

أداء الطلبة الجامعيين العراقيين متعلمي اللغة الإنكليزية لغة أجنبية في استعمال أليغ التي

تعبر عن التمني والافتراض

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Iraqi EFL University Learners' Use of Subjunctive Mood

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Abstract

The subjunctive mood is the one that does not correspond to the regular patterns of sentence structure. It is one of the essential constructions in English grammar and a problematic area for the Iraqi EFL university learners.

The study aims at investigating the performance of Iraqi EFL university students in using subjunctive mood and its types to find out the area of difficulty in this regard and suggesting remedial work for the alleviation of these difficulties .

It is hypothesized that Iraqi EFL learners encounter difficulty in using the types of subjunctive mood in English.

The study begins with the theoretical aspect encompassing the definition of subjunctive mood and its types. Then, the practical aspect represented in a diagnostic test applied to a random sample of (60) students taken from the fourth level in the Department of English, College of Education for Human Sciences, University of Babylon to assess their performance at both the recognition and production levels.

According to the results of the whole test, the number and percentage of the incorrect responses for the whole test (640, 57.87 %) are more than those of correct responses (558, 42.13 %). These results indicate that Iraqi EFL university learners face difficulty in using subjunctive mood in English and this, in turn , confirms the hypothesis of the study.

In the light of the results of the test ,some conclusions are drawn and a number of suggestions and remedial work are presented so that the learners can overcome the difficulty they encounter in using the topic under investigation.

Keywords: EFL – use – subjunctive mood

المستخلص

هذه الصيغة النحوية هي احدى التراكيب التي لاتتطبق عليها خصائص التراكيب النحوية الصحيحة يل احدى انواع الجمل الشاذة باللغة الانكليزية ،وهي واحدة من التراكيب في النحو الإنكليزي التي تمثل مجالا ذا صعوبة للطلبة الجامعيين العراقيين متعلمي اللغة الإنكليزية لغة أجنبية .

تهدف الدراسة الى استقصاء اداء الطلبة الجامعيين العراقيين متعلمي اللغة الإنكليزية لغة أجنبية في استخدام هذه الصيغ الشاذة بانواعها لتحديد الصعوبات التي يواجهها الطلبة ، في هذا المجال ثم اقتراح برنامج علاجي

تعليمي لتجاوز هذه الصعوبات(افتترضت الدراسة إن الطلبة الجامعيين العراقيين متعلمي اللغة الإنكليزية لغة أجنبية يواجهون صعوبة في استخدام الصيغ التي تعبر عن التمني والافتراض في اللغة الإنكليزية. وتبدأ الدراسة بالجانب النظري الذي يشتمل على تعريف واف لهذه الصيغ وانواعها وفي الجانب التطبيقي اختيرت عشوائيا عينة تتألف من(60) طالب من المرحلة الرابعة لقسم اللغة الإنكليزية/ كلية التربية للعلوم الإنسانية/ جامعة بابل لتطبيق الاختبار الذي يغطي الجانبين التمييزي والانتاجي .

اظهرت نتائج الاختبار بأن الطلبة الجامعيين العراقيين متعلمي اللغة الأنكليزية لغة أجنبية يواجهون صعوبة في استخدام هذه الصيغ حيث كانت نسبة واعداد الاجابات الخاطئة للاختبار (640، 87,57 %) اكثر من اعداد ونسبة الاجابات الصحيحة(558، 42.13 %) وهذا بدوره يؤكد صحة فرضية الدراسة في ضوء هذه النتائج، استخلصت مجموعة من الاستنتاجات و الاقتراحات التي تشكل برنامج علاجي لتجاوز هذه الصعوبات التي يواجهها الطلبة في استخدام موضوع الدراسة..

الكلمات المفتاحية : (اللغة الإنكليزية لغة أجنبية) EFL –(استعمال) use
(صيغ التمني والافتراض) subjunctive mood

Section One

1.1 The Problem

The subjunctive mood is the base form of the verb the use of which allows people to express their attitude. Subjunctive forms are typically used to express different states such as wish, emotion, possibility, opinion, obligation, or action.

The problem arises from the state that Iraqi EFL learners often encounter difficulty in using the forms of subjunctive mood in English because they do not correspond to the regular patterns of sentence structure.

1.2 Aims of the Study

The study aims at :

1. Investigating the area of difficulty that Iraqi EFL university students encounter in using the types of subjunctive mood in English.
2. Accounting for the errors committed by the learners.
3. Identifying the sources of errors in students' performance.
4. Suggesting some remarks which can be considered as remedies to the difficulty the students may face in using the topic under investigation.

It is hypothesized that Iraqi EFL university learners represented by a sample of students find difficulty in using the types of subjunctive mood in English.

The following steps will be followed in this study:

1. Surveying the available theoretical study concerning the subjunctive mood in English.
2. Designing a test to be conducted to a random sample of students to investigate their performance in using the topic under investigation.

3. Analyzing the findings of the test.
4. Drawing conclusions in the light of the results of the test.

The study limits itself to the area of subjunctive mood and its types in English and the sample of the test will be taken from the fourth year level in the Department of English/College of Education for Human Sciences/ University of Babylon.

Section Two

Theoretical Background

2.1 Mood

It can be defined as a Grammatical term used to denote the forms that a verb takes to show what work it is doing, for example, expressing a statement, wish , command, etc. and the manner in which that action or state is thought of by the speaker. (Eckersley and Eckersley, 1960:225)

The mood of a verb in grammar does not describe its emotional state as if a verb, a word, could feel delight or anger. Instead, mood is a special form of the verb that indicates a speaker's attitude toward his or her use of that verb, like an emotion, grammatical mood is a state of mind. To be more accurate, it is the speaker's mental conception of the verb he or she uses. And, as opposed to the hundreds of emotion we can feel. (Sturumpf, n.d:45)

There are three kinds of mood in English:

- A. Indicative mood (Showing whether a sentence is making a statement).
- B. Imperative mood (giving command).
- C. Subjunctive mood (expressing a wish or hypothesis or other non-factual utterance). (Pahja, 1997:100)

2.2 The Subjunctive Mood

A verb which is used to express a wish, hope, desire, intention or resolution in noun clause in the present and improbability in the past is known as the subjunctive mood. (Murthy, 1998:96)

The subjunctive mood in English is used to form sentences that express wishes, supposes, or hypothetical states of affairs, rather than things that the speaker indicates to represent as true and factual. These include statements that express opinion, belief, purpose, intention, desire, request, or order. The subjunctive mood, such as:

1. She suggests that he speak English.

Contrasts with the indicative mood, which is used for statements of fact such as:

2. He speaks English.

(Internet. English subjunctive-Wikipedia, an.m.wikipedia. org.)

2.3 Types of Subjunctive

Subjunctive forms are of different types:

2.3.1 Mandative Subjunctive

Quirk et al. (1985:156) state that this type of subjunctive is the most common one which consists of the base form of the verb only. Therefore, there is a lack of regular concord of the indicative mood between the subject and finite verb.

This type of subjunctive can be seen in certain types of subordinate "that clause" operating as the object of the verb a "demand, suggest, recommend, propose, require, etc.", for example:

3. They recommend that this task be abolished.

4. The committee proposes/proposed(that) Mr. John be selected.

These examples are used in formal situations. (Thukur, 1998: 129)

Leech and Svartvik(1994:294) mention that we can use the modal nauxiliary "should" in that-clause to convey the notion of a putative situation and it is possibly existing or coming into existence:

5. It is necessary that every member should inform himself of these rules.

Putative should is used in that-clause in a wide range or extensively.

There are certain verbs followed by should + infinitive constructions and when the infinitive is "be". Thus, in sometimes, "should" is omitted:

6. He suggested that a prtition(should) be drawn up.

Therefore, the infinitive is left alone and becomes a subjunctive. (Thomson and Martinet, 1986:253)

2.3.2 Formulaic Subjunctive

In a limited number of cases the use of forms expressing unreality has become a (set-phrase). The present subjunctive is used in certain exclamations to express a wish or hope, often involving supernatural powers. (Internet. <https://studfile.net>)

7. God save the queen! (Thomson and Martinet , 1986:27)

Formulaic subjunctive consistent of the base form of the verb but is used only in certain set expressions.

8. Heaven help us! (Leech and Svartvik, 1994:38)

In independent clauses mainly in set expression, some follow normal subject verb word order:

9. God save the queen!)

while others have inversion of the main verb and subject:

10. Long live the queen!) (Internet.<https://www.oxfordreference.com>)

Certain expressions of formulaic subjunctive are usually found in the independent clauses such as:

11. God bless you!

They convey the meaning of 'Let' or 'may'. (Internet. <http://english-practice-over-the-internet-blogspot.com>).

12. Come what may, well stand by you! (Thomson and Martinet, 1986:27)

2.3.3 The Were Subjunctive

The were-subjunctive occurs in clauses expressing a hypothetical condition (especially if-clauses) or after verbs such as "wish". Usually the expected form "was" can also be used, and is more common in informal style:

13. IF the road were/was wider, there would be no danger of an accident.

14. Sometimes I wish I were/was someone else. (Leech and Svartvik, 1994:381)

With regular verb, the present subjunctive is recognizable only with a singular subject. The past subjunctive is limited to the form **were** used in the singular, especially to express unreal or hypothetical meaning:

15. . My head felt as if it were split open. (Biber et al, 1999:260)

Section Four**Procedures****4.1 The Test**

Richards et al. (1992: 377) define the test as any procedure for measuring ability, knowledge, or performance.

The present test is designed to check the students' performance in using subjunctive mood in English and to determine the area of difficulty they may face in using this topic and then to point out the sources of their errors.

The random sample of the test consists of (60) students taken from the fourth level in the Department of English/College of Education for Human Sciences/University of Babylon to undergo the test.

The test encompasses two questions. The first question measures the students' performance at the recognition level. The test consists of two questions. The first question is designed to assess the student's performance at the production level. it includes ten items. The students are asked to put the verb in the correct form to construct a subjunctive form. The second question measures the recognition level and also includes ten items in which the students are asked to identify the types of subjunctive form for the given sentences. Most items of the test are taken from grammar books mentioned in this paper and "A University Grammar of English (Workbook), by Close, R.A.(1974)".

Section Five**Data Analysis and Results****5.1 The Results of the Test**

The results of the test of Q1 can be shown in the following table:

Q1/

Item	No. Of Correct Responses	Percentage%	No. of Incorrect Responses	Percentage%
1	50	88.33	10	11.67
2	22	36.66	38	63.34
3	26	43.33	34	56.67
4	32	53.33	28	46.67
5	22	36.66	38	63.34
6	10	16.66	50	83.34
7	20	33.33	40	66.67
8	26	43.33	34	56.67

9	48	80	12	20
10	24	40	36	60
Total	280	47.16	318	52.84

The results presented in this table, illustrate that the number and percentage of correct responses (280, 47.16 %) are less than those of incorrect responses (318, 52.84%).

Items (2), (5) and (7): the number and percentage of incorrect answers are more than those of correct answers because the sentences are ambiguous and difficult to them.

Items (3), (8) and (10): the number and percentage of incorrect answers are more than those of correct answers because the students are not familiar with these items.

Item (4) the number and percentage of correct answers are more than those incorrect answers because in this sentence the students do not have the idea about how to use “as if”.

Item (6) the number and percentage incorrect answers are more than those of correct answers because this sentence is confusing to them.

Items (1) and (9): the number and percentage of incorrect responses are less than the number and percentage of correct response because these sentences are well known to the students who are familiar with them.

The following table shows the results of the test of Q2:

Q2/

Item	No. of Correct Responses	Percentage%	No. of Incorrect Responses	Percentage%
1	32	53.33	28	46.67
2	26	43.33	34	56.67
3	18	30	42	70
4	12	20	48	80
5	14	23.33	46	76.67
6	46	76.66	14	23.34
7	42	70	18	30
8	24	40	36	60
9	26	43.33	34	56.67
10	38	63.33	22	36.67
Total	278	36.74	322	63.26

The results presented in this table, illustrate that the number and percentage of correct responses (278, 36.74 %) are less than those of incorrect responses (322, 63.26 %).

Items (2), (8) and(9): the number and percentage of the incorrect answers are more than those of correct answers because the idea of these sentences are not familiar to the students.

Items (3), (4) and(5): the number and percentage and percentage of the incorrect answers are more than those of correct answers because those sentences are ambiguous and difficult to the students.

Items (1), (6), (7) and (10): the number and percentage of the correct answers are more than the number and percentage incorrect answers because these sentences are well known to the students who are familiar with them in the study.

Section Six

6. Conclusions

In most cases, the subjunctive mood of a verb is usually the third-person form of the verb with the -s dropped, but the verb "to be" is a special case. The subjunctive is used after certain expressions that contain an order, a request, a hypothetical case or a wish.

A random sample of (60) students was taken from the fourth year classes in the Department of English, College of English for Human Sciences, University of Babylon to apply a diagnostic test to them to check their performance in using subjunctive mood and its types . According to the results of the whole test, the number and percentage of the incorrect responses for the whole test (640, 57.87 %) are more than the number and percentage of correct responses (558, 42.13 %). These results indicate that Iraqi EFL university learners encounter difficulty in using subjunctive mood in English and this, in turn ,verifiess the hypothesis of the study.

To overcome the difficulties faced by Iraqi EFL university students in using the topic under investigation, the following points can be suggested:

- a. Due attention should be given to teaching the subjunctive mood and its types in English as it is a problematic area for the Iraqi EFL university learners.
- b. The learners should be exposed to a variety of texts to ensure that they can distinguish this type of mood from other types in English c. c. Teachers and textbook writers should focus on the importance of presentation of the subjunctive mood and its types.
- d. Teachers have to adopt remedial works to simplify the process of learning by giving enough exercises to enhance the learners' receptive and productive knowledge.
- e. More emphasis should be given to the topic under investigation at all levels of education.

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Appendix I: The Test

Q1/ put the verbs in brackets into the correct form to construct a
subjunctive mood.

1. God (saves) the Queen!
2. My head felt as if it (was) split open.
3. I hope that he (finishes) his homework on time.
4. He uses the car as if it (be) his own.
5. If I (was) you, I would study hard.
6. It is time the children (go) to bed.

7. I wish I (know) the answer.
8. It is necessary that the lawyer (writes) the contract.
9. long (lives) the Queen!
10. It is traditional that the table (is) decorated.

Q2/ Indicate whether the following sentences provide examples of:
a-mandative subjunctive b-formulaic subjunctive c-were subjunctive d-a normal use of
the Indicative mood

1. Be that as it may our expenditure is bound to increase.
2. God save the queen!
3. I demand that he leave immediately.
4. We were hoping you could come and have lunch with us.
5. He requested that the car park not be locked at night.
6. Heaven help us!
7. We suggest that this applicant apply next year.
8. If I were feeling over tired, I wouldn't go on.
9. The committee recommends that the annual subscription be increased to.
10. By the time we stopped, we have driven six hundred miles.

Appendix II: The Answers of the Test

Q1/

1. Save
2. Were
3. Finished
4. Were
5. Were
6. Went
7. Knew
8. Write
9. Live
10. Be

Q2.

1. The formulaic subjunctive
2. The formulaic subjunctive
3. The mandative subjunctive
4. A normal use of the Indicative mood
5. The mandative subjunctive
6. The formulaic subjunctive
7. The mandative subjunctive
8. The were subjunctive
9. The mandative subjunctive
10. A normal use of the Indicative mood