

An - Najah National University  
Faculty of Graduate Studies

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# **The Errors That Arabic - Speaking Palestinians Make In Forming The English Relative Clause .**

A Thesis

Submitted to the College of Education An-Najah  
National University in Partial Fulfillment for the  
Requirements of the Degree of Master of Arts in  
Methodology .

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## Acknowledgement

I would like to extend my ultimate thanks to my supervisors , Dr. Rami Hamdallah and Dr. Suzan Arafat, for their valuable advice , support , help and guidance in conducting this study and without whose wok the task of finalizing my thesis would not have been successful..

Also, I would like to express my gratitude to Dr. Ahmed Fahim Jabr for his valuable remarks which I took into account when the research was finalized.

I also render my sincere thanks to Dr. Ali Habayeb and Dr. Hanna Tushyeh for their erudite advice, help, support and valuable regards on points of the whole text.

I would like to express my regards to all of my teachers of the Education Faculty and English Department of The Art Faculty at An-Najah National University for their help and advice.

Besides, I also wish to express my special thanks to my colleagues especially, Reda Salameh , administrators and students in Jenin District schools for helping me perform the free compositions from which I gathered the errors that the Arab learners make in constructing the English relative clause (RC).

My thanks are also due to An-Najah, Bir-Zeit , Bethlehem , Yarmouk Mo'ta Universities for helping me collect the needed information to accomplish this study.

Finally, I wish to express my regards to my colleagues in the Directorate of Education in Jenin District especially, Majed Darawshi and Mohammad Haj Hussein for their help in collecting the data and getting the final format of the percentage of errors

## **Dedication**

This work is dedicated to my parents , my wife and my daughters Arwa and Layal, for their patience , support and encouragement and for the endless love they have offered me through my life ; without their help I would not have completed my study.

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## Abstract

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The purpose of this study is to investigate the errors that Arab Palestinian learners make in formation of the relative clauses , especially in written English . To achieve this , the researcher gathered all kinds of errors made by the pupils through the free different compositions (narrative , analytical and descriptive) .

The free compositions were given to 400 pupils(males and females) in the 11th grade in Jenin District schools . The researcher chose 10 schools randomly from the whole district

The researcher divided the sample into two groups (controlled and experimental). The two groups were given the same free compositions. Besides, the researcher gave the same instructions and time for the two groups.

The researcher explained the basic features of English and Arabic relative clauses and supplied these features to the learners of the experimental group . The other learners of the controlled group were taught traditionally , according to the school textbooks and instructions.

The researcher did so in order to find out how the native language of the learners can influence their output of English. This does not mean that the researcher neglected other important causes which could be ascribed to positive transfer and other strategies that the Arab learners follow when dealing with the English relative clauses and which will surely affect their output of English .

The next step was classification of errors into types according to their frequency. After thorough examination of errors, the researcher found out that Arab Palestinian learners in the 11th grade make a lot of errors when forming the English relative clauses .

Transfer (negative transfer from Arabic and positive transfer which is related to English itself) forms the biggest source of errors , whereas other sources of errors are less frequent.

Hamdallah (1990), Tushyeh (1988) , Kharma (1987) and Mukattash (1986) dealt with errors that are due to transfer as a strategy which affects the Arab learners' output of English . What is new in this study is that it is limited to a lower level of schooling ( basic and secondary) .The researcher found out a new source of errors which up to his knowledge , was not mentoined by other researchers .

The 11th-grade learners showed positive and negative transfer in their output of English in the same examples . Although this type of errors is not frequent , it is worth giving further attention and research . Another important phenomenon which the researcher noticed , and which as far as the researcher knows , was not dealt with by other scholars , is the wrong substitution of 'where' and 'when'. Although this type of errors is not frequent , it deserves further research.

In addition to negative transfer , there are other minor sources of errors which deserve furthter study and attention by every one concerned with teaching English relative clause to Arab learners .

Among these less frequent errors are:

Pupils in the 11th grade misunderstand the use of restrictive and non-restrictive relative clauses , the use of prepositions with clauses that contain 'when' and 'where' , the use of 'who' , 'when' and 'which' to replace 'whose' and the use of 'all what' to replace 'all that' .

The causes of these errors could be attributed to lack of knowledge in the target language on the pupils' part ; besides , the school textbooks do not concentrate on these topics. Moreover, overgeneralization, and simplification strategies were less frequent than both negative and positive transfer strategies.

# Chapter One

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## Introduction

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Arabic-speaking students in the first and second secondary classes leave school with poor performance in spoken as well as in written English. This was sounded at the 1995 Summer Teaching and Curriculum Institute which was held by The Palestinian Ministry of Education and Higher Education and the Harvard Graduate School of Education .

The participants, discussed the causes of the Arab Palestinian weakness in English .Among these causes are :

- the effect of negative transfer (interference from Arabic) , and
- inadequate knowledge and lack of practice in certain aspects of English such as: the tense of the verb , prepositions , passivisation , articles and relative clauses. These aspects of English were dealt with by other researchers (Tushyeh 1985 - 1988 , Kharma 1987 , Mukattash 1983 1986 and Hamdallah 1990) .

The lecturers and the participants recommended that Arabic-speaking Palestinian learners should have adequate knowledge of their native language as well as the target language (English), in order to get acquainted with scientific discoveries and inventions that are taking place all over the world.This was touched upon by other scholars(Hamdallah 1990, among others).

The participants of the 1995 Summer Course also observed that pupils become aware of the main syntactic features of English and Arabic in the respect of relative clauses, will help them minimize, or even, overcome errors that they make in writing and speaking.

The exploration of the problems in teaching and learning of English together with their causes will surely help teachers and learners of English . Corder ,(1967) , for instance noted that " A learner's errors are significant in that they provide the researcher with evidence of how language is learned or acquired and what strategies or procedures the learners are employing in the discovery of the language . " p. 167

In the process of learning a language, learners make errors, many of which are predictable. These errors provide useful insight in understanding the complex process of second language acquisition. As confirmed and found out by Corder (1967), Nemser (1971) Selinker (1969) and (1972).

A lot of useful things can be learned from the students' errors; they supply learners and teachers with important data in the construction of a theory of language acquisition.

The researcher intends to limit his work to the English relative clause, simply because it is a major problem area in learning English by Arab learners, which has been observed by English teachers and scholars. Ibrahim (1973) stated that Arab learners of English relative clauses face a lot of problems, especially those which are attributable to negative transfer from Arabic. Scholars such as Scott and Tucker, 1974 Tadros, 1979 Mukattash, 1983-86 Khalil, 1985, Tushyeh, 1985 and 1988, Hamdallah, 1990 supported Ibrahim's observation.

Thompson - Panos and Thomas - Ruzic (1983) stated that a better and more comprehensive understanding of the language background of Arab learners can help specialists in better addressing the special needs of the learners through supplying them with extra appropriate exercises, drills and questions.

George, (1972) found out that one-third of the deviant sentences by second language learners could be ascribed to language transfer, whether negative or positive.

Taylor (1975) described a model of second language acquisition which considered both processes of developing learning strategies such as simplification and overgeneralization of target language rules and language negative transfer as two manifestations of the same psychological processes; that is, the learners rely on prior learning and knowledge to simplify and facilitate new learning.

Scott and Tucker (1974) found out that 'The four most problematic features of English for Arabic-speaking students are verbs, prepositions, articles and relative clauses.' Beck, 1979 and Mukattash (1981), among others, supported this observation.

The researcher found out that the major factors affecting the process of learning English relative clauses by Arab Palestinian learners result from the fact that Arabic does not have the same rule formation of relative clause as that of English. Besides, lack of practice and inadequate knowledge about the main features of English relative clauses, cause other important errors in the respect of English relative clauses. Consequently, the researcher recommended the following issues.

- examining thoroughly (at the teachers' part) the Arabic and English relative clauses,
- supplying learners with school textbooks that have adequate exercises, drills and compositions that contain other sources of errors such as:
- using 'That' with the superlative adjectives, using proper prepositions plus 'which' to replace 'when' and 'where'.
- using exercises and drills that best illustrate the differences between restrictive and non-restrictive relative clauses, and
- paying greater attention towards special features of English relative clauses, such as the use of 'whose' and 'all that', the existence of preposition with 'whom' and changing 'who' into 'whom' when the preposition is placed before it

The researcher believes that, the findings of this work will be of great importance in helping the Arab learners overcome the errors in the use of relative clauses. For knowing the rules of relative clauses both in English and Arabic, besides concentrating on the areas which form the main causes of the most persistent errors that the Arab learners make, can help both students and teachers eliminate these errors through drills, compositions and exercises designed for this purpose.

## Contrastive Analysis

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Applied Linguists have shown great care and interest in studying the second language learners' errors in the hope that such studies will shed light on the process of second language acquisition. The first attempts were made by the supporters of Contrastive Analysis(CA).

Schachter (1974) found out that the Arab and Persian learners produced more errors in forming the English relative clauses than the Chinese and Japanese learners ; this is due to the similarities among Arabic , Persian and English .This means that the similarities among languages may cause a source of problem.

Lado (1957) stated that the learners who come in contact with a foreign language will find some features of it quite easy and others extremely difficult . Those elements or features which are similar to their native language will be simple for them , and those elements that are different will be difficult. (p.60)

Fries (1945) pointed out that the most efficient materials are those that are based on a scientific description of the language to be learned carefully compared with a parallel description of the native language of the learner (p.51).

Contrastive analysis is a systematic comparison of the learners' native language (NL) and the target language (TL).The goal is to predict the errors that are to occur in the learners' performance in the target language (Khalil 1985). The underlying assumption of contrastive analysis is that the differences and similarities between the native language and target language determine , respectively , the difficulty and ease with which the target language is acquired Fries , (1945) .

Lado (1957) added that the findings of contrastive analysis have been incorporated into the designing of second language teaching materials.

Recently,the role of the native language has become controversial ; and although contrastive analysis is no longer seen as a basis for instructional programmes(Schachter1974),some linguists still believe that it can be a useful tool in understanding some weaknesses displayed by language learners during their language devolpment in the learning of the target language .

Di Pietro, (1980) maintained that once a pattern of errors is perceived, one must refer to discrepancies between native and target languages. Otherwise, all of the sources of these errors can never be ascertained. He added that the efficient teacher is often able to diagnose quickly the areas of difficulty experienced by students and provide the proper aid.

Language transfer is a significant factor that should be taken into account if an adequate description of interlanguage performance is to be achieved; that is, it is a clearly significant factor in second language acquisition. (Jordan, 1977, Kellerman, 1977 and 1979).

The researcher is completely aware of other strategies that cause errors, but because the major source of errors in this study is negative transfer, the researcher intends to make a survey of contrastive analysis between Arabic and English relative clauses in an attempt to help eliminate, or remove, such major source of errors.

The contrastive analysis of this study is based on three types of free compositions (analytical, narrative and descriptive) which were written by 400 male and female students in the eleventh grade in Jenin District government schools.

This contrastive analysis mainly examines lexical and syntactic types of error to discover how far Arabic, the native language of the learners, can influence their output of English in the respect of forming the relative clause. This, of course, does not mean to neglect other less frequent sources of error such as overgeneralization, simplification, and other intralanguage errors which are not attributable to negative transfer, but may be due to inadequate teaching and learning.

The importance of the contrastive analysis of this study is to shed light on the various sources of error, and this, in turn, will help English as second language (ESL) learners, teachers and scholars acquaint themselves with, the main features and certain characteristics of the learners' native language and target language, which, the researcher believes will facilitate the explanation of some of the learners' errors, in order to overcome them.

The contrastive analysis of this study shows that the relative clause formation in both English and Arabic appears to be similar in some respect however, there are a number of significant differences between both languages regarding this point:

- 1) English has five different forms of the relative pronoun whereas Modern Standard Arabic (MSA) has eight different shapes of the relative pronoun 'allaḏii' .
- 2) Unlike English, the relative pronoun in Modern Standard Arabic agrees with the antecedent in number, gender and case.
- 3) The relative pronoun in (MSA) appears with definite antecedent only, whereas in English , the relative pronoun appears with definite antecedent as well as with indefinite antecedent.
- 4) A basic difference is that in Modern Standard Arabic , there's an- appearance of the resumptive pronoun, which agrees with the antecedent in number, gender and case. This does not occur in English.

Concerning the resumptive pronoun, which Arab learners use , it appears in three different shapes:

- a- repetition of the subject of the relative clause ,
- b- repetition of the subject of the main clause (in sentences with embeded clauses),and
- c- repetition of the object of the verb or of the preposition in the relative clause.

The following examples illustrate the three repetition shapes of the resumptive pronoun , respectively. These examples are taken from the learners' compositions.

- I like the teacher who (he) is kind and friendly.
- We saw the elephant which (it) was big.
- The driver who took us (he) was kind .
- The animals which we saw (they) were beautiful.
- We saw many beautiful things which we can't forget (them).
- This is the zoo which I am fond of (it).

As for (a/c) cases of the resumptive pronoun , the following explanation shows the causes of error ,although in both languages the identical noun is pronominalized , the pronominal replacement in English is joined to the linking element (who,whom.....) which may be replaced by ' that ' or deleted if it is realized as the object of the embedded sentence . But in Arabic , this pronominalized form is suffixed to the verb of the embedded sentences.(Fox , 1970 and Mukattash , 1987).

Concerning the (b) case of the resumptive pronoun the following interpretation simplifies the source of this kind of error :

In equational sentences where the predicate is a verb , this verb is , in fact , a verbal sentence since it must always have a pronominal subject suffixed to it, explicitly when the subject is dual or plural, with a feminine suffix indicating the understood third person singular. When the subject is feminine and totally implicit when it is third person singular masculine .

In addition to the frequent use of the resumptive pronoun , there are other interlanguage errors that exist in this study such as :

relative pronoun omission, preposition omission when using 'who' , 'whom' 'whose', the appearance of preposition when using 'when' and 'where' and the appearance of prepositions plus the resumptive pronoun when using 'when' and 'where', the use of wrong prepositions plus 'which' to replace 'when' and 'where', using the wrong relative pronouns before the superlative adjectives, and the wrong selection of the relative pronoun, that is ,using "which" to replace who/whom or vice versa.

Relative pronoun omission was reported in other studies (Scott and Tucker, 1974, Schachter,1976, Gass, 1979 and Tushyeh, 1985, 1988, as well as Hamdallah , 1990). This error is ascribed to the interference from the native language, because in Arabic, there are no relative pronouns if the antecedent is indefinite.

The following examples illustrate this kind of error.

- I saw a man was looking for you.
- A driver took us was rich.
- A teacher taught us English came with us.

In Arabic , there are no preposition in the indirect object position , thus Arab learners tend to omit the preposition in this case.(Tusheya,1988, Kharma 1987 and Hamdallah 1990) . The following examples illustrate this kind of error.

- I saw the woman who I sent the letter(to) .
- I like people whom we can place trust(in) .

The use of the preposition plus the resumptive pronoun when using 'when' and 'where' is not mentioned or noticed by other researchers .

As far as the researcher knows, this type of error has a multiple cause (interlanguage and intralanguage). The use of the preposition is considered as an intralanguage error while the resumptive pronoun existence is due to an interlanguage error .

The following examples show and illustrate this error.

- The zoo where we saw a lot of animals (in it) was very beautiful.
- The day when we went (on it) was fine.
- That night when I saw you (on it) was beautiful. Although this kind of error is not frequent, it is important and deserves further study.

The use of the wrong preposition plus 'which' to replace 'when' and 'where' is not noticed by other researchers. As far as the researcher knows, this error is due to inadequate learning and teaching. Therefore he recommended teaching proper preposition plus 'which' to replace 'when' and 'where'. The following are illustrative examples :

- The day at which we started the journey was very fine.
  - The year at/on which we were born was very bad.
  - Salem came on the day on which it was bad.
- Although this type of error rarely exists, it is worth studying.

English relative pronouns are not inflected for number, gender and case whereas the basic Arabic relative pronoun (allaḏii) is inflected for gender and number (singular, dual and plural). Consequently, the Arab learners seem to be confused when they use the verb after a changing relative pronoun. The following examples illustrate this error.

- The life of the people who (hasn't) got enough money is bad.
- The drivers who (takes) us are gentle.
- The teacher who (teach) us is kind.
- I asked the boy who (bring) the cola.
- I asked Ali (who) you were waiting for.
- He asked Ali (who)(whom) was his teacher.

In the last two examples, it is noticed that the Arabic relative pronoun is the one which modifies the antecedent. So it must agree with it in case, while in English, the case of the relative pronoun depends on its antecedent so it must agree with its function in the relative clause itself (subjective or objective case). Consequently, only pupils who are aware of this difference are those who avoid making such errors. Arab learners of English avoid using "whose" and thus replace it by inappropriate relative pronouns. This type of error could be due to :



a- The Arab learners' inadequate understanding of the (S) genitive and of the (of) genitive in English , and

b- in Arabic , there is no relative pronoun that corresponds to 'whose' Mukattash , (1979) Tushyeh (1985) Kharna ,(1987) among others .

Modern Standard Arabic has eight relative pronouns to mark gender , number and grammatic function of the relativized noun phrase ( NP ) . But spoken colloquial Arabic has only one relative pronoun (illi) which is used for all types of noun . This main difference between (MSA) and (CA) creates a source of difficulty for Arab learners ; therefore , they use 'which' instead of 'who' or they substitute 'who' by 'whom' or vice versa (Mukattash,1979 ,1986,among others).

## **Obejectives of the Study**

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This study aims to achieve the following objectives:

- a - To find out the errors that the Arabic-speaking Palestinian students in the eleventh grade make in the formation of English relative clause , especially in written English,
- b - To classify these errors into types according to their frequency of occur -rence,
- c - To supply learners with adequate knowledge about English and Arabic relative clauses which has a great impact in reducing the students' errors , in this respect, and
- d - To draw the attention of the school curricula designers and English teachers as well as teacher trainers, towards these errors and their causes .

## **Research Questions**

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There are four research questions in this study . The researcher hopes that the findings of this study will give adequate and satisfactory answers for these questions.

1. Is there a special order of difficulty within the English relative clause formation ?
2. Where does the order of difficulty in the formation of the English relative clause occur ?
3. What is the best teaching pedagogy that helps in minimizing or , even removing , the difficulty that Arab learners face when dealing with English relative clauses ?
4. Are the exercises , drills and other writing activities which are available in the school text-books enough for teaching and learning the English relative clauses ?

### **Hypotheses:**

This study includes the following hypotheses :

- 1) The differences in the rules of formation of relative clauses between English and Arabic languages interfere negatively with the process of formulating the English relative clause.

- 2) Inadequate learning and teaching of English relative clauses interfere negatively with the process of formulating English relative clauses(RC).
- 3) Understanding the basic features of English relative clauses , including the use of 'whose' , the use of 'that' with the superlative adjectives , and the use of restrictive and non-restrictive relative clauses will interfere positively with the process of formulating English RC.
- 4) Understanding the major differences and similarities of both the native language (NL)and target language (TL) interferes positively with the process of constructing English relative clauses .

### **Significance of the Study**

Because Arabic -speaking Palestinian students leave school with poor performance in spoken and written English, it is very important to search for the causes of the difficulties mentioned in the questions of the study and then deal with them in ways that help teachers work with students more productively and assist them to gain more proficiency in English.

Despite the large amount of material that deals with the English relative clause formation in the school curriculum of the 11th grade , Arab learners of the same grade still make a lot of errors when learning them .

This has been observed by the researcher and other scholars such as (Scott and Tucker), (p.3) Mukattash (1981), 83, 86, (p.35) (p.46), (p.50) Kharma, 1987 (p.44), Kharma and Hajaj (1989) (p.120), Tushyeh (1985) (p.33) , (1988) (p.54) and Hamdallah (1990) (p.60) , among others.

The researcher found out that students make a lot of errors when forming English relative clauses. Their errors are attributable to negative transfer from English, simplification and overgeneralization , respectively.

The following examples are taken from the students' production . They show the most persistent errors in the learners' production of relative clauses.

( Appendix F)

- 1) The playground where the students like to play (on it) is near the school.
- 2) The day when we set out (on it) was fine .

- 3) The teacher(whom) teaches English is fair and friendly.
- 4) The man whose (his) house is beautiful is a doctor.
- 5) The driver is kind (and ) ( he) is always smiling.
- 6) The animals (who) are beautiful are the elephants and monkeys.
- 7) He gave me all (what) I needed.
- 8) Jericho which is the oldest city in the world is very beautiful.

The researcher believes that if the problems in the area of writing , especially those connected with the English relative clause are overcome and English is learnt properly and adequately by the Arab learners , they will be more capable to keep up with the many modern developments in teaching and learning of English , especially those which are related to relative clauses that are taking place. The discovery of these problems together with their causes will help teachers who are concerned with teaching English to Arab learners.

### **Limitation of the Study**

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The researcher has taken the following limitations into account , although he knows that the results of this study can be generalized to all government male and female basic and secondary schools in Palestine.

- 1) All errors, apart from those related to the relative clauses, are not included with the total errors that the learners in both groups make
- 2) The sample is drawn from the male and female secondary schools from Jenin District. The researcher selected two schools from Jenin (120 learners), whereas the rest of classes (8 schools) were randomly chosen from all the government male and female schools in Jenin District . The whole sample includes 400 boys and girls.
- 3) This study includes ten classes from the government secondary male and female schools in Jenin District. The researcher did not include private schools in order to make sure that all students have almost the same level of English. Moreover, private schools start teaching English from the first elementary class .This, of course, affects the learners' ability of English.
- 4) The researcher took his sample from the 11th -grade students because
  - a) The school - curriculum of this grade contains the largest amount of material that deals with English relative clause formation.
  - b) This grade is the most important one since it prepares students to Tawjeehi Examination and it marks the end of the basic level of education .

## Definition of Terms

In order to facilitate an understanding of the terms used in the study, the following definitions are adopted :

### 1) A Relative Clause (RC) :

'It is a dependent clause that modifies a noun occurring in another clause .' 'In English , a relative clause is preceded by an (sometimes) optional relative pronoun (e.g who, whom, which, when.....), and contains a gap that is coreferential with the noun being modified. Quintero, (1992) (p.47)

### 2) A Clause :

'It forms part of a sentence and contains its own subject and predicate .' Stephenson (1953) , p.44. The clause introduced by a relative pronoun may be defining or non-defining , that is , restrictive or non-restrictive relative clauses . Etherton, (1966) (p.104)

### 3) A Defining Clause (Restrictive Clause) :

'It describes a preceding noun or pronoun and tells the listener which particular object we are concerned with.' Etherton, (1966), p.401, and Allsop , (1982), p.290-191. e.g : I gave some money to the boy who found the wallet. The boy who found the wallet received a reward.

### 4) A Non-Defining Clause (Non-Restrictive Clause) :

"This adds to our knowledge of a noun or a pronoun , but is not essential , because without it , we already know which particular object we are concerned with ." Allsop ,(1982), p.295.

e.g My brother , who found the wallet , received a reward. I gave some money to Jane , who found the wallet.

## **5) Relative Pronouns :**

They are considered by some others as a fairly recent development in modern language . By means of this language device , it is possible to form complex sentences by a combination of two strings , sometimes at a deeper layer of modification Huddleston,(1986), P.188.

e.g : Mahfouz whom people from all Arab countries like to read about is a famous Arab writer.

## **6) Errors :**

'An error is a noticeable deviation from the grammar of an adult native speaker, reflecting the interlanguage competence of learners.'Burt and Kiparsky,(1972) p.1 'An error is a form that deviates from some selected norm of adult language performance.' Savignon,(1983) , p.304

## **7) Simplification :**

This term is used to refer to situations such as deletion of articles , plural forms , relative pronouns , etc. Certain constructions of L2 undergo similar processes that take place in L1 acquisition . English copulas , articles or relative pronouns are omitted by learners acquiring the first language and the second language . Selinker(1972) , p.219-231.

e.g : The bus took us to the dead sea and it was very beautiful.

## **8) Overgeneralization :**

In second language acquisition , it has been common to refer to overgeneralization as a strategy that occurs as the second language learners act within the target language , generalizing a particular rule or item in the second language irrespectively of the native language in a deviant way. (Mukattash 1983, Tushyeh 1985 - 88, and Hamdallah 1990 ; among others) .

## **9) Transfer :**

Transfer is a general term used to describe the application of prior experience to subsequent learning. Positive transfer occurs when some features of the native language facilitate the learning of the target language . Negative transfer occurs when prior experience is applied erroneously on a second task . This situation can be referred to as interference because previously learned material interferes incorrectly with subsequent material.

Killerman, (1979), p. 38-50 .

## **10) Interlanguage and Intralanguage Errors :**

### **Interlanguage :**

It is a term that Selinker ( 1972 ) adopted from Weinreiche's ( 1953 ) term "interlingual". " Interlanguage refers to separateness of second language learner's system, a system that has a structurally intermediale status between the native and traget languages ." Selinker ( 1972 ) p.16 .

An example of this kind is the transfer of the resumptive pronouns from L.1 ( Arabic ) .

### **Intralanguage :**

Non-inferencing Transfer is an indirect intralingual type in which pupils make use of already available interlanguage knowledge An example of this is shown in the pupils' inability to distinguish between restrictive and non-restrictive relative clauses . Tushyeh ( 1988 ) p.6 .

## **Chapter Two**

### **Review of Related Literature**



## Chapter Two

### Review of related literature

A lot of work has already been done on the topic of English relative clauses and the problems that students encounter in forming them. Most of the work on this topic, however, was done by non-Arab researchers. Even most of the Arab researchers, who have dealt with the English relative clause, do not handle the topic in lower levels (basic and secondary levels), except Mukattash (1978) and Tushyeh (1985) whose samples were drawn from colleges, universities and secondary schools. Nonetheless, their work will be of help to the researcher.

Ibrahim (1973) stated that the Arab learners of the English relative clauses face several problems especially those connected with interference from Arabic.

Schachter (1974) tackled the strategies employed by Persian, Arab, Chinese and Japanese students in the acquisition of the English relative clauses in an attempt to demonstrate the comparative difficulty of the structure for students of different linguistic backgrounds. The researcher found out that Arab and Persian learners produced more errors due to similarities between their native languages and English, that is, Persian and Arab learners transferred their first language (L1) patterns of relative clauses to English.

Mukattash (1978) stated that secondary and university Jordanian students faced a lot of problems in dealing with the construction of the English relative clauses. He said that about half of the errors they make were thought to be cases of negative transfer from their mother tongue. He added that the repetition of noun was remarkably noticeable in the speech of Jordanian students more than in their writing.

George (1971) stated that second language learners make a lot of errors when dealing with English relative clauses. He added that one-third of their errors could be attributed to language transfer.

Myhill and Tarllo (1983) explained that second language learners such as Chinese, Japanese, Persian, German and Portuguese make errors in their acquisition of the English relative clause.

These errors could be ascribed to negative transfer from their native languages and other natural processes of language acquisition which could be described as an integral part of the interlanguage grammar.

Hamdallah (1990) found that " Arab learners use different learning strategies which cause errors in the learners' production of English." He said that the students' errors are due to transfer, overgeneralization, simplification and inadequate teaching and learning.

Hamdallah collected the data from 50 free composition written by students majoring in English at An - Najah National University . The author concluded that relative clause formation is among the five major constructions proved to be difficult for Arab learners.

Tushyeh (1985) found that adult Arab students make a lot of errors in the production of the English relative clause. He said that language transfer is a significant factor in second language acquisition . Besides , Arab learners use other strategies that interfere negatively with the process of constructing relative clauses. Among these strategies are simplification , overgeneralization, achievement and other perception and production strategies. Tushyeh used several types of tests in order to collect and analyse the learners' written responses. Among these tests are multiple-choice questions, joining questions and choosing the suitable relative pronoun.

Due to the findings of the present research , the author recommended using a multifactor approach that will deal with interlingual and intralingual errors , that is, an approach which concentrates on first and second language features as well as other production and perceptions strategies .

Mukattash (1986) found that the majority of errors that university students make in the respect of the English relative clause construction could be ascribed to negative transfer from Arabic . He said that this interference may be simultaneous, that is , from two related source languages as in the case of Modern Standard Arabic (MSA) and Jordanian Arabic (JA) .

Mukattash collected the data from 80 fourth - year students of English in the Department of English at the University of Jordan. The author recommended that knowing the differences between (MSA) and (JA) , besides knowing the basic characteristics of English , helps a lot in reducing the errors made by Arab learners of English , due to negative transfer.

Tushyeh (1988) stated that Arab learners at secondary and university levels make errors which are due to :

- a) negative transfer from Arabic ,
- b) non - inferencing transfer such as inadequate learning and teaching of restrictive and non-restrictive relative clauses, and
- c) overgeneralization , simplification and relative pronoun morphology.

He said that negative transfer from Arabic forms the most significant and persistent errors . He collected data from the works of 102 Arab ESL learners from the elementary , intermediate and advanced levels. The author concluded that :

The absence of the resumptive pronoun in English relativization , on lower levels of Noun Phrase Accessibility Hierarchy, the distinction between restrictive and non-restrictive relative clauses and multiple embedding are more difficult than other relativization features for Arab learners to master.

Brussels (1993) found that syndetic relative clauses are congruent with the first or second antecedent , while asyndetic relative clauses are dis -congruent with the antecedent . The researcher collected his data from Biblical Hebrew through studying the syntax of relative clauses with a first and second person antecedent. By syndetic relative clauses, the author means that those which are joined to the antecedent by means of particles . Mostly prepositions and relative pronouns . By asyndetic relative clauses , the author means relative clauses which are dispensing with particles and they are mostly limited to poetry . By congruence , he means the state of the pronominal element in the relative clause agreeing with the person of the main clause, and by discongruence , the author means the lack of agreement between the pronominal element in the relative clause and the person of the main clause.

Kharna (1987) found that Arabic speaking university Kuwaiti students make a lot of relative clause errors in their English essays which deal with the English relative clauses . The majority of students' errors are attributable to negative transfer from Arabic . The author collected his data from Kuwaiti university students' essays. He classified their errors into 14 types of errors .

The author found that eleven out of fourteen errors are ascribed to negative transfer from Arabic . The point that the researcher stressed is that the main source of errors with respect to relative clause production should be borne in mind by every one who is concerned with teaching of English to Arab learners .

Abboud, et al (1975) showed an important difference between English and Arabic. He said that the antecedent and relative clauses are both complete sentences in Arabic ; they are not subordinate clauses , at least , in the surface structure. In fact, if there is a pause in reading , or if there is a written punctuation , the result is two independent clauses. Such differences help learners in avoiding errors which are attributable to this basic feature of Arabic .

Nasr (1963) explained that the nominative form of English pronouns can be regarded as equivalent to the Arabic pronouns. He said that one problem facing Arab students regarding English nominative pronouns is the tendency to use a pronoun immediately after the word it refers to. The following examples illustrate this kind of errors :

- My teacher (he) went with us to the Dead Sea .
- My friends (they) asked me to go with them .
- My voyage we will keep on speaking about (it) .

Al - Azabi (1967) stated that the repetition of the object of the verb, or of the preposition, is considered as one of the most persistent instances of transfer .

At the 1966 National Association for Foreign Students Affairs (NAFSA) meeting , held by Paul Schachter , Rober D. Wilson, and Lois McIntosh , the authors found that the Arab learners may want to drop the linking element and relative pronoun in English if the determiner is not definite and substitute an equivalent personal pronoun form for the combined form . When the determiner is definite in English, the Arab learners may equate "who" , "whom" , or "which" , with the Arabic linking element (illi) and add a second pronoun form to match one in Arabic .

Al-Hroot (1987) stated that deletion is a universal linguistic phenomenon which can not be ignored in a language like Arabic . The researcher dealt with deleted object pronoun in the subjunctive clause , topic - comment clause and relative clause . He said that inadequate knowledge of this phenomenon creates a source of errors to Arab learners when dealing with other languages like English .

Mukattash (1986) stated that Arab learners tend to delete relative pronouns in two respects :

- a - where the relative clause modifies a head-noun in the subject complement position , and
- b - where the relativized non phrase (NP) functions as a subject and where the head non is indefinite.

He said that these two respects cause errors which are ascribed or due to interference from Arabic .

- There are many animals ( ) I like to see .
- The teacher gives alot of advice ( ) gives us lessons.

Fox (1970) , and Kharma (1972), among others, supported El - Azabi's findings (1967) saying that the repetition of the object of the verb or the preposition in the students' production of the English relative clause is considered as one of the most persistent instances of transfer .

Sheldon (1974) explained that the location of the head noun (NP) is an important aspect of sentences containing relative clauses, as head position has been shown to be a factor in the degree of difficulty associated with relative clause in the first language (L1 ) acquisition and in the second language acquisitions.

Gass and Ard ( 1980). found that for second language learners of English sentences in which the subject of the lower clause was relativized were the least problematic. Relativization becomes easier the closer the site gets towards the beginning or end of the sentence, that is, the first relativizations to be learned where the head served the same function in the matrix sentence as in the relative clause.

Mukattash(1978,1983,1986) argued that a careful study of Arabic relative clause shows that in many cases the retention of a pronominal reflex of a relativized (NP) is a matter of style. He added that errors made in this re-spect are all due to Jordanian Arabic , that is , students make such errors which are attributable to interference from the spoken Jordanian Arabic (SJA) . This happens when they are asked to translate their erroneous sentences into Arabic .

The following are illustrative examples which show stylistic variants in Modern Standard Arabic (MSA) and Spoken Jordanian Arabic (SJA), respectively:

- Al - Kutub - alati- ishtareita- mufeedatun. The books - which - you bought useful .

- Al-Kutub - alati- ishtareitaha- mufeedatun. The books - which - you bought them - useful.

The first structure - type where the relativized (NP) is not replaced by a pronominal reflex is highly stylistic and possibly restricted to formal writing and speech. On these grounds, it is possible to assume that the error under discussion is due to interference from spoken Jordanian Arabic. Here the present researcher agrees with Tucker ( 1974 ), and Mukattash ( 1986 ) who indicated that transfer errors in spoken English come from colloquial Arabic which transfer errors in written English are due to Modern Standard Arabic ( MSC ).

Kim, (1992) after studying the performance of 27(L2) learners of English by using a grammaticality judgement test show that the relative clause formed on the English genitive noun phrase(NP) position can have five realizations (genitive subject , genitive direct object , genitive indirect object, genitive object preposition

and genitive object complement. He found that genitive subject is one of the easiest clauses, genitive - direct object was toward the middle of the order in the respect of difficulty and the other three realization of genitive belonged to the group of the most difficult relative clauses .

Paakkonen (1988) in his analysis of relative constructions in Finnish, which includes newspaper language, examples taken from grammar books, as well as instructions given by the author showed that:

The choice of the relative pronoun is governed by very precise rules , that is, the position of the (NP) determines the degree of difficulty in the respect of constructing the relative clauses .

His analysis includes Finnish newspaper language , and examples taken from grammar books, as well as the instructions given by the author, which suggest that the choice of the relative pronoun is governed by very precise rules, that is, the position of the noun phrase determines the degree of difficulty in the respect of constructing the relative clauses . He added that the choice of relative pronoun in Finnish is influenced by certain properties of the relative clause and its antecedent. Thus, the author recommended taking the position of noun phrase (NP) into consideration when dealing with the relative clause in Finnish .

The researcher agrees with the theoretical models of Keenan and Comrie (1977), known as the Noun phrase Accessibility Hierarchy (NPAH). The theory indicated that lower positions on the hierarchy are more difficult to relativize than higher positions.

Zorriqueta (1989) stated that Spanish children or adults, have difficulties in the acquisition of relative clauses concerning the agent and the patient of some reversible actions .She collected the data from Spanish children aged 4-10 . It is a morpho - syntactic study for children's and adults' production of relative clauses. She said that children are deriving abstract syntactic structure and are searching for generalization about morphemic meaning and are constrained by memory / cognitive processing limitations in their productions and are working out the pragmatic conventions conveyed by syntactic structure .

Another feature in Arab learners' interlanguage (IL) related to the relative clause formation is the tendency to coordinate rather than subordinate . This phenomenon has been noticed by many scholars, Al-Hroot (1987), Tushyeh, (1988) including the researcher.

Kaplan (1966-67) argued that Arabic - speaking students appeared to favour coordination because they transfer from their native language where parallel clauses are more recurrent . He added that learners favour the use of "and" and neglect other joining patterns such as relative pronouns . Yorkey (1974) and Kharma(1972) noticed the same phenomenon .

Tushyeh (1988) in his paper,"Towards a New Characterization of Language Transfer,"showed that Arab ESL learners,especially,elementary level,tend to interpret the English relative clause as conjoined sentences. They sometimes use coordinators such as "and" , "but" ' and in other cases they use subordinators such as "after" "when" and "because" in order to replace the relative pronouns .

Al-Hroot (1987), explained that Arab learners delete the relative pronoun in wrong cases or sometimes replace it by using other linking words such as " and "and "but".

Taylor (1975) described a model of second language acquisition which considers both processes of developmental learning strategies (such as simplifications and overgeneralization of target language rules ) , and negative language transference as two manifestations of the same psychological process: e.g, reliance on prior learning to facilitate new learning.

Hamdallah (1990) found that Arab ESL learners from An-Najah University make a lot of errors in dealing with the relative clauses , prepo-sitions, articles, tense, aspect and concord. He added that interference is an important factor in second or foreign language learning . In addition, Arab learners employed other strategies such as overgeneralization and simpli-fication. He focused on inadequate teaching and learning which play an important role in second language learning .

The researcher agrees with Hamdallah's findings, especially , language interference and inadequate teaching and learning , because once one supplied

options and respond by using a relative clause with "that", "whose", "where", "when", or "who" or by repeating a single form in different situations .

Bourke (1992) stated that using the problem-solving approach (Appendix G) helps in eliminating students' errors in respect of the construction of relative clauses, passive voice, past simple and other grammatical issues . He added that learners of foreign national who are exposed to the problem - solving approach gain more competence and performance than students who were exposed only to conventional grammar instructions. Whereas conventional grammar instructions are only those which exist in the school text books . The author collected his data from approximately 100 secondary school graduates , all foreign nationals,attending pre-university courses leading to the Irish school leaving certificate examination . Participants were placed according to ability level and randomly divided into experimental (problem-solving) and controlled (conventional grammar instructions) groups .

Eckman and Nelson (1988) found that the best and most suitable way of teaching the English relative clause, is to help learners minimize their errors through starting teaching them from the more marked structures .Then to those structures that are less marked and not the reserve. These scholars supported the Markedness Differential Hypothesis(MDH)See (Appendix H). The researcher agrees with the hypothesis , since he has noticed a lot of improvements when teaching English relative clauses ,through applying more marked structures passing through the less marked structures.(that is passing through simple constructions up to complex ones) .

Markedness Differential Hypothesis stresses the following points :-  
The areas of difficulty that a learner will have a given TL can be predicted on the basis of a systematic comparison of the NL and TL, such that :-

- those areas of the TL which are different from the NL and relatively more marked than in the NL will be difficult ;
- the degree of difficulty of any aspect of the TL which is different from the NL and relatively more marked than in the NL will correspond to the relative degree of markedness of that aspect ;
- those aspects of the TL which are different from the NL, but which are not more marked than in the NL will not be difficult.



To assume that human beings will learn to do things which are less difficult before they learn to do related things which are more difficult, then according to the Keenan and Comrie (1977) Accessibility Hierarchy, the easiest position to relativize should be the subject, then direct object and indirect object, while the most difficult should be the object of a comparative particle, but possessive is less difficult than the object of a comparative particle. This is the case with the resumptive pronoun in all six relativizable positions of the Noun phrase Accessibility Hierarchy of Keenan and Comrie (1977).

Rutherford (1975) and Azar (1981) both introduce a relative clause in which the relativized noun phrase (NP), that is, the relative pronoun, functions as a subject or an object or an object of a preposition in the same chapter. Since the different types of the relative clause are taught, there is no assumption that the learner would be able to acquire only one type of the relative clause, say, that with relativized objects and be able to generalize this learning to sentences with relativized subjects or objects of preposition.

The researcher disagrees with what Rutherford and Azar claimed because there is a lot of evidence in this study which reveals that foreign learners of English (EFL) teachers should start with what is less marked passing through the more marked structure; therefore, we should teach learners gradual structures with reference to the case of difficulty taking into consideration to give adequate instructions and adequate materials, then after that learners could deal with more than one type of the relativized noun phrase without applying the rule of one type to others or vice versa.

Another cause of errors in the respect of English relative clauses on the part of pupils, is the lack of distinction between restrictive and non-restrictive relative clauses. This phenomenon has been noticed by many scholars.

Mukattash (1986) stated that Arab learners of English find it difficult to perceive the subtle semantic differences between restrictive and non-restrictive relative clauses. He added that, on the whole, Arab learners of English avoid using non-restrictive clauses; they use restrictive clauses in wrong contexts. The researcher has noticed the same phenomenon, but not in all the relative clauses written by students in their free compositions.

Mukattash(1986) and Tushyeh (1988) explained that although the cause of the error is not clear , it might , nontheless , be indirectly attributed to the fact that the Arabic non - restrivtive relative clause differs from its English counterpart in two respects :

- a - The Arabic non - restrictive relative clause has the prefix Wa (= and) attached to it and is not marked off by commas, whereas the Arabic restrictive relative clause cannot be followed by the prefix "wa" .
- b - The semantic distinction between the two types of clause are not discussed in Arabic grammar books , which - on the whole - tend to deal exclusively with formal matters and grammatical functions .

The researcher believes that Arab learners make errors in this respect because of

- a - lack of material that deals with these two kinds of clauses, that is , the school textbooks do not include enough matrial illustrative of main differences between these two clauses .
- b - Inadequate teaching , that is , teachers do not pay much attention towards the main characteristics for each type of these clauses .

The researcher has noticed two types of errors that Arab lerners in the 11th grade make in this respect :

- a - They do not use commas with the non - restrictive relative clauses .
- b - They do not know the meaning of each type of these two clauses .

The following are illustrative examples :

- Jericho the oldest city in the world has a very bad weather .
- Jericho which is the oldest city in the world has a very bad weather .

In these above examples , the commas are missing .

- The lazy students who got low marks didn't go on to the school trip .
- The students, who were lazy were not allowed to go .Here , they mis - understand the meaning of each clause .

Fab ,(1990) stated that the differences between English restrictive and non-restrictive relative clause add a lot of difficulty in forming relative clause . He added that knowing these differences as well as similarities will surely help a lot in reducing the errors made in this area .

The following characteristics of restrictive and non - restrictive relative clauses were shown by Fab (1990) :

- Restrictive relative clauses (RRS) and non - restrictive relative clauses (NRRS) are alike in that they both contain a relative operator ; the relative operator must be coindexed with an antecedent adjacent to the relative clause , and this coindexing takes place at discourse level .
- Restrictive relative clause is a modifier, while a non - restrictive relative clause is not . From this difference derive the many superficial differences between the two types of clauses .(Fab ,(1990) ).

Tushyeh (1988) called the lack of distinction between the restrictive and non-restrictive relative clauses "non-inferencing transfer of inter-language" . He added , "the distinction between these two types of clauses is clearcut in English, but not in Arabic". In this respect, Tushyeh supported Quirk's findings (cf . Quirk et al (1972)

The researcher supported the findings of these researchers , but he believed that inadequate teaching and learning lay beyond making mistakes in the respect of restrictive and non - restrictive relative clauses .

Ishii , (1992) stated that the non - restrictive clauses in Japanese language employ the resumptive pronoun strategy , whereas in English , they do not, therefore who make errors in this respect.

The(1995) Intensive Summer Teaching Curriculum Institute participants discussed the major problems that face the Palestinian learners in English . In the respect of grammatical issues , such as writing , forming relative clauses, prepositions , and particles , the participants, as well as the lecturers found out the following important points :

- a- Negative transfer or what is called " interference from Arabic " plays a basic role in the learners' errors .
- b- Inadequate learning and teaching add a lot to the degree of dufficulty thus Arab learners make a lot of errors . Errors in reading , writing and speaking were also discussed .
- c- Other errors are due to positive transfer which are caused by English itself.

In this respect , the findings of the Intensive Teaching and Curriculum Institute of (1995) supported Hamdalla's findings (1990) , Tushyeh's recommendations

(1985, 1988), Kharma's, (1987), and Mukattash (1986).

Concerning the repetition of the resumptive pronoun, it forms the highest range of difficulty in the present study. This finding agrees with Tushyeh (1988) who said that errors in the respect of the repetition of resumptive pronoun are placed top in relation to persistence or frequency. The present study shows that errors in relation to restrictive and non-restrictive relative clauses are not frequent, that is, learners rarely make them in their free compositions. This finding does not agree with Tushyeh (1988) who said that errors in the use of restrictive and non-restrictive relative clauses are placed second in degree of difficulty and persistence.

The researcher found that the majority of errors that both (controlled and experimental) groups of learners made were due to negative and Positive Transfer. Negative transfer was arranged first and positive transfer was placed second, in connection with difficulty and frequency. The present research findings, especially, the one which is due to negative transfer, agrees with Kharma (1987), who said that eleven out of fourteen types of error were due to negative transfer. Besides, the researcher agrees with Mukattash (1986), who indicated that negative transfer forms the most significant source of errors in the area of forming English relative clauses. What is different in Mukattash's study is that Mukattash dealt with errors that came from spoken Arabic and Modern Standard Arabic, while the present study dealt only with written English. The present study supported Tushyeh (1985), who also indicated that negative transfer formed the major source of the learners' errors, but he also showed the importance of achievement strategy which does not exist in the present study.

Schachter (1974) showed that the similarities between Arabic and English caused a more significant factor of errors for Arab learners. This might occur, but the findings of the present study, they show that the differences between English and Arabic form the major source of errors. Therefore, Arab learners transfer negatively from their mother tongue (MT), Arabic, making a lot of errors. The Noun phrase position is essential. The findings of the present study emphasized that multiple embedded noun phrase positions are more difficult than other positions.

This finding supported Sheldon (1974) , Tushyeh (1988) and Kim Kyung (1992). All these researchers indicated that the more complex the position of the (NP) is , the more errors the Arab learners will make when using the relative pronouns .

These findings, together with the present study findings, supported Hamdalla (1990), who emphasized that adequate teaching and learning help a lot in minimizing, or even , removing the Arab learners' errors .

When supplying learners with adequate information, proper exercises and sufficient training and feedback in the area of relative clauses , both in Arabic and English , learners will certainly help learners to avoid a lot of their errors.

Therefore , the present researcher recommends using the techniques followed by Nelson (1984) , Yorkey (1977) and Bourke (1992) , because these techniques emphasized less maked structures in the early stage of teaching and learning which the researcher believes is more efficient than other techniques .

## Chapter Three

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## Chapter Three Methodology

### Introduction

To investigate the problems of teaching and learning the English relative clauses to the Arab learners, the researcher conducted this study . In this chapter , the researcher puts down the following issues: questions of this study, the hypotheses, the population the Instructional materials, Instru- mentation , validation , reliability , data collection and analysis .

### The Questions of the study

The main purpose of this study is to investigate the most persistent errors that the Arab Palestinian students make in the production of English relative clauses . Four questions of the study examined this issue :

1. Is there a special order of difficulty within the relative clause formation ?
2. Where does the order of difficulty in the production of relative clauses occur ?
3. What is the best teaching pedagogy that helps in minimizing , or , even , removing the difficulty that the Arab Palestinian learners face with the process of producing English relative clauses ?
4. Are the exercises , drills and other writing activities which are available in the school textbooks enough for teaching and learning the English relative clauses ?

### Hypotheses :

This study includes the following hypotheses :

- 1) The differences in the rules of forming of relative clauses between Arabic and English interfere negatively with the process of forming the English relative clauses.
- 2) Inadequate learning and teaching of English relative clauses interfere negatively with the process of forming English relative clauses .
- 3) Understanding the basic features of English relative clauses , including the use of 'whose' , the use of 'that' with the superlative adjectives , and of restrictive and non-restrictive relative clauses interferes positively with the process of forming the

English relative clauses .

4) Understanding the main differences and similarities between English and Arabic relative clauses interferes positively with the process of forming the English relative clauses .

### **Methodology**

The researcher divided the sample into two groups: the Experimental Group which includes two schools from Jenin (120 students) , while the rest of learners (controlled group) includes eight schools (280 students) . The experimental group learners were taught differently by the researcher , that is, they were informed and supplied with the main features of English and Arabic relative clauses. Besides, the researcher taught them by starting from less marked structures passing through the more marked ones. On the other hand, the rest of the learners were taught traditionally, and according to the current school - curriculum.

This study was an evaluative one . The researcher chose the students who had already taken a comprehensive course in forming English relative clauses with other students who had already studied the exercises , drills and other written activities available in the textbook .

### **Population**

The population consisted of male and female 11th - grade learners in the government schools in Jenin District. The total number who responded to the different types of free compositions was 400 students. Differences in the pupils' performance among males and females were not noticed in this study because the same textbook, drills and other written activities were given to males and females.

The researcher chose the biggest two secondary schools in Jenin (120 students) where the researcher was the teacher of English at these schools . Such choice was to facilitate the research. The two schools contain students from different social, economical and educational backgrounds . The re-searcher taught the learners in these two schools all the basic features of Arabic and English relative clauses, concentrating on the noun phrase positions , simple sentences and embedded ones . Besides , the researcher taught the learners in these two schools the English idiomatic expressions in the respect of English relative clauses such as the use of "all that" , the use of "that" with the superlatives and with certain determiners as well as the main differences between restrictive and non -restrictive



relative clauses . The learners in these two schools formed the experimental group .

The rest of the learners (8 schools) were randomly chosen from the rest of government secondary schools in the whole district . The learners of these eight schools were called the controlled group . They were 280 girls and boys. They were taught traditionally and according to the material available in the school textbooks . The researcher selected the 11th-grade learners because of the following important reasons :

a)This grade is largely preparing learners to the Tawjeehi General School Certificate Examination .

b)The school English syllabus of this grade deals extensively with English relative clauses .

c)Although the school textbook in the 11th-grade contains alot of exercises, drills and other written activities that deal with English relative clause formation, the learners in this grade still make a lot of errors in this respect . Therefore , the researcher chose the learners of this grade in an attempt to discover the sources of errors that they make and then look for a solution to such errors .

### **Instructional Materials :**

The instructional matrials for this study were derived from the 11th-grade school syllabus. (Appendix C) . Besides , the Tawjihi Questions and Trial Examination Questions from different districts were also used . Appendix D. Moreover , exercises and drills quoted from Jordan (1977), Eckman (1988) were also used . (Appendix E). The researcher prepared the school materials in two ways :

1)Traditionally and according to the exercises, drills and other written activities which are available in the school syllabus .

2)Adding to the foregoing , the researcher explained the similarities and differences between English and Arabic relative clauses, using other extra activities, such as written paragraphs, compositions and other exercises (Tadros, 1977 and Eckman, 1988).

The researcher trained the students in the experimental group in writing paragraphs, controlled compositions and free compositions. Meanwhile , the same students were exposed to the major features of English relative clauses. The

students in the controlled group were given the materials available in the school textbook .

### **Instrument**

The researcher used three kinds of free composition (narrative , descriptive and analytical) .Up to the researcher's Knowledge , asking students to use various activities such as multiple choice questions, completion questions and joining questions, to collect data about errors means, placing limitation in front of them and limiting errors in advance. Moreover, these activities of collecting data were used by other researchers in the past. In addition, pupils think freely and write freely ; so free compositions might give more accurate information. The students in the experimental and controlled groups were asked to write the given compositions. The students were given the chance to choose only one topic and write about it, using relative clauses in their writings. The researcher aimed to find out the most persistent errors that the 11th-grade learners made in their production of English relative clauses.

He also aimed to find out the improvements that took place after applying his technique of teaching relative clause formation. The three types of free compositions are used in Appendix B .

### **Validation**

To ensure that the content of the free compositions is valid , the three types of free compositions were handed with a cover letter to a panel of five professionals from An-Najah National University and Jenin District Schools, and English supervisors from different districts . The specialists were asked to evaluate the appropriateness of each composition to the whole purpose of the study . Consequently , the specialists sent letters in which they ensured the free compositions, validity and recommended some modifications in the language and the arrangement of the different types of free composition . For example , composition (C) under the Descriptive Composition was added, and (C) under the Narrative Composition was also added .

## **Credibility**

To ensure that the free compositions are credible , the researcher did the following steps :

- a - The whole sample was given the chance to choose a topic from the nine given ones .
- b - The two groups were given the chance to write the same topics , having the same duration (45 minutes) , the same instructions and the same conditions .
- c - The controlled group was exposed to less detailed informatin about relative clauses than the experimental group . This was done to see what improvements the learners gained after applying the researcher's technique of teaching English relative clauses (explainig the differences and similarities between English and Arabic relative clauses , explaining the basic features of English relative clauses and starting from less marked structures to more marked ones

## **Data Analysis :**

The data collected by the researcher were statistically analysed by using frequency distribution of errors in forms of tables for each group of students and for each type of errors , Then the results were computed in percentage . In this study , the researcher used the quantative comparative analysis to attain the main purpose of the study and to answer the research questions.

## Chapter Four

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## Chapter Four

### Introduction

This chapter presents the following items : research findings , error classification , error explanation , results interpretation and conclusion . The purpose of this study is to investigate the relationship between the learners' errors before and after explaining the similarities and differences between relative clauses in both the native language (NL) and target language (TL) . Besides , the researcher aims to get improvements in the puples' production of English relative clauses after explaining their basic features that cause alot of problems for Arab learners who are dealing with English relative clause formation .

### Research findings

Three compositions of three kinds (narrative , analytical, and descriptive) were given to a large representative group of secondary school students in the eleventh grade . The students were all from government schools in Jenin District The sample was drawn up from male and female schools , with a view to finding out which types of errors are the most persistent and the most resistant to teaching and learning English relative clauses.

The free compositions were given to the controlled and the experimental groups at the same time and under the same circumstances . The researcher aimed to show that ' explaining the basic features of relative clauses in both English and Arabic, in addition to concentrating on the major aspects of English relative clause formation , can help in eliminating the students' errors in forming or producing sentences that contain relative pronouns .

## Error Explaining and Results Interpretation

The researcher intends in this chapter to show that the majority of the errors made by the Palestinian 11th-graders in their free compositions within the process of English relative clause (RC) production can be ascribed to negative transfer from Arabic .

This , of course , is not the only source of errors in the respect of relative clause production . Undoubtedly, there are other sources , such as positive transfer, simplification and overgeneralization strategies. These other sources should not belittle the importance of negative transfer factor .

The following 11 tables form a complete and clear summary of the free compositions' results . This summary includes the results of both the controlled and the experimental groups .

**Table ( 1 )**

Distribution of errors that are attributable to Transfer Strategy ( Negative Transfer from Arabic ) and are made by the learners in the Controlled and Experimental Groups.

Type of Errors	Experimental Group 120 pupils		Controlled Group 280 pupils	
	Number of Errors	Percentage of Errors %	Number of Errors	Percentage of Errors %
a- Repetition of Resumptive Pronouns	115	36.4 %	280	30.9 %
b- Omission of Relative Pronouns	70	22.1 %	190	21.0 %
c- Preposition Omission	55	17.4 %	152	16.8 %
d- The use of Possessive Pronouns with the antecedents	35	11.1 %	125	13.8 %
e- The use of 'who' instead of 'whom' or 'whose' or vice versa	41	13.0 %	158	17.5 %
Total	316	100 %	905	100 %

**Table ( 3 )**

Distribution of errors that are attributable to Transfer Strategy ( Positive Transfer from English ) and are made by the learners in the Controlled and Experimental Groups.

Type of Errors	Experimental Group 120 pupils		Controlled Group 280 pupils	
	Number of Errors	Percentage of Errors %	Number of Errors	Percentage of Errors %
a- Use of Prepositions in the relative Clauses with 'when', 'where' and 'whose'	26	20.6 %	80	17.1 %
b- Wrong Substitutions of 'when', 'where' and 'whose'	30	23.9 %	78	16.7 %
c- Connectors to replace whose	25	19.8 %	150	32.1 %
d- The use of 'what' to replace 'that' after the word 'all'	15	11.9 %	40	8.5 %
e- Wrong Connectors to replace 'that' after the superlative adjectives	20	15.9 %	70	15.0 %
f- Lack of distinction between restrictive and non-restrictive relative clauses	10	7.9 %	50	10.7 %
Total	126	100 %	468	100 %



**Table ( 4 )**

Distribution of errors that are attributable to Transfer Strategy ( Positive Transfer from English ) and are made by the learners in the Controlled and Experimental Groups.

Type of Errors	Experimental Group 120 pupils		Controlled Group 280 pupils	
	Number of Errors	Percentage of each error to the total errors in both groups	Number of Errors	Percentage of each error to the total errors in both groups
a- Use of Prepositions in the relative Clauses with 'when', 'where'	26	4.4 %	80	13.5 %
b- Wrong Substitutions of 'when', 'where' and 'whose'	30	5.1 %	78	13.1 %
c- Connectors to replace 'whose'	25	4.2 %	150	25.3 %
d- The use of 'what' to replace 'that' after the word 'all'	15	2.5 %	40	6.7 %
e- Wrong Connectors to replace 'that' after the superlative adjectives	20	3.4 %	70	11.8 %
f- Lack of distinction between restrictive and non-restrictive relative clauses	10	1.7 %	50	8.4 %
Total	126	21.3 %	468	78.8 %

Total Number of Errors for controlled and Experimental Groups.  $126 + 468 = 594$

Percentage of Errors for Controlled and Experimental Groups  $21.3 \% + 78.8 \% = 100\%$

**Table ( 5 )**

Distribution of errors that are attributable to Overgeneralization Strategy and are made by the learners in the Controlled and Experimental Groups.

Type of Errors	Experimental Group 120 pupils		Controlled Group 280 pupils	
	Number of Errors	Percentage of Errors %	Number of Errors	Percentage of Errors %
a- The use of 'which' to replace 'who' and 'whom' or vice versa	35	53.8 %	180	48.9 %
b- Relative Pronoun morphology / s.v agreement.	30	46.2 %	188	51.1 %
Total	65	100 %	368	100 %

**Table ( 6 )**

Distribution of errors that are attributable to Overgeneralization Strategy and are made by the learners in the Controlled and Experimental Groups.

Type of Errors	Experimental Group 120 pupils		Controlled Group 280 pupils	
	Number of Errors	Percentage of each error to the total errors in both groups	Number of Errors	Percentage of each error to the total errors in both groups
a- The use of 'which' to replace 'who' and 'whom' or vice versa	35	8.1 %	180	41.6 %
b- Relative Pronoun morphology / s.v agreement.	30	6.9 %	188	43.4 %
Total	65	15.0 %	368	85.0 %

Total Number of Errors  
for controlled and  
Experimental Groups.

---

$$65 + 368 = 433$$

Percentage of total Errors for  
Controlled and Experimental  
Groups

$$14.0 \% + 85.0 \% = 100\%$$

**Table ( 7 )**

Distribution of errors that are attributable to Simplification Strategy and are made by the learners in the Controlled and Experimental Groups.

Type of Errors	Experimental Group 120 pupils		Controlled Group 280 pupils	
	Number of Errors	Percentage of Errors %	Number of Errors	Percentage of Errors %
a- The use of two simple sentences instead of one sentence joined by using the relative pronouns	32	52.5 %	120	45.3 %
b- Use of 'and', 'but' to join two sentences instead of using the relative pronouns.	29	47.5 %	145	54.7 %
Total	61	100 %	265	100 %

**Table (3)**

Distribution of errors that are attributable to Simplification Strategy and are made by the learners in the Controlled and Experimental Groups.

Type of Errors	Experimental Group 120 pupils		Controlled Group 280 pupils	
	Number of Errors	Percentage of each error to the total errors in both groups	Number of Errors	Percentage of each error to the total errors in both groups
a- The use of two simple sentences instead of one sentence joined by using the relative pronouns	32	9.8 %	120	36.9 %
b- Use of 'and', 'but' to join two sentences instead of using the relative pronouns.	29	8.9 %	145	44.5 %
Total	61	18.7 %	265	81.4 %

Total Number of Errors  
for controlled and  
Experimental Groups.

$$61 + 265 = 326$$

Percentage of total Errors for  
Controlled and Experimental  
Groups

$$18.7 \% + 81.4 \% = 100\%$$

**Table ( 9 )**

Distribution of errors that are attributable to Transfer, Overgeneralization and Simplification Strategies and are made by the learners in the Controlled and Experimental Groups.

Type of Errors	Experimental Group 120 pupils		Controlled Group 280 pupils	
	Number of Errors	Percentage of Errors %	Number of Errors	Percentage of Errors %
a- Negative Transfer from Arabic.	316	55.6 %	905	45.2 %
b- Positive Transfer from English.	126	22.3 %	468	23.3 %
c- Overgeneralization	65	11.4 %	368	18.3 %
d- Simplification	61	10.7 %	265	13.2 %
Total	568	100 %	2006	100 %

**Table ( 10 )**

Distribution of errors that are attributable to Transfer, Overgeneralization and Simplification Strategies and are made by the learners in the Controlled and Experimental Groups.

Type of Errors	Experimental Group 120 pupils		Controlled Group 280 pupils	
	Number of Errors	Percentage of each error to the total errors in both groups	Number of Errors	Percentage of each error to the total errors in both groups
a- Negative Transfer from Arabic.	316	12.3 %	905	35.1 %
b- Positive Transfer from English.	126	5.0 %	468	18.2 %
c- Overgeneralization	65	2.5 %	368	14.3 %
d- Simplification	61	2.4 %	265	10.3 %
Total	568	22.2 %	2006	77.9 %

Total Number of Errors for controlled and Experimental Groups.

$$568 + 2006 = 2474$$

Percentage of total Errors for Controlled and Experimental Groups

$$22.2 \% + 77.9 \% = 100\%$$

**Table ( 11 )**

Distribution of errors that are attributable to Transfer, Overgeneralization and Simplification Strategies and are made by the learners in the Controlled and Experimental Groups.

Type of Errors	Experimental Group 120 pupils		Controlled Group 280 pupils	
	Number of Errors	Percentage of each error to the total errors in both groups	Number of Errors	Percentage of each error to the total errors in both groups
a- Transfer	442	17.2 %	1373	53.3 %
c- Overgeneralization	65	2.5 %	368	14.3 %
d- Simplification	61	2.4 %	265	10.3 %
Total	568	22.1%	2006	77.9 %

Total Number of Errors  
for controlled and  
Experimental Groups.

$$568 + 2006 = 2474$$

Percentage of total Errors for  
Controlled and Experimental  
Groups

$$22.1 \% + 77.9 \% = 100\%$$



The quantitative comparative analysis of errors in this study is presented in the previous tables ( 1-11 ) which show the number and percentage of errors caused by transfer from the first language , Arabic (L1) , transfer from the target language (TL) , positive transfer, overgeneralization and simplification respectively .

The total number of errors made by the learners in the controlled group is 2006 . Nine hundred and five errors are ascribed to negative transfer from Arabic or what is called an indirect interlingual , inferencing transfer . Four hundred and sixty-eight errors are attributed to positive transfer or what is called direct inferencing intralingual transfer. Three hundred and sixty-eight errors are due to overgeneralization and two hundred ,and sixty-five errors are due to simplification

Concerning the experimental group , the total number of errors made by the learners is 563. Out of this number ,316 errors are due to negative transfer from Arabic , whereas the numbers (126,65,61) are due to positive transfer, overgeneralization and simplification respectively.

The previous tables show that strategy from negative transfer has the highest frequency of errors,while simplification is less frequent than both transfer (negative and positive) and overgeneralization strategies. Besides, a considerable improvement has taken place in the experimental group , as a- result of providing the learners with the main differences and similarities between English and Arabic relative clauses , and of , concentrating on the basic features of English relative clauses .

### Error Classification

1) The type of error which ranked highest in order of difficulty , is the repetition of the resumptive pronoun in all six relativizable positions of the (NPAH).The appearance of the resumptive pronoun in its various positions is a case of language transfer from the pupils' native language (Arabic). Nine hunderd and five errors out of two thousand and six errors are due to the repetition of the resumptive pronoun that learners of the controlled group made and 316 errors out of 568 errors are due to the repetition of the resumptive pronoun which the learners in the experimental group made.

The following examples are taken from the learners' writings ; they illustrate the above type of error .

- a - My uncle pushed me to the pool which has many fish in (it).
- b - We have not taken important things which (they) are tickets .
- c - My friends who (they) were sad and angry came late.
- d - The zoo which (it) was situated in Qalqeelia .
- e - I met a man who my father knows and I spoke to (him).
- f - We went to a shop which we like (it) .

In both English and Arabic , the identical noun in the embedded sentence is pronominalized . The pronominal replacement in English is joined to the linking element (who , whom , that , which.). In Arabic this pronominalized form is suffixed to the verb of the embedded sentence .(Fox 1970). This difference between Arabic and English relative clauses is considered as the most persistent instances of transfer. (El - Azabi , 1967)

As shown in the previous tables , especially Table 2 , the repetition of the resumptive pronoun forms the source of the most frequent errors that the 11th - grade learners made in their production of English relative clauses. This finding corroborates the findings of ' El - Azabi (1967) , Fox (1970) , Schachter (1974) , Scott and Tucker (1974) , Ioup and Kruse (1977) , Gass (1977) , Kharma (1987) , Mukattash (1986) , Tushyeh (1988) among others. Kharma and Hajjaj (1989) said that the repetition of the subject of the relative pronoun occurred mostly in elementary level, that is when the learners grow up to a higher level , this kind of repetition becomes less frequent . On the other hand, the repetition of the object of the verb and the repetition of the subject of the main clause with an embedded relative clause are the most common errors in elementary and higher levels . This corroborates the findings of Scott and Tucker (1974), Thompson - Panos (1983), Tadros (1979) and Tushyeh (1988) .

The researcher adopted Yorkey's technique of teaching the English relative clauses . The technique is based on the Noun Phrase Accessibility Hierarchy of Keenan and Comire (1977) . This theory showed that lower positions on the hierarchy are more difficult to relativize than higher ones, that is, errors concerning the repetition of the resumptive pronoun are more frequent in object complement and in genitive cases than the other four ones. Therefore , the researcher recommended starting with simple positions of noun phrase (NP) passing through

the difficult ones when teaching students the formation of the English relative clause . He also recommended giving more practice and training in the object deletion rule so as to minimize the effect of negative transfer strategy, especially the repetition of the resumptive pronoun which is considered as the most persistent type of error that Arab EFL learners make .

2) Another error which is attributed to the interference from native language is the relative pronoun omission , since in Arabic , there are no relative pronouns if the antecedent is indefinite . The Arab learners tend to use the personal pronoun instead of or in addition to the relative pronoun . In Arabic , when the linking element is fronted , it must always be kept right at the beginning of the relative clause . It can not be preceded, as in English by a preposition or a prepositional phrase . This error was reported in other studies (Scott and Tucker (1974) , Schachter (1976), Gass (1979) , Kharma (1987) , Kharma and Hajjaj (1989), Tushyeh (1988) and Hamdalla (1990)) .

The following examples are taken from the learners' written compositions which illustrate the previous error :

- \* I visited a zoo()it was very big.
- \* The first animal ()I hoped to see was the lion .
- \* There was a man () took us in his boat .
- \* There was a rich merchant () living in Bagdad .
- \* A snake () I saw was very tall and big .

The above errors are less frequent than the repetition of the resumptive pronoun . Table 2 shows that seventy errors out of 316 errors and 190 errors out of 905 errors are due to negative transfer ; especially , to the omission of the relative pronoun source. Therefore , the researcher recommended paying attention towards the main difference between Arabic and English relative clauses concerning this type/ source of error .

3) The third type of errors in order of difficulty is the use of "who" for "whom" or vice versa . Sometimes the learners use "who" - "whom" to refer to "whose" .

In Arabic , the relative pronoun is only one which modifies the antecedent. This means that it agrees with it in case , gender and number , but in English , the case of the relative connector depends on its function in the relative clause itself. Therefore , when the antecedent is , for example , in the subjective case , the Arabic relative pronoun should also be in the same case , and so on . Thus, Arab

learners of English relative clauses tend to use "who" for "whom" or vice versa . Besides , Arab learners of English avoid using "whose" and thus replace it by inappropriate relative pronouns . This type of error could be due to two main reasons :

- The Arab learners' inadequate grasp of the "s-genitive" and of the "of- genitive" in English .
- In Arabic , there is no relative pronoun that corresponds to "whose" .

This finding corroborates the findings of Mukattash(1979), among other researchers . Kharma (1987) found out that the most persistent error that Kuwaiti students both at secondary and university level make, was the wrong usage of "who" and "whom" . The present research findings reject Mukattash's previous findings because the errors which are due to this source are only (41) out of (316) errors made by the learners in the experimental group and 158 out of 905 errors made by the learners in the controlled group.

The following errors are quoted from the learners' writings ; these errors illustrate the misuse of (who, whom, whose) . e.g :

- My friend whose goes to the Dead Sea.
- The people whom living in Ramalla are very rich.
- I saw many people whom came to the zoo .
- My teacher whom goes with us .

The researcher recommended teaching the main differences between English and Arabic relative clauses that deal with the usage of "who", "whom" and "whose". He found that demonstrating such differences and explaining them adequately help a lot in reducing the errors which are caused by this source.

Table 2 shows that the errors in this respect have dropped considerably from 158 errors made by the learners in the controlled group to 41 errors made by the learners in the experimental group. Table 4 illustrates another source of difficulty that the Arab learners face when dealing with the English relative clause formation

- They show the following important results :
- The total number of errors made by the whole sample is 594 errors .(126 errors) and made by the learners in the experimental group , while the rest of errors are made by the learners in the controlled group It is true that difficulty with English prepositions could be due to the fact that Arabic prepositions are different from those in English.

- Wrong usage of prepositions in the relative clause is most presistent. In English, there should be a preposition in the relative clause when using (who,whom, that, which.....), but the preposition should be omitted from the relative clause when using the connectors (when and where) .

In Arabic , there is no preposition in the indirect position . Thus , the researcher believes that the cause of this kind of errors is due to two strategies (Negative Transfer Strategy And Positive Transfer Strategy ) .

Therefore, Arab learners omit the preposition in the indirect object position transferring this fact from Arabic. While using prepositions in the relative clause when using "when" and "Where" is related to the target language itself (English) The following examples are taken from the learners' own production of relative clauses .

- We went to the Dead Sea where we had a swim (in) .
- We went to many places where my friends live (in) .
- The day when we travelled (on) was very beautiful .
- We saw the man who our teacher sent a letter (to).

Therefore, the teachers of Arab learners should illustrate the aspects of using the prepositions in the relative clause , and the aspects that do not accept prepositions , that is , they should keep in mind that when using the connectors'when and where' it is wrong to put prepositions in the relative clause and this is not applicative to the rest of the relative pronouns .

The second type of errors which is due to positive transfer is the wrong substitutions of "when" and "where",that is , the Arab learners tend to use wrong prepositions plus "which" to refer to "when" and "where". Up to the researcher's knowledge , this type of errors has not been noiticed by other researchers . The researcher believes that this source of error is related to English itself . Therefore , he recommends teaching the proper prepositions and 'which' to refer to "when" and "where" .

The following examples are taken from the learners' written compositions . They show and illustrate the above errors . e.g:

- The zoo (on which) we had an interesting time .
- We went in our friend's car (at which) we enjoyed time.
- The school (on which) I learn .
- We need good equipment (on which) we can play well.

- Man has been trying to facilitate the way (on which) he proved his existence.

This type of error is arranged in the second place in respect of difficulty concerning errors which are due to positive transfer (thirty out of 126 errors are made by learners in the experimental group and seventy-eight errors out of 468 are made by learners in the controlled group).

The rest of errors which are ascribed to positive transfer are less frequent than the first two kinds of errors which are already explained. except using wrong connectors to replace 'whose' which is placed the highest in order of difficulty for learners in the controlled group.

These errors are as a result of pupils' lack of knowledge about some features of the English relative clauses. That is to say, in English, "that" and not "what" or other connectors, is to be used directly after the word "all". Besides, "that" is only used with the superlative adjectives. Therefore, the Arab learners who are aware of this main characteristic of English avoid such errors.

The researcher recommends keeping these basic features in mind when dealing with the English relative clauses. Although this type of error, misusing "that") is not frequent, it deserves more study and research. Only few researchers including the present one have noticed this type of error. e.g. Kharma (1987), Kharma and Hajjaj (1989).

The following examples illustrate these errors. These same examples are taken from the learners' writings.

- My teacher gave me (all what) I need.
- We bought (all what) we saw.
- We enjoyed (all where) we go.
- The teacher explained (all what) we asked for.
- The hottest city (which) we visited is Jericho.
- The most beautiful animals (which) we saw were the birds.
- I enjoyed listening to the most educated people (who) explained to us the history of Jericho.

Concerning errors which are due to restrictive and non-restrictive relative clauses they are the least frequent in this study except for learners in the controlled group which is arranged in the fifth step in terms of difficulty. Ten errors out of 126 are

In the area of overgeneralization, the researcher arranged the following items according to frequency and difficulty . These two items are :

- a- The use of "which" to refer to human and non - human .and
- b- Relative pronoun morphology and subject-verb agreement .

The wrong selection of relative pronouns which occurred in the students' writings showed that the learners used "which" to refer to human and non-human antecedents. The source of difficulty is inherent in English. Some learners overgeneralize "whom" to include all human antecedents whether they are subjective or accusative .

(Mukattah(1979) and (1986) ) said that the Arab learners use "which" to refer to "who" or "whom" or vice versa and this misuse is due to spoken Arabic (colloquial). He said that Modern Standard Arabic (MSA) has eight relative pronouns to mark the gender, number and grammatic function of the relativized noun phrase (NP) , whereas spoken Arabic has one relative pronoun only (illi) which is used for all types of nouns .

Scott and Tucker (1974) and Tushyeh (1985) and (1988) said that the wrong selection is an intralingual error because Arabic relative pronouns have one underlying base with phonological differences and are not as distinct as English relative pronouns. This causes errors among Arab learners. Therefore , the Arab learners overgeneralize "which" to include references to human as well as non-human antecedents .

The researcher supported Scott and Tucker, Tushyeh and Mukattash . Therefore, he recommended to supply learners with adequate knowledge about the use of the connectors "which", "who" and "whom" in order to avoid such errors .

English relative pronouns are not affected by number or gender, "while" the main Arabic relative pronoun (allađi) is influenced by gender and number (singular, dual and plural). It has to agree with its antecedent in gender , number and case as well as with the verb in the relative clause in gender and number. This difference causes an error (lack of agreement in number between the relative pronoun and the following verb).

Mukattash (1986) said that Arabic relative pronouns are inflected for gender, number and case in Modern Standard Arabic (MSA) and not in colloquial Arabic (CA). On the other hand, Scott and Tucker (1974), Tushyeh (1985) and (1988) and the present researcher said that English relative pronouns are not as distinct as the Arabic counterparts in gender and number. Thus, this error is inherited in English.

The Arab learners equated "who" with its Arabic counterpart "allađi" which is singular and masculine.

The following errors are attributed to overgeneralization strategy and are taken from the learners' writings. The examples are errors arranged according to their persistence.

- The teacher (whom) teaches us physical education came with us .
- The lions (whom) we saw were terrible
- I went with my friend (which) is a student in my class .
- The first animal (who) I hoped to see is the lion and his wife . -I saw the elephant which (have) thick legs .
- The zoo which (have) many animals .
- The man who (stand) on the door .
- The driver which (take) us .
- The people who (wears) hats are all foreigners .

The above four errors are due to wrong connectors "who" to refer to 'whom' or which or vice versa. The last five errors are due to subject-verb agreement and relative pronoun morphology .

Table 8 shows another source of error in the process of forming English relative clauses. It is the strategy of simplification .From these tables, the researcher concludes the following main results :

- 1.The total number of errors which is due to to simplification is 326. This means that simplification strategy plays the least important role in causing errors .
- 2.The learners tend to use "and", "but", "after", "before" or "because" rather than separate simple sentences . The findings of this study in the respect of simplification corroborate the findings of "Kharma" (1987), in the sense that both researchers found that simplification strategy has the least effect on causing errors in the production of English relative clauses in comparison with negative transfer ,



positive transfer and overgeneralization strategies. Other researchers such as Kaplan (1967) , Yorkey (1974), Tushyeh (1988) and Hamdalla (1990), among others don't belittle the impact of simplification strategy .

The following examples are attributed to simplification strategy. They are taken from the learners' own production . The researcher noticed from the examples that, the Arab learners favour the use of "and", "but", "after" and neglect other connectors (relative pronouns) .

Tushyeh (1988) said that the Arab learners of English use simple sentences instead of sentences containing relative clauses to avoid cases of difficulty particularly producing relative clauses on lower position of Noun Phrase Accessibility Hierarchy (NPAH) .The Arab learners use "and", "but" and "after" in order to replace relative pronouns . e . g :

- We arrived to a hotel and we took a good meal .
- We met a man and he knew our city well.
- Television is a machine , but it is very useful .
- The man gave us food and help . He was kind and gentle.
- We liked the man after he gave us help .

## Conclusion

This research shows that the majority of errors made by the Arab Palestinian 11th-graders in the government schools of Jenin District, in the process of producing English relative clauses are attributable to negative transfer, especially the errors which are related to the repetition of the resumptive pronoun and omission of relative pronoun. Table 2 shows that (the 1221) are made by the learners in the controlled and the experimental groups. The total number of errors which are due to the four strategies, Transfer , (positive and negative), Overgeneralization and Simplification is (2574 errors). This means that about half of the errors are ascribed to negative transfer from the mother tongue, Arabic.

This finding corroborates Mukattash (1978). He said that about half of the errors made by Arab learners were thought to be cases of negative transfer from Arabic . Besides, this research supported Kharma (1987) finding who stated that eleven out of fourteen errors that Kuwaiti university students make in the field of English relative clauses are due to negative transfer from Arabic . Other researchers (Tusheya (1985) ,(1988) and Hamdalla (1990), among others, stressed the importance of negative transfer strategy , but not to that degree stressed in Mukattash (1978) , Kharma (1987) and the present researcher .

The great role that negative transfer strategy plays in the respect of forming English relative clauses does not preclude the possibility of other sources such as positive transfer, or what is called non-inferencing transfer, overgeneralization and simplification.

The fact that the researcher stresses is that the negative transfer strategy which forms the main source of errors, should be taken seriously into account by every one who is concerned with the teaching of English to Arab learners . Besides, the researcher recommends that educationalists gain deeper insight into this problematic aspect of English syntax and will be of some use in improving the teaching and learning of the relative clauses to Arab Palestinian learners. Undoubtedly , the researcher also hopes that syllabus designers and English teachers should take into account the similarities and differences between English and Arabic relative clauses .

By doing so , learners, by time , can overcome or eliminate the errors which are made when forming English relative clauses and which are attributed to transfer, overgeneralization and simplification strategies . Thus the high rate of difficulty in all strategies gradually drops to a low rate of difficulty . This improvement can be seen clearly in Table 2. The samples are gathered from the learners' own production of English relative clauses .

## Chapter Five

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## Chapter Five

### Discussion of the Results

The researcher in this study hoped to emphasize the following issues which have considerable impact on the Arab learners' production of English relative clauses .

- a- the need to explain the main differences and similarities between English and Arabic relative clauses .
- b- the need to pay greater attention towards the main characteristics of English relative clauses such as :  
the use of "whose" , the use of "that" after "all" , the use of "that" with the superlative adjectives , and the use of restrictive and non-restrictive relative clauses , and .
- c- inadequate teaching and learning of the English relative clauses .

This study evaluated the existing situation of teaching the English relative clauses the traditional way and according to the information in the school textbooks and the researcher's method of teaching the relative clauses . First explaining the differences between English and Arabic relative clauses , second starting with simple positions of noun phrase (NP) ,third , passing through the more difficult steps and positions of noun phrase (NP) and fourth , explainig the basic features of English relative clauses . The re -searcher used Al-Tawjeehi questions , trial examination questions and questions which are adopted from Tadros (1979). See Appendix c . The study further attempted to answer the questions and hypotheses respectively.

#### Question One :

Is there a special order of difficulty within the relative clause formation ?

#### Question two :

Where does the order of difficulty in the formation of relative clause occur?

After analysing the data, the researcher found that there was a special order of difficulty when dealing with forming English relative clauses. Negative transfer from Arabic forms the most difficult source of errors which is shown in Table 11. The errors which are due to negative transfer from the mother tongue and are made by the 11th - grade learners in the controlled group form 53.3 % of the errors, whereas 17.2 % of the errors made by the 11th - grade learners in the experimental group are due to the same strategy (negative transfer from Arabic).

This finding corroborates the finding of (Mukattash 1978, 1986), Tushyeh (1988) and Kharma (1987). But it differs in the following:  
a - according to Mukattash (1978), about half of the errors were due to negative transfer; Kharma (1987) said that 11 out of 14 errors were due to negative transfer. The researcher shows that negative transfer is a major source of errors, but not as high in percentage as in Mukattash (1978), and in Kharma (1987). Therefore, this study supported Tushyeh (1988) and Hamdalla (1990) who showed that negative transfer is the most difficult for Arab learners when dealing with the English relative clauses.

Furthermore, the repetition of the resumptive pronoun forms the most significant source of errors in the respect of negative transfer from Arabic. Selinker (1971) and 72 and Corder (1973),<sup>81</sup> discuss the feature of "fossilization" in interlanguage. They maintain that whatever there is a lack of motivation in learning the target language (TL), fossilization will take place. In other words, the interlanguage of the learners is said to be "fossilized" at a certain point. They continue to make the same errors, an indication that they have ceased to learn the language. Lack of feedback is an important reason for this phenomenon. Besides, the English teachers' emphasis on specific errors creates carelessness at the pupils' part.

The Arab learners of English consider the native language and the target language as sufficiently similar for the transfer to be successful. This type of interlingual transfer occurs, because the learner makes use of prior knowledge and experience in order to form hypotheses about the target language, by applying prior knowledge and experience to the target language intake.

Table 2 shows that 22.9 % of the errors that the learners in the controlled group made are due to the repetition of the resumptive pronoun; and 9.4 % of the

errors that are made by the learners in the experimental group are due to the same factor which is related to negative transfer strategy.

This finding supported the findings of other researchers: El-Azabi, (1967) Fox , (1970) , Schachter (1974) , Scott and Tucker (1974), Ioup and Kruse (1977), and Gass (1977), among others . The finding of this study showed that in most cases the repetition of the object of the verb and the repetition of the subject of the main clause with an embedded relative clause are more frequent than the repetition of the subject of the relative pronoun . This phenomenon has been noticed by Scott and Tucker (1974), Thompson- Panos (1983) , Tadros (1979) , Tushyeh (1988), Kharma and Hajjaj (1989) , Kim and Kyung (1992) and Eckman and Nelson (1988). Therefore , the researcher adopted Yorkey's (1974) technique of teaching the English relative clauses . This technique concentrated on lower positions of noun phrase . This does not mean to neglect other higher positions of noun phrase when teaching the learners the relative clause formation .

Relative pronoun omission, preposition omission and the use of possessive pronouns are less important factors of errors that Arab learners made when forming English relative clauses. This ,of course ,does not mean to ignore these negative transfer factors .

The second source of error according to the degree of difficulty is "positive transfer" or what other researchers called "non-inferencing transfer" (Tushyeh 1988) .This source of errors has been dealt with by many researchers: Schachter (1974) , Myhill (1983) , Tushyeh (1988) , Hamdalla (1990), among other) .

Table 4 shows the following results :

a- The wrong substitution of "when" and "where" and the use of prepositions in the relative clause when using "when" and "where" form the most source of difficulty in the respect of positive transfer . This finding, up to the researcher's knowledge , was not dealt with by other researchers. What other researchers found , is that learners avoid using prepositions in the relative clause when using (who , whom, which.....) . as in Al-Azabi (1967) , Schachter (1966) and (1974) , Fox (1970) , Kharma (1972) , and Tushyeh (1988), among others .

b- The least source of difficulty in the respect of positive transfer is the wrong usage of restrictive and non - restrictive relative clauses. However, other researchers found that this same source plays a more important role, as (Mukattash 1986) , Tusheya (1988) , among others .

The researcher believes that inadequate teaching and learning is behind the learners' errors in this respect . He added that lack of information about restrictive and non-restrictive relative clauses in the school textbook plays a role in making errors in this field .Therefore , the present researcher supports Hamdalla (1990), in the respect of " inadequate teaching and learning".

Table 4 shows that the total percentage of errors due to positive transfer dropped from 13.5 % into 5.1 % . This, in turn , shows that when providing learners with adequate knowledge about English relative clause , learners by the time will avoid the majority of errors which are due to the target language (TL) .Thus , the researcher recommends providing the learners with all the basic features of English relative clauses such as :

a-Using prepositions in the relative clause when using the connectors "who" , "whom" , "which" , "why" and this phenomenon is not applicable when using the connectors "when" and "where" .

b-Teaching learners proper substitutions of "when" and "where", that is , using the correct prepositions plus "which" to refer to "when" and "where" .

c-Teaching different uses of "that" as a relative pronoun. That is , providing the learners with the characteristics of this special connector such as : using "that" after the words "all" , "much" , "little" , "everything" , "none" , "no" ,or after superlative adjectives .

The researcher used exercises , drills and questions quoted from Tadros (1974) and from Tawjihi and Trial Exams when teaching the learners of the experimental group . These exercises and drills .are found in appendixes (C and e). The third source of errors in order of difficulty , is due to overgeneralization strategy .

Table 6 shows the following results :

Relative pronoun morphology and subject - verb agreement are less frequent than using "which" to refer to "who" and "whom" that is , 41.6 % of errors are due to overgeneralization of "which" and are made by learners in the controlled group and 8.1% of errors are made by learners in the experimental group and refer to the same factor . But 43.4 % of the errors are due to relative pronoun morphology and subject-verb agreement and are made by learners in the controlled group and 6.9 % of the errors , due to the same factor are made by the learners in the experimental group .



Tushyeh (1988) said that errors that Arab learners made which are due to overgeneralization become fewer and fewer when learners grow up to a higher level. The present researcher believes that adequate teaching and learning are more important than the level of students, that is, he recommended providing students with all grammatical issues that are related to relative pronouns. By doing so, he supported Hamdalla (1990) who stated that "adequate teaching and learning" play an important part in minimizing or removing the Arab learners' errors when dealing with English, including relative clause formation. Educationalists who are concerned with teaching Arab learners English relative clauses should provide learners with exercises, written compositions that demonstrate presentations of situation in which the students must choose between options and respond by using a relative clause with "that", "whose", "when", "where", or "whom". (Nelson, (1984) and Bourk (1992).

The fourth source of error in order of difficulty, is due to simplification strategy.

Table 8 shows that :

Using separate simple sentences is more persistent than using "and", "but", "after", "before" and other linking words to refer to relative pronouns. and this is not true with the learners in the controlled group.

The learners in the controlled group made 36.9 % of errors which are due to using separate simple sentences in stead of using relative clauses.

Using linking words to replace the relative pronoun is more persistent than using separate simple sentences. The errors which are due to using linking words such as "but", "and".....form 44.5% of the errors, while the percentage dropped to 8.9 % of errors due to using separate simple sentences to refer to relative clauses. This finding shows that using linking elements by learners in the controlled group is more persistent than using two simple sentences. This is exactly the opposite with the learners in the Experi -mental group.

This finding supports other researchers' findings : Kaplan (1966-1967), Yorkey (1974), Kharma(1972),Tusheya (1988) and Hamdalla (1990),among others. Other scholars called this kind of strategy "a bird-in the - hand strategy" (Legum 1975). Thus Arab learners use simple ways to get things done more quickly and easily, to solve a problem as quickly as possible, by using simple sentences instead of relative clauses and by using other linking words such as "and", "but", "before" and "after" instead of using relative pronouns.

### **Question Three :**

What is the most efficient teaching pedagogy that helps in minimizing, or even, removing the difficulty that Arab learners face when dealing with English relative clauses ?

This question is based on hypotheses 3 and 4 . The data in Tables 6 and 11 are clear evidence of the great improvements that the learners gain after being exposed to the researcher's technique of teaching the English relative clauses which is summarized in the following points :

- a-The researcher illustrated the main differences between Arabic and English relative clauses .
- b-The researcher concentrated on special features of English relative connectors such as "whose" and "that" .
- c-The researcher explained the areas of using prepositions in the relative clause and the areas where the prepositions should be omitted .
- d-The researcher illustrated the main differences of using the restrictive and non-restrictive relative clauses .

Also, the researcher adopted the Markedness Differential Hypothesis (MDH) which emphasizes the following important issues :

- a-The area of difficulty that a learner will have with a target language can be predicted on the basis of a syntactic comparison of the native language (NL) and target language (TL) .
- b-Those areas of the target language which are different from the native language and relatively more marked than in the native language, will be difficult .
- c-The degree of difficulty of any aspect of the target language which is different from the native language and relatively more marked than in the native language will correspond to the relative degree of markedness of that aspect .
- d-Those aspects of the target language which are different from the native language, but which are not more marked than in the native language, will not be difficult .

Besides, the researcher used the problem - solving approach in teaching the relative clauses to the learners of the experimental group . By problem - solving approach, the researcher meant: supplying students with exercises, examples , hints and feedback. Thus, the researcher used the following activities: exercises from the Tawjihi Exams of the previous years , exercises from the trial examinations of the

previous years , and exercises and drills quoted from Yorkey (1977). (Appendix E) By doing so, the researcher adopted Yorkey (1977) , Nelson (1984) and Bourk (1992) techniques which emphasize on teaching relative clauses starting from less marked structures .

#### **Question Four :**

Are the exercises , drills , and other writing activities which are available in the school textbooks enough for teaching and learning the English relative clauses ?

This question is based on hypothesis number 2 . Besides ,its answer will help in answering hypothesis 1 . Tables 10 and 11 give a clear and a complete answer to the question : They show that the learners in the controlled group who were taught according to conventional grammar instructions which exist in the school textbooks got the following results :

The errors which are due to negative transfer form 35.1 % of the total percentage of errors while 18.2 % of the errors are due to positive transfer and 14.3 % of the errors are due to overgeneralization strategy and finally 10.3 % of the errors are due to simplification strategy .

Table 10 shows that learners in the experimental group who were taught according to the researcher's technique of teaching the English relative clauses, made improvements regarding forming English relative clauses. The 35.1% of errors which are due to negative transfer dropped to 12.3 % of errors. The 18.2 % of errors which are due to positive transfer dropped to 5.0 % of errors . The 14.3 % of errors which are due to overgeneralization strategy dropped to 2.5 % of errors and the 10.3 % of errors which are due to simplification strategy dropped to 2.4% of errors . This , in turn , shows that the instructional materials found in the school textbooks are not enough. There are no exercises and drills that deal with "that" after "all", "no", "nobody" and after the superlative adjectives. Besides , there are no written activities that deal with restrictive and non-restrictive relative clauses. Therefore, the researcher recommends providing the learners with adequate knowledge about the relative clauses. This should be born in mind when designing future textbooks .

## Conclusion :

This present study was designed with the following objectives in mind :

- a-To investigate the errors that Arab learners in the 11th grade make in the formation of English relative clauses , especially in written English .
- b-To classify these errors into types according to their frequency and persistence .
- c-To supply learners with adequate knowledge about English and Arabic relative clauses, which has its great effect in reducing the learners' errors in this respect .
- d-To draw the attention of the school curricula designers and English teachers, as well as teacher trainers, towards these errors and their causes and to take this into account when designing the English curricula and when teaching the Arab learners English relative clause formation .

The instrument was a carefully- designed free composition and the participants were the 11th-grade male and female students at the government schools in Jenin district. The findings of the statistical analysis of the students' responses indicate that :

1-The most frequent types of errors are due to negative transfer from Arabic. The errors which refer to this type form 35.1 % of the total percentage made by the learners in the controlled group and 12.3 % of the errors made by the learners in the experimental group are due to negative transfer from the mother tongue (Arabic). Concerning negative transfer, the repetition of the resumptive pronoun forms the most persistent source of errors which shows that 22.9 % of the errors made by the learners in the controlled group and 9.4 % of the errors made by the learners in the experimental group are due to the repetition of the resumptive pronoun . This is clearly seen in tables 2 and 10 .

Wrong connectors to replace 'whose' from the most persistent source of error case of Positive Transfer in the control group , but wrong prepositions plus 'which' to refer to 'when' and 'where' from the most persistent source of error in case of Positive Transfer .

Due to the researcher's knowledge , this finding has not been found by others . Table 4 shows this .

2-Positive transfer strategy is placed second in the degree of difficulty because 18.2 % of errors made by the learners in the controlled group and 5.0% of errors made by the learners in the experimental group are due to positive transfer .

3-Overgenerlization strategy is placed in the third position in the degree of difficulty . Table 6 shows that the use of "which" to refer to "who" and "whom" forms the most persistent source of errors in the respect of overgenerlization strategy . While subject-verb agreement and relative pronoun morphology are less frequent than using "which" to refer to "who" and "whom" .

4-Simplification strategy is the least important source of difficulty ; that is , the fewest number of errors that the 11th - grade learners made is due to simplification strategy .

This can be clearly seen in (Table 8 ). To sum up,the researcher concluded that Arab learners in the eleventh grade made a lot of errors when forming the English relative clauses . These errors are due to several strategies . The most significant strategy is trasfer strategy , then overgenerlization strategy and finally simplification strategy. This is clearly illustrated in the last Table 11 .

### **Recommendations :**

Based on the conclusions and the findings of this study, the following recommendations are proposed .

1: Because the majority of errors that the 11th-grade Palestinian learners make are attributable to negative transfer from the mother tongue , especially , to the repetition of the resumptive pronoun , the researcher recommends supplying Arab learners with all the similarities and differences between the native language (NL) and the target language (TL) in the respect of forming English relative clauses .

2-The researcher hopes that educationalists gain deeper insight into this problematic aspects of English syntax that will be of some use in improving the teaching of English relative clauses to Arab learners .

3-The researcher also hopes that syllabus designers and English teachers should bear in mind the main causes of errors which are due to negative transfer , positive transfer , overgenerlization and simplification when designing the school textbooks and when teaching English relative clauses to Arab learners .

By doing so , Arab learners , hopefully, will overcome these causes of errors . Therefore , the high rate of difficulty gradually drops to a low rate of difficulty .

4-The researcher also hopes that English relative clauses should be dealt with gradually in all levels of study, that is , distributing the material that talks about English relative clause across elementary , preparatory and secondary levels . This gradual teaching and learning of the English relative clause, will help learners gain deeper understanding , and, in turn , the causes of errors in the respect of forming English relative clauses, will drop gradually .

# بسم الله الرحمن الرحيم

## ملخص البحث

تهدف الدراسة الى معرفة الأخطاء التي يقع فيها الطلبة الفلسطينيون مما يتصل بتشكيلهم للضمائر الموصولة (Relative Pronouns), خاصة في كتاباتهم في اللغة الانجليزية. وتحقق ذلك, جمع الباحث كل أنواع الأخطاء التي يقع فيها الطلبة من خلال إعطائهم ثلاثة أنواع من مواضيع الانشاء الحر قصصيه , وتحليليه ووصفيه (Narrative, Analytical, and Descriptive) .

تم تكليف أربعمئة تلميذ وتلميذه في الصف الحادي عشر من المدارس الحكوميه في محافظة جنين, حيث تم إختيار المدارس عشوائياً من المحافظه .

قسم الباحث العينه الى مجموعتين :ضابطه وتجريبيه (Controlled and Experimental). تم إعطاء نفس المواضيع ونفس المعلومات ونفس الوقت للمجموعتين المذكورتين .

قام الباحث بشرح كل ما يتعلق بالضمائر الموصوله موضحاً ما يشابهها وما يخالفها في اللغة العربيه مزوداً ذلك لطلبة المجموعه التجريبيه ,بينما درس الباحث المجموعه الضابطه بشكل تقليدي , أي حسب التعليمات الموجوده في المقرر المدرسي.

قام الباحث بذلك ليجد أثر اللغة الأم (Native Language) على انتاج الطلبة في اللغة الانجليزية , وهذا لا يعني أن الباحث اهمل الاسباب الاخرى التي تعزى الى استراتيجيه التحويل من اللغة الانجليزية نفسها أو الى استراتيجيات التعميم والتبسيط والتي تلعب دوراً في أخطاء الطلبة في كتاباتهم في اللغة الانجليزية.

الخطوه الثانيه التي قام بها الباحث هي تصنيف هذه الاخطاء الى أنواع حسب خطورتها وتكرارها , وبعد الفحص الشامل لأخطاء الطلبة , تبين للباحث أن الطلبة في الصف الحادي عشر يقعون في كثير من الاخطاء التي تعزى الى ترجمه من لغة الأم الى اللغة الانجليزية أثناء تشكيلهم للجمل الموصولة (Relative Clauses) .

استراتيجية التحويل من لغة الام ثم استراتيجيه التحويل من اللغة الانجليزية نفسها شكلت أخطر مصدر يخطيء به طلبة الصف الحادي عشر بينما الاستراتيجيات الاخرى مثل استراتيجيه التعميم والتبسيط كان دورها أقل أهميه وخطوره .

الباحثون حمد الله , وطوشه , وخرما , ومقطش , وغيرهم عالجوا مثل هذه الأخطاء التي تعزى الى استراتيجية التحويل من اللغتين العربية والانجليزية والتي تؤثر كثيراً على انتاج الطلبة في الجمل الموصوله .

أما دراسة الباحث فقد اقتصرنا على طلبة الحادي عشر في المدارس الحكوميه إنائاً وذكوراً في محافظة جنين , والجديد في هذه الدراسة هو استخدام حرف الجر بالتحديد مع ضمائر الوصل (When) و (Where) أو استخدام حرف جر خاطيء مع (Which) لتحل محل (When) و (Where) . حيث ان طلبة الحادي عشر استخدموا في مثال واحد استراتيجية التحويل من اللغة العربية الى اللغة الانجليزية والتمتله في الضمير العائد اضافة الى استراتيجية التحويل من اللغة الانجليزية نفسها والتمتله في استخدام حرف الجر مع ضميري الوصل المذكورين أعلاه .

The playground where we like to play (on) (it) is very wide .

هذا وهناك مصادر أخرى للأخطاء غير استراتيجية التحويل من اللغة العربية الى اللغة الإنجليزية ولكنها أقل أهميه من استراتيجية التحويل (Transfer Strategy) ومع ذلك تستحق البحث والدراسة أهمها:-

عدم قدرة طلبة الحادي عشر على التمييز بين الجملة الموصوله المحدده وغير المحدده ( Restrictive and Non -Restrictive Relative Clauses ) واستخدام حرف الجر الخاطيء , واستخدام (Who) أو (Whom) في أماكن خاطئه ,بالإضافة الى استعمال خاطيء للضمير (That) . بالإمكان ايعاز سبب هذه الأخطاء الى قلة في المعرفة بخصائص اللغة الانجليزية والى عدم تركيز هذه المعلومات في كتاب الطالب المدرسي . بالإضافة الى ما ذكر يجب عدم إهمال أهمية كل من استراتيجية التعميم أو التبسيط والتي رتبت في المرتبة الثانيه والثالثه بعد استراتيجية التحويل من حيث أهميتها كمصادر لاختفاء الطلبة في تكوين الجمل الموصوله في اللغة الانجليزية .

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## **Appendix A :**

The letter which was sent to a panel of committee of Ph.D holders in the field of teaching English to Arab learners. Besides , the same letter was sent to all English supervisors in Palestine districts . The researcher seeks their viewpoints about the suitability of the free compositions given to 11th - grade learners.

Dear Sir ,

The following free compositions are the tools used to collect information for the research entitled : "The Errors that the Arabic-speaking Palestinian Students Make in forming the English Relative Clauses.

"The following three kinds of free compositions will be a completion to the Master Degree requirements in Education from the Department of Education at An-Najah National University .The three kinds of composition (narrative , analytical and descriptive are designed to discover the most frequent errors encountered by Arabic-speaking Palestinian learners , and, solutions for these errors as well.

The researcher would appreciate very much if you express your opinions about the suitability of these compositions .

The researcher would be grateful if you supply your knowledge and comments on these kinds of composition which are listed in Appendix B.

Thank you for your co-operation .

The researcher

**Ahmad Awad Amin**

## Appendix B

Three free compositions were given to the whole sample . The first kind of free compositions is ' descriptive', the second kind of free compositions is analytical, and the third kind is 'narrative' .

### **1) The Descriptive Compositions :**

Write about 150 words on one of the following topics .

- a) Describe a visit to the zoo .
- b) Describe a journey you made to the Dead Sea .
- c) Describe an event you still remember .

### **2) The Analytical Compositions :**

Write about 150 words on one of the following topics .

- a) Television is a double-edged sword .
- b) Problems you face at your school .
- c) The advantages and disadvantage of private cars .

### **3) The Narrative Compositions :**

Write about 150 words on one of the following topics .

- a) Suppose Yourself being attacked at midnight .
- b) "One good turn deserves another ." Write a simple story that shows this proverb is true and applicative .
- c) "Honesty is the best Policy ." Write a simple story explaining this .



## Appendix C

The Instructional materials used in the school text - book for the 11th - grade. This appendix contains the instructional materials from the school text - book for 11th - grade.

### Exercise (1)

Combine each of the following pairs of sentences into one sentence by using the suitable relative pronoun :

- 1.He owns the big building . It stands on Abu Baker street.
- 2.This is the car . John bought it .
- 3.I didn't like the book . You lent me the book .
- 4.My father planted the tree . It stands in front of the house.
5. I know the man. He owns that house .
- 6.Kamal has met the man . The man wrote this book .
- 7.What's the name of the boy ? He won the first prize in the competition
8. Who remembers the name of the girl ? She went to Europe last year.
9. He's the man. I met him last year .
- 10 Here's the boy . I saw him last week .
- 11.Where's the woman ? We promised to help her .
- 12.I like people . One can trust them .
- 13.I saw the young pharaoh . His body had been mummified.
- 14.The Romans finally took the city of Petra . Their army was very strong.
- 15.The horses walk carefully a long the path of Petra . Their owners live at Wadi Mousa .
- 16.The traders paid money to the Nabateans for protection. Their caravans passed near to the city of Petra .
- 17.That's the house .I was born in it .
- 18.Is this the office ? He works in it
- 19.I don't like restaurants . Ali works in the restaurants
- 20.I still remember the day . Our team won the match on the day .
- 21.I often think of the time . We went to Europe in that time.

The researcher adopts four examples from each exercise . He arranges the adopted examples as they are found in the school text-book . What is noticed here is that all the exercises concentrate on one pattern , which is , putting the head noun (HN) at the end of the first clause . It is better if the authors of the text -curriculum use exercises that use the (HN) at the beginning of the first clause .

**Exercise (2)**

Complete these sentences with the suitable relative pronoun from those in the list :  
(who, which, whose, where, why and when)

1. The taxi ..... I took to travel to Petra broke down.
2. The taxi-driver .....drove me to Aqaba was a very pleasant person .
3. The restaurant .....we had dinner was near the road.
4. The men ..... horses carry travellers to see Petra are from Wadi Mousa .
5. The people ..... I saw in my journey were mainly farmers .
6. Can you tell me the reason ..... every one is staring at us ?
7. The committee ..... was chosen to organize sports was not much useful .
8. The committee ..... were chosen to help the headmaster were very useful .

**Exercise (3)**

Complete each of the following sentences by identifying or defining the underlined noun by using the suitable relative pronoun. (who, whom, when, where, why, which)

1. A pet is an animal .....
2. A TV , set is a machine .....
3. Summer is a time .....
4. A school is a place .....
5. The reason.....is that it is a useful language .
6. I saw the man .....
7. Ali is the sort of man .....

**Exercise (4)**

Give definitions for each of the following by using a suitable relative pronoun . Use the given words and phrases

1. A surgeon .  
a doctor / perform / operations .
2. An echo .  
sound / sent back / a wall / cave / well .
3. A coffin .  
box / dead person / buried .
4. An archaeologist .  
specialist / excavates / ancient / historical / sites .

## **Drills**

### **Drill (1)**

1) Shall we have dinner ? (restaurant)

Yes , this is the restaurant where I usually have dinner.

2) Shall we post your letters ? (post office)

3) Shall we have a rest ?(park)

4) Shall we get some petrol ? (garage)

5) That girl's father owns a restaurant.

No , that is not the girl whose father owns a restaurant.

6) That man's son went to Europe .

7) The girl's dog was killed .

8) The doctor's car has been stolen .

### **Drill (2)**

1) Al - Razi 's hospital was built in Baghdad .That 's right . Baghdad is the city in which Al-Razi hospital was built .

2) The British celebrate Christmas on the 25th of Desember. (day)

3) The world's oil will run out in A.D 2500 . (the time)

4) Petra's Treasury should be seen at eleven o'clock .(a place)

5) Students live in a hall of residence . (a place)

6) British children start at five . (age)

## **Appendix D**

This section consists of the questions from the Tawjeehi Papers (1988 - 1995) as well as the questions from the Trial Exam (1990 - 1993). The researcher used them in his research.

In this appendix, the researcher attaches the questions from the Tawjeehi Papers (1988 - 1995) as well as the questions from the Trial Examination (1990 - 1993). These questions are about the English relative clause formation. The researcher has benefited from the examiners in designing the tool of his study.

## Appendix E

The following sentences are used by the researcher to explain how sentence - combining exercises should be performed . These sentences are taken from (Tadros 1979: 327 - 328) .

1. My father smokes cigars . My father gets the cigars from Havana .
2. My father smokes cigars which he gets from Havana .
3. My father smokes cigars (     ) he gets (     ) from Havana .
4. Nearly all the teachers (the teachers taught there) were experienced .
5. The first school (I went to that school) is situated on the main road .
6. Children (the children's fees were overdue) were given letters to their parents .
7. The first school is situated on the main road . I went to the school .
8. The teachers brought sandwiches with them . Their homes were far from the school .
9. I saw the boy . The boy has red hair .

The rest of the following examples are taken from Ecman, (1988) pp. 14 - 20 . The researcher took the ideas of this instructional plan from Rutherford (1975) . The researcher supplied the experimental group students with this information . He aimed to train them in combining two pairs of sentences correctly, taking into account the position of the head noun and its effect on forming new sentences . Besides , the following examples are arranged in such away that they help students to be able to write short paragraphs about different ideas . This step helps the researcher prepare the experimental group students to write their free compositions .

The researcher believed that teaching Arab learners the English relative clauses starting from easy positions of the head noun passing through more difficult ones is more efficient than the techniques involved in the school textbooks .

## Adjective clause instructions

**Note : Many of the ideas in this instructional plan are taken from Rutherford (1975) .**

### Preliminary thoughts

**Why ?** An adjective clause (also known as a relative clause) is one kind of modifier . It tells us something more about what we are talking about in the sentence . It gives us more information about our subject .

**What ?** Some modifiers are single words (colors,size, etc).Some are phrases (prepositions + noun) :e.g 'on the table' , 'after lunch' , 'next to your left hand'. Some are also entire sentences which we put into (embed in) our main idea . These adjective clauses are sentences , too. They provide us with information about something we are already thinking about . Either they identify that thing for us or they make it more interesting . We want to embed the second sentence into the first (main) one.Put B inside of A .

**How ?** By using a marker + subject + verb phrase. (Sometimes the marker and the subject are the same ). Markers : that (the most common) , which (for things only), and who (m) (for people) . That cannot be used in non - restrictive clauses , i.e those which do not define but only provide more information .

I'm going to a country which / that has alot of space /Australia which has alot of space

First .I'm going to write some sentences on the board which we'll put together to make a story .

### First group

#### Subject focus (1)

#### On the board :

- a. I saw a woman . She was carrying a little boy .
- b. The boy was wearing a hat . The hat had a feather in it .
- c. It was a long , brown feather . The feather came from a very big bird .
- d. The bird was caught by a man . The man was the little boy's father .
- e. He caught the bird with a big net . The net was waiting high in the bird's tree .

- f. The woman was very fat . (what woman ?) She was carrying the child .
- g. The woman was wearing a skirt . She was fat .
- h. The skirt was huge . It was bright red .
- i. The woman was eating bananas (what woman? who was wearing...) .
- j. The woman was eating bananas . They were yellow and ripe.

1. Find the pair .
2. Substitute a marker .
3. Move NP to immediately after the word it modifies .

## Subject focus (2)

### Practice to be done together orally .

**A. Directions Listen to the following pair of sentences. They are all about John. With each pair, embed the second sentence into the first one .**

1. John is a student .He has a few problems .
2. Yesterday he saw a doctor . The doctor told him to stop smoking .
3. Then at the gym he lost his racket . The racket was a present from his brother for his birthday .
4. The racket was a present . It cost his brother twenty dollars .
5. Once he got back to his room he had a phone call from his teacher . The teacher taught him English .
6. The teacher told him he was not going to get a good grade.(what teacher?)
7. Finally he sat down to read his mail . The mail came every day at four .
8. He got a letter from his mother . It came at four .
9. The letter was from his mother . She wrote and told him some bad news .
10. She told him about his brother . Her brother crashed their car .
11. Her brother crashed their car . It was a new expensive sports car .
12. They had bought the car together only a few months ago.(It was a ...)



**B. Now answer these questions with a sentence beginning with : I like that .**

1. What kind of movies do you like? (interesting)
2. What kind of food do you like ?(hot)
3. What kind of work do you like ? (easy)
4. What kind of music do you like ?
5. What kind of clothes do you like ?

**Integration (subject forms)**

**Tell me about some of the people in your life and identify them in some way .**

**Example**

There's John . Who's my best friend. There's Rita . Who is both my mother and my friend .

There's my father-in-law, who enjoys sleeping in front of the TV.

**Written practice**

**Now read each of the following pairs of sentences carefully. Then combine the two by putting the second sentence into the first one as we did in class .**

**Use (that-which-who)**

1. Charlie Smith is a man . He has a few problems .
2. Yesterday he saw a doctor . The doctor told him he was too fat.
3. Charlie Smith likes to eat food . The food is sweet and sugary .
4. The day before he received a letter . The letter was from the government .
5. The government wanted some money from Charlie . He didn't pay enough taxes last year .
6. A week ago Charlie got a phone call . It was from a bill collector .
7. The bill collector was trying to get some money from Charlie . Charlie doesn't have any money .
8. Now Charlie is trying to sell his car for \$500 . The \$500 will help him buy a plane ticket to Mexico .
9. He will buy a ticket to Mexico . It will be a one-way ticket .

## Second group

### Direct object focus (1)

#### On the board :

- a. I saw a little boy . A woman was carrying him .
- b. The child had a hat . He was wearing it .
- c. There was a feather in the hat .(what hat ? that ...)
- d. The feather was long and brown . It was in the hat .
- e. A man got the feather from a big bird . He caught the bird with a net .
- f. The man gave the feather to the boy . He got it from a big bird .
- g. The little boy was very fat . (what little boy ? who the woman .)
- h. He was wearing short pants . His mother had made them.
- i. The short pants were striped . His mother made them.
- j. The little boy was eating a banana . His mother gave him one.
- k. The banana was ripe and yellow . His mother gave him the banana.
- l. The little boy smiled at his mother. He loved her very much .

### Direct object focus (2)

#### Practice to be done together orally.

#### A. Directions : Listen to the following pairs of sentences.They are all about John. With each pair, embedded the second sentence into the first one.

1. John told me about some problems.He has some problems.
2. Yesterday he had a bad headache.His heavy weight started the headache.
3. A doctor told him to stop eating so much.He saw a doctor. 4. The doctor also told him to exercise.He saw a doctor.
5. So,he went to the new gym.The university just opened it.
6. At the gym he lost his racket.His brother gave it to him for his birthday. 7. The racket cost \$20.(what racket? which his...)
8. Once he got back to his room,he had a phone call from one of his teachers.He likes this teacher very much.
9. The teacher told him he was not going to get a good grade.(what teacher?)
10. Finally he sat down to read his mail.The mailman delivers it at four.
11. He got a letter.The postman brought it at four.
12. The letter was from his mother.She wrote it only a few days before.

13. She told him about his car.His brother crashed the car.
14. He and his brother had bought the car. His brother crashed it.
- 15 The carr was a new expensive.sports car. His brother crashed it.

**B. Now answer these questions with a sentence beginning with :**

**I Like \_\_\_\_\_ that I find \_\_\_\_\_ . ( I don't like \_\_\_\_\_ that I find \_\_\_\_\_.)**

1. What kind of movies do yo like? ( find ineresting)
2. What kind of food do yo like? ( find hot)
3. What kind of work do you like?(find easy,interesting)
4. What kind of clothes do you like?
5. What kind of teachers do you like?
6. What kind of cars do you like?

### **Integration (direct object forms)**

**Tell me about some of the cities and towns (or countries)you've visited and identify each.**

#### **Examples**

- I've been to London which I visited twice last year.
- I went hiking in the Sierra Mountains which I drove to from Sacramento.
- I saw Athens which the ancient Greeks built centuries ago.

#### **Written practice**

**Now read each of the following pairs of sentences carefully.Then combine the two by putting the second sentence into the first one as we did in class.Use that,which,whom.**

1. I got an invitation to visit.My cousins sent the invitation from London.
2. My uncle's job is in London.He just started the job.
3. The ticket cost me \$200.I bought it right away.
4. I traveled on a 747 jumbo jet.I took it from Chicago to London.
5. In the airport I bought some souvenirs.I saw them in the gift shop.
6. I gave the souvenirs to my cousins.I bought them in the gift shop.

7. On the flight I enjoyed a cocktail. The stewardess brought it soon after the plane took off.
8. The dinner was delicious, but unusual. We were served dinner.
9. I ate snails in butter. The dinner included snails.
10. During dinner, I spoke to the stewardess. I could see her.

**Now revise these statements with sentences beginning with: I do not like**

1. I can't chew this food .
2. I can't understand the teacher.
3. I can't eat this food with my fingers.
4. I can't read this book.
5. I can't do this exercise.

**Third group**

**Object of a preposition focus (1)**

**On the board :**

- a. I saw a little boy. A woman was talking to the little boy.
  - b. The child was wearing a hat. A feather was attached to the hat.
  - c. Near the child's home lived a big brown bird. The feather came from the big brown bird.
  - d. Now, the boy's father was a very tall man. The bird was caught by him.
  - e. High in the bird's favorite tree, he put a big net. He caught the bird with a big net.
  - f. The man loved the little boy. He gave the feather to him.
  - g. The little boy was very fat. (A woman was talking to him.)
  - h. The little boy liked bright colors very much. The woman made striped short pants for him.
  - i. The little boy was eating a banana. The woman gave some fruit to him.
1. John had a lot of problems. I was talking to him.
  2. Yesterday he went to a clinic. His doctor has his offices at the clinic.
  3. The doctor told him he had to stop smoking immediately. John told his problem to the doctor.
  4. (Then he went to the gym). At the gym he lost his racket. He paid \$20 for it.

5. (Then he went back to his room.) John was studying English and he liked one of his teachers very much. He got a phone call from this teacher.
6. The teacher told him he was not going to get a good grade. He was speaking to the teacher on the phone.
7. (Finally he sat down to read his mail) His letter was written by his mother. John got some more bad news from her.
8. She told him about his sister. John had lent his new car to his sister.
9. His sister had crashed the car. John had paid a lot of money last summer for it. (His sister was fine but she destroyed his car.)

**Now answer the questions using this pattern :**

The \_\_\_\_\_ which I enjoy \_\_\_\_\_ ing the most is \_\_\_\_\_.

1. What is your favorite music? (listen to)
2. What is your favorite hobby? (work at)
3. What is your favorite car? (drive in)
4. What is your favorite transportation? (travel by)
5. What is your favorite kind of friend? (relaxing with)

**Written practice**

**Now read each of the following pairs of sentences carefully. Then combine the two by putting the second sentence into the first one as we did today in class. Use one of the markers: "that, which, or whom".**

1. My cousins live in London. I got an invitation from them to come and visit.
2. My uncle works in London. I received a check from him.
3. I bought my ticket right a way. I paid \$200 for it.
4. Chicago has a very large international airport. I took off from Chicago.
5. In the airport I thought about my cousins. I bought some souvenirs for them.
6. My cousins will be surprised. I bought some presents for them.
7. On the flight I enjoyed the music. I listened to it all the way.
8. I also enjoyed drinking a beer. I had to pay \$2.00 for it.
9. Unfortunately, the dinner was strange and unusual. I become ill from it.
10. However , during the flight I enjoyed talking to a very interesting young lady. I was sitting next to her.

11. We also enjoyed the movie. We were looking at the movie during the flight.

**Now using the same type of answers that we did in class, answer these questions:**

1. What is your favorite music?
2. What is your favorite hobby?
3. What is your favorite car?

## Appendix F

This appendix contains some of the pupils' errors which are selected from their composition. These same errors are arranged according to their frequency .

### Appendix F/ 1

- 1)The playground where the students like to play (on it) is near the school.
- 2)The day when we set out (on it) was fine .
- 3)The teacher(whom) teaches English is fair and friendly.
- 4)The man whose (his) house is beautiful is a doctor.
- 5)The driver is kind (and he) is always smiling.
- 6)The animals (who) are beautiful are the elephants and monkeys.
- 7)He gave me all (what) I needed.
- 8)Jericho which is the oldest city in the world is very beautiful.

### Appendix F/2

- I like the teacher who (he) is kind and friendly.
- We saw the elephant which (it) was big.
- The driver who took us (he) was kind .
- The animals which we saw (they) were beautiful.
- We saw many beautiful things which we can't forget (them).
- This is the zoo which I am fond of (it).

### Appendix F/3

- The zoo where we saw a lot of animals (in it) was very beautiful.
- The day when we went (on it) was fine.
- That night when I saw you (on it) was beautiful.

### Appendix F/4

- The teacher (whom) teaches us physical education came with us .
- The lions (whom) we saw were terrible
- I went with my friend (which) is a student in my class .
- The first animal (who) I hoped to see is the lion and his wife .
- I saw the elephant which (have) thick legs .
- The zoo which (have) many animals .
- The man who (stand) on the door .
- The driver which (take) us .
- The people who (wears) hats are all foreigners .



## Appendix F/5

- a - My uncle pushed me to the pool which has many fish in (it).
- b - We have not taken important things which (they) are tickets .
- c - My friends who (they) were sad and angry came late.
- d - The zoo which (it) was situated in Qalqeelia .
- e - I met a man who my father knows and I spoke to (him).
- f - We went to a shop which we like (it) .

## Appendix F/6

- Jericho the oldest city in the world has a very bad weather .
- Jericho which is the oldest city in the world has a very bad weather .
- The lazy students who got low marks didn't go on to the school trip .
- The students , who were lazy were not allowed to go .

## Appendix F/7

- My teacher gave me (all what) I need.
- We bought (all what) we saw .
- We enjoyed (all where) we go .
- The teacher explained (all what) we asked for .
- The hottest city (which) we visited is Jericho .
- The most beautiful animals (which) we saw were the birds.
- I enjoyed listening to the most educated people (who) explained to us the history of Jericho .

## Appendix G

“By problem - solving approach, the author meant supplying students with exercises , examples, hints and feedback . ” Brouke (1992) (P.4)

## Appendix H

Markedness Differential Hypothesis (MDH) emphasizes the following issues :  
The area of difficulty that a learner will have with a given target language (TL) can be predicated on the basis of a systematic comparison of the native language (NL) and target language (TL).

- Those in areas of the target language which are different from the native language and relatively more marked than in the native language will be difficult .
  - The degree of difficulty of any aspect of the target language which is different from the native language and relatively more marked than in the native language will correspond to the relative degree of markedness of that aspect .
  - Those aspects of the target language which are different from the native language , but which are not more marked than in the native language will not be difficult .
- Eckman and Nelson (1988)

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