change. This group comprises four verbs:

Remember, forget, regret, and try

31- He remembered to see the man = He remembered, and then saw the man.

32- He remembered seeing the man = He saw the man, and later remembered this.

B- Simple and Complex Catenatives

Leech et al. (1984:122) and Arts (2003:372) classify catenative verbs into two groups: simple and complex constructions. Simple catenatives don't involve an ordinary object. Whereas, complex catenatives have an ordinary object and a raised object.

A- Simple Catenative construction:

- Ordinary Subject

- 33-They pretended to be ill.
- 34-She decided to leave the club.
- 35-We intended to resume.
- 36-He remembered to phone her.
- 37-I propose to tell/ telling her.
- 38-He didn't bother to help / helping her.
- 39-She considered going to Paris.

- Raised Subject

- 40-He seemed to like it.
- 41-You ought not to take any notice.
- 42-It ended up raining.
- 43-I expect to finish soon.

B- Complex Catenative construction:

- 44 - Pat persuaded Liz to interview both candidates.
- 45-Bob considers grammar to be a waste of time.
- 46 - She asked me to phone her. (Leech et al., 1984:124)

3.1 Data Analysis

3.1.1 Analyzing the Students' Responses Related to Question One

After analyzing the results of the test, the following tables show the subject's performance at the recognition and production level respectively:

Table (2)Subjects' Performance at the Recognition Level in Question One

No. of item	No. of correct response	%	No. of incorrect response	%	No. of item	No. of correct response	%	No. of incorrect response	%
1	60	60	40	40	14	38	38	62	62
2	36	36	64	64	15	47	47	53	53
3	35	35	75	75	16	20	20	80	80
4	60	60	40	40	17	26	26	74	74
5	28	28	72	72	18	46	46	54	54
6	34	34	66	66	19	19	19	81	81
7	60	60	40	40	20	60	60	40	40
8	41	41	59	59	21	53	53	47	47
9	44	44	56	56	22	41	41	59	59
10	40	40	60	60	23	34	34	66	66
11	51	51	49	49	24	37	37	63	63
12	45	45	65	65	25	22	22	78	78
13	57	57	43	43	Total	1034	41.36	1466	58.64

Table (2) sums up the results as follows:

(1) The total number and the percentage of the correct responses are (1034, 41.36 %), respectively.

(2) The total number and the percentage of the incorrect responses (including avoided items) are (1466, 58.46 %), respectively.

3.1.2 Analyzing the Students' Responses Related to Question Two

Table (3) Subjects' Performance at the Production Level in Question Two

No. of Item	No. of correct response	%	No. of incorrect response	%	No. of item	No. of correct response	%	No. of incorrect response	%
1	34	34	66	66	14	27	27	73	73
2	40	40	60	60	15	47	47	53	53
3	21	21	79	79	16	39	39	61	61
4	37	37	63	63	17	29	29	71	71
5	25	25	75	75	18	46	46	54	54
6	19	19	81	81	19	35	35	65	65
7	46	46	54	54	20	23	23	77	77
8	54	54	46	46	21	53	53	47	47
9	32	32	68	68	22	45	45	55	55
10	29	29	71	71	23	44	44	56	56
11	36	36	64	64	24	36	36	64	64
12	35	35	65	65	25	32	32	68	68
13	11	11	89	89	Total	875	35.0	1625	65.0

This table presents the following results:

(1)The total number and the percentage of the correct responses are (875, 35.0%), respectively.

(2)The total number and the percentage of the incorrect responses (including avoided items) are (1625, 65.0%), respectively.

Table (4) Subjects' Total Performance at the Recognition and the Production Level

Level	No. of correct response	%	No. of incorrect response	%
Recognition	1034	41.36	1466	58.64
Production	875	35.0	1625	65.0
Total	1909	38.18	3091	61.82

The highest rate of the subjects' incorrect responses (including avoided items) is (3091, 61.82%), as shown in Table (4) above. This means that Iraqi EFL university learners face difficulty in mastering catenative verbs at both levels: recognition and production. Nevertheless, they face more difficulty at the production level since the total number of their correct responses (875, 35.0%) is lower than their correct responses at the recognition level (1034, 41.36%).

It is obvious that the subjects' productive knowledge is low since most of their responses are incorrect (3091, 61.82%) as compared with their correct ones (1909, 38.18%). These results show that Iraqi EFL university learners encounter difficulties in using catenative verbs.

3.2 Errors Analysis

Error analysis is a technique for identifying, classifying and systematical interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures by linguistics (Crystal, 1978: 112).

Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Finally, errors are significant in three ways: to the teacher: they show a students' progress - to the researcher: they show how a language is acquired, what strategies the learner uses - to the learner: he can learn from these errors.

3.3 Factors of Errors

Errors provide feed back; they tell the teacher something about the effectiveness of his teaching techniques, and show him what parts of the syllabus he has been following have been adequately learned or taught and need further attention. They enable him to decide whether he can move on the next item on the syllabus or to decide whether he must devote more time to the item he has been working on (Corder, 1975:265).

Applied linguists like Plitezer and Romirez (1973:38) attribute the errors made second language learners to three factors: interlingual, intralingual and mistaking non – standards forms of the target language for standard forms. Richards (1974:37) reports five factors of errors: (1) language transfer (2) transfer of training (3) strategies of second language learning (4) strategies of second language communication and (5) overgeneralization of target language linguistic materials.

On the other hand, Brown (1987: 173-182) classifies sources of errors into:

- a. interlingual transfer
- b. intralingual transfer
- c. context of learning
- d. Communication strategies.

3.3.1 Interlingual Transfer

Interlingual transfer is the negative influence of the mother tongue of learner. To illustrate, when the learner is asked to perform in the second language, he will try to fill in the gaps of his second language from his experience of his mother language. These errors occur when the patterns of the first language differ from those of the second language. They are also called interference errors (Dullay and Burt, 1984:138).

Iraqi EFL university learners face difficulty in producing grammatical sentences. Thus, they try to use the rules of their native language (Arabic) in the target language (English). Some of the subjects' responses in items(2,4 and 11) in Question Two may reflect this strategy in which the subjects use bare infinitive instead of to – infinitive or – ing form:

2- Peter continued***smoke** (smoking) although I asked him not to.

4- He denied ***take** (taking) the money.

11-The players promised * **being** (to be) ready in good time.

Accordingly, translation may lead to the first language interference by which the learner can transfer forms from his first language into the second language. Items (9, 21 and 25) in Question Two reflect this strategy:

9-The baby began ***in crying** (to cry / crying) in the middle of the night.

بدأ الرضيع في البكاء في منتصف الليل

21- I hope ***in getting** (to get) a day off soon.

أأمل في الحصول على يوم إجازة

25 - He longed ***for returning** (to return) home.

هو أشواق للعودة إلى البيت

These errors are due to the mother tongue interference since the above sentences are literally translated from Arabic.

The total number of errors that belong to this strategy is (362, 11.71 %).

3.3.2 Intralingual Transfer

Intralingual transfer is the negative transfer of items within the target language. In other words, the incorrect generalization of rules within the second language. Errors occur within the second language itself as a result of misinterpreting its grammatical rules or from the complex structures of the target language itself. Errors in this strategy can be attributed to the following factors:

3.3.2.1 Overgeneralization

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

The testees overgeneralize that all verbs followed by to – infinitive, – ing, or bare infinitive are catenative verbs but all these verbs are non – catenative verbs. Some of these errors can be seen in items (2, 4, 14, 19, and 23) in Question One:

2- He is likely to win. ***Catenative** (Non – Catenative)

4- She would rather see a different more. ***Catenative** (Non – Catenative)

14- He might bake some bread. ***Catenative** (Non – Catenative)

19- They ought to clean the house. ***Catenative** (Non – Catenative)

23- They leave to work. ***Catenative** (Non – Catenative)

Also, the influence of this strategy can be seen items (4, 6, 11, and 16) in Question Two:

4 - He denied **to take* (taking) the money.

6 - Don't like **to watch* (watching) bullfights.

11- The players promised **being* (to be) ready in good time.

16 - Bad weather forces us to stop **to play* (playing) tennis earlier today.

In the errors above, the subjects use to – infinitive or – ing in unacceptable places.

3.3.2.2 False Concepts Hypothesis

False concepts hypotheses are something due to poor gradation of teaching items. The learners try to adopt the wrong hypothesis or build a rule about the second language. This kind of errors may result from faulty comprehension of any distinction in the target language (Ellis: 1984, 171).

These errors can be seen in items (4, 14, 21, and 24) in Question One in which the subjects classify verbs wrongly. The subjects think that all verbs followed by bare infinitive, to – infinitive or –ing are catenatives:

4- She would rather see a different more. ** Catenativ* (Non- Catenative)

14- He might bake some bread. **Catenative* (Non- Catenative)

21- She left crying. **Catenative* (Non- Catenative)

24- He bought a small car to save gas. **Catenative* (Non- Catenative)

Also, errors of this strategy can be seen in items (4, 6, and 11) in Question Two in which the subjects use bare infinitive or to – infinitive instead of – ing form:

4- He denied **take* (taking) the money.

6- Don't like **to watch* (watching) bullfights.

3.3.2.3 Ignorance of Rule Restrictions

In this case, the learners apply a rule to a category which is incorrect that leads to errors committing.

The influence of such errors can be noticed in items (2, 14, and 19) in Question One in which the subjects classify catenative verbs wrongly thinking that verbs which are followed by to – infinitive or – ing are catenatives:

2- He is likely to win. ** Catenative* Non- *Catenative*

14- He might bake some bread. ** Catenative* Non- Catenative

19- I caught them smoking. ** Catenative* Non- Catenative

Also, the testees overgeneralize the rule that catenative verbs are followed by to- infinitive to other verbs which are followed by – ing form. Items (6, 13, and 20) in Question Two can reflect this strategy:

6 - Don't like **watching* (to watch) bullfights.

13 -The doorbell rang but John pretended **being* (to be) asleep.

20 - Most people prefer not **talking* (to talk) about how much money they have.

3.3.2.4 Incomplete Applications of Rules

According to this strategy, the learners fail to apply complex rules since they are complex and hard in learning and use. Instead, they tend to use simple constructions to achieve effective communications. This type of intralingual transfer is found in items (2, 4, 10, and 16) in Question Two. The subjects use to- infinitive in more than one place since it is easier for them to use this rule than the right complex one:

2- Peter continued ***to smoke** (smoking) although I asked him not to.

4- He denied ***to take** (taking) the money.

10-She can't stand ***to walk** (walking) in the rain.

16- Bad weather forces us to stop ***to play** (playing) tennis earlier today.

Also, the subjects may use – ing form instead of to – infinitive or conversely as a result of analogical extension as in items (1, 2, 6, and 12) in Question Two:

1- The boy's father promised ***paying** (to pay) for the window to be repaired.

2- Peter continued ***to smoke** (smoking) although I asked him not to.

6- Don't like ***to watch** (watching) bufflights.

10 She can't stand ***to walk** (walking) in the rain.

Finally, the total number of errors that are possibly due to the intralingual transfer is (986, 31.90%). The high rate of such errors confirms the general observation that intralingual errors increase as the learners progress in foreign language learning as they use their prior knowledge of this language to ease the burden of learning (Taylor, 1975: 394).

3.3.3 Context of Learning

Errors of context of learning refer to the negative influence of elements of learning situation, such as the classroom, the teacher, and the curriculum. These errors are also called "induced errors", which refer to the errors caused by the way in which language items have been taught.

Errors of this strategy can be seen in items (8, 9, 11 and 16) in Question One:

8 – Max regrets looking the door. ***Non Catenative** Catenative

9 – I assumed there to be a mistake. ***Non Catenative** Catenative

11- It will mean getting up earlier. ***Non Catenative** Catenative

16 –We had hoped to start the projects early next year. ***Non Catenative** Catenative

The errors above have resulted from the little exposure of some catenative verbs. The subjects ignore most of such verbs.

The influence of the context of learning can also be seen in items (4, 7, 10, 13, and 18) in Question Two:

4- He denied ***take** (taking) the money.

7- If you can't get the wine stain out, try *** to soak** (soaking) the cloth in soda water.

10- She can't stand ***to walk** (walk) in the rain.

13- The doorbell rang but John pretended *** being** (to be) asleep.

18- I recall *** meet** (to meet) you at the convention in New York.

The errors above may be attributed to the classroom presentation where several catenative verbs are presented at the same time with insufficient explanation due to the limited time allotted for teaching catenatives. These may make the learners unable to recognize them.

The total number of such errors is (504, 16.31 %).

4. 3.4 Communication Strategies

When forced to express himself with his linguistic resources available, the learner uses a strategy to fill the gap between his limited target language linguistic knowledge and his communicative needs, by using an element linguistically unsuitable for the context. Communication strategies are used by learners to overcome communication problems caused by a lack of knowledge (Ellis, 2003:340). Second language learners will inevitably experience moments where there is a gap between communication intent and their ability to express that intent. These types of errors occur within the structure of the second language itself. They are four main communication strategies:

4.3.4.1 Avoidance

It means not saying what one wants to say, so one has the ability to solve the problem of how to express it (Yule, 1996:197). According to this strategy, the testees have left blank items which require them to produce grammatically correct responses and supply the most suitable words. The testees avoid answering items (2,4,11,and19) in Question One and (2,5,6,10,and 22) in Question Two.

4. 3. 4. 2 Guessing

The testees use clues that are language or non-language based , such as knowledge of a context , world, or text structure , in order to guess the meaning , in the absence of complete knowledge of vocabulary , grammar, or other target language elements (Brown,1987:183).The influence of this strategy can be seen in items (2 ,4,13,24 ,and 25)) in Question Two. Here the subjects cannot give correct forms of catenative verbs. They use another form randomly:

2 - Peter continued ***smoked** (smoking) although I asked him not to.

4 - He denied ***taken** (taking) the money.

13- The doorbell rang but John pretended ***been** (to be) asleep.

24- He didn't bother***told** (tell / telling) .her.

25- He longed ***in returning** (to return) home.

4. 3. 4. 3 Approximation

To satisfy their communicative needs by approximation, testees use a single target language item which they realize as incorrect; but still it has a semantic weight equivalent to that of the desired item. The subjects use a word for a related meaning to that intended (Brown, 1987:183). The influence of this strategy can be seen in items (6, 9, and 11) in Question Two:

6 - Don't you like ***watching** (to watch) bullfights.

9 - The baby began ***cried** (to cry /crying) in the middle of the night.

11 - The players promised ***been** (to be) ready in good time.

In such items, the subjects have used other form of catenative verbs instead of the correct ones.

4 – Coinage

According to this strategy, the subjects make up a new word in order to communicate a desired concept .It reflects the subjects' unseriousness and lack of intelligence (Brown, 1987:183). Items (1, 2, 4, 21, and 24) in Question Two show this strategy:

1- The boy's father ***pays the money** (promised to pay) for the window to be repaired.

2-- Peter ***is smoking** (continued to smoke / smoking) although I asked him not to.

4- He ***didn't take** (denied taking) the money.

21- I ***get** (hoped to get) a day off soon.

24--He ***didn't tell** (didn't bother to tell / telling) her the truth.

Here the learners try to omit some words from the sentence and use other ones.

The total number of errors that might be related to using such strategies (Avoidance, Guessing, Approximation and Coinage) is (1239, 40.08 %) of the total number of the subjects' errors).

To sum up, the following table shows the frequency and percentage of the sources of the errors of the whole sample:

Table (5)Frequency and Percentage of the Sources of the Errors of the Whole Sample

Type of Strategy	Frequency of Errors	%
1.Communication strategy	1239	40,08
2.Intralingual strategy	986	31.90
3.Context of Learning	504	16.31
4. Interlingual strategy	362	11.71
Total	3091	100

5.1 Conclusions

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

1. Iraqi EFL university learners at the fourth year face difficulty in mastering catenative verbs. This is indicated by their low performance in the main test as the rate of their correct responses (1909, 38.18%) is lower significantly than that of their incorrect ones (3091, 61.82%).
2. The subjects' performance in the test has also revealed that EFL university learners encounter more difficulties in using catenative verbs at the production level than at the recognition one. This is due to the fact that the total number and the percentage of the correct responses at the production level (875, 35.0%) are lower than those of the correct responses at the recognition level (1034, 41.36%).
3. The learners' errors in using catenative verbs may be traced back to the following factors arranged hierarchically according to the frequency of errors attributed to each:
 - a. Communication strategy accounts for (1239, 40.08%) of all the subjects' errors.
 - b. The second – highest rate of error cause is Intralingual transfer which is (986, 31.90%) of all the subjects' errors.
 - c. The rate of errors pertaining to context of learning is (16.31 %) of all the subjects' errors.
 - d. Interlingual transfer has been found to be responsible for only (11.71%) of all the subjects' errors.

5.2 Recommendations

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

- 1- More emphasis should be given to English catenative verbs because this area is very important for the students of English to learn and more necessary for the structure of the English sentence.
- 2- More practice and exercises should be conducted among students in catenative verbs in order to eliminate the students' errors in this area.
- 3- More attention should be given to the kinds of catenative verbs at all levels of education.

English catenative verbs must be taught in context which provide meaning or in the form of -4 .dialogue

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

21- English catenative verbs must be taught by means of communication tasks and real - life situations which provide meaning or in the form of conversation.

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

23- The grammar books, which are studied by the university students, must include more subjects about English catenative verbs.

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Appendix The Test

Q.1 / **State whether the following sentences have *catenative verbs* or *non- catenative verbs* .Write C if the sentence has *catenative verb* and N if the sentence has *non- catenative verb*.**

(25 Marks)

1. I stopped to drink some coffee.
2. He is likely to win.
3. Just use soap and water to clean it.
4. She would rather see a different more.
5. He was permitted to stay out past night.
6. The children are forbidden to eat sweet.
7. My supervisor had been asked to come up with a report.
8. Max regrets looking the door.
9. I assumed there to be a mistake.
10. The driver stopped driving in the instruction.
11. It will mean getting up earlier.
12. All doors and windows must be locked to prevent vandalism.
13. He longed for her to return home.
14. He might bake some bread.
15. It's designed that way to let in more light.
16. We had hoped to start the projects early next year.
17. The children will need to bathe.
18. He only did it to get attention
19. I caught them smoking.
20. They argued me to go.

21. She left crying.
22. This made working with them unpleasant experience.
23. They leave to work.
24. He bought a small car to save gas.
25. They have a machine for cleaning carpets.

Q.2/ Put the verb in the brackets in the correct forms, -ing, to-infinitive. Some either form is possible. (25 Ms.)

- 1- The boy's father promisedfor the window to be repaired.(pay)
- 2- Peter continuedalthough I asked him not to. (smoke)
- 3- We regretpassengers that the flight has been cancelled. (inform)
- 4- He denied The money.(take)
- 5- 'Does Sarah know about the meeting?' 'No, I forgether'. (tell)
- 6- Don't likebullfights.(watch)
- 7- If you can't get the wine stain out, try.....the cloth in soda water. (soak)
- 8- David has had this video recorder for six months but he hasn't learnt howit. (use)
- 9-The baby began..... in the middle of the night. (cry)
- 10- She can't stand in the rain.(walk)
- 11- The players promised.....ready in good time. (be)
- 12- Why do you keep.....me questions? Can't you leave me alone? (ask)
- 13- The doorbell rang but John pretendedasleep. (be)
- 15-I knew they were in trouble, I regret..... I did nothing to help them.
(say)
- 16-Bad weather forces us to stop.....tennis earlier today.(play)
- 17- This is the second time we have attempted the mountain. (climb)
- 18- I recall.....you at the convention in New York. (meet)
- 19- I think we can arrangeyou in a double room. (put)
- 20- Most people prefer not.....about how much money they have. (talk)
- 21- I hope A day off soon. (get)

22- I imagined Jennyon a sunny beach. (walk)

23- I offered..... her suitcase for her. (carry)

24-He didn't bother.....her. (tell)

25-He longed.....home. (return)