

## The ability of Iraqi university learners of English to recover elliptical elements in coordinative structures

Received : 22.01.2026  
Accepted : 28.03.2026  
Published : 30.04.2026  
DOI: <https://doi.org/10.5281/zenodo.20049161>

Abdulmalek Hammed Jassim<sup>1</sup>  
*Anbar Directorate of Education-Iraq*

### Abstract

Actually, ellipsis is a syntactic linguistic phenomenon that exists in all languages. In ellipting part of a sentence, a speaker/a writer gives a chance to the reader/listener to retrieve it from the linguistic context, otherwise ambiguity may result. The Iraqi university learners of English (henceforth IULE) face difficulty in recovering elliptical structures as the problems in recovering elliptical structures extend from mother tongue influence to the target language. The present study attempts to shed light on the concept of recoverability of elliptical structures in English. It pinpoints essential matters associated with this process such as the nature of ellipsis, the reasons or motivations behind ellipting elements in various grammatical constructions and the ambiguity arising out of it. People apply ellipsis, where they find repeated elements unnecessary or boring, to achieve a more appropriate economy of statement, besides reducing length and complexity. So, this study presents and describes coordination ellipsis in English to assess the performance of a number of fifty (N=50) fourth-year Iraqi university learners of English (IULE), namely students of Anbar University, in recovering various elliptical structures. It will also be of great pedagogical value. A twenty-sentence "Production Test" is the procedure used to collect data which is later analyzed according to "A Grammar of Contemporary English" which is a descriptive but not prescriptive model. The results showed that IULE encounter difficulties in recovering phrasal ellipsis more than in clausal one.

**Keywords:** ability, Iraqi learners, recovering, ellipsis, coordination, structures

### 1 Introduction

Ellipsis has long been considered an important topic in linguistic studies. It refers to the omission or deletion of a word, a phrase or a clause from a sentence that can still be understood from the context (Merchant, 2001). Ellipsis, according to linguistic research, is a communicative strategy that allows speakers to produce more economical and concise sentences and, at the same time, keep the meaning unchanged (Kehler & Kehler, 2002). Recoverability is the corner stone in the study of ellipsis. Scholars such as Quirk and colleagues emphasize that the elements omitted must be recoverable from the linguistic atmosphere of the context, situational context, or structural patterns of the sentence. Recoverability in coordinative constructions is often facilitated by the parallel construction of the two

---

<sup>1</sup> (Mr.) Abdulmalek Hammed is currently working at Anbar Directorate of Education. His research area covers discourse analysis, second language acquisition, and grammar. He is specialized in Applied Linguistics. [malikhj.1974@gmail.com](mailto:malikhj.1974@gmail.com)  
ORCID: <https://orcid.org/0000-0001-8889-6750>

conjuncts. As the two clauses have similar syntactic properties, it becomes easy for the hearer to identify the missing parts (Quirk & Crystal, 2010).

Ellipsis has been defined differently by different grammarians and linguists. According to Karlsen (1959, p. 32), "ellipsis is the omission of part of a clause". For Sledd (1959, p. 210) "this term is frequently used to mean the omission of a word or words which can be supplied from the context". Vallins (1963, p. 49) considers it as a natural characteristic of the more complicated method of economy. He assumes that it is a saving device which has the great effect of making the sentence compact and concise, while McArthur et al. (1992, p. 344) assumes that ellipsis is "the omission of an element of language for reasons with speech rhetoric, grammar and punctuation".

It is agreed about by many scholars that language is the best means of human communication which differs from other means in its ability to communicate complex thoughts (Ellis, 1999; Trenholm, 2020). In order to get good communication, language has to be mastered fully. The mastery of a language is not an easy process; yet, it is not impossible. To master a language is to master its phonological as well as grammatical patterns (Guasti, 2017). The grammar can be mastered via the mastery of its structures and this can be achieved through intensive learning and practice. This mastery can be measured positively or negatively through a test (Alisoy, 2023). Ellipsis is one of the grammatical aspects that any learner must have a control upon.

As assured by Langendoen (1969) Ellipsis is a surface phenomenon because deletion takes place at a surface level. He believes that the ellipted constituents which do not appear in a surface manifestation, can be restored by our linguistic intuition.

Greenbaum (1990, p. 255) regards ellipsis as grammatical omission which requires verbatim recoverability i.e., the actual word or words that are ellipted must be precisely recoverable.

Quirk et al. (1972, p. 536) state that in a strict sense of ellipsis, only words which are uniquely recoverable are ellipted and this denotes that there is no doubt as to what words are to be supplied and the recoverable words can be added to the sentence.

A contrastive linguistic research has been done by Al-Thnaibat (2015) to investigate pseudogapping and gapping in English and Arabic. The research compared how ellipsis functions in both languages and showed that although both languages allow ellipsis, the syntactic patterns differ. The study concluded that structural differences between Arabic and English may create difficulties for Arabic-speaking learners of English when interpreting or producing elliptical structures.

In their study titled "Iraqi EFL Learners' Problems in Using Conjunctions as Cohesive Devices", Darweesh and Kadhim (2016) studied the difficulties faced by Arab and Iraqi learners when dealing with conjunctions and ellipsis as cohesive devices in writing essays. The sample of the study was Iraqi EFL second year students in English Dep, College of Arts, Kufa University during the academic year (2015-2016). Their study exposed that Iraqi university students encounter semantic and syntactic

struggle of conjunctions, which directly affects their ability to process coordinated clauses.

Othman (2022) conducted a study titled "Problems of Translating English Elliptical Structures by Iraqi Students of Translation". It deals with the problem of translating and understanding sentences with ellipsis. It hypothesized that students of translation are able to translate finite clauses better than nonfinite ones without ellipted structures and that they can translate sentences with predicate much better than other structures. It relied on a translation test conducted on 20 fourth year students from the Translation Department, College of Arts, University of Mosul. The results showed that students are able to translate sentences with predicate structures better than better than sentences with ellipted structures such as subject, object and complement.

However, the current study differs from others in that it deals with recovering elliptical elements of coordination and subordination clauses as example of simple and complex sentences. It differs from the previously mention studies in that it includes a sample of 50 subjects (25 male and 25 female) of a fourth stage students. Therefore, this study can be considered more dependable and generalizable. One more thing, while previous studies focus on contrastive and translative points of view, the current study exposes the weak side of student' capability in recovering elliptical structures. Thus, it will be of great value for curricula designers who need to concentrate on the weak points that students suffer from to enforce their ability to bridge them.

### *1.1 Statement of problem*

Recovering elements is one of the most exciting topics which needs a thorough investigation as it represents a pedagogical problem for foreign learners. The (IULE) face difficulty in recovering elliptical structures as the problems in recovering elliptical structures extend from mother tongue influence to the target language. The mother tongue may play a positive or negative part in recovering certain elliptical structures.

### *1.2 Questions of the study*

1. What are the syntactic types of coordinative ellipsis in English?
2. What are the subtypes of coordinative ellipsis in English that cause difficulty in learning?
3. Why do learners face difficulty in recovering some constructions of ellipsis in coordination?
4. If any, how does the mother tongue affect the learners' performance?

### *1.3 Aims of the study*

The present study aims at:

1. Presenting and describing syntactically the types of coordinative ellipsis in English to make learners familiar with them.
2. Because ellipsis is a problematic topic, the various syntactic subtypes of ellipsis that might cause difficulty in learning will be tackled in the test.

3. Determining and discovering the constructions in which learners face difficulty in recovering the ellipted element(s) to help the (IULE) master the difficulty they encounter and improve their performance.
4. Discovering the impact of the mother tongue on learners' performance of recovering ellipted elements.

## 2 Methodology

The main model adopted in this study is (Quirk et al., 1972) A Grammar of Contemporary English. The reason behind adopting this reference is that it is the most important reference which tackles ellipsis in detail. Besides, the study adopts another model, (Quirk et al., 1985) A Comprehensive Grammar of the English language.

### 2.1 Sampling, data collection and processing

Fourth-year students of Anbar University, College of Education are targeted to be the sample of this study as they have already been tackling ellipsis during their academic courses. They are supposed to be familiar with and have experience of recovering various types of coordinative ellipsis. A number of fifty students (N=50) contributed to this study, (25 male) and (25 female). The present study is carried out by conducting a "Production Test" because the study tackles rewriting elliptical structures. The test includes twenty sentences of various coordinated elliptical structures –one sentence for each elliptical structure. The students have to do the test within thirty minutes (30m) where alternative answers are not allowed in order to examine their performance in recovering what is/are ellipted exactly. These sentences are selected from the books of grammar mentioned in the methodology above.

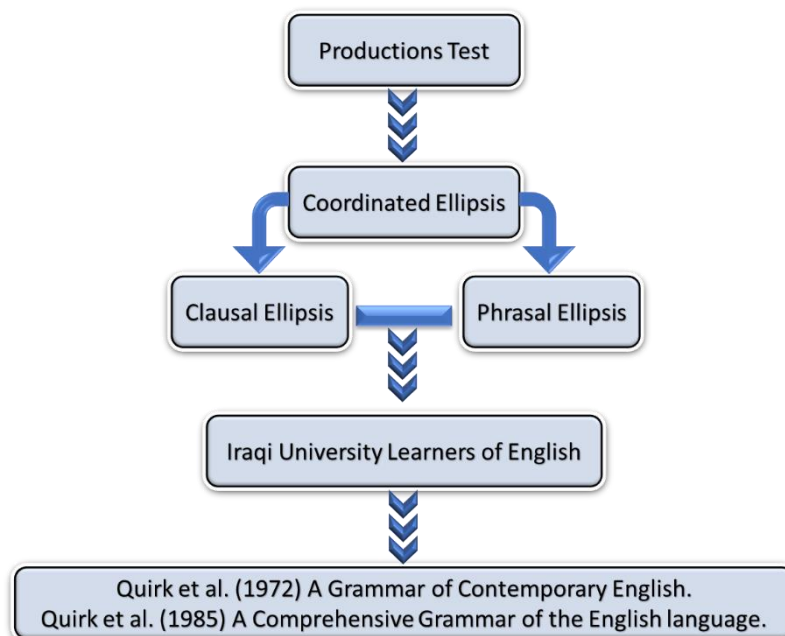


Figure 1. Processing of collecting and analyzing data

## 2.2 *Analyzing data*

In this item, all the sentences that represent coordination of ellipsis and included in the test will be analyzed. Under each sentence, a pie chart will be presented for more clarity.

## 3 Findings

### 3.1 *Ellipsis in Coordination*

Coordination is the process of joining two clauses by means of coordinators "and", "or", and "but". Makahleh (2003, p. 65) calls the short, simple conjunctions as "coordinating conjunctions" which join parts of a sentence that are grammatically equal and similar i.e., the elements they join are similar in importance and structure. Aarts et al. (2006, p. 201) explain the syntactic likeness in coordination when they point out that coordinates are of equal syntactic status which may involve ellipsis of one or more element. Leech and Svartvik (2013, p. 264) point out that different grammatical units whether clauses, clause elements or words can be coordinated with ellipting repeated elements. In coordination, equivalent units are linked by conjunctive "and", disjunctive "or" or adversative "but" (Zamparelli, 2019, p. 136). There are two main types of ellipsis in coordination: clausal and phrasal ellipsis which are explained later with examples.

#### 3.1.1 *Clausal Ellipsis*

Actually, ellipsis and coordination are too close and related phenomena. Quirk et al. (1972, p. 568) state that certain clause constituents are often ellipted in one clause in case of coordinating two or more clauses. Crystal and Davy (2016) assert that it is permissible to ellipt certain elements of clause structure in a compound sentence a part from the first. Leech and Svartvik (2013) believe that the main use of coordination is to link parts of clauses such as subject, verb phrase, object rather than the whole clauses in which repeated parts are liable to ellipsis. Biber et al. (2021) assure that in coordinated clauses which share elements with a preceding clause, ellipsis is commonly found and the clause can be marked clearly by a coordinator or joined without a link. Types of clausal ellipsis are consequently presented with examples as follows: subject, subject plus auxiliary, modal auxiliary, verb plus direct object, lexical verb, auxiliary as lexical verb plus subject complement, auxiliary plus lexical verb plus direct object, direct object, subject complement, adverbial, head of noun phrase (direct object), and complement of prepositional phrase (direct object). The following table shows the number of the correct answers as well as the wrong ones of the sentences of clausal ellipsis.

Table 1.  
Student's answers of recovering clausal ellipsis

Sentence No.	Correct answers	Percentage	Wrong answers	Percentage
1.	42	84%	8	16%
2.	42	84%	8	16%
3.	30	60%	20	40%
4.	37	74%	13	26%
5.	37	74%	13	26%
6.	28	56%	22	44%
7.	31	62%	19	38%
8.	32	64%	18	36%
9.	30	60%	20	40%
10.	27	54%	23	46%
11.	29	58%	21	42%
12.	28	56%	22	44%
13.	17	34%	33	66%
14.	21	42%	29	58%
15.	14	28%	36	72%
16.	14	28%	36	72%

1 *Peter ate the fruit and drank milk.*

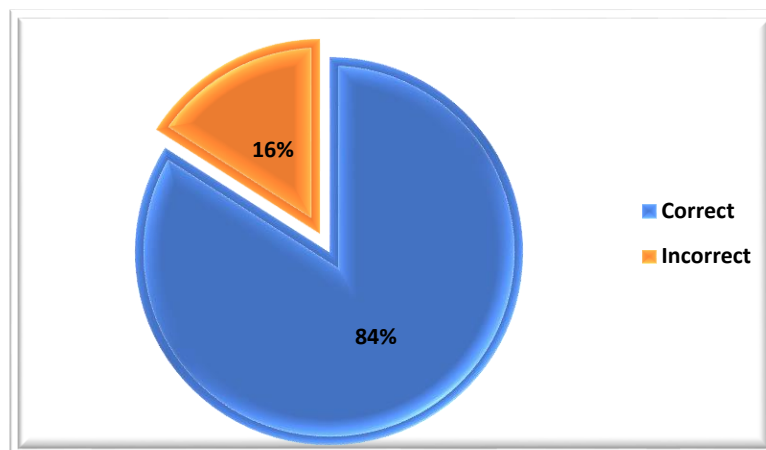


Figure 2. Representing the results of sentence (1)

Here, the two coordinated clauses are characterized in ellipting the subject (Peter) in the second conjoin. Out of fifty, forty-two subjects i.e., 84% have the capacity to recover the ellipted subject in the second conjoin. This high percentage is a proof that the greatest majority of the subjects have a good mastery on this type of ellipsis. This can be traced back to the subjects' knowledge for the possibility of ellipting the subject when it recurs in the second conjoin. On the other hand, only eight subjects i.e., 16% fail to recover the ellipted element. The low percentage of incorrect answer denotes an important factor which is the effect of the mother tongue over the target

language since the subjects try to transform their language habits from the first into the second language. When this sentence is translated into Arabic, it tends to be acceptable as if nothing is ellipted. For example, the Arabic sentence "أحمد أكل التفاحة وشرب العصير", "Ahmed akala altufaha wa shariba alaseer" which means "Ahmed ate the apple and drank the juice", so the subject is ellipted from the second conjoin which is identical to English. Therefore, the students accepted the sentence and decided its lack of ellipsis. The mother tongue, here, vividly affects these subjects negatively.

**2 Alice is washing and dressing.**

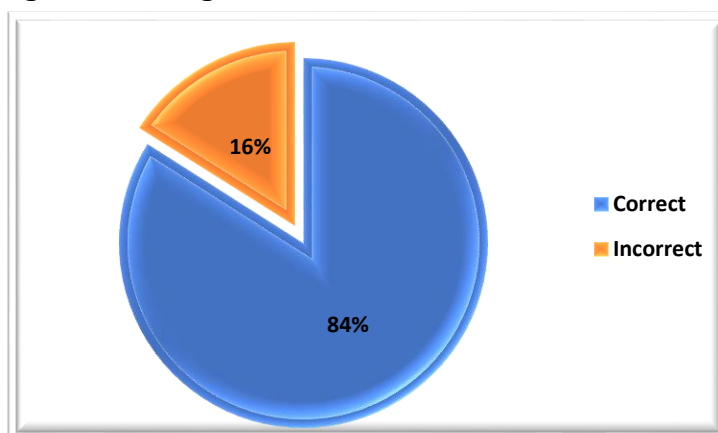


Figure 3. Representing the results of sentence (2)

Here, not only the subject is ellipted but it is accompanied by the ellipsis of the auxiliary in the second conjoin. Although two elements are ellipted simultaneously, the results of the test manifest that this sentence scores the same results obtained in the first one i.e., forty-two subjects 84% out of fifty are able to recover the ellipted subject and auxiliary while only eight i.e., 16% fail to do so. The percentages obtained in both sentences "1" and "2" which score the highest ones among all the other percentages, may be traced back to the subjects' excellent comprehension to such kind of ellipsis.

**3 John must clean the shed and Peter read his book.**

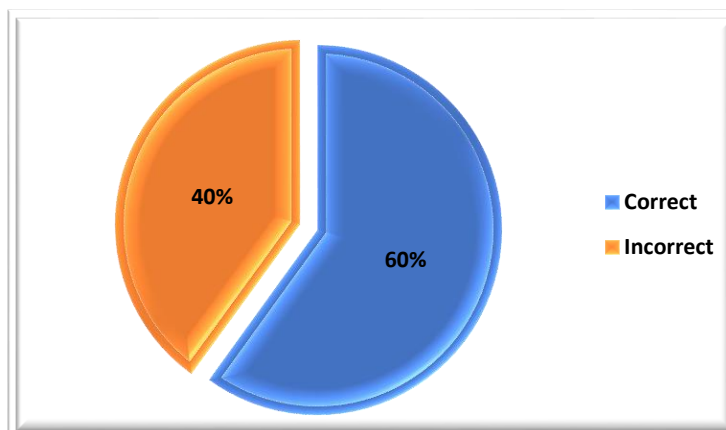


Figure 4. Representing the results of sentence (3)

The ellipted element in this sentence is the modal auxiliary (must). Out of fifty, thirty subjects i.e., 60% are capable of producing correct answers when they succeed in recovering the auxiliary which is ellipted in the second conjoin. On the contrary, twenty subjects i.e., 40% are unable to recover what is exactly ellipted. Seven subjects out of twenty believe that the ellipted element is "John's" before the direct object "book". This is an indication that they are unaware of using auxiliaries as their mother tongue lacks them. Here, the mother tongue affects the subjects' responses negatively. This becomes vivid here because of the low percentage obtained as compared with those of the first two sentences.

#### 4 *George will and Bob might take the course.*

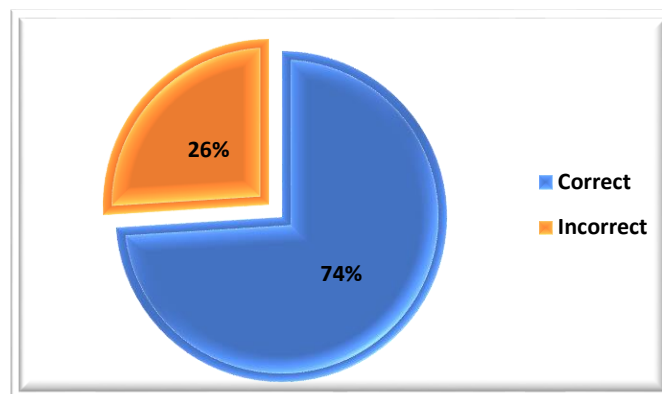


Figure 5. Representing the results of sentence (4)

Subjects' responses for this sentence which score 74% as thirty-seven subjects successfully recover the whole of predication" take the course" which is ellipted in the first clause. This high percentage is due to the existence of modals in both clauses which enable them to know what is exactly ellipted. The subjects may compare between the two concluding that the predicate is ellipted only after the modal in the first conjoin. Only thirteen subjects i.e., 26% do not have the capacity to respond correctly. Half of them believe that part of the predication is ellipted i.e., the lexical verb "take" rather than the whole.

#### 5 *I work in a factory, and my brother on a farm.*

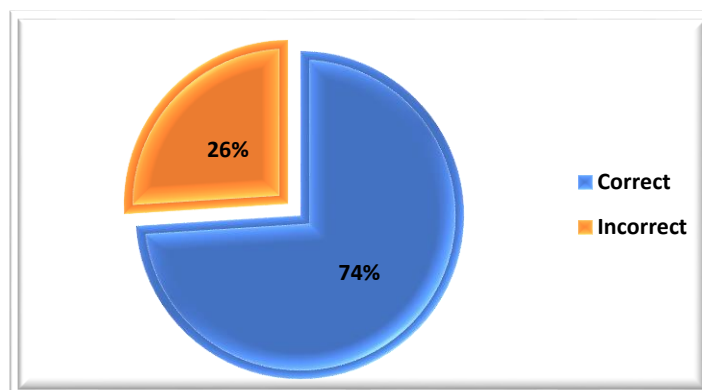


Figure 6. Representing the results of sentence (5)

Correct subjects' responses for this sentence are thirty-seven i.e., 74%. They realize that the ellipated element is the lexical verb "works" which constitutes the first part of predication while thirteen subjects i.e., 26% are incapable of recovering it. Also, the negative effect of the mother tongue is clear over the performance of those who answer incorrectly. This sentence is acceptable if it is translated into Arabic. This makes those who answer incorrectly think that nothing is ellipated.

**6 John was the winner in 1970 and Bob in 1971.**

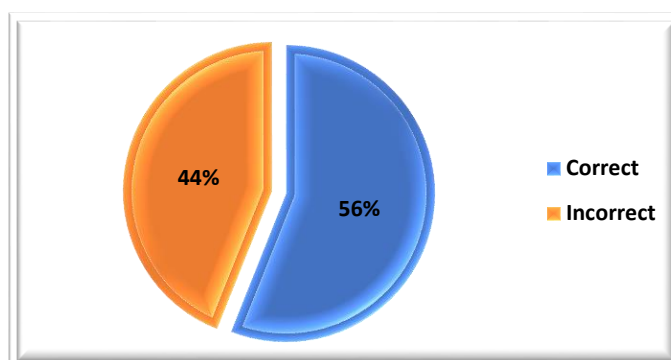


Figure 7. Representing the results of sentence (6)

It is obvious here that 56% i.e., twenty-eight subjects are able to recover the verb and subject complement "was the winner". This can be traced back that the subjects compare between the two coordinated clauses which enables them to know the ellipated elements. On the other hand, 44% i.e., twenty-two subjects respond incorrectly. It is noteworthy that committing mistakes in this sentence is clearly due to three reasons. The first is that two elements are ellipated. Most of those who fail to recover the required elements believe that the only auxiliary "was" is ellipated and it is not accompanied by the subject complement. Secondly, the subjects may have insufficient knowledge for subject complement which results in their non-mastery to such kind of ellipsis. Thirdly, the negative effect of the mother tongue which doesn't enable them to recover the ellipated elements.

**7 Peter is playing football for his school and Paul for his club.**

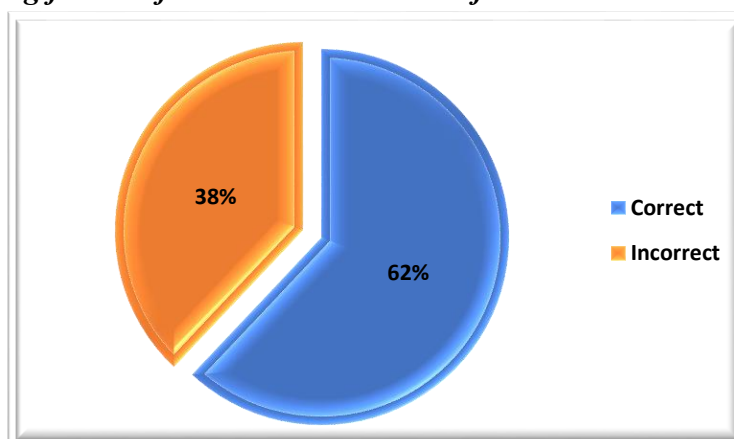


Figure 8. Representing the results of sentence (7)

Similarly, because more than one element is ellipped i.e., the verb and its direct object "is playing football", the percentage score for those who succeed in recovering the elements correctly is relatively close to the percentage obtained in sentence "6". Those who have the capacity to recover the ellipped elements are thirty – one subjects i.e., 62% while the total percentage for those who fail to answer incorrectly is 38% i.e., nineteen subjects. These subjects who respond incorrectly are affected negatively by the mother tongue as this sentence is acceptable if it is translated into Arabic. In addition, it is noticed that out of them, sixteen subjects believe that only the verb is ellipped without its direct object. This may be a proof that most subjects are more skillful to recover one element than more.

#### 8 *John likes and Peter hates tea.*

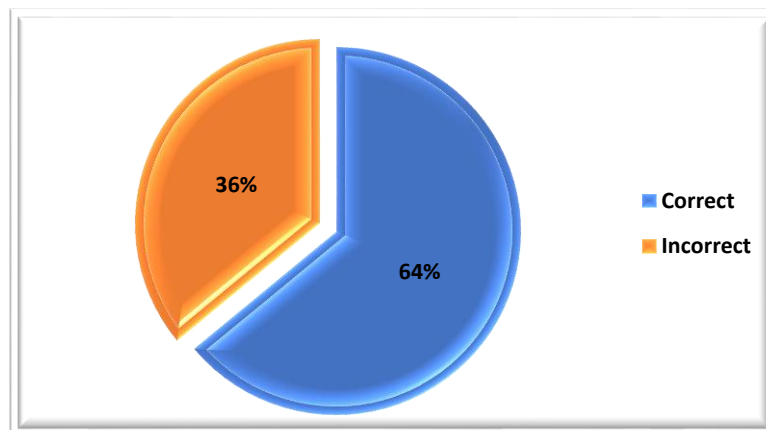


Figure 9. Representing the results of sentence (8)

Here, the direct object in the first conjoin (tea) is ellipped as it is recoverable from the second conjoin. Out of fifty, thirty-two subjects i.e., 64% realize successfully what is exactly ellipped. The reason is that the subjects presuppose the existence of the object as the verb "like" is transitive. On the other hand, eighteen subjects fail to answer correctly. They form the percentage 36% which denotes their incompetence in recovering the exact ellipped element.

#### 9 *George was and Bob certainly seemed angry.*

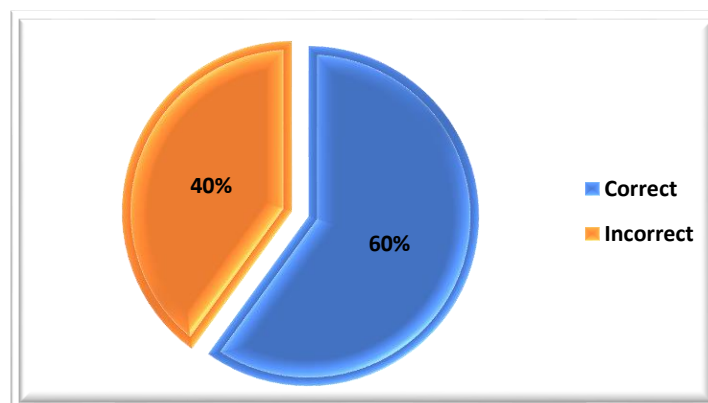


Figure 10. Representing the results of sentence (9)

The ellipted element is the subject complement (angry). Nearly, this sentence receives close percentages to the previous one. This can be attributed to the fact that the two sentences have the same nature since the realized items occur in both sentences in the final position. Out of fifty, thirty subjects i.e., 60% can recover the ellipted subject complement in the first conjoin whereas twenty subjects i.e., 40% are unable to know what is exactly ellipted. Seven of the subjects believe that what ellipted is "certainly seemed angry" in the first clauses and don not realize that this ellipsis takes place within the noun phrase.

**10 Grammatically, your sentence is incorrect and the verb is non-finite.**

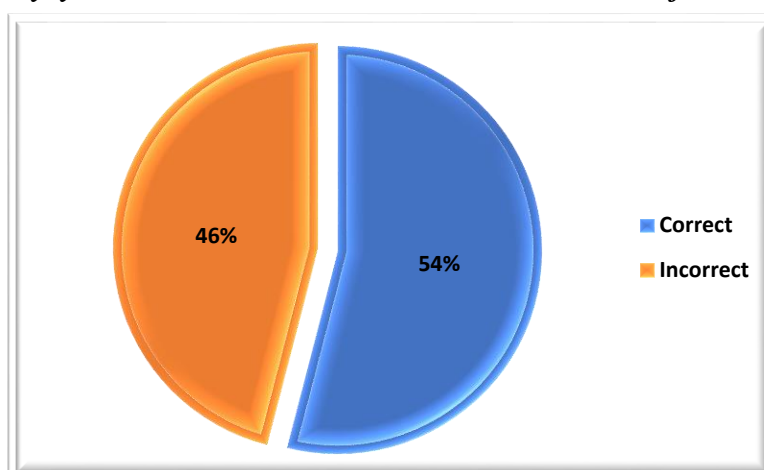


Figure 11. Representing the results of sentence (10)

Twenty-seven subjects i.e., 54% are able to recover the ellipted element that is the adverbial "grammatically" in the second conjoin while twenty-three subjects i.e., 46% answer incorrectly. The majority of failures believe that another element rather than the adverbial is ellipted i.e., "your sentence". The low percentage of correct answers may be due to either the subjects' ignorance and misunderstanding to adverbials or the negative effect of the mother tongue as there is correspondence between this sentence and its counterpart in Arabic.

**11 We wanted fried fish but they gave us boiled.**

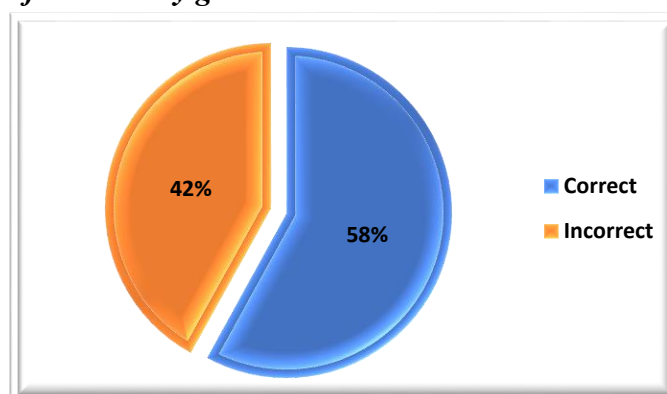


Figure 12. Representing the results of sentence (11)

Out of fifty, twenty-nine subjects i.e., 58% have the capacity to produce correct responses when they recover the head of the noun phrase "fish" in the second conjoin. On the other hand, twenty-one i.e., 42% do not know what is exactly ellipted. The reason behind this is the negative effect of the mother tongue because the sentence is acceptable when it is translated into Arabic. Some of them assume that "fried fish" are ellipted as these two elements are recoverable in the previous conjoin.

### 12 *I climbed up and I walked down the hill.*

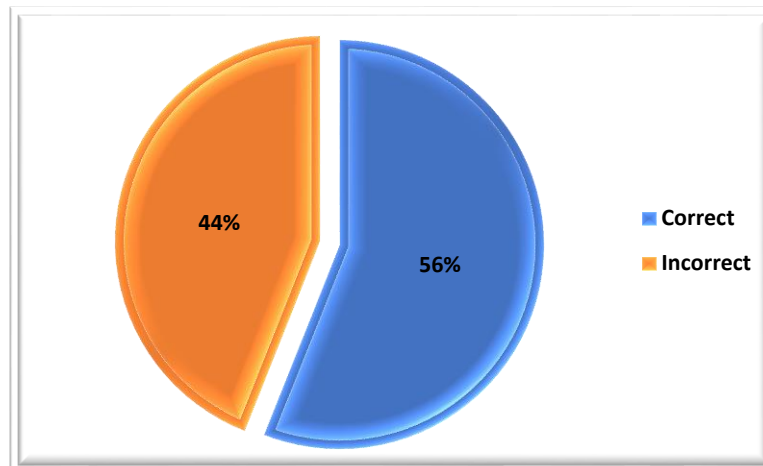


Figure 13. Representing the results of sentence (12)

Out of fifty, twenty-eight subjects i.e., 56%, which is very close percentage to those of the previous two sentences, realize that the complement of prepositional phrase (the hill) is ellipted in the first conjoin as it is realized in the second conjoin. On the contrary, twenty-two subjects i.e., 44% can't answer correctly as they are incapable of realizing what is exactly ellipted. The deterioration of the percentage is due to their ignorance and incomprehension to prepositional phrases.

#### 3.1.2 *Phrasal Ellipsis*

Phrasal coordination is a process of linking two clauses by changing one clause into a phrase including the verb. The main coordinators used in phrasal coordination are "and" and "or" while "but" links only adjective phrases and adverb phrases. As coordinators, the difference between "but" in one hand and "and / or" on the other hand is that the former is more limited than the latter as it can't link phrases except in combination with negative or where two adjectives or adjective phrases are coordinated (Quirk & Greenbaum, 1973, p. 268).

This type of ellipsis includes omitting specific structures. They are presented consequently with examples as following: head of adjectival noun phrase, head of demonstrative noun phrase, head of possessive noun phrase, definite article as determiner, demonstrative plus adjective, coordinative prepositional phrase, adverbial-dependent clause coordination and coordinated predicative adjectives (Lipták & Bánréti, 2022).

Table 2.

*Student's answers of recovering phrasal ellipsis*

Sentence No.	Correct answers	Percentage	Wrong answers	Percentage
13.	25	50%	25	50%
14.	29	58%	21	42%
15.	33	66%	17	34%
16.	23	46%	27	54%
17.	17	34%	33	66%
18.	21	42%	29	58%
19.	14	28%	36	72%
20.	14	28%	36	72%

**13** *Old and young men attended the lecture.*

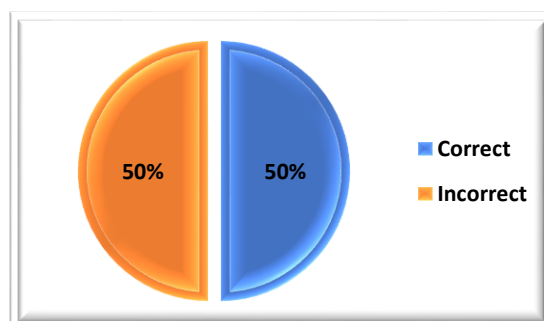


Figure 14. Representing the results of sentence (13)

What is ellipsed in this sentence is the head of the noun phrase "men" and not the whole clause "men attended the lecture". Exactly half of the subjects i.e., 50% realize that ellipsis takes place within the noun phrase. There was an ellipsis of the head. They are able to recover the noun head in its correct position while the second half i.e., 50% cannot do so. The majority of those who answer incorrectly, believe that it is clausal and not phrasal ellipsis. This manifests vividly as they recover the whole clause and not only the noun head i.e., men attended the lecture.

**14** *This and that student passed the exam.*

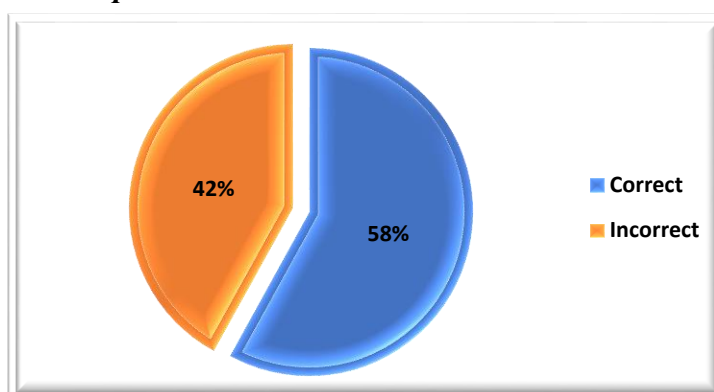


Figure 15. Representing the results of sentence (14)

The subjects who are able to supply the ellipited element which occurs with demonstratives (student) are twenty-nine i.e., 58%. They realize that when demonstratives are linked with each other in the noun phrase, they may involve ellipsis of the head of the noun phrase. On the other hand, twenty-one subjects i.e., 42% do not realize this grammatical fact as they fail to recover what is exactly ellipited. Most of those who respond incorrectly believe that not only "student" is ellipited but also all the elements which come after it. This is a clear proof to their inadequate knowledge to NPs in general.

**15 *His and my work is promising.***

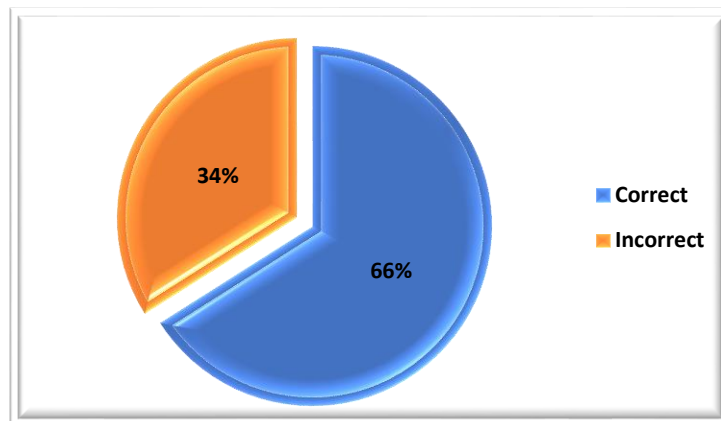


Figure 16. Representing the results of sentence (15)

It is obvious from the pie chart above that out of fifteen, thirty-three subjects i.e., 66% can answer properly as they realize that when possessives are coordinated, ellipsis takes place with the noun head in the first conjoin (work) whereas 34% i.e., seventeen subjects answer incorrectly. They do not recover the exact ellipited element. The majority of these subjects believe that it is a clausal and not phrasal coordination as they believe that "work is promising" are ellipited and not only the noun head "work".

**16 *The boy and girl are invited.***

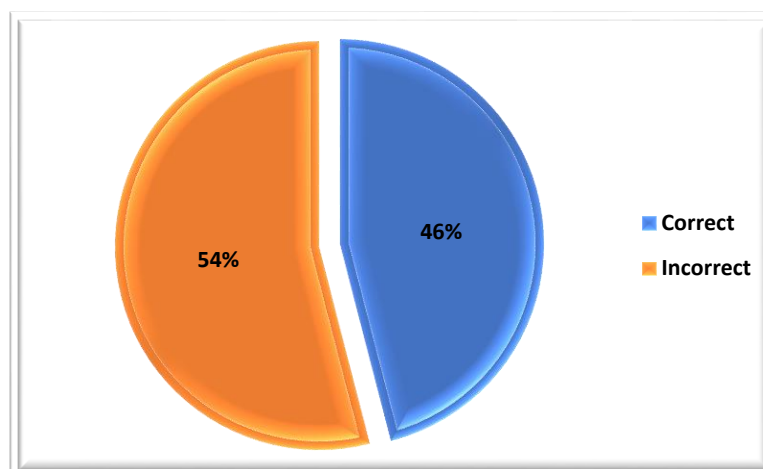


Figure 17. Representing the results of sentence (16)

What is ellipted here is the definite article "the" in the second conjoin. Out of fifty, only twenty-three i.e., 46% answer successfully when they recover the exact ellipted element. The number of subjects who do not have the capacity to recover the definite article is twenty-seven i.e., 54%. The low percentage of the correct answer is attributed to the subjects' incapability to deal with articles and their ellipsis in phrasal coordination. They have inadequate knowledge that when there are identical articles in two coordinated NPs, there is possibility to ellipt the second.

**17 That young man and woman are clever.**

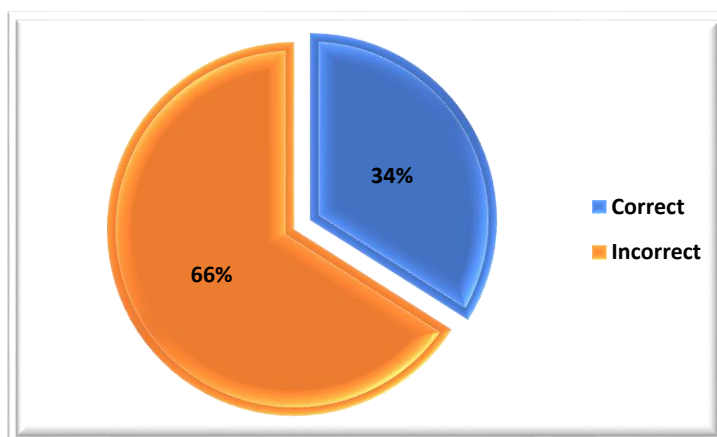


Figure 18. Representing the results of sentence (17)

Only seventeen subjects i.e., 34% can answer correctly when they succeed in recovering the modifiers "that young" in the second conjoin. On the other hand, thirty-three subjects can't give the proper responses. This low percentage is due to two reasons. The first is that more than two elements are ellipted. Secondly, it is their ignorance of modifiers within a noun phrase. Most of those who answer incorrectly believe that only the demonstrative "that" is ellipted.

**18 John complained to Mary and to Peter.**

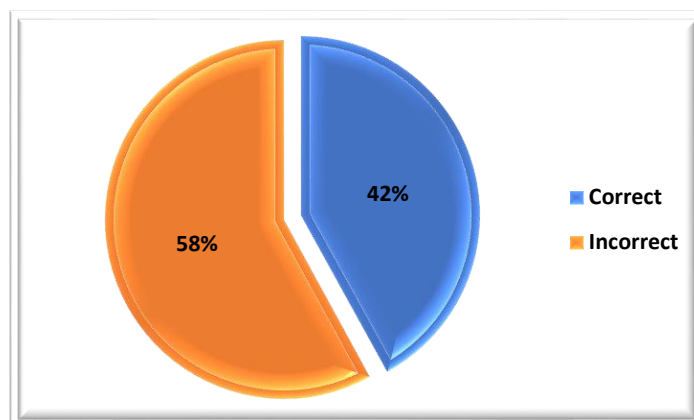


Figure 19. Representing the results of sentence (18)

Here, ellipsis occurs with a prepositional phrase. Twenty-one i.e., 42% out of fifty subjects produce correct responses by recovering the ellipted

elements "John complained". This is a low percentage compared with those who produce wrong responses and can't recover the exact ellipted element i.e., twenty-nine subjects i.e., 58%. Exactly half of those who answer improperly recover the lexical verb "complained" only without the subject. As it is believed, the reason is that the subjects are more skillful in recovering one element than two. Another reason is that the mother tongue affects the subjects' responses negatively because of the correspondence between this sentence and its counterpart in Arabic.

**19** *They played when the sun came out and when their parents were asleep.*

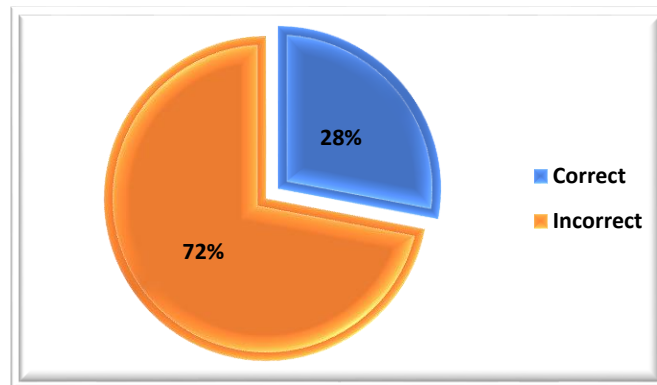


Figure 20. Representing the results of sentence (19)

The ellipsis here occurs with other adverbials and depended clauses. The difficulty of such kind of ellipsis scores the lowest percentage among other sentences in phrasal coordination. Out of fifty, only fourteen subjects i.e., 28% can recover the exact ellipted elements i.e., the subject and the verb "they played" in the second conjoin. The low percentage of correct answers can be traced back to the negative effect of the mother tongue for the same reason mentioned before. On the other hand, thirty-six subjects i.e., 72% do not know the ellipted elements. Out of them, twenty-five subjects believe that only the verb "played" is ellipted. This is another proof to the subjects' skillfulness in recovering one element more than two.

**20** *Allen is clever and strong.*

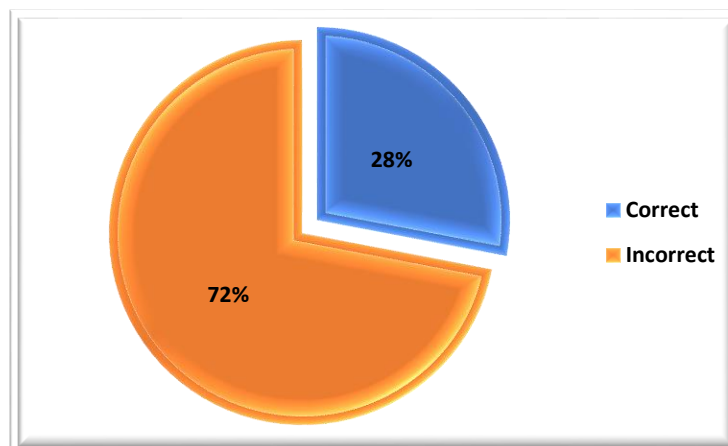


Figure 21. Representing the results of sentence (20)

The correct responses to this sentence are only fourteen i.e., 28% while thirty-six subjects 72% fail to do so. This can be attributed to three reasons. The first is the subjects' unwariness of ellipsis which takes place in coordinated predicative adjectives. Secondly, is that two elements are ellipped (Allen is). Thirdly, the negative effect of the mother tongue over the target language.

#### 4 Discussion and Conclusions

On the basis of data analysis presented, the following findings have been drawn.

1. Ellipsis in coordination is of two types, clausal and phrasal coordination. From the results of the test, it has been seen that the subjects are more capable of producing correct sentences, by recovering the ellipped element(s), in clausal coordination than in phrasal coordination. The wrong answers in phrasal coordination score higher percentages than in clausal. In clausal coordination, ellipsis of the subject and the subject plus auxiliary score the highest percentages i.e., (84%) among other types of clausal coordination such as ellipsis of predication, adverbials, direct object and subject complement. In phrasal coordination, ellipsis with possessive pronouns scores the highest percentage among other types of determiners such as articles, demonstratives or other units such as prepositional phrases, adjectives, adverbials and depended clauses.
2. The effect of the mother tongue over the target language whether positively or negatively is very obvious in the performance of (IULE). This effect proves to be an important factor that cannot be disregarded. Ellis (1994, p. 48) points out that the learner may recourse to the appropriate parts of the native language in an attempt to make up deficiencies of his knowledge of the target language.
3. The subjects are more able to recover the ellipped element(s) when it is/they are in the second clause than to be in the first.
4. It has been observed that the main reason behind the subjects' failure to recover the ellipped element(s) in NPs is due to their confusion whether it is a clausal or phrasal coordination.

**The usage of GenAI:** GenAI was not used at any stage of this research paper.

#### References

- Aarts, B., McMahon, A. M., & Hinrichs, L. (2006). *The handbook of English linguistics*. Wiley Online Library.  
<https://doi.org/10.1002/9780470753002>
- Al-Thnaibat, A. A. (2015). A Contrastive Study of Pseudogapping and Gapping in Arabic and English. *Journal of Literature, Languages and Linguistics*, Vol.10(2015), 16-28.
- Alisoy, H. (2023). Revolutionizing language learning: Integrating grammar, listening, and speaking for effective mastery.
- Biber, D., Johansson, S., Leech, G. N., Conrad, S., & Finegan, E. (2021). *Grammar of Spoken and Written English*. John Benjamins Publishing Company. <https://books.google.iq/books?id=qSIHEAAAQBAJ>

- Crystal, D., & Davy, D. (2016). *Investigating english style*. Routledge.
- Darweesh, A. D., & Kadhim, S. A. H. (2016). Iraqi EFL Learners' Problems in Using Conjunctions as Cohesive Devices. *Journal of Education and Practice*, 7(11), 169-180.
- Ellis, D. G. (1999). *From language to communication*. Routledge.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.
- Greenbaum, S. (1990). *A student's grammar of the English language*. Pearson Education India.
- Guasti, M. T. (2017). *Language acquisition: The growth of grammar*. MIT press.
- Karlsen, R. (1959). *Studies in the connection of clauses in current English: zero, ellipsis and explicit form*. J.W. Eides Boktrykkeri A.S.
- Kehler, A., & Kehler, A. (2002). *Coherence, reference, and the theory of grammar* (Vol. 380). CSLI publications Stanford, CA.
- Langendoen, D. T. (1969). *The Study of Syntax: The Generative-Transformational Approach to the Structure of American English*. Transatlantic Series in Linguistics.
- Leech, G., & Svartvik, J. (2013). *A communicative grammar of English*. Routledge.
- Lipták, A., & Bánréti, Z. (2022). Nominal ellipsis. *Syntax of Hungarian: coordination and ellipsis*, 187-204.
- Makahleh, S. (2003). *Dr. Grammar of English*. Dar al-Manahej. <https://books.google.iq/books?id=E-ilzQEACAAJ>
- McArthur, T., Lam-McArthur, J., & Fontaine, L. (1992). *The Oxford companion to the English language* (2nd ed.). Oxford University Press.
- Merchant, J. (2001). *The syntax of silence: Sluicing, islands, and the theory of ellipsis*. Oxford University Press.
- Othman, Z. A. (2022). Problems of Translating English Elliptical Structures by Iraqi Students of Translation. *Journal of Al-Frahedis Arts, Tikrit University*, 14(50), 541-549.
- Quirk, R., & Crystal, D. (2010). *A comprehensive grammar of the English language*. Pearson Education India.
- Quirk, R., & Greenbaum, S. (1973). *A university grammar of. English*. London: Longman.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language, 1985*. Harlow, Essex: LONGMAN. Print.
- Quirk, R., Greenbaum, S., Leech, G. N., & Svartvik, J. (1972). *A grammar of contemporary English*. Longman London.
- Sledd, J. (1959). *A short introduction to English grammar*. Scott, Foresman.
- Trenholm, S. (2020). *Thinking through communication: An introduction to the study of human communication*. Routledge.
- Vallins, G. (1963). *Good English, Better English, The Best English*. Pan.
- Zamparelli, R. (2019). Coordination. *Semantics: Sentence and information structure*, 135-170.