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Faculty of Arts and Languages

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Investigating the Use of the Relative Clause by Second Year Students of English in the English Department of the University of Algiers 2

Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Magister in Language Sciences

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Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Date:

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Mrs. Soraya Lahoubi Kasbadji

Dedication

I dedicate this work

To my father who would have been proud of me if he were alive.

To my husband who constantly supported me and helped me and without whom I would never have finished this study.

To my mother, my children, my family and my friends who encouraged me all along this research.

Acknowledgements

Abstract

The present research tries to investigate the use of the relative clause by twenty-one second year students of English (EFL) at the University of Algiers 2. After several years of teaching this grammatical structure to second year students of the English degree course, I have observed that students have problems using the relative clause, specially the pronouns WHO, WHICH, THAT, WHOM, the possessive WHOSE and the after prepositions such as OF WHICH, WITHOUT WHOM, FOR WHOM. One of the reasons for their difficulties in learning this complex grammatical structure may be the influence of their L1, Arabic.

L1 influence has been reported on the acquisition of relative clauses (Lightbown and Spada 2006). And for learners whose L1 does not have a particular clause type such as object of comparison (for example, <u>The person that Susan is taller than is Mary</u>) it is more difficult to use that clause type in English. Thus, Arabic speakers often produce the relative marker and the pronoun it replaces as they do in their own language (for example, <u>The man who I saw him was very angry</u>,), which is quite confusing.

This study deals with second year students' use of the relative clause and tries to identify their problems and to suggest possible solutions. Grammar tests with exercises on the relative clause followed by a questionnaire on the test were given to twenty one of these students. The data from both research instruments were analyzed, as well as the students' errors made in the tests. The findings are quite interesting and reveal that many but not all the errors are due to L1 (Arabic) interference. The students have demonstrated three main types of problems related to the relative clause:

- Misuse of the relative pronouns (who, which, whom, that) and of the pronouns they replace (it, they, him…etc.)

- Misuse of the possessive WHOSE and the after-preposition relatives such as OF WHOM and FOR WHICH.

 - Misplacement of the relative clause in the sentence.

The study ends with some suggestions of activities that may improve the students' understanding of the meaning of sentences containing the relative clause and their use of this somewhat problematic grammatical structure.

List of Tables

Table of Contents

Chapter Two: Problems in Learning and Teaching the Relative Clause

Chapter Three: Research Design and Method

Chapter Four: Presentation of the Results

Introduction

The aim of the present research is to investigate the use of the relative clause by second year students enrolled in the English degree course of the English department of the University of Algiers 2.

The relative clause is found in the structure of the Complex Noun Phrase (CNP). It follows the noun directly, as in,

<u>The man who is talking to my father is my teacher.</u>

Before defining the relative clause, the complex noun phrase must be defined. According to Quirk and Greenbaum (1973:375) "Just as the sentence may be indefinitely complex, so may the noun phrase. This must be so, since sentences themselves can be reshaped so as to come within noun phrase structure." Quirk and Greenbaum give the following example:

1. <u>The pretty girl standing in the corner who became angry because you waved to her when you entered is Mary Smith.</u>

This sentence is the result of transformations of the following sentences.

2. <u>The girl is pretty.</u>
3. <u>The girl is standing in the corner.</u>
4. <u>You waved to the girl when you entered.</u>
5. <u>The girl became angry because you waved to her.</u>

Whereas sentences 2, 3 and 5 have as subject(S) a basic noun phrase (NP)each which is, THE GIRL, sentence 1 has a very complex noun phrase (<u>The pretty girl STANDING IN THE CORNER WHO BECAME ANGRY BECAUSE YOU WAVED TO HER WHEN YOU ENTERED</u>) as subject.

Quirk and Greenbaum (1973) draw a distinction between the Basic Noun Phrase BNP and the Complex Noun Phrase CNP. The former is either a noun as MEN, CARS and STUDENT or a determiner + noun as in: SOME MEN, MANY CARS and THE STUDENT. The latter comprises a noun together with a modification to that noun. This modification can be either before a noun (premodification) as in examples 6, 7 and 8 or after (postmodification) as in examples 9 and 10 that follow:

6. the pretty girl

7. the (very) interesting book

8. the young college girls

9. the girl in the corner

10. the book which I told you about

11. the girl in the corner

12. the girl standing in the corner

13. the girl who was standing in the corner

Second year university students of English frequently have problems using the structure of the CNP when they write. They even sometimes misunderstand the meaning of sentences containing this grammatical structure. These observations result from my many years of experience teaching grammar to first and second year students of the English degree course. Students' problems triggered my interest in this area of grammar teaching and learning and led me to carry out this research to investigate the use of the relative clause by second year students of English in order to understand their difficulties.

I started from a perfect blank: "research? Me? I have to do research? On what? Why?" Then I started realizing how wonderful the classroom is as a field of research. The Egyptologist needs a pyramid or an ancient tomb thousands of miles away to carry out his research. But I can do it everyday, the whole year round, right here in my own classroom.

<div align="center">(Freeman, 1998: 17)</div>

At the beginning of this research, I intended to deal with all types of post modification, but through my experience of teaching post modification in the CNP, I realized that among all types of postmodification (like the prepositional phrase (11), the non-finite clause (12) or the finite relative clause (13)) the latter was the most difficult to acquire by students.

According to Quirk and Greenbaum (1973:378), "part of the relative clause's explicitness lies in the specifying power of the relative pronoun. It is capable (a) of showing agreement with the head and (b) of indicating its status as an element in the relative clause structure." In other words:

 (a) If the head is personal, the relative pronoun used is WHO or WHOM and if it is non-personal, it is WHICH.
 (b) When the relative pronoun is subject of the relative clause, it is WHO whereas when it is object, it is WHOM.

 Language learners typically make mistakes using these relative pronouns and this seems to be a phase that students cannot avoid in the process of learning. Studies show that many of the errors made by learners are due to L1 influence. Error Analysis is a useful tool to understand language acquisition and identify the difficulties encountered by students so as to improve the way of teaching. As Schachter (1974:112) states, "The learner apparently constructs hypotheses about the target language based on knowledge he already has about his own language. If the construction is similar in the learner's mind, he will

transfer his native language strategy to his target language. If it is radically different, he will either reject the new construction or use it only with extreme caution."

In order to investigate the use of the relative clause by second year students of English to understand the nature of their problems using the relative clause, and to try to find pedagogical solutions for this complex grammatical structure, the following assumptions were made and two research questions were asked:

Assumption 1: Second year students have problems in understanding and using relative clauses especially with the possessive WHOSE and after preposition relatives such as OF WHOM and WITH WHICH.

Research question 1: Why do second year students have difficulty to understand and use the relative clause in a complex noun phrase?

Assumption 2: Students make errors when using the relative clause.

Research question 2: What type of errors do students make?

This study is divided into five chapters. The first chapter describes in detail the relative clause in the complex noun phrase , that is, the different relative pronouns, the place of the relative clause in the sentence, etc. The second chapter deals with the problems encountered by students when learning the relative clause. It also includes dealing with errors in grammar learning. Then the third chapter presents the research methodology used for the present study. It deals with the design, procedure and research instruments used for the investigation, which are the testing materials and the questionnaire. The fourth chapter deals with the scoring procedure, the statistical analysis of the results and their interpretation in addition to error analysis. Finally, the fifth chapter comprises a comparison between the results of the tests and students' responses

to the questionnaire. Moreover, the two research questions are answered . Some suggestions that may improve the teaching and learning of the relative clause are made to second year grammar teachers of the English degree course as well.

Chapter One
The Relative Clause in the Complex Noun Phrase

Introduction

This chapter deals with one type of post modification in the complex noun phrase which is the relative clause. It starts with the definition of the complex noun phrase in which the relative clause is found. Then, the latter is studied in detail going from its place in the sentence to the different types of relative pronouns.

1.1 Definition of the Complex Noun Phrase (CNP)

There are two types of noun phrases in English, the Basic Noun Phrase and the Complex Noun Phrase. The former consists of either a noun (John, students), a determiner + noun (the girl, the book) or a noun substitution i.e. a pronoun (they, hers, this). But whenever more information about the noun is needed in order to recognize it among others, a modification is added to it. This modification can be placed either before the noun or after it. In this case, the group of words is no longer a simple (basic) noun phrase (BNP) but a complex one (CNP). Consider the example,

the girl is my sister.

The subject THE GIRL is a simple noun phrase. In order to know more about the girl, modifiers can be added before it (pre modifiers) and the result is: the pretty girl or the tall girl. If there are many pretty or tall girls, another modification after the noun (post modifier) can be added to it. For example, the pretty girl (who is) in the corner, or the pretty girl (who is) talking to John. The girl can, thus, be easily recognized among other girls.

According to Quirk and Greenbaum (1973:375-6), the CNP is composed of three parts: the first part is the HEAD "around which the other components cluster and which dictates concord and other kinds of congruence with the rest of the sentence outside the noun phrase". The second part is the PREMODIFICATION "which comprises all the items placed before the head – notably adjectives and nouns". For example, <u>the pretty girl </u>and <u>some pretty college girls.</u> The third part is the POSTMODIFICATION "comprising all the items placed after the head –notably prepositional phrases, non –finite clauses, and relative clauses" for instance:

<u>The girl in the corner</u>

<u>The girl standing in the corner</u>

<u>The girl who is standing in the corner</u>

As mentioned earlier, Quirk and Greenbaum draw a distinction between the Basic Noun Phrase (noun, pronoun or determiner + noun) and the Complex Noun Phrase (pre modification + noun, noun + post modification, or pre modification + noun + post modification). Let us consider this example:

<u>The pretty girl standing in the corner who became angry because you waved to her when you entered is Mary Smith ,</u>

This is a simple sentence with a very complex noun phrase as subject. The authors distinguish four categories of CNP described as dichotomies or binary oppositions:

- restrictive vs non restrictive
- permanent vs. temporary. This second dichotomy has to do with premodification and will not be treated in this study.

The distinction between restrictive and non-restrictive is also described in some grammar books as defining and non-defining. A modification is restrictive when the information it gives is necessary to identify the head among others. For instance in, <u>The man who called here last night must have been Jeremy Taylor</u>, the postmodification of the head MAN which is the relative clause <u>who called here last night</u> is RESTRICTIVE since we identify the man as Jeremy Taylor according to the information in this postmodification.

But in the example, <u>Jeremy Taylor, who called here last night, left this message for you</u>, the modification is not necessary information. It can be omitted and there will be no change in meaning. This is defined as a NON-RESTRICTIVE modification. This type of modification always occurs between two commas.

Quirk and Greenbaum (1973) deal also with postmodification before premodification because of the complexity of the former compared to the latter. While there are phrases and whole clauses either finite (<u>who is talking to me</u>) in <u>the man who is talking to me</u> or non finite (<u>talking to me</u>) in <u>the man talking to me</u> as postmodifiers , the premodifier consists of either a word or a succession of words, for instance: <u>the beautiful girl</u> or the <u>beautiful college girl.</u>

1.2 Explicit and Implicit Presentations of the Complex Noun Phrase in Grammar Books:

The distinction between the BNP and the CNP is presented either explicitly or implicitly in all the books of grammar we have consulted for this research. For instance, in the grammar books written by Quirk and Greenbaum (1973) , Thomas and Kintgen (1974) and Mathews (1981), the different types of premodifiers (adjectives , adverbs , nouns, participles etc.) and the different types of post modifiers (relative clauses , non-finite clauses , prepositional phrases etc.) are presented in an explicit way.

On the other hand, in the grammar books written by Hewings (1999), Murphy (1989), and Raimes (2000), the authors describe the different parts of the CNP in an implicit or indirect way. Terms such as CNP, modifiers, etc are not used. The three grammar books consist of units called: the relative clause, the participles, the prepositions etc. Within these units, the students are shown the different rules underlying each grammatical structure and how to use it. And since it is used with a noun, the learner is indirectly dealing with a CNP. Later, we will discuss which method can help the learner to grasp the different rules underlying the structure of the CNP, the implicit or the explicit one.

1.3 Explicitness in Post Modification

Consider these three examples:

1- The girl who was standing in the corner.
2- The girl standing in the corner.
3- The girl in the corner.

From all five types of postmodification (the relative clause, the ing-participle clause, the ed-participle clause, the infinitive clause and the prepositional phrase) the relative clause is the most explicit. In example 2 above there is less explicitness than in example1 since the tense IS / WAS has disappeared. And in example 3 the verb indicating a specific posture STANDING has disappeared, which makes this example the least explicit of the three. We also notice that examples 2 and 3 derive from example 1. Explicitness is due to "the specifying power of the relative pronoun"(Quirk and Greenbaum 1973:378). It (the pronoun) shows agreement with the head (the boy WHO, the animal WHICH) and indicates its status as an element in the relative clause structure. WHO is used for the subject and WHOM for the object. For instance:

the man who is talking to me............... (subject of the relative clause)

the man whom I met...........……..… (object of the relative clause)

In the example, the woman whose daughter you met is Mrs. Brown , the pronoun is in genitive relation to the noun head. Its meaning is: The woman is Mrs. Brown. You met her daughter.

1.4 The Choice of the Relative Pronoun

In restrictive clauses the general pronoun THAT is mainly used. This pronoun is independent of the personal or non personal character of the antecedent and also of the function of the pronoun in the relative clause. Consider the following examples:

1. the boy THAT is playing the piano............................ (who _ subject)

2. the table THAT stands in the corner............................ (which_ subject)

3. the boy THAT we met...(whom_ object)

4. the table THAT we admire... (which _object)

5. the boy THAT the dog ran towards………………….. (towards whom_ prepositional complement)

6. the table THAT the boy crawled under………(under which_ prepositional complement)

In non- restrictive relative clauses, on the other hand, there is no use of THAT. We use WHO, WHOM or WHICH according to the function.

Another point worth mentioning is the option ZERO PRONOUN which is the omission of the pronoun. But this is possible only when the relative pronoun is not subject of the relative clause. In the previous examples 3 - 4- 5 – 6, it was possible to omit the pronoun, but not in 1 and 2, as in the following examples:

3. the boy we met

4. the table we admire

5. the boy the dog ran towards

6. the table the boy crawled under

But note that in examples 5 and 6, we omit the pronoun but we keep the preposition at the end of the relative clause.

The last point concerning this type of post modification is the SENTENTIAL RELATIVE CLAUSE as in : He admires Mrs. Brown, which surprises me , in which the antecedent of the relative pronoun is not a noun phrase as in examples 1 to 6 i.e. BOY or TABLE, but a whole clause or sentence. Here the antecedent of WHICH is HE ADMIRES MRS BROWN.

1.5 Types of Post Modification

There are several types of postmodification. The main ones are treated in this section. These are the appositive clause, the non-finite clauses (ing-, ed-, to infinitive clauses) and the prepositional phrase.

1.5.1 Postmodification by Appositive Clauses

Consider the following examples:

1. The belief that no one is infallible is well-founded .

2. I agree with the old saying that absence makes the heart grow fonder.

In these two examples, we can say that the head is itself the post modification,

i,e. 1. The belief   IS   that no one is infallible

2. The old saying   IS   that absence makes the heart grow fonder

Students tend to confuse the appositive clause with the relative clause because both of them are introduced by the particle THAT and both can be

restrictive or non – restrictive. But the two types are different from each other in two ways. Firstly, in the appositive clause, the head must be a factive abstract noun (fact, idea, belief, etc.). Secondly, the particle THAT is not an element in the clause structure (subject, object, etc) as in the relative clause. Consider these two examples:

1. The belief THAT no one is infallible is well-founded .

3. The questions THAT he asks are very important.

THAT in example 1 is the equivalent to the copula BE:

The belief   IS   no one is infallible

On the other hand, in example 3, THAT functions as the object of the relative clause that he asks are very important. It can be replaced by the relative WHICH:

The questions WHICH he asks are very important

1.5.2 Post modification by Non-Finite Clauses

In a complex noun phrase, the head can be modified by non finite clauses i.e. 'ing- participle', ed- participle' and 'to infinitive' clauses (For example: 1, 2 and 3 below).

1.At the station you will see a man carrying a large umbrella.

2. The only car (being) repaired by that mechanic is mine .

3.The next train to arrive is from York.

❖-ing Participle Clauses

Consider this example:

The man WRITING THE LETTER is my friend.

This sentence will be interpreted, according to the context, as one of the following sentences:

$$wrote$$

The man   will be writing

$$writes$$

$$wrote$$

The man who   is writing   the letter is my friend .

was writing

❖ **ed Participle Clauses**

Consider the following example:

The only car (BEING) REPAIRED BY THAT MECHANIC is mine.

This sentence will be interpreted, according to the context, as one of the following sentences:

will be repaired

The only car that   is (being) repaired   by that mechanic is mine.

was (being) repaired

❖ **Infinitive Clauses**

Consider the following example:

The man TO CONSULT is Wilson.

The infinitive clause 'to consult' can be introduced by the for- device:

The man FOR JOHN TO CONSULT is Wilson.

NB: Appositive postmodification can be obtained through the infinitive clause:

The appeal TO JOIN THE MOVEMENT was well received.

In this example, the appeal   IS   to join the movement.

Note that we can have non- restrictive modification with the three types of non-finite clauses as in:

    1. The apple tree, swaying gently in the breeze, had a good crop of fruit .

    2.The substance, discovered almost by accident, has revolutionized medicine.

    3. This scholar, to be seen daily in the British Museum, has devoted his life to the history of science.

1.5.3 Postmodification by Prepositional Phrases

The prepositional phrase is the most frequently used type of modification in English. Consider these examples:

    1. the girl in the corner

    2. two years before the war

    3. this book on grammar

    4. The present for John

    5. a man of courage

Prepositional phrases may be restrictive or non - restrictive and appositive or non- appositive. For instance:

6. this book on grammar   (non- appositive, restrictive)

7. this book, on grammar   (non- appositive, non- restrictive)

8. the issue of student grants   (appositive, restrictive)

9. the issue, of student grants   (appositive, non restrictive)

1.5.4 Multiple Modification

1. A head may have more than one post modification:

the girl in the corner talking to John

2. A modification may be applied to more than one head:

the girl and boy in the corner
the girl and boy in the corner talking to John

3. The head of a modifying phrase may itself be modified:

the girl in the corner nearest the door

1.6 The Relative Clause as the most Explicit Type of Postmodification

The relative clause is a clause of the structure SVOCA which means it contains the different grammatical structures: subject (S), verb (V), object (O), complement (C) and adverbial (A). This clause starts with a relative pronoun (who, which, that, whom, whose, etc.) and it follows a noun that it modifies.

Example: The man WHO IS WEARING A HAT is my teacher.

In this example, the relative clause 'who is wearing a hat' is of the type SVO, S (who), V (is wearing) and O (a hat).It follows man that it modifies.

1.6.1 Basic Forms

It is clear, from what precedes, that relative clauses are found after a noun in a complex noun phrase. They provide some information. WHO, THAT, WHICH, WHOM are used in different grammatical functions inside the relative clause about that noun and help identify it as an adjective does. They are, thus, sometimes called ADJECTIVE CLAUSES:

1. She told her friends about her NEW book.
2. I need a book THAT HELPS ME.

In both examples, information about the book is provided. Sentence 1 is simple and the information 'new' is before the noun 'book'. In sentence 2, the information 'that helps me' is a relative clause and it is placed after the noun which is called the ANTECEDENT. The tendency in English is to place the relative clause just after the antecedent.

A. **Subject Relatives**

Consider the following examples:

3. The man who / that is wearing a suit is our teacher.
4. The book which / that is in my bag is very important.

Both sentences 3 and 4 are the result of transformations. In each example two simple sentences were transformed to get sentences with relative clauses.

3. a The man is wearing a suit.

3. b The man is our teacher.

4. a The book is in my bag.

4. b The book is very important.

Because the nouns MAN and BOOK are subjects in the four previous sentences, the relative pronouns WHO and WHICH are the subjects of their clauses.

B. Object Relatives

In examples 5 and 6, the relative pronouns WHOM and WHICH are the objects of their two clauses. This is because they are objects in 5.b and 6.b respectively:

> 5. The man whom / that I met yesterday is my father's old friend.
> 6. The book which / that I gave you is very interesting.

The sentences transformed in order to get 5 and 6 are the following:

> 5. a   The man is my father's old friend
>
> 5. b   I met the man yesterday.
>
> 6. a   I gave you a book.
>
> 6. b   The book is very interesting.

C. After-Preposition Relatives

Consider the following examples:

> 7. The man to whom I talked is my teacher.
> 8. The house in which I live is old.

These are the results of:

> 7. a   The man is my teacher;
> 7. a   I talked to the man.
>
> 8. a   The house is old.
> 8. b   I live in the house.

In sentences 7 and 8 the prepositions TO and IN are at the beginning of their relative clauses. They are FRONTED. In this case WHOM and WHICH cannot be replaced by THAT. However, if the preposition is placed at the end of the

relative clause, as in examples 7.c and 8.c, THAT can be used. In this case the prepositions are called STRANDED prepositions:

    7. c <u>The man WHOM/ THAT I talked TO is my teacher.</u>

    8. c <u>The house WHICH/ THAT I live IN is old.</u>

D. Possessive Relatives

The possessive form WHOSE is used to introduce possessive relatives as illustrated in examples 9 and 10.

    9. <u>This is the girl whose mother died last week</u>

  10.<u> This is the school whose headmaster is my neighbour</u>.

Sentences 9 and 10 resulted from 9.a and b and 10.a and b respectively:

    9. a <u>This is the girl.</u>

    9. b <u>The girl's mother died last week.</u>

  10. a <u>This is the school.</u>

  10. b <u>The headmaster of the school is my neighbour.</u>

There is an alternative to 10 which is 11:

  11. <u>This is the school the headmaster of which is my neighbor</u>.

Summary

Subject relatives	Object relatives	After-preposition relatives (fronted)	After-preposition relatives (stranded)	Possessive relatives
Who	0	(to) which	0 ……… (to)	Whose
That	That	(to) whom	that ……. (to)	of which
Which	Which		who…… (to)	
	Whom		which …. (to)	

Table1.1 Uses of Relative Pronouns (adapted from Yule (1998))

1.6.2 Basic Structures and Meanings

This section considers the relationships between main and subordinate clauses.

A. Medial and Final Position

A relative clause following a head noun can have two positions in the main clause. It can be placed either in the middle of the latter (medial position) or in the end (final position)**.** Consider the following examples:

12.a The girl has a cat.
12.b The girl is my friend.
12.c The girl who has a cat is my friend.

The relative clause WHO HAS A CAT is in medial position in the main clause.

Consider, now, other examples:

13.a <u>This is the singer.</u>

13.b <u>I want to talk to this singer</u>.

13.c <u>This is the singer (whom) I want to talk to</u>.

The relative clause (WHOM) I WANT TO TALK TO is in final position in the main clause.

The position of the relative clause is summarized in table 1.2;

Relative clause in final position	Relative clause in medial position
O-S I met a man WHO HAS a SMALL CAT. Object Subject	**S-S** The man WHO HAS the SMALL CAT likes the woman. Subject Subject .
O-O I also met the woman THAT HE WANTS TO MARRY Object Object	**S-O** The woman THAT THE MAN LIKES has a large dog**.** Subject Object

Table 1.2 Position of Relative Clauses (Adapted from Yule (1998)

Consider the following examples cited in Yule (1998:251)

20

14. a. <u>Mary is a woman WHO loves her life.</u>

   b. <u>She has a boyfriend WHOM she adores.</u>

   c. <u>She has a group of friends WHOSE company she enjoys.</u>

   d. <u>She has a crazy dog WHO makes her laugh.</u>

   e. <u>And she has a new job WHICH she finds exciting.</u>

   f. <u>But she also has an old car THAT can cause small problems, and a new boss THAT may be the source of some big problems.</u>

In English, there is a distinction in meaning between human and non human antecedents. Whereas the forms WHO, WHOM and WHOSE are associated with human referents, WHICH is used with non-human ones as is illustrated in example 14.There is an exception with example d . Family pets can be treated as human-like and consequently WHO is used.

B. Who, Which, That

   There is a basic distinction in meaning between relatives as discussed earlier. WHOM is becoming less and less used in contemporary English. It is being replaced by WHO (e.g. the man WHO I told you about). In addition, the relative pronoun WHOSE which was mainly used with human referents can be nowadays found with non-human referents, for example:

   15. <u>The table WHOSE legs are broken is in the garden</u>.

Some years ago, this example was considered as incorrect, the correct sentence being: <u>The table the legs OF WHICH are broken is in the garden</u>. So, the only relative marker with frequent human reference is WHO:

   16. <u>People WHO live in glass houses shouldn't throw stones</u>

It is important to distinguish between the general reference of WHO and its specific reference associated with groups (collective nouns such as AUDIENCE, CLASS, COMMITTEE, GOVERNMENT etc.). The following are examples taken from Yule (1998:252):

17. a. <u>I was part of the crowd WHICH was waiting for the bus.</u>
    b.<u>There was a small group WHICH kept pushing to the front</u>.

N.B: WHO is used with collective nouns when each individual is emphasized. Compare the following examples:

18. a. <u>The team WHO were honored yesterday were very happy of their performance.</u>
    b. <u>The team WHICH was selected for the competition was ready.</u>

The use of WHO is preferred when one wants to emphasize "the human aspect" of a referent. When there is no need for that emphasis, there may be a tendency in contemporary English to <u>sister has a baby </u>use THAT instead as shown in the following examples taken from Yule (1998:252):

19. a. <u>My THAT cries all night</u>.
    b.<u>Is she the one with the husband THAT never helps her at all?</u>

"Speakers use THAT in relative clauses when it is not necessary to mark the referent as having special properties" (Yule, 1998:252). The relative pronoun THAT "neutralizes" the normal distinction between WHO and WHICH and also between WHO and WHOM.

Another possibility, in addition to the relatives WHO, WHICH, WHOM, WHOSE and THAT is the ZERO RELATIVE (no pronoun) as in:

 20. <u>The man I told you about is very intelligent.</u>

"The forms THAT and ZERO relative are used when no crucial meaning content has to be indicated by the relative pronoun" (op.cit.)

C. Where, when, why

Sometimes the non-human reference of WHICH is made more explicit for place (WHERE), time (WHEN) and reason (WHY). Examples (cited in Yule, op.cit) are an illustration of that point:

   21. a.<u> That's near the town WHERE I was born.</u>

       b.<u> I grew up in an atmosphere WHERE everything was easy.</u>

       c.<u> The problems started during the period WHEN I was a teenager.</u>

       d.<u> That's probably the major reason WHY I left that place.</u>

These forms (WHERE, WHEN and WHY) are sometimes described as Relative Adverbs because they take the place of adverbial expressions (e.g. in this place, at that time, for that reason).

The following table is a summary of meanings of relative pronouns.

Form	Meaning
WHO	Identifiably human Human like (e.g. pets) Often agent of action Often general reference, classifying
WHICH	Identifiably non-human Non-human-like (e.g. with collectives)
THAT/ ZERO	Neutral (no differentiation required)
WHERE	Reference to place
WHEN	Reference to time
WHY	Reference to reason

Table1. 3 Meanings of Relative Pronouns adapted from Yule (1998)

Summary and Conclusion

This chapter was devoted to the description of the relative clause as part of the Complex Noun Phrase which is the object of study in this research. All the details regarding this structure ranging from the types of relative pronouns with their different meanings to the place of the relative clause in the English sentence were provided which will help to understand the following chapters.

Chapter Two

Problems in Learning and Teaching the Relative Clause in the Complex Noun Phrase

Introduction

Language learners make mistakes regardless to whether the teacher is good or not. It seems to be a phase that students cannot avoid in the process of learning a language. Most teachers believe that ignoring these mistakes "might put at risk the learner's linguistic development" according to Thornbury (1999:113). And knowledge of the errors that are likely to occur through L1 interference - as is the case with the use of the relative clause by EFL second year University students in Algiers-2 will help teachers draw students' attention to specific areas of difficulty to prevent error making.

2.1 How the Relative Clause is Learned: "The Accessibility Hierarchy"

As stated in Lightbown and Spada (2006), despite the similarities of the general pattern that has been found, several types of first language influence have been observed in the acquisition of relative clauses. First, it has been noted that for learners whose L1does not have a particular clause type (for example, object of a preposition as in <u>the man ABOUT WHOM nothing is known</u>, it is more difficult to use that type in English. Secondly, in languages that have a different way of forming relative clauses such as Japanese and Chinese where the relative clause precedes the noun it modifies, students may avoid using relative clauses even when their interlanguage is fairly advanced.. Thirdly, first language influence is seen in the errors learners make. For example, Arabic

speakers often produce both the relative marker and the pronoun it replaces as they would in Arabic, for example, *The man WHO I saw HIM was very angry)

Furthermore, second language learners first acquire relative clauses that refer to nouns in the subject and direct object positions, and only later (and sometimes never) learn to use them to modify nouns in other sentences functions such as the indirect object and object of preposition. Doughty (1991) suggests that language learners follow an "Accessibility Hierarchy" when learning certain grammatical structures such as the relative clause (Lightbown and Spada 2006:90),.

Part of Speech	Relative clause
Subject	The girl who was sick went home.
Direct object	The story that I read was long.
Indirect object	The man who (m) Susan gave the present to was happy.
Object of preposition	I found the book that John was talking about.
Possessive	I know the woman whose father is visiting us.
Object of comparison	The person that Susan is taller than is Mary.

Table 2.1 Accessibility Hierarchy for Relative Clauses in English (adapted from Doughty(1991))

Table 2.1, adapted from Doughty (1991), shows the way learners have 'access' to certain structures of the relative clause in the target language. Keenan and Comrie (1977), after studying a large number of languages, found that those languages which had the structures at the bottom of the list in table 2.1 would also have those at the top but, the opposite was not true. Gass (1982) argued that if a second language learner could use one of the structures at the bottom of the list, he or she would probably be able to use those of the top of the list. But the contrary was not necessarily true.

2.2 Error Analysis and L1 Influence

Schachter writes that "The learner apparently constructs hypotheses about the target language based on knowledge he already has about his own language. If the constructions are similar in the learner's mind, he will transfer his native language strategy to his target language. If they are radically different, he will either reject the new construction or use it only with extreme caution." (Schachter,1974: 212). Thus the analysis of students' errors can lead to understand how a second or foreign language is learned.

In a study done on Chinese, Japanese, Persian and Arab students learning the relative clause (Schachter, 1974), it is reported that the Persian and Arab learners produce more relative clauses than the Chinese and Japanese. The reason is that the former already have post nominal relative clauses in their native language whereas the latter have pronominal relative clauses in their L1. They have to switch relative clauses to post nominal position what they find difficult.

2.3 How the Relative Clause is Taught

2.3.1 Comparison of the English relative clause and the Arabic one

In order to understand the nature of the problems that the Arab students in general and the Algerian ones in particular find when having to use the relative clause in English, we compared the structure of the English relative clause with that of the Arabic one. We noticed that there were many similarities and differences in terms of the place of the relative clause in the sentence and the types of relative pronouns:

1- The place of the relative clause in the sentence:

Both the English and Arabic relative clauses have post nominal positions in the sentence.

Examples:

1. The man **who came last night** is my father's friend.

1.الرجل   **الذي**   أتى   أمس   صديق   أبي.

My father   friend   yesterday   he came   who   the man

2-Types of relative pronouns:

Firstly, there are different relative pronouns to different cases in English: subjective case (who, which), objective case (who (m), which, zero pronoun), possessive case (whose), object of preposition (such as 'of which' and 'for whom', object of comparison (who/which.......than) and   indirect object (who .....to)   (see table 2.1).

In Arabic, there are no different relative pronouns to different cases, but there are different relative pronouns to different number and gender forms which does not exist in English (i,e. singular, dual and plural) (see table 2.2)

Number	Relative pronouns			
	Personal		non-personal	
	masculine	Feminine	Masculine	Feminine
Singular	Alathi / man من/ الذي	Alati / man من / التي	Alathi / ma ما/ الذي	Alati / ma ما/ / التي
Dual	Alathani / man من/ اللذان	Alatani / man من / اللتان	Alathani / ma ما/ اللذان	Alatani/ ma ما// اللتان
Plural	Alathina / man من / الذين	Alawati/ Alaati Alai / man اللاتي/اللائي / من/اللواتي	Alathina / ma ما/ الذين	Alai / ma ما// اللائي

Table 2.2 Arabic relative pronouns

Secondly, after-preposition relatives exist in both languages but there is a difference. In English, we have two possibilities: fronted and stranded prepositions (see chapter one: 1.6.1: C)

Examples:

<u>The man   WHOM/ THAT   I talked   TO   is   my teacher.</u>

الرجل   من   تحدثت   مع   هو   معلمي

(stranded preposition 'TO')

<u>The man   TO   WHOM   I talked   is   my teacher.</u>

الرجل   من   مع   تحدثت   هو   معلمي

(fronted preposition'TO')

<u>*The man TO THAT I talked is my teacher.</u>

In the Arabic language, on the other hand, the preposition can have only one position. It can be only fronted.

Examples:

أعطيت   الكتاب   للرجل   مع   من   تحدثت

أمس.

yesterday   I talked   whom   To   to the man   the book   I gave

(fronted preposition 'مع' before the relative pronoun 'من')

Finally, in Arabic unlike in English, we use both the relative marker (الذي) and the pronoun it replaces (٥) as in:

الرجل **الذي** **حدثتك** **عنه** هو صديق أبي.

my father friend is about him I told you whom The man

2.3.2 Teaching the Relative Clause to EFL Arab Students

In an article entitled "Twenty Steps for Teaching the Relative Clause" Kharma (1987) reports a study using different research tools: essays, translations and multiple-choice tests- and notes that the errors committed by Arab students learning the English relative clause (the examples given are collected from university students 'papers) can be classified into fourteen types:

1. Repetition of the subject of the relative clause e.g., * I saw the men who THEY came yesterday

2. Repetition of the subject of the main clause e.g., * Marriage which is not based on mutual understanding IT does not last.

3. Repetition of the object of the relative clause e.g., * These are the good laws which the government enacts THEM to organize our life .

4. Omission of the relative connector after an indefinite antecedent e.g., * Everyone of us talks about things(…) happened to him during the day.

5. Use of a personal pronoun instead of (or in addition to) a relative pronoun, especially when preceded by a preposition or a prepositional phrase. e.g., * This is the house in (it) I have always lived.

6. Wrong agreement in number between the antecedent and the verb of the relative pronoun. e.g., * The life of the orphans who (hasn't got) enough love is a difficult one.

7. Wrong use (or avoiding the use) of WHOSE. e.g., * The man (who his) son graduated felt very happy.

8. Use of the wrong relative WHICH for WHO (M) and vice versa e.g., * <u>I know several people (which) differ from those</u>.

9. Use of the wrong case of the pronoun WHO e.g., * <u>This reminds me of the other girl WHOM considers me her best friend.</u>

10. Use of coordination instead of subordination e.g., * <u>I</u> <u>finally caught a flight AND it was Kuwaiti Boeing 747.</u>

11. The use of WHAT for THAT after ALL e.g., * <u>My father is a merchant, he gives me all WHAT I need.</u>

12. The use of other relative pronouns for that after a superlative adjective e.g., * <u>The best thing (which) you can do is to have a good night's sleep.</u>

13. Omission of the antecedent before a relative pronoun e.g., *<u>I</u> <u>know the name of (…) who has just left.</u>

14. Wrong positioning of the relative clause in the sentence e.g.,* <u>Computers are widely used for their great memory and vast abilities (which make few mistakes).</u>

It was found that error types 4, 5, 7, 8, 9and 11 were the most persistent in comparison with the others. It was also shown through contrastive analysis of the deep and surface structures of English and Arabic relative clauses that six of the seven most persistent types made by Arab students are due to negative transfer from Arabic.

2.3.3 Teaching the Relative Clause in the English Department of the University of Algiers

The relative clause is taught in the first and second years of the English degree course at the University of Algiers. In the first year, it is part of the different components of the writing syllabus. The latter contains the three types of the English sentence (simple, compound and complex (see examples below)),

paragraph writing (topic sentence, supporting details, coherence, cohesion …etc), introduction to essay writing and punctuation. As regards the second year syllabus, the relative clause is one type of post modification in the Complex Noun Phrase which is the first part of the syllabus, the other parts being: the Pronouns, the Adjective Phrase, the Adverb Phrase, Adjuncts, Disjuncts and Conjuncts and finally the Prepositional Phrase.

Because the relative clause is taught only in the first year writing and second year grammar modules which is not enough for such a complex grammatical structure, the following are brief descriptions of these two syllabi.

A. Description of the First Year Writing Syllabus

One of the different topics dealt with in writing in the first year degree of English in the English Department of the University of Algiers is the sentence with its different types (i.e. the simple, the compound and the complex sentence). Then students are introduced punctuation which is very important in writing before dealing with paragraph writing. The relative clause is part of the complex sentence. It is one type of dependent (subordinate) clauses.

*The English Sentence:

The simple sentence contains one independent clause, "the building block of sentences". "The clause is a group of words that contains (at least) a subject and a verb" (Oshima and Hogue 2006). For example:

She is intelligent.

There are two kinds of clauses: independent and dependent.

*Independent clause: An independent clause contains a subject and a verb and expresses a complete thought.

The sun rose.

*Dependent clause: A dependent clause begins with a subordinator such as WHEN, WHILE, IF, THAT, or WHO. A dependent clause does not express a complete thought. It is formed with a subordinator, a subject and a verb.

Subordinator	Subject	Verb	(complement)
… when	the sun	rose…	
… because	water	evaporates	rapidly in warm climate zones
… whom	the voters	elected …	
… if	the drought	continues	for another year

Types of sentences

A sentence is a group of words following a certain order and expressing a complete thought. There are four kinds of sentences in English: simple, compound, complex and compound-complex.

▪ Simple sentences

A simple sentence is one independent clause.

Freshwater boils at 100 degrees Celsius at sea level.

▪ Compound sentences

A compound sentence is two or more independent clauses joined together. There are three ways to join the clauses:

1. With a coordinator

Salt water boils at a higher temperature than freshwater, SO food cooks faster in salt water.

35

2. With a conjunctive adverb

Salt water boils at a higher temperature than freshwater; THEREFORE, food cooks faster in salt water.

3. With a semicolon

Salt water boils at a higher temperature than freshwater; food cooks faster in salt water.

▪ **Complex sentences**

A complex sentence contains one independent clause and one (or more) dependent clause(s). In a complex sentence, one idea is generally more important than the other. We find the more important idea in the independent clause and the less important one in the dependent clause.

There are three kinds of dependent clauses: adverb, adjective, and noun.

▪ **Complex Sentences with Adverb Clauses**

An adverb clause functions like an adverb; that is, it tells where, when, why and how. It begins with a subordinator, such as WHEN, WHILE, BECAUSE, ALTHOUGH. It can come before or after an independent clause. Consider the following examples:

ALTHOUGH women in the United States could own property, they could not vote until 1920.

▪ **Complex Sentences with Adjective Clauses (relative clauses)**

An adjective clause functions like an adjective. It describes a noun or pronoun. An adjective clause begins with a relative pronoun, such as WHO, WHOM, WHICH, WHOSE, or THAT, or with a relative adverb such as WHERE or WHEN. It follows the noun or pronoun it describes:

Men WHO are not married are called bachelors.

This is the house WHERE I was born.

▪**Complex Sentences with Noun Clauses**

A noun clause begins with a WH- question word, THAT, WHETHER and sometimes IF. A noun clause functions as a noun. It can be either the subject or an object of the independent clause.

THAT there is a hole in the ozone layer of Earth's atmosphere is well known.

Scientists know WHAT caused it.

In the first example, THAT there is a hole in the ozone layer of Earth's atmosphere is the subject of the verb IS. In the second example, WHAT caused it is object of the verb KNOW.

B. Description of the Second Year Grammar Syllabus

In the second year, the relative clause is taught in detail. It is the first part of the Second Year Grammar Syllabus under the heading 'The Complex Noun Phrase' (see chapter one). The other components of this syllabus are the Pronouns, The Adjective Phrase, The Adverb Phrase, Adjuncts, Disjuncts and Conjuncts and The Prepositional Phrase. As regards the first year, the relative clause is taught to the students in the Writing Module, but they have already been introduced to this grammatical structure in the middle and secondary school.

The relative clause appears in both first and second year syllabi of the English degree. However, there is not enough practice of the relative clause, either in the grammar course or the writing course. Moreover, the relative clause is never presented contrastively which could help students understand how this structure functions in the system of grammar (knowledge) and how it can be used for the production skill of writing (use). Contrasting it with Arabic could help learners understand the complexity of this clause and thus, avoid making errors. In addition, transformations are not used to explain the deep structure (meaning) of the CNP and the role of the relative clause.

2.4 Identifying and Classifying Language Learning Errors:

"Perhaps the most widely recognized surce of foreign language learning errors is that of L1interference" (Webber, 1981: 28). Webber (1981) distinguishes two types of errors: CONTRASTIVE and NON- CONTRASTIVE errors. The former are errors due to L1 interference. As Lado (1957) remarks "Those elements that are similar to [the learner's] native language will be simple for him and those that are different will be difficult". The latter, on the other hand, include "over generalizations" (Richards 1971) in which the learner creates a deviant structure on the basis of his experience of other structures in the target language", for example *he can SINGS. Another example of non-contrastive errors is "incomplete application of rules" which produces "structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances," for example:

Do you read much?
*Yes, I read much.

Weber (1981), as cited in Schachter (1974), also draws a distinction between REMEDIAL and NON REMEDIAL teaching. According to him, knowledge of the causes of errors will show the non-remedial teacher that errors

are "essentially avoidable, correctable or non-significant." On the other hand, for the remedial teacher, anticipation and avoidance through Contrastive Analysis are no longer possible. Teachers should try to understand and explain the reasons behind the occurrence of certain errors. Although sometimes this understanding may not necessarily help the learner to eradicate them. But it is possible that through constant practice, learners succeed in eradicating their errors. Richards (1971) as cited in Schachter (1974), suggests the following steps to eradicate errors:

1- Collect errors: establish a corpus of texts.

2- Try to identify errors.

3- Each error should be written in the middle of a filing card and underlined with sufficient context for the nature of error.

4- Begin the process of classification according to grammatical category.

5-Count the frequency of errors and classify them in a table.

After this classification, the grammar teacher will notice that "mistakes" are less frequent than "errors". The difference between "mistakes" and "errors" was stated by Corder (1967). He said that "the errors of performance ['mistakes'] will characteristically be unsystematic, and the errors of competence ['errors'] systematic". The table of error classification will show which ones are errors in the learner's competence and, thus, important to be dealt with by the teacher.

2.5 Attitudes to Error and Correction

There are different attitudes to errors. But what is generally noticed is that not many people like to be corrected. As concerns teachers, there is also divergence in their views regarding errors. Some teachers think that correcting errors "creates a judgmental-and therefore stressful- classroom atmosphere and should be avoided altogether" (Thornbury 1999:116). However researchers have recently regarded errors as being evidence of developmental processes rather

than the result of bad habit formation. According to Abbs and Freebairn (cited in (Thornburry, 1999: 116), "Making mistakes is an important and positive part of learning a language. Only by experimenting with the language and receiving feedback can students begin to work out how the language works".

Another point of discord among teachers and researchers is what type of feedback to adopt for correcting errors. Some are for positive feedback whereby learners are told when they are right. Others, on the other hand, are for negative feedback and tell learners "No, you can't say that" when the latter make an error. This is a long debate that is beyond the scope of the present study and therefore cannot be treated in this chapter.

Nevertheless, learners' errors offer the teacher a rich source of data with which to monitor learning. At the same time learners need feedback on their production. The choice of feedback depends on the following factors:

• The type of error: Does the error have an important effect on communication?

• The type of activity: Is the focus of the activity more on form or on meaning?

• The type of learner: Will the learner be discouraged by the correction?

Summary and Conclusion

This chapter was devoted to the problems in the learning and teaching of the relative clause to Arab students in general and Algerian second year EFL students in particular. When we look at the types and causes of error and attitudes to correction, we can hypothesize that:

• Many grammar errors are caused by L1 interference..
• Errors relating to the misuse of the relative clause need a special treatment.

• Second year students' errors offer a rich source of material for language focus and consciousness raising activities and can help the teacher to design adequate grammar courses focusing on the learners' special difficulties.

Chapter Three

Research Design and Method

Introduction

This study is descriptive and exploratory. It describes students' performance in order to explore the nature of their problems and difficulties regarding the use of the Relative Clause.

3.1. Design and Data Collection

I will try to answer two Research Questions based on the following assumptions:

Assumption 1: Second year EFL students have problems in understanding and using relative clauses especially using relative pronouns like the possessive WHOSE and after- preposition relatives such as OF WHOM and WITH WHICH.

Assumption 2: Students make errors when using these types of relative clauses.

Based on these assumptions I have formulated the following research questions:

RQ1: Why do students have difficulty to understand and use the relative clause in a complex noun phrase?

RQ 2: What type of errors do they make?

3.2 Subjects

Twenty one second year students enrolled in the English Department of the University of Algiers took part in this study. These students were taught the relative clause for almost three months. Then a test containing five different exercises on the relative clause was given to them. An analysis of the answers to the different exercises, a study and analysis of the students' errors gathered from the test and the responses to the questionnaire lead to the triangulation of the results needed for the validity of this study.

3.3 Research Instruments

"Data obtained from descriptive research are generally analyzed with the aid of *descriptive statistics*. These provide information such as *how often* certain language phenomena occur, the *typical* use of language elements by different language learners, how *different* and *varied* certain groups of language learners are with regard to certain language phenomena, and the *relationship* among certain variables." (Seliger and Shohamy,1989: 211). This study has used two main instruments to collect the data: A test of grammar performance followed by an analysis of the students' errors to identify their weaknesses and try to bring possible remedy, in addition to a questionnaire to elicit the students' opinions on the learning- teaching of grammar in general and the relative clause in particular. Both are described in the sections below.

3.3.1 Description of the Test on the Relative Clause

A test on the relative clause was administered to the twenty one students after three months of teaching. It lasted two hours. The purpose of this test was to see how students deal with relative clauses and relative pronouns. It contains five different exercises that were selected for different purposes and that are described below:

a. Description of the First Exercise

Exercise one is meant to know whether second year students are able to use the different relative pronouns "who, whom, which, whose, that" adequately and whether they know when to omit the relative pronoun what is called "zero pronoun" (see chapter one). This exercise is adapted from Lock (1999) and contains six sentences. Within each sentence there is another one written in brackets that has to be turned into a relative clause. This sentence is in its right place, just after the head (see appendix A).There are two questions in this exercise. The first one consists in turning the sentence written between brackets into a relative clause choosing the appropriate relative pronoun from a list (who, whom, which, hat, zero). In the second question, students are asked to substitute a pronoun rather than the one they initially selected.

b. Description of the Second Exercise

Exercise two is adapted from Raimes (2000) and is meant to see whether students are able to identify and correct errors in the relative pronoun. There are five sentences and in each sentence there are errors (see appendix A).

In sentence one a relative pronoun (WHO) is used together with the pronoun it replaces (HE).

*Two years ago, my friend Zhi-Wei, WHO just got married. HE worked as a manager in a big company.

In sentence two, there is no relative pronoun and students are expected to supply the right pronoun in the right place:

*A boy from high school was the worst person in the class took another's boy's sweater.

In sentence three, the error is with the spelling of words. The example is * My sister whose living in Atlanta writes to me every week. In this case a relative pronoun WHOSE is used instead of the contraction WHO'S(who is).

In sentence four there is a repetition of the relative pronoun THAT and the personal pronoun it replaces (IT):

* <u>I have found the book THAT I was looking for IT.</u>

And finally in sentence five, there are two errors. The first concerns subject and verb agreement and the second the misplacement of the relative clause:

* <u>The students in my class who STUDIES hard will pass the test</u>.

c. Description of the Third Exercise

As far as exercise three is concerned, it is also adapted from Raimes (2000). The purpose of it is to see whether students are able to build a sentence containing a relative clause from two simple sentences (see appendix A). In doing so, they have to transform one of the two sentences into a relative clause and then embed the latter in the other sentence in the right position. In the instructions, students are asked to pay special attention to each one of the two sentences they want to embed into the other. There are two possibilities for each example. Students must explain how the meaning of the sentence changes when they embed sentence one in sentence two or vice versa. Example:

1 <u>The girl is sitting in the front row.</u>
2 <u>The girl asks a lot of questions</u>.

Here we have two possibilities:

1) We embed sentence 1 in sentence 2: <u>The girl WHO is sitting in the front row asks a lot of questions.</u>

2) We embed sentence 2 in sentence 1: <u>The girl WHO asks a lot of questions is sitting in the front row.</u>

The meaning changes when we move from the first to the second possibility. In the first possibility we are interested in the fact that the girl identified as the one

who is sitting in the front row asks a lot of questions. Whereas in the second possibility, the focus is on the fact that the girl identified as the one who asks a lot of questions is sitting in the front row.

d. Description of the Fourth and Fifth Exercises

Exercises four and five adapted from Hewings (1999) deal with the use of relative pronouns with prepositions (see appendix A).In exercise four, there are four pairs of sentences. Students have to join the two sentences of each pair using a relative pronoun with a preposition. For instance, in the example:
The film is about the lives of three women. Kate Dillon plays all the women, we have to use ALL OF WHICH to join the two sentences and we get:

The film is about the lives of three women ALL OF WHICH are played by Kate Dillon.

Finally, in the last exercise, students are given seven sentences (from 1 to 7) and then seven other sentences (from a to h). They have to join two sentences from each group using a relative pronoun preceded by an adequate preposition in order to get meaningful sentences. They have been provided with an example:

1. They climbed up to the top of a large rock.
g. They got a good view.

The result is: sentence 1+ FROM+ WHICH+ sentence g:

They climbed up to the top of a large rock, FROM WHICH they got a good view.

The grammar test, as stated above, followed intensive teaching of the relative clause which is one of the most important types of postmodification in the complex noun phrase since all the other types such as the –ing participle and the –ed participle clauses derive from it (see chapter one). An analysis of students' errors was done after correcting the test to see if the students had

problems with all types of pronouns, if they had problems with placing the relative clause in a sentence or if they had any other problems.

3.3.2 Description of the Questionnaire

The questionnaire contains nine questions (items) of different types. The first item is a Yes /No question. This question is meant to elicit the students' opinions and views of the grammar module:

1. Do you like the grammar module? Yes   No
   If 'No', why?

The second question is a list question to see whether students prefer first or second year grammar programmes in order to identify any difficulty relating to the relative clause in year two grammar course. The question is:

2. Which programme do you prefer?
   a. First year programme
   b. Second year programme   Why?

The third question is an open ended question related to the test itself. It is meant to know which of the five exercises students find the most difficult:

3-Which of the five exercises did you find most difficult? Why?

The fourth item is a ranking question. Students are asked to arrange the exercises according to their difficulty, from the most (1) to the least (5) difficult:

4-Can you arrange them according to their difficulty: from the most difficult (1) to the least difficult (5)

Item five is a clarification question. It is about whether the students found the learning of the relative clause easy or difficult:

5- What do you think about learning the relative clause? Do you find it:
Easy? Why?
Difficult? Why?

Item six is a yes/no question. It is about whether the students consider this clause to be the most difficult type of post modification:

6- Is it the most difficult type of post modification to learn in the complex noun phrase? Yes   No

The questionnaire ends with three open-ended questions: Question seven 'How do you find learning this particular rule?' and question eight 'How do you find applying this rule? are meant to gather information about how students learn and apply the rule of grammar, and question nine in which the students are invited to add any comments that might be useful for this study 'Please add any comments that you think might be useful for this study.'

3.4 Method of Data Analysis

The test papers are marked using the following scoring procedure (see table 3.1). The test is out of 42 points. Exercise one is scored 9 points. Students are given half a point for choosing an appropriate relative pronoun and half a point for each relative pronoun they substitute rather than the one they select initially. As for exercise two, the total number of points is 7 points. Each correct answer (each error identified and corrected) is scored 1 point. Then, exercise three is scored 15 points with 3 points for each sentence: one(1) point for embedding sentence 1 in sentence 2, one (1) point for embedding sentence 2 in sentence 1(the other way), and the last point (1) for explaining the difference in meaning between the two possibilities. The total number of points in exercise four is 4. Each sentence is scored 1 point. Finally, the fifth exercise is scored 7 points with one 1 point for each sentence: half a point (0.5) for joining two sentences, a

quarter of a point (0.25) for using the appropriate relative pronoun and another quarter of a point (0.25) for using an adequate preposition before the relative pronoun.

The score was converted into a score out of 20 points by multiplying each score by 20 and then dividing it by 42 (the total number of points in the test). For example, student 1's score was 6.9/20. He got 3/9 in exercise 1, 2/7 in exercise 2, 3/15 in exercise 3, 1/4 in exercise 4, and 5.5/7 in exercise 5.The score was 14.5/42. We multiplied 14.5 by20 to get 290. We, then, divided 290 by 42 to get 6.9/20   (see   table   4.1   in   the   next   chapter).

Ex 1	Scoring		Ex2	Scoring	Ex3	Scoring			Ex4	Scoring	Ex5	Scoring		
	Q1	Q2				1	2	3				J	R	P
S a)	0.5 pt	0.5 pt	S1	1pt	S1	1pt	1pt	1pt	S1	1pt	S2	0.5pt	0.25pts	0.25pts
S b)	0.5 pt	0.5pt	S2	2pts	S2	1pt	1pt	1pt	S2	1pt	S3	0.5pt	0.25pts	0.25pts
S c)	1pt	1.5pt	S3	1pt	S3	1pt	1pt	1pt	S3	1pt	S4	0.5pt	0.25pts	0.25pts
S d)	0.5 pt	1pt	S4	1pt	S4	1pt	1pt	1pt	S4	1pt	S5	0.5pt	0.25pts	0.25pts
S e)	0.5 pt	1	S5	2pts	S5	1pt	1pt	1pt			S6	0.5pt	0.25pts	0.25pts
S f)	0.5pt	1				5pts	5pts	5pts			S7	0.5pt	0.25pts	0.25pts
Total	3.5pts	5.5pts	Total	7 points	Total	15 points			Total	4 points	S8	0.5pt	0.25pts	0.25pts
	9 points										Total	3.5	1.75pts	1.75pts
												7 points		

Table 3.1 Scoring of the Five Exercises

Ex: exercise   **1**: First possibility   **2**: Second possibility   **3**: Difference in meaning between the two possibilities

J: joining the two sentences   **R**: the adequate relative pronoun   **P**: the adequate preposition

A statistical analysis was used to compute the results of the students in the different exercises (see chapter four). Then, students' errors were analyzed and the students' responses to the questionnaire were compared to the tests' results in order to answer the two research questions and to triangulate the findings (see the next chapter).

For the analysis of students' errors, I proceeded in the following way: When correcting the test, I started to list all the errors made by the students in the different exercises. Then I analyzed them to see the types of errors and their frequency of occurrence and try to understand the reasons behind making these mistakes. The purpose of this analysis was also to improve my way of teaching and help other teachers alert students to specific areas of difficulty to try to prevent errors from occurring again in the future.

After identifying the different errors, I proceeded in the following way: I entered the different sentences containing errors into a table. When I had different types of mistakes for the same sentence, as in exercises three and four, I drew a table for each sentence (see chapter four).The tables contain the incorrect sentences with the errors written in bold type as well as the correct sentences. Then, Itried to identify the most frequent errors and the types of relative pronouns most problematic to students.

Summary and Conclusion

In this chapter, a description of the research methodology adopted in the present work was provided. The test administered to the twenty one students was fully described as well as the way it was marked. This was followed by a description of the questionnaire given to the same students and the procedure to analyze their errors. All the results are discussed and compared in chapters four and five.

Chapter Four

Presentation of the Results

Introduction

This chapter deals with the analysis and the presentation of the results obtained from the tests. This study has used two main instruments to collect the data: a test of grammar performance followed by an analysis of the students' errors to identify their weaknesses and to bring possible remedy and a questionnaire to elicit the students' opinions on the learning and teaching of grammar in general and the relative clause in particular. The target population are twenty one second year EFL university students.

4.1 Results of the Tests

The test (see Appendix A) was administered to the students after about three months' (12 weeks) teaching of the complex noun phrase and mainly the relative clause. Students had two hours of grammar per week (2h / week). So, they practiced this grammatical structure for nearly twenty four hours (2h by 12 weeks= 24 hours). The test and scoring method are described in chapter three above.

4.1.1 General Results

Table 4.1 below displays the results obtained from the five exercises of the test.

	Student Number	Score of exercise 1 out of nine (/9)	Score of exercise 2 out of seven (/7)	Score of exercise 3 out of fifteen (/15)	Score of exercise 4 out of four (/4)	Score of exercise 5 out of seven(/7)	Score out of twenty (/20)
	1	3	2	3	1	5.5	6.9
	2	1.75	4	2	1	2.25	5.23
	3	3.5	6	4	2	6.25	10.35
	4	3	5	3	2	6.75	9.40
	5	2	5.5	3	1	3	6.9
	6	7	2	10	2	2.5	12.38
	7	1.5	2	2	1	0	3.09
	8	2.5	5	1	2	5	7.38
	9	0.5	1	1.5	0	0	1.42
	10	6	4	6	2	1.75	9.42
	11	2	3	1	0	3.5	4.28
	12	5.75	0	3	0.5	4	6.30
	13	2.75	3	0	0	3.75	4.55
	14	3	3	3	0	4	6.19
	15	3	3	5	1	5.5	8.33
	16	1	2	2	0.5	4.25	4.64
	17	7	6.5	6	2.5	6.75	13.69
	18	2	5	4	1	5.5	8.33
	19	3	3	1	1	2.25	4.88
	20	0	0	1	0	0	0.47
	21	3	6	4	2	5.75	9.88
Total		63.25	71	65.5	21,5	77.25	
Mean (X')		3.01	3.38	3.11	1.02	3.67	

Table 4.1 Scores and Means of the 21 Learners on the Different Exercises of the Test

Table 4.1 examines the results in detail, exercise by exercise. It shows that the highest means were obtained for exercise 5 (m=3.67) and the lowest for exercise 4 (m=1.02). These results may be due to the complexity of exercise four which concerned the use of after-preposition relatives which were the ones together with the possessive WHOSE that students found the most difficult to use. And what may explain the highest means for exercise five which is also about the use of after-preposition relatives is the guidance provided in the instructions which may have helped the students.

Table 4.1 also demonstrates that only 3/21 students got more than the average (10/20) and 18/21 got marks below average. As concerns exercise one, 4/21 students got above average (4.5/9) and 17/21 below. In exercise two 9/21students got above average (3.5/7) and 12/21 below. Then, in exercise three, only 1/21student got above average (7.5/15) and 20/21 below. 7/21 students got above average in exercise four and 14/21 below. Finally, It is only in exercise five that 12/21 students got above average and 9/21 below.

As for the general scores of the test out of twenty (/20), they varied between 0.47and 13.69 points with only 3 averages (14.28%).We notice that the mean was the highest in the fifth exercise (3.67) and the lowest in the fourth one (1.02). Table 4.1 also shows each student's results in the test. We notice that the best mark of the test was 13.69/20.This was obtained by student n°17. The second best mark (12.38/20) was obtained by student n°6 and the third best mark (10.35/20) by student n°3. The lowest mark which was 0.47/20 was obtained by student n°20. In total, 18/21 students obtained a mark below average, which implies that the test was very difficult for them.

4.1.2 Students' Responses to Each Exercise

A. Exercise One

We notice from table 4.1 that exercise one was scored 9 points. Students were given half a point for choosing an appropriate relative pronoun and half a point for each relative pronoun they substituted rather than the one they initially selected. We notice from table 4.3 that scores range from 0 point to 4 points with four students who obtained an average mark of 4.5/9 that is 19.04% of the students. The highest score is 7/9 for two students and the lowest 0/9. There are four averages only.

B. Exercise Two

Sentences	Number of correct answers	Number of no answers	Number of incorrect answers
1	17	1	3
2	08	4	9
3	14	1	6
4	17	1	3
5	10	1	10

Table 4.2 Number of the Different Answers to Exercise Two

We notice from table 4.2 that the number of correct answers in exercise two was the same for sentences one and four (17/21) which shows that these two examples were the ones that the students found the easiest. 14/21 students answered correctly sentence three, 10/21 sentence five and 8/21 sentence two.

C. Exercise Three

Exercise three which comprises five sentences was scored 15 points with 3 points for each sentence: one(1pt) for embedding sentence 1 in sentence 2, one (1pt) for embedding sentence 2 in sentence 1(the other way), and the last point (1pt) for explaining the difference in meaning between the two possibilities. Table 4.1 shows that scores range between 0 and 10 with 1 average only (10/21).

Sentences	Number of correct answers in Question1	Number of correct answers in Question 2	Number of correct answers in Question 3
1	20	3	2
2	17	3	2
3	6	0	0
4	9	0	0
5	14	0	1

Table 4.3 Number of Correct Answers to the Three Questions of Exercise Three

Table 4.3 shows that the answers vary between 6/21 and 20/21 of correct ones concerning the first question. Whereas for the second and the third questions the number of correct answers was much lower. The table shows that the number of correct answers oscillates between 0/21 and 3/21 for question 2 and 0/21 and 2/21 for question 3. This may be due to the fact that students were not aware of the fact that two sentences can be joined and turned to two different single sentences containing a relative clause with a difference in meaning. For instance,

1 <u>The girl is sitting in the front row.</u>

2 <u>The girl asks a lot of questions</u>.

When we want to emphasize the idea that the girl (antecedent of WHO) asks a lot of questions, the sentence is:

3 <u>The girl who is sitting in the front row asks a lot of question.</u>

But when we want to emphasize the place where the girl is sitting, we do it another way:

4 <u>The girl who asks a lot of question is sitting in the front row.</u>

D. Exercise Four

Sentence Number	Number of correct answers	Number of incorrect answers
1	1	20
2	12	9
3	6	15
4	4	17

Table 4.4 Number of Correct and Incorrect Answers of Exercise Four

We notice from table 4.4 that more than half the students i.e. 12/21 answered correctly the second example of exercise four (see appendix A). 6/21 students answered correctly the third example, 4/21the fourth one. But only 1/21

was able to answer correctly the first example. This is may be due to the complexity of the example (see Appendix A)

E. Exercise Five

The fifth exercise was scored 7 points with one 1 point for each sentence: half a point (0.5) for joining two sentences, a quarter of a point (0.25) for using the appropriate relative pronoun and another quarter of a point (0.5) for using an adequate preposition before the relative pronoun. Table 4.12 shows that scores varied between 0 and 6.75 points with13 averages (61.9%).

Statements Number	Use of the preposition			Use of the relative pronoun			The second part of the sentence		
	Correct answer	Incorrect answer	No answer	Correct answer	Incorrect answer	No answer	Correct answer	Incorrect answer	No answer
1	7	3	11	12	2	7	12	2	7
2	12	4	5	15	3	3	18	0	3
3	6	9	6	10	7	4	11	6	4
4	2	12	7	14	3	4	14	4	3
5	6	5	10	13	2	6	15	1	5
6	3	7	11	4	13	4	13	4	4
7	5	6	10	14	2	5	13	3	5

Table 4.5 Number of Answers to Exercise Five

Table 4.5 shows that concerning the use of the prepositions in exercise five (see appendix A), the number of correct answers varied between 2 and 12 and from 5 to 11 students did not use prepositions in their answers. As far as the use of the relative pronoun is concerned, from 4 to 15 students answered correctly and from 3 to 7 did not answer. And surprisingly enough, from 3 to 7 students were unable to join the two sentences. We can hypothesize that in addition to having problems with the use of relative pronouns, students misused English prepositions and thus after-preposition relatives.

4.2 Analysis of the Questionnaire

A questionnaire was given to the students just after the test. The questionnaire contains nine questions (items) of different types (see Appendix B). This section analyses the responses to the items of the questionnaire.

4.2.1 Questionnaire's Results

1- Do you like the grammar module? Yes   N o / If 'No', why?

Responses	Number of students
Yes	16
No	5
Total	21

Table 4.6 Students' opinion about the grammar module

Table 4.6 represents students' opinion about the grammar module. 16/21 students appreciate the grammar module in the English degree and 5/21students do not. For the justification in case of a negative answer, two students only argued saying that they did not like the grammar module because it was very difficult and complex. For the others (19/21), they did not answer the question.

1- Which syllabus do you prefer?

First year syllabus

Second year syllabus

Why?

Responses	Number of students
First Year Syllabus	7
Second Year Syllabus	14
Total	21

Table 4.7 Students' preference of first or second year grammar Syllabuses

We notice from table 4.7 that 14/21 students prefer second year to first year syllabus of the grammar module whereas 7/21 students prefer that of first year. The latter think that first year syllabus is easier. The former that second year syllabus is more interesting. This comment shows that students like interesting

content, even more than easy to understand content. So, they are ready to meet the challenge of even more difficult content such as the Complex Noun Phrase.

3-Which of the five exercises do you find most difficult?
Why?
4-Can you arrange them according to their difficulty: from the most (1) to the least (5) difficult.

Table 4.8 below shows that 2/21 students did not answer the fourth question. Students diverge in their opinion about the difficulty of the exercises. The same number of students which is 4/21 think that exercise one, two, four and five are the most difficult. 3/21 students think that it is exercise three.

	1	2	3	4	5
	Number of Students	**Number of Students**	**Number of Students**	**Number of Students**	**Number of Students**
Ex 1	4	4	2	2	7
Ex 2	4	0	7	4	4
Ex 3	3	6	4	4	2
Ex 4	4	4	5	4	2
Ex 5	4	5	1	5	4
Total	19	19	19	19	19

Table 4.8 Students' ranking from the most (1) to the least (5) difficult exercise in the test

5-What do you think about the learning of the relative clause? Do you find it:

Easy? Why?

Difficult? Why?

Responses	Number of Students
Easy	14
Difficult	7
Total	21

Table 4.9 Students' Viewpoint about the learning of
the relative clause as one type of post modification

From table 4.9, we notice that 14/21 find the learning of the relative clause easy and 7/21 only difficult. The latter provided these reasons:

-The fact that they think in Arabic when they have to deal with the relative clause.

-The existence of some difficult cases where they are unable to transform and combine sentences.

6- Is it the most difficult type of postmodification to learn in the complex noun phrase?

       Yes   No

Responses	Number of Students
Yes	12
No	9
Total	21

Table 4.10 Students' Viewpoint about the Complexity
of the Relative Clause

Table 4.10 shows that 12/21 contrary to 9/21 students find the relative clause as being the most difficult type of postmodification to learn. This is an important result which will explain why many students failed to achieve in three out of five exercises.

7-How do you learn the rule for the test?

19/21 of the students think that it is only through practice that they can grasp the rule.

8-How do you apply the rule?

15/21 students say that they memorize the rule and then apply it in various exercises. They look for the word that is repeated and try to replace it by an appropriate relative pronoun.

9- Please add any comments that you think might be useful for this study.

Students' answers to this open ended question are summarized in the following points:

- Lack of time: Two hours per week is not sufficient to cover second year grammar syllabus and also to have enough practice.

- Complexity of the explanations: Teachers must provide simple examples and try to simplify the structure of the relative clause to students.

- Lack of practice: Two hours per week are not sufficient to grasp the rule of the relative clause, have enough practice and then be able to use this structure adequately.

- Inability of transferring knowledge of grammar to writing: Although the students understand the rule, this does not help them write good essays.

4.3 Analysis of Students' Errors

This section deals with the analysis of the errors made by the twenty one students who took the test (see Appendix A). The errors were identified, classified and explained. Each exercise is described for the misuses of the relative clause. Apparently there are two types of errors emerging from this error analysis: contrastive errors (CE) from L1 (Arabic) influence and non-contrastive errors (NCE) or developmental ones (see Chapter Two) related to the complexity of the English relative clause's structure. For this reason, the errors are classified into two main categories CE and NCE.

Ex	S	Students' incorrect	TE	Correct sentences

		sentences		
1	F	-Yeah him, he's the one WHO (M) we went to Cairo with HIM. -Yeah him, he's the one WHO we went to Cairo.	CE NCE	-Yeah him, he's the one WITH WHOM we went to Cairo. -Yeah him, he's the one WHO (M) we went to Cairo WITH.

Table 4.11 Students' Errors in Exercise One, Sentence f

Ex: Exercise   S: Sentence   TE: Type of Error

CE: Contrastive Error   NCE: Non-Contrastive Error

In exercise one, students had problems mainly with the last example: Yeah him, he's the one we went to Cairo with (see table 4.11) .There were two types of errors. The first one * Yeah him, he's the one who(m) we went to Cairo with him.) is due to L1(Arabic) interference since in Arabic both the relative pronoun and the pronoun it refers to are used as in the example:

<div dir="rtl">انه الرجل الذي ذهبنا معه الى القاهرة .</div>

As regards the second example, *Yeah him, he's the one WHO we went to Cairo, students seem to have applied the English rule of the object relatives but they omitted the preposition (with).

Ex	S	Students' incorrect sentences	TE	Correct sentence
2	3	-My sister, WHOM LIVING in Atlanta, writes to me every week. -My sister, WHO LEAVES in Atlanta, writes to me every week. -The students in my class WHO STUDIES HARD will pass the test	NCE NCE NCE	-My sister, WHO'S LIVING in Atlanta, writes to me every week. -The students WHO STUDY HARD IN MY CLASS will pass the test
	5			

Table 4.12 Students' Errors in Exercise Two, Sentences 3 and 5

In exercise two, students had problems correcting sentences 3 and 5. They confused the contraction WHO' S which means WHO IS with the possessive relative pronoun WHOSE. Both are pronounced in the same way but they don't have the same spelling. In sentence 5, *The students in my class who studies hard will pass the test, there were two errors most of the students were unable to identify. The first one is the subject-verb concord (students and studies) and the second one is the place of the relative clause which must follow directly the noun it modifies (students). That may be the reason for the first error (see table 4. 12).

In exercise three, sentences 3, 4 and 5 were problematic to students. They met difficulty with the use of the possessive relative "whose" in sentences 3(see

Table 4.13) and 4(see Table 4.14). This is due to the fact that there is no equivalent of this pronoun in students' L1 (Arabic). Lightbown and Spada (2006:90) remarked that "second language learners first acquire relative clauses that refer to nouns in the subject and direct object positions, and only later (and in some cases never) learn to use them to modify nouns in other sentences roles (for example indirect object and object of preposition)." In sentence 5 (see table 4.13), the problem was the same as in sentence f of exercise one: the use of both the relative marker and the pronoun it refers to which seems to be specific to Arabic learners.

Ex	S	Students' incorrect sentences	TE	Correct sentences
3	3	- I am looking for the man's dog WHO is a radio announcer. - I am looking after the dog WHOSE man is a radio announcer. - The man WHOM I am looking after HIS dog is a radio announcer. - I am looking after the man's dog WHOSE a radio announcer. - The man is a radio announcer WHO I AM LOOKING AFTER THE MAN'S DOG. -THE MAN LOOKING A DOG WHOSE MAN IS A RADIO ANNOUNCER.	CE NCE CE NCE NCE NCE	- The man WHOSE dog I am looking after is a radio announcer. Or - I am looking after the dog of the man WHO is a radio announcer.

Table 4.13Students' Errors in Exercise Three, Sentence 3

Ex	S	Students' incorrect sentences		Correct sentences
3	4	-You read the journalist's story yesterday WHO has won a lot of prizes.	NCE	- The journalist WHOSE story you read yesterday has won a lot of prizes.
		-The journalist WHICH won a lot of prizes. You read his story yesterday.	CE	
		The journalist WHOSE you read the story yesterday.won a lot of prizes.	NCE	
		- The journalist WHOM you read the JOURNALIST'S story yesterday has won a lot of prizes..	NCE	Or:
		-The journalist WHOSE you read HIS story yesterday has won a lot of prizes.	NCE	-You read the story of the journalist WHO has won a lot of prizes.
		- Yesterday, YOU READ THE JOURNALIST'S STORY HAS WON A LOT OF PRICES.	NCE	
		- You read the journalist's story WHOSE won a lot of prizes.	NCE	
		-The journalist has won a lot of prizes WHO read the journalist's story yesterday.	NCE	

Table 4.14 Students Errors in Exercise 3, Sentence 4

Ex	S	Students' incorrect sentences	TE	Correct sentences
3	5	-She had just read the book which she told her friends about IT.	CE	-She had just read the book (WHICH/ THAT) she told her friends about.
		- She told her friends about the book (WHICH) she had just read IT.	CE	Or:
		- THE BOOK THAT SHE READ, SHE TOLD HER FRIENDS ABOUT THE BOOK.	NCE	- She told her friends about the book (WHICH/ THAT) she had just read.
		- She told her friends about the book that she had just read THE BOOK.	NCE	

Table 4.15 Students' Errors in Exercise 3, Sentence 5

In exercise four, students had problems using after preposition relatives. The different examples of errors in tables 4.16 and 4.17 show the difficulty encountered by students when dealing with sentences 1 and 2.

Sentences 3(see table 4.18) and 4 (see table 4.19) illustrate the students' use of that kind of relatives. In the example <u>The fish are multi-colored, the biggest of which is 2 cm long</u>, students do not only have problems in the use of the relative but also in the place of the relative clause <u>the biggest of which</u> which should have followed its antecedent THE FISH**.** This type of error may be due to the fact that this relative clause does not begin with the relative pronoun. This explains the production of other examples as * <u>The fish WHICH THE BIGGEST is only 2 cm long are multi-colored</u> and

 * <u>Scotland have won their last five international matches (OF) WHICH ONE was against England</u>.

Ex	S	Students' incorrect sentences	TE	Correct sentence
4	**1**	-The film is about the lives of three women KATE DILLON PLAYS ALL OF WHOM.	NCE	-The film is about the lives of three women ALL OF WHOM KATE DILLON PLAYS.
		- The film is about the lives of three women BY WHOM WAS ALL PLAYED BY KATE DILLON.	NCE	
		-The film is about the lives of three women WHO KATE DILLON PLAYS ALL THE WOMEN.	NCE	
		-The film which is about the lives of three women KATE DILLON PLAYS ALL OF THEM.	CE	
		-The film is about the lives of three women IN WHICH KATE DILLON PLAYS ALL THE WOMEN.	NCE	
		-The film is about the lives of three women WHO KATE DILLON PLAYS ALL.	CE	
		-The film is about the lives of three women WHO ARE KATE DILLON.	NCE	
		-The film is about the lives of three women THAT WAS ALL PLAYED BY WHOM WAS KATE DILLON.	NCE	

Table 4.16 Students' Errors in Exercise 4, Sentence 1

Ex	S	Students' incorrect sentences	TE	Correct sentence
4	**2**	-Estonia, Ukraine, Kazakhstan all have large Russian minorities WHICH MINISTER HAS RECENTLY VISITED. -The Minister has visited Estonia, Ukraine and Kazakhstan WHICH THEY HAVE LARGE RUSSIAN MINORITIES**.**	NCE NCE	-The Minister has visited Estonia, Ukraine and Kazakhstan ALL OF WHICH have large Russian minorities.

Table 4.17 Students' Errors in Exercise 4, Sentence2

Ex	S	Students' incorrect sentences	TE	Correct sentence
4	3	-The biggest of the fish is only 2 cm long WHOM MULTI-COLORED.	NCE	- The fish THE BIGGEST OF WHICH IS ONLY 2 cm LONG are multi -colored.
		-The fish are multi-colored, THE BIGGEST OF WHICH IS ONLY 2 cm LONG.	NCE	
		-The fish WHICH THE BIGGEST IS ONLY 2 cm LONG are multi-colored.	CE	
		-The fish are multi- colored, THE BIGGEST OF WHOM IS ONLY 2 cm LONG.	NCE	

Table4. 18 Students' Errors in Exercise 4, sentence 3

Ex	S	Students' incorrect sentences	TE	Students' correct sentences
4	4	- Scotland have won their last five international matches (OF)WHICH ONE WAS AGAINST ENGLAND.	CE	-Scotland have won their last five international matches ONE OF WHICH WAS AGAINST ENGLAND.
		-Scotland have won their last five international matches ONE OF WHOM WAS AGAINST ENGLAND.	NCE	
		-Scotland have won their last five international matches THAT ONE OF THEM WAS AGAINST ENGLAND.	CE	
		-Scotland have won their last five international matches WHICH WAS AGAINST ENGLAND.	NCE	
		-Scotland have won their last five international matches WHICH ONE OF THESE MATCHES WAS AGAINST ENGLAND.	NCE	

Table 4.19 Students' Errors in Exercise 4, Sentence 4

In exercise five, students found also difficulty in using a preposition before the relative pronoun. They either did not use a preposition as in *There are still many things in our solar system, WHICH we know nothing, or they used an inadequate preposition as in * I would like to thank my tutor, WITH whom I would have never finished my work. And sometimes both the preposition and the relative pronoun were misused as in * This book is enjoyed by adults as well as children, IN WHICH (instead of FOR WHOM) it was primarily written (see table 4.20). We notice that all the errors made by students in this exercise are non-contrastive errors.

Ex	S	Students' incorrect sentences	TE	Students' correct sentences
5	1	I would like to thank my tutor, WHICH I would never have finished the work.	NCE	I would like to thank my tutor, WITHOUT WHOM I would never have finished the work.
	2	She has now moved back to the house on Long Island, Which she was born.	NCE	She has now moved back to the house on Long Island, IN WHICH she was born.
	3	The star is to be named after Patrick Jenks, TO WHOM it was discovered.	NCE	The star is to be named after Patrick Jenks, BY WHOM it was discovered.
	4	This is the ball ON WHICH Dennis scored three goals on the final.	NCE	This is the ball WITH WHICH Dennis scored three goals on the final.
	5	He is now able to beat his father, FOR WHOM he learned how to play chess.	NCE	He is now able to beat his father, FROM WHOM he learned how to play chess.
	6	The book is enjoyed by adults as well as children, IN WHICH it was primarily written.	NCE	The book is enjoyed by adults as well as children, FOR WHOM it was primarily written.
	7	There are still many things in our solar system, IN WHICH we know nothing.	NCE	There are still many things in our solar system, ABOUT WHICH we know nothing.

Table 4.20 Students' Errors in Exercise 5

The results from the error analysis show that in addition to the non-contrastive (structural and developmental errors) made by students, many errors are due to L1 (Arabic) interference. Some of Kharma's (1987) types of mistakes (15, 16, 17 and 18) (see chapter2: 2.2.1) were found in my students' answers to the different exercises of the test. Other types of mistakes in the use of relative clauses were identified:

1. Repetition of the object of the relative clause

e.g.,* -Yeah him, he's the one WHO (M) we went to Cairo with HIM.(see table 4.11 above)

2. Wrong agreement in number between the antecedent and the verb of the relative pronoun:

e.g., * The students in my class who studies hard will pass the test. .(see Appendix A: Exercise 2)

3. Wrong use of the possessive WHOSE.

e.g., The journalist WHOSE you read HIS story yesterday has won a lot of prizes. .(see table 4.14 above)

4. Wrong positioning of the relative clause in the sentence

e.g.,* The fish are multi-colored, THE BIGGEST OF WHICH IS ONLY 2 cm LONG. (see table 4.18 above)

There is also another type of errors:

5. Problems in the use of after preposition relatives such as OF WHOM and WITH WHICH.

e.g, * Scotland have won their last five international matches WHICH ONE OF THESE MATCHES WAS AGAINST ENGLAND.

Summary and Conclusion

This chapter dealt with the presentation of the results of the test and the questionnaire as well as the analysis of students' errors in the test. All these results are compared and discussed in the next chapter.

Chapter Five

Discussion of the Results and Pedagogical Implications

Introduction

This final chapter concerns the discussion of the results presented in the previous chapter. I will try to answer the two research questions raised at the beginning of this study. Then, I will make some suggestions concerning the teaching of the relative clause to EFL students at second year degree level, including some new types of activities. And finally, I will draw the reader's attention to the limitations of the study.

At the beginning of this study I asked two research questions:

Research Question 1: Why do second year students have difficulty to understand and use the relative clause in a complex noun phrase?

Research Question 2: What type of errors do these students make?

5.1 Answering Research Question One

The results drawn from the data analysis of the present research show that second year English degree students have serious problems when using sentences containing relative clauses. They often misunderstand the meaning of this type of sentences since they confuse the main verb of the sentence with the verb of the relative clause.

To answer the first research question, I collected data through a test and a questionnaire. The results in this test were the following (see table 4.1 in chapter 4). In exercise one the students' highest score was 7/9 and the lowest 0/9. There were 4 averages. Students had problems in placing the relative clause in a

sentence. In exercise two, the highest score was 6.5/7 and the lowest 0/7. There were 9 averages which is a better result but still below average. But, the third exercise seemed to be the most problematic to students. The highest score was 10/15 and the lowest 0/15 with 1 average only. Students had problems mainly with the possessive WHOSE, for example,

* <u>The journalist which won a lot of prizes. You read his story yesterday</u>. (see chapter 4: table 4.14)

Moreover, they were unable to give the two possibilities of combining the pairs of sentences they were asked to join together. This third exercise is a consciousness raising one. It draws the students' attention (see Appendix A) to the fact that there are always two ways of embedding sentences one into the other and what is more important is how the sense changes from one possibility to the other.

Example: The man was awarded a prize. The man won the race.

   1- <u>The man who was awarded a prize won the race.</u>
   2- <u>The man who won the race was awarded a prize.</u>

The students may have failed in giving the two possibilities because they were taught the structure of the relative clause without being introduced the notion of transformations (transformational grammar) to see step by step how the relative clause is formed in English. Furthermore, the students may have not been introduced the notion of function (functional grammar) to demonstrate the difference in meaning between sentences 1 and 2, i, e. in the former, the focus is on the action of the subject (winner of the race) whereas in the latter, the focus is on the identity of the subject (man).

Then in exercise four, the highest score was 2.5/4 and the lowest 0/4 with 7 averages. The problem was with combining sentences using after- preposition

relatives such as OF WHICH. And finally, in the fifth exercise, in which the student's was apparently the best, the highest score was 6.75/7 and the lowest 0/7 with 13 averages. Most of the time, students used pronouns but without prepositions:

*He is now able to beat his father, whom he learnt to play chess.

In this example WHOM instead of OF WHOM was used by students.

I can answer the first research question by saying that the main reason for students' problems is the non existence in their L1, which is Arabic, of this type of relatives with the possessive WHOSE and the difference in structure between the after- preposition relatives in English and in the student's L1 (Arabic). When I compared the test's results (see chapter 4: Table 4.1) and the students' responses to the questionnaire especially to questions three and four (see chapter 4: Table 4.8), I found that they did not corroborate. Moreover, when students were asked about the learning of the relative clause, 14/21 of them found it easy. On the other hand, the same students found the relative clause the most difficult type of post modification to learn which is quite confusing.

5.2 Answering Research Question Two

After collecting all the errors made by the students when dealing with the different exercises of the test, these errors were identified, classified, explained and displayed in tables (see chapter 4). Misused relative clauses were identified in all the exercises, as the examples below demonstrate:

1- L1 (Arabic) interference since in Arabic both the relative pronoun and the pronoun it refers to are used which is not the case in English. For example,

إنه الرجل الذي ذهبنا معه إلى القاهرةٌ

*Yeah him, he's the one WHO we went to Cairo with him.

2- Omission of the final preposition:

Eg: *Yeah him, he's the one WHO we went to Cairo

3- Confusion of the contraction WHO'S (WHO IS) with the possessive relative pronoun WHOSE.

 Eg: * My sister whose living in Atlanta writes to me every week.

4- Wrong subject-verb concord (students and studies):

 E.g. *The students in my class who studies hard will pass the test.

5- Problems with the use of the possessive relative "whose". This is due to the fact that there is no equivalent of this pronoun in students' L1 which is Arabic (see chapter 2: 2.3.1). This does not mean that all the errors made by students in the test were contrastive (due to L1 interference). Many of the errors were developmental (related to the acquisition of the relative clause). "Second language learners first acquire relative clauses that refer to nouns in the subject and direct object positions, and only later (and in some cases never) learn to use them to modify nouns in other sentences roles (for example indirect object and object of preposition.)" (Lightbown and Spada, 2006:90).

E.gs: The man who (m) Susan gave the present to was happy…….indirect object

        I found the book that John was talking about………..object of a preposition

I can say, therefore, that errors in the use of the relative WHOSE are non-contrastive errors. They are structural and developmental ones.

6- Misused after-preposition relatives such as OF WHOM and WITH WHICH:

E.gs. * <u>The fish are multi-colored, the biggest of which is 2 cm long.</u>

* <u>Scotland have won their last five international matches (OF) WHICH ONE was against England.</u>

Errors in the use of the after-preposition relatives such as OF WHICH are at the same time structural and contrastive errors. They are related to the complexity of the structure of the relative clause and contrastive since there are equivalent structures of the after-preposition relatives in the students'L1 Arabic but they are used differently (see chapter 2: 2.3.1).

7- Misplaced relative clauses which should follow their antecedents in the sentence. This type of error is non-contrastive since even in Arabic, the relative clause must follow its antecedent.

Example: * <u>Students in my class WHO STUDY HARD will pass the test.</u>

5.3 Suggestions for Teaching

In order for teachers to teach the relative clause successfully, they must keep constantly in mind (consciousness raising) the following questions put forward by Yule (1998):

Some learners produce sentences like:

1. * <u>Did you enjoy the film which you saw it?</u>

    Is there any explanation for this type of mistake?

2. What is the difference between (a) and (b)? Is (a) better than (b)?

(a)   <u>That's the person to whom I talked.</u>

(b)   <u>That's the person I talked to.</u>

3. How can we decide if the structure in (a) does or does not need

commas, as shown in (b):

(a) <u>My friend who's Japanese is coming.</u>

(b) <u>My friend, who's Japanese, is coming.</u>

4. Aren't WHO and WHOSE just for people? Isn't it a mistake to talk about

   <u>a house whose roof is leaking</u> and

   <u>a dog who makes us laugh</u> ?

5. Given the two sentences in (a) and (b), how do we decide which one is easier to learn?

(a) <u>I met a man who had a car.</u>

(b) <u>The man I met had a car</u>.

These questions might help teachers to identify learning problems that second year students have in the use of the relative clause and to try to find solutions.

From the findings obtained through this study, I may conclude that the way the relative clause is presented and explained to second year English degree students is one of the causes of the students' problems with the use of this grammatical structure. Teachers should explain the relative clause in the complex noun phrase using the following devices:

1- They should explain this structure by reference to Arabic (Yule's Q1)

2- They should use parallel sentences such as Yule's 2, 3, 4 and 5 in their lessons.

3- They should use 'transformations' to show step by step how the relative clause is formed in English.

4. They should use functional grammar to explain the difference in meaning between sentences (Yule's 5). Teachers should raise their students' awareness to the surface and deep meanings of sentences.

Teaching the relative clause seems to be problematic for teachers as well as for students. The reason may be the fact that for several years teachers' main teaching material has been Quirk and Greenbaum's *a University Grammar of English* (1973) which, we believe, is a very good, yet very complex book to use by non-native speakers of English. Teachers tend to take the course as it is and hand it to students without adapting it to their classes.

Therefore, I suggest that teachers use grammar books that are more accessible to students. For example, *English Grammar in Use* by Murphy (1985) and *Advanced Grammar in Use* by Hewings (1999). These types of books describe relative clauses in a simple way and offer a large range of examples and activities of every day English.

The fact of having notions on transformational grammar, in addition to plenty of activities, may help students grasp the different types of relative clauses and use them easily and correctly.

I now suggest some activities that are selected from Yule (2009). They are different from the traditional exercises teachers including me were used to give to their students.

Exercise One

Read over the following text and bracket each of the relative pronoun, including places where you think there is zero relative (mark with a). Then, in the spaces provided, write whether the relative pronoun is subject, object, after prep (indicate whether fronted or stranded), or possessive.

A woman (whose) bank card was stolen didn't know   e g <u>possessive</u>

there was a problem until she received a call from

the bank that handles her account. The checking   1……………..

account that Dorothy Hall had with the central bank   2 ……………

was overdrawn by about $10.000. Someone she didn't suspect   3……………..

had been withdrawing money with a bank card

that had her name on it. Last week, the central bank   4………………

sent her a new card which she should have received on   5………………

Friday morning. Unfortunately, the card fell into

the bank of another person who suddenly did a lot of   6………………..

shopping. Police suspect one of Mrs. Hall's

neighbors with whom she shares a mailbox and   7………..…………

who has been missing since Friday. The elderly neighbor   8………..…………

police are now looking for is not considered dangerous.   9………………

Exercise Two

Read over the following text and draw a line under each relative clause. Then try to identify the connection between each antecedent noun and the relative pronoun as O-S, O-O, S-S or S-O. (In this exercise, treat the after-preposition relatives as objects.)

  e.g. Place your computer on a surface <u>that is clean and flat.</u>   (… O-S …)

1 The power cord that grounds the computer has two ends.   (…………..)
2 The end that has a socket is plugged into the computer.   (………….)
3 The other end has a three pin plug which connects to the power supply. (…...)
4 Find the cable with which the monitor is connected to the computer. (………)
5The monitor cable is connected to the monitor part which is at the back of the computer.   (……….)
 6 Some monitors have a port to which you can connect the keyboard. (……….)
 7 The keyboard has also a port that is used for the mouse.   (……….)

8 The port that the mouse connects to is on the side of the keyboard.   (……….)

9 The plug that connects the mouse to the keyboard should be inserted with the arrow pointing down.   (………)

Exercise Three

This is another version of 'combining sentences' exercise. This exercise begins with a set of statements of the following type.

(notice that each person or thing appears in both a subject and object position.)

> The girl was sitting beside the boy.
>
> The boy was carrying a box.
>
> The old woman had a dog.
>
> The box belonged to the old woman.
>
> The dog was looking at the girl.

Students are then provided with a set of questions which have to be combined with identifying information in the sentences above to create two different questions each time.

e.g. Have you seen the boy   who was carrying the box?

                                 who / whom / that the girl was sitting beside?

1 Where is the box   ....?

                          ....?

2 Does anyone know the girl   ....?

                          ....?

3 What happened to the dog   ....?

                          ....?

4 What's the name of the old woman   ....?

                          .... ?

Exercise Four: OK, or not OK?

This exercise is designed to focus attention on specific problems with relative clauses discovered by writing teacher (see (Tarone and Yule, 1989: p74-76) for more details). The goal of the exercise is to discover, and then focus attention on, those aspects of English relative clauses that learners are consistently going wrong. A set of sentences with relative clauses is first created (using vocabulary that students know well). Then in some of the sentences, the relative pronoun is removed (see 2, 5 and 9 below), in others, part of the verb phrase is removed (see 4 and 10), and in others both relative pronoun and part of the verb are removed (see 9 and 11).

Step1. Students are given copies of the sentences and asked to decide if they are correct (circle OK) or incorrect (circle not OK).

Step2. For each sentence that is not OK, students have to add or remove words to make it correct.

1 The people who were coming by bus arrived late.	OK / not OK
2 The boy was waiting here has left.	OK / not OK
3 The book that was lying on the table isn't there now.	OK/ not OK
4 The woman who frightened ran away.	OK / not OK
5 The program was on TV seemed really boring.	OK / not OK
6 The person making that noise should stop.	OK / not OK
7 Anyone who is late will just have to wait.	OK / not OK
8 The one who isn't here yet will talk about that later.	OK / not OK
9 Everyone is working hard will do well.	OK / not OK
10 The dog that barking lives next door.	OK / not OK
11 All passengers leaving today must pack up now.	OK / not OK
12 Anybody who is feeling tired can stop for a rest.	OK / not OK

5.4 Limitations of the Study

This study has dealt with a number of issues concerning the use of the relative clause by second year EFL students. Nevertheless, it has some limitations.

Due to time constraints, the students' questionnaire lacked questions dealing with the other types of relative clauses which would have brought about more information about students' problems.

Due to time constraints too, it has not been possible to prepare and administer a questionnaire to second year grammar teachers to see how they proceeded when teaching the relative clause, how they presented the structure to students, what type of activities they chose for practice, and how they tested their students. All the information provided about grammar teaching was obtained through informal discussions with teachers and at various staff meetings. The teachers' questionnaire would have brought more clarifications about the current issue.

Summary and Conclusion

In this chapter, the focus was on the discussion of the different results of the test and questionnaire with the identification of the reasons behind students' errors and the two research questions were answered. The chapter ended with suggestions for teaching and limitations of the study.

Conclusion

This research is about the use of one of the complex grammatical structures in English which is the relative clause by second year EFL university students at the University of Algiers-2. The idea of this topic came to me after many years of grammar teaching in the English Department of that University. I noticed the difficulty encountered by students when having to use the relative clause. According to Yule (1998: 239), when they have to use relative clauses, foreign learners of English "are sometimes puzzled by questions concerning the appropriate use of these forms [the different relative pronouns]".

The aim of the present research is to investigate the use of the relative clause by second year EFL students in order to understand their difficulties and try to help them using this structure adequately and prevent them from making errors.

My study which is descriptive and exploratory starts with the following research questions:

Research Question 1: Why do second year students have difficulty to understand and use the relative clause in a complex noun phrase?
Research Question 2: What type of errors do students make?

In order to answer these two questions, the following methodology was used.

A test on the relative clause followed by a questionnaire were given to twenty one second year EFL students after three months (ninety minutes per week) of teaching this grammatical structure to them. Then, the tests were corrected and all the results were displayed in tables (see chapter four). Students' responses to

the questionnaire were entered in tables, too, to compare them to the tests' results. Then an error analysis was done.

As was demonstrated in chapter two, many studies including that of Kharma (1987) have shown that the errors committed by Arab students learning the English relative clause can be classified into fourteen types with some errors more persistent than others. We noticed that the errors made by our Arabic speaking Algerian students correspond to Kharma's classification (pp 32-33) with some other errors which were not given by Kharma. They can be classified, as illustrated below into seven categories:

1- L1 (Arabic) interference since in Arabic both the relative pronoun and the pronoun it refers to are used. For example,   إنه الرجل الذي ذهبنا معه إلى القاهرةٌ .

E.g. *Yeah him, he's the one WHO we went to Cairo with him.

2- Omission of the final preposition:

E.g.   *Yeah him, he's the one WHO we went to Cairo

3- Confusion of the contraction WHO'S (WHO IS) with the possessive relative pronoun WHOSE.

E.g. *My sister, whose living in Atlanta, writes to me every week.

4- Wrong subject-verb concord (students and studies):

E.g. *The students in my class who studies hard will pass the test.

5- Problems with the use of the possessive relative "whose". This is due to the fact that there is no equivalent of this pronoun in students' L1 (Arabic). "Second language learners first acquire relative clauses that refer to nouns in the subject and direct object positions, and only later (and in some cases never) learn to use them to modify nouns in other sentences roles (for example indirect object and object of preposition.)" (Lightbown and Spada, 2006:90)

Examples:

The man who (m) Susan gave the present to was happy…….indirect object

I found the book that John was talking about………..object of a preposition

6- Misuse of after-preposition relatives such as OF WHOM and WITH WHICH:

E.gs. * <u>The fish are multi-colored, the biggest of which is 2 cm long.</u>

* <u>Scotland have won their last five international matches (OF) WHICH ONE was against England.</u>

7- Misplacement of the relative clause which should follow its antecedent in the sentence (students in the following example).

Example: * <u>Students in my class WHO STUDY HARD will pass the test.</u>

It was shown through contrastive analysis of the (deep and surface) structures of English and Arabic relative clauses that many persistent types of errors made by Arab students are due to negative transfer from Arabic. But, in this study, the hypothesis that my students were making errors related to the structure of their L1, Arabic proved wrong since most of their errors were non-contrastive. These were structural errors due to the complexity of the English relative clause. They relate to the difficulty of acquiring this grammatical structure. Therefore teachers of grammar should pay particular attention to this area of difficulty and perhaps teach the relative clause in a contrastive way, comparing and contrasting with the Arabic relative clause in order to raise the students' awareness and prevent them from committing these types of errors. Teachers should also adopt a functional approach to grammar to explain the difference in meaning in the use of the different relative pronouns and clauses. This may also help students understand the difference in meanings when relative clauses change positions in the sentence as in the following example:

1. The man who is my teacher wrote the letter.
2. The man who wrote the letter is my teacher.

Finally, further research is needed to understand these learning problems which do not relate to the students' L1. Teachers may investigate the use of the relative clause by Algerian EFL students by giving many different tests to these students (see chapter five: 5.5.3) as well as asking them to write whole paragraphs containing different types of relative clauses so that to deal with this same topic not only at sentence level as I did in my research but at discourse level as well.

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APPENDIX A

Test of the Relative Clause

Exercise One: (**Adapted from Lock 1999**)

1. Turn the clauses in the brackets back into relative clauses choosing appropriate relative pronouns from the following list: **Who, whom, which, that, zero (i.e. . no. pronoun).**

2. In each case, try substituting the relative pronoun rather than the one you initially selected.

a –The green hills (the green hills ring the town) are covered with colorful flowers.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

b – The few wood cutters (the few wood cutters did go into the mountains) never returned.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………………………………………………………….

c – The result is network of valleys (the network of valleys diversify the face of the earth) and the stupendous quantity of waste (the rivers carry the stupendous quantity of waste down to the sea).

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

d – He carried bags of sand and large stones and did all the heavy work (the others could not manage all the heavy work).

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

e –Informants (we contacted informants personally) proved on the whole to be more reliable

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

f – Yeah him, he's the one (we went to Cairo with him).

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………….

Exercise Two: (Adapted from Raimes (2000)

Identify and correct the errors in the following sentences:

1. Two years ago, my friend Zhi-Wei, who just got married. He worked as a manager in a big company.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

2. A boy from high school was the worst person in the class took another's boy's sweater.

……………………………………………………………………………………

……………………………………………………………………………………

3. My sister, whose living in Atlanta, writes to me every week.

……………………………………………………………………………………

……………………………………………………………………………………

4. I have found the book that I was looking for it.

……………………………………………………………………………………

……………………………………………………………………………………

5. The students in my class who studies hard will pass the test.

……………………………………………………………………………………

……………………………………………………………………………………

Exercise Three: Adapted from Raimes (2000)

Combine the following pairs of sentences into one sentence each using a relative clause. Pay special attention to which one of the two sentences you want to embed in the other. How does it change the sense of the sentence if you do it another way?

1-The man was awarded a prize. The man won the race.

1-a …………………………………………………………………………..

……………………………………………………………………………….

1-b …………………………………………………………………………

…………………………………………………………………………..

Comments:

………………………………………………………………………………..

…………………………………………………………………………………

2-The girl is sitting in the front row. The girl asks a lot of questions.

2-a…………………………………………………………………………

………………………………………………………………………………

2-b …………………………………………………………………………..

………………………………………………………………………………

Comments: …………………………………………………………………..

………………………………………………………………………………….

3-The man is a radio announcer. I am looking after the man's dog.

3-a …………………………………………………………………………..

…………………………………………………………………………………

3-b …………………………………………………………………………..

…………………………………………………………………………………

Comments:

………………………………………………………………………………..

…………………………………………………………………………………..

4-The journalist has won a lot of prizes. You read the journalist's story.

4-a……………………………………………………………………………

…………………………………………………………………………………

4-b ………………………………………………………………………………..

……………………………………………………………………………………

5- She told her friends about the book. She has just read the book.

5-a.……………………………………………………………………………….

…………………………………………………………………………………….

5-b ………………………………………………………………………………...

……………………………………………………………………………………

Comments: …………………………………………………………………………

…………………………………………………………………………………….

Exercise Four: Adapted from Hewings (1999)

Write two sentences as one:

1- The film is about the lives of three women. Kate Dillon plays all the women.

…………………………………………………………………………………

…………………………………………………………………………………

2- The minister has recently visited Estonia, Ukraine and Kazakhstan. They all have large Russian minorities.

…………………………………………………………………………………

………………………………………………………………………………….

3- The fish are multi colored. The biggest of the fish is only 2cm long.

…………………………………………………………………………………

…………………………………………………………………………………

4- Scotland have won their last international matches. One of these matches was against England.

…………………………………………………………………………………

…………………………………………………………. …………………………

Exercise Five: Adapted from Hewings (1999)

Join the sentences halves using **which** or **whom** after an appropriate **preposition**. Follow the example:

a. I would never have finished the work.

b. It was primarily written.

c. Dennis scored three goals on the final.

d. We know nothing.

e. He learnt how to play chess.

f. She was born.

g. They got a good view.

h. It was discovered.

Example: sentence half 1+from +which+ sentence half g

They climbed up to the top of a large rock, **from which they got a good view.**

1. They climbed up to the top of a large rock,……………………………..

2. I would like to thank my tutor, ………………………………………….

3. She had now moved back to the house on Long Island, …………………...

4. The star is to be named after Patrick Jenks, …. …………………………….

5. He is now able to beat his father, ………………………………………...

6. This is the ball, …………………………………………….......................

7. The book is enjoyed by adults as well as children, …………………………

8. There are still many things in our solar system, ……………………………

APPENDIX B

Questionnaire to Students

Please try to answer briefly the following questions by circling the correct answer:

1. Do you like the grammar module? Yes   No

 If 'No', why?

2. Which syllabus do you prefer?

a. First year syllabus

b. Second year syllabus

Why? …………………………………………………………………………..

……………………………………………………………………………………

3-Which of the five exercises did you find most difficult? ....

Why? …………………………………………………………………………..

……………………………………………………………………………………

4-Can you arrange them according to their difficulty: from the most difficult (1) to the least difficult (5)

          (1)-

          (2)-

          (3)-

          (4)-

          (5)-

5- What do you think about learning the relative clause? Do you find it:

Easy? Why? ……………………………………………….............................

………………………………………………………………………………..

Difficult? Why? …………………………………………………………….

………………………………………………………………………………..

6- Is it the most difficult type of postmodification to learn in the complex noun phrase? Yes   No

7- How do you find learning this particular rule?

…………………………………………………………………………………

…………………………………………………………………………………

8- How do you find applying this rule?

…………………………………………………………………………………

…………………………………………………………………………………

9- Please add any comments that you think might be useful for this study.

…………………………………………………………………………………

…………………………………………………………………………………

Thank you very much for your cooperation.

عنوان البحث: دراسة استعمال الصلة في اللغة الانجليزية من طرف طلبة السنة الثانية ليسانس في تعليم اللغات الأجنبية بجامعة الجزائر-2

الخلاصة:

نحاول من خلال هذا البحث دراسة استعمال الصلة في اللغة الانجليزية من طرف طلبة السنة الثانية ليسانس في تعليم اللغات الأجنبية.

يعود سبب اهتمامنا بهذا الموضوع الى الملاحظات النابعة من تدريسنا لهذه البنية اللغوية لعدة سنوات لاحظنا من خلالها الصعوبات التي يجدها الطلبة عند استعمال الأسماء الموصولة و خاصة البعض منها التي ليست لها نظائر في لغتهم الأولى العربية مثل

whose

لقد لاحظ الباحثان(2006) Lightbown و Spada   أن هناك تأثير اللغة الأولى على اكتساب الصلة في اللغة الانجليزية. فاللغة الأولى التي لا تحتوي على بعض الصلات تجعل المتعلم يجد صعوبة في استعمالها. بالإضافة الى ذلك, نظرا الى أن الصينيون واليابانيون لديهم طريقة مختلفة في تشكيل الصلة في لغتيهم الأولى حيث أنها تأتي قبل الاسم فإنهم يجتنبون استعمال الصلة التي تكون بعد الاسم في اللغة الانجليزية. وأخيرا , المتعلمون العرب في أغلب الأحيان يستعملون الاسم الموصول و الضمير الذي يعود اليه كما يفعلون في اللغة العربية مثلا : الرجل <u>الذي</u> رأيت<u>ه</u> كان غاضبا جدا.

* The man **who** I saw **him** was very angry.

بما أن الهدف من هذه الدراسة هو محاولة معرفة كيفية استعمال طلبة السنة

الثانية ليسانس في اللغة الانجليزية للصلة أعطي هؤلاء الطلبة امتحان متبوعا باستبيان.

حللت أخطاء الطلبة و النتائج المحصل عليها تدل على أن الكثير من الأخطاء راجعة

لتأثير اللغة العربية:

- استعمال الاسم الموصول و الضمير الذي يعود اليه.

- صعوبة في استعمال بعض الأسماء الموصولة مثل

whose و of which

يعود هذا إلى عدم وجود نظائر لـ whose في اللغة العربية كما ذكر سابقا.

- عدم استعمال الصلة في مكانها المناسب في الجملة

تنتهي هذه الدراسة ببعض الاقتراحات المتمثلة في تمارين مختلفة حول الصلة

لتدريب الطلبة و تحسين طريقة استعمالهم لها و فهم معاني الجمل التي تحتويها.