Use of English Relative Clauses by L.M.D Students: A Study of Errors

Case of First Year LMD Students at L’Arbi Ben M’Hidi University Oum El Bouaghi

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Language Sciences and Teaching English as a Foreign Language

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Dedication

To my family....

To Farouk and Hamza..
Acknowledgements

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Abstract

The study aims at investigating students’ errors in using relative clauses. The corpus contains 30 paragraph which were analyzed on the basis of error analysis. The types of errors and their causes are provided by Dually (1982) and Richards (1971). The work on the corpus was carried out following three steps. First, detecting the use of relative clauses. Second, identifying the correct ones from the wrong ones focusing on the types of errors (addition, replacement and omission). Third, calculating these errors and classifying them in well-constructed tables. The process of analyzing data reveals that the majority of students used the relative clauses with structural or vocabulary mistakes. The percentage of replacement errors 77%. On the contrary, the addition errors were about 16% and the omission errors 7%. The analysis illustrates that the students have problems in matching the subject with the correct pronoun needed in a relative clause. That is to say the major source of error concerning our study is the false rule hypothesis.

Key words:

Relative clauses, addition, omission, replacement, false rule hypothesis.
List of Abbreviation

EFL: English Foreign Learners

L1: First Language

L2: Second Language

AD: Addition

OM: Omission

RE: Replacement
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General Introduction

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2. Aim of The study

3. Research Questions

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5. Significance of the study

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7.1. Participants

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1. Statement of the problem
Learning a foreign language is learning a new language system. EFL learners often face problems in the learning process. In fact, achieving success is extremely rare concerning vocabulary, semantic features and grammar. In other words, committing errors during the learning process is unavoidable. In this case, English relative clause structure is considered as an obstacle for EFL learners who misuse them quite often. Errors committed by students in relative clauses are due to many reasons, for instance, negative transfer. Students, for example, may make errors in choosing the correct relative pronoun and placing relative clauses in a sentence.

2. Aims of the Study

In the light of what was said, acquisition of the relative clause structure is considered as a common problem in the learning process. However, this study aims at discovering how LMD students use relative clauses and finding out whether they are able to cope with problematic points in relative clauses.

3. Research questions

1- What are the errors committed by LMD students in relative clauses?

2- Why do students commit errors in the relative clause?

4. Research hypothesis

On the basis of the above asked questions, the following hypothesis has been formulated:

The errors made by the students are mainly related to the interference of their mother tongue.
5. Significance of the study

This study aims at identifying students’ errors in using relative clauses. That is to say, it provides a typical explanation about the student's problems in using relative clauses. In addition, this study can help the students to overcome those obstacles. Moreover, it provides the reasons behind committing such errors in using relative clauses.

6. Limitation of the study

There are some limitations concerning this study. Firstly, it does not put much importance to the grammatical competence. That is may divide into many sub-elements which makes the study more general. Secondly, the sample contains only 30 students that we cannot over generalize it for all the first year LMD students. Third, we did not take all the errors types, but we have taken the important ones.

7. Methodology of the study

From the instruments mentioned later, this study will be quantitative and qualitative

7.1. Participants

The participants of this study are first year LMD students. They have been chosen because they have a lesson about relative clauses in the program. The number of students who participate are 30 and they have been asked to write a paragraph that is introduced to them.

7.2. Instruments

This study aims at investigating the learners’ errors in relative clause. It is going to be carried out by a diagnostic test that is given to participants of the study. The diagnostic test involves writing a paragraph and they asked to include the relative clause. The goal of the diagnostic test is to find out whether the learners are able to make use of relative clause and whether they are able to combine sentences.
7.3. Structure of the research

The present study is divided into two chapters. The first one is the theoretical part which includes the literature review. In the review of literature, we devoted it for the previous studies along with some theoretical issues related to learners’ errors and the relative clause. The second chapter is about the practical part. It discusses the methodology, data collection, interpretation and recommendation.
Chapter One: Error Analysis and Relative Clause

Section One: Error Analysis

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Section One: Relative Clause

Introduction

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Section One: Error Analysis

Introduction

This section of the theoretical part will discuss the error analysis concept and its components in general. Based on different linguists' arguments and says about error analysis. EA process can lead one to understand the types of significant errors and the origins of these errors.

1.1.1. Errors and Mistakes

Theobald (1979) stated that errors and mistakes are both terms which are more related to the failure of doing something. But, the real challenge is to point out an error or mistake. In this case, the problem will be easy to identify. Also, it will provide an explanation for what went wrong and an accurate reason why did it occur. In fact, we can begin with common fact in usage concerning the distinction between them. For instance, we can say that we have done something “in error” or we have done it “by mistake”. We fall into an error, yet we do nothing similar with mistakes. We make an error and we make also a mistake. Theobald (1979) argued, “One mistakes A for B. Of course these commonplace facts do not in themselves take us very far, but they do suggest that whatever differences there are between errors and mistakes are important enough to merit different expressions in conversation.” (p556-557)

1.1.2. Errors

Errors, particularly, represent gaps in student’s knowledge. Pit Corder (1999) approved the idea that errors occur because of the ignorance a certain grammatical rule or structure in the L2.

Yule (2010) said that:
An “error,” then, is not something that hinders a student progress, but is probably a clue to the active learning progress being made by the student as he or she tries out ways of communication in the language. Just as children acquiring their L1 produce certain types of ungrammatical forms at times, so we might expect the L2 learner to produce similar forms at certain stages. The example of womenes might be seen as a type of overgeneralization, used by the learner in accordance with the most common way of making plural forms in English. (p.191)

1.2.3. Mistakes

Mistakes are faults in linguistic production which can be found in both L1 and L2. They can be lapses in memory, slips of the tongue or confusion. In this case, a student cannot perform what he already knows by which it leads to mistake. Corder (1999) argued that knowing is not the problem, but application. Mistakes are “performance errors” or errors of performance that have changing degrees of seriousness.

1.1.4. Error Analysis

According to Corder (1981) the analysis of the learners’ errors made in their learning process, is the basis of the error analysis theory. Error analysis was a reaction of contrastive analysis failure to predict a great majority of errors, as well as, the ignorance of social factors, personality problems, problems of age, problems of motivation, and aptitude. Corder (1981) claimed that error analysis hypothesis is that first language acquisition is similar to second language. Focusing on the idea that learning is a creative process. The learner uses his innate grammar in accordance to some strategies to learn a language.

On the basis of his initial study of second language, the learner, unconsciously, formulates what is called an involuntary hypothesis in his mind. If the hypothesis results in
something correct, it would become a rule for the learner and if it is not then he would adjust it, so errors have a positive effect on the learning process.

1.1.5. The significance of errors

Committing errors was always an evidence of failure. Unless, error analysis was considered it as a natural occurrence in the learning process, the concept of errors was completely alternated. They were regarded as an important portion of language learning and a sign of the extent evaluation made by the learner and what was left.

Pit Corder (1974) claimed that the analysis of errors in second language learning is important due to many factors. Making errors point out the learners’ progression in the learning process, likewise, the strategies and procedures they obtained.

Dulay and Burt (1974) claimed that making errors is something expected and it plays an important role in language learning. For this reason, it indicates the learner development and internalization the rules of the language. Otherwise, errors that the learner made do not present a clear measurement of his knowledge; it is a significant source of information about the nature of his knowledge. Teachers after analyzing the learner errors, they can identify the nature of his knowledge and what is left unlearnt. Also, teachers classify and describe the errors in order to have an obvious picture concerning the features of the language that leads him to learning problems.

According to Corder (1981), identifying the errors is an important step before analyzing the learner’s errors. It locates errors that are due to the learner’s output and input. Errors can be distinguished as follows:

a) Performance Errors: performance errors are related by definition to the lack of performance. Committing errors, it is quite obvious in our mother tongue. Mainly, they are caused due to several factors; it can be slips of the tongue, lack of attention, fatigue or even lapses.
b) **Unsystematic Errors**: are mistakes that have no relation to any based system. In fact, they do not occur from any system, but from superficial impact. They are not related to the learner’s progressed repertoire. That is to say, the mistakes are incorrect concerning the grammar perspective which leads to the fail in communication. On the contrary, they do not appear regularly and constantly.

c) **Systematic Errors**: are errors that happened because of a set of models in the learner’s mind. They are grammatically incorrect, but they convey an accurate meaning. They occur frequently, systematically and consistently.

### 1.1.6. Causes and sources of errors:

Errors as discussed before, are not obstacles of the learning progress. But they are implied hints that can make the learning process more active. According to Yule (2010) referred to the causes and sources of errors to many reasons. Errors may result because of the interference between the mother tongue and second language or due to other external factors.

**a- Transfer**

Many errors are committed because of transfer. Transfer is the use of sounds, expressions and structures from the L1 when performing the L2. For example, (Yule, 2010), a Spanish (L1) speaker who produces take it from the side inferior may be trying to use the Spanish adjective inferior and placing it after the noun, as is typical in Spanish constructions.

- **Positive Transfer**: if structures of L1 and L2 are similar, learner can benefit from it and then it leads to a positive transfer.

- **Negative Transfer**: if there are differences between L1 and L2 in structures or in some features, learning would be difficult and it would result in errors producing.
b- Interlanguage:

L2 learners may produce a big number of errors which do not have any relation in forms either to L1 nor L2. For instance, (Yule, 2010, p191), the Spanish L1 speaker who says in English “she name is Maria” is producing a form that is not used by adult speaker of English, does not occur in English L1 acquisition by children, and is not based on a structures in Spanish. Accordingly, Yule (2010) argued that there is a kind of in-between system which used in the acquisition process; this system consists of both forms of the L1 and L2 with rules of its own. If the system built by the learners’ sound like not to be advanced any more, then their interlanguage is “fossilized”. Actually, an interlanguage is not created to fossilize. It will easily progress to become an adequate process of L2 communication.

According to Richards (1971) there are three sources of errors:

b- Interference errors: errors that result from using items from one language while speaking/writing another.

c- Intralingual errors: errors that reflect general characteristics of rule learning such like:

wrong generalization and incomplete application of rule.

d- Developmental errors: errors occurring when the learner tries to reconstruct a hypothesis about the target language, basing on his limited experience.

Richards (1971), also, argued that interlingual errors are subdivided to the following categories:

e- Overgeneralization errors: the learner creates a structure basing on other structures in the target language. (eg: “He can sings” instead of “He can sing” or “He sings”)

f- Ignorance of rule restrictions: the learner applies rules which are not related to the context. (eg: “He made me to go rest” instead of “He asked me to go”)

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g- **Incomplete application of rules:** the learner cannot use a correct developed structure. (eg:” You like to sing?” Instead of “Do you like to sing?”

h- **False hypothesis:** the learner does not understand completely a distinction in the target language. (eg: the use of “was” as indication of past tense in “One day It was happened”)

1.1.7. **Types of errors:**

Errors can be gathered according to their treatment and gravity. Krashen (1982) distinguished three types of errors, which are classified as follows: global errors, stigmatized and most frequent errors

a- **Global errors:** learners cannot communicate in this case because they do not understand or comprehend the conversational message.

b- **Stigmatized errors:** learners use improper or forbidden words (taboo) that should be corrected directly.

c- **Most frequent errors:** they are the repeated errors that learners may commit regardless what type they belong to.

According to Dually (1982) there are errors which based on surface category. The learner can omit, add, substitute unnecessary elements or he can miss-order them.

**f- Omission:**

The learner can omit certain significant elements from the whole structure. These elements should be introduced in a correct structure. Indeed, any part of the sentence cannot be removed because they cannot be isolated.
g- Addition:

This classification is unlike the first one, the learner adds certain elements to the structure. That is to say unneeded items would introduce.

e- Substitution:

In this category, the learner replaces correct elements with others incorrect. Which may lead to misunderstanding.

1.1.8. The process of error analysis:

Corder (1981) claimed that the process of error analysis can be highlighted in three stages: recognition of idiosyncrasy, learners’ idiosyncratic dialect and explanation. In addition, Corder indicated that in the process of error analysis, focusing on the ill-formed sentences (overtly idiosyncratic) is not sufficient. Ill-formed sentences are structurally correct, but they do not cope with the convenient meaning (context). Corder referred to sentences which cannot be interpreted regularly as covertly idiosyncratic sentences. Unlike, the learners' language, it can be described in three stages: regularization, standardization and de-contextualization. The process of regularization is an effort to reconstruct a speech to exclude kinds of results of extrinsic failure of performance (slips of the tongue). And standardization would be to reconstruct the speakers utterances to eliminate the systematic variety between utterances from desperate individuals. However, the process of de-contextualization is a way to explain the speaker's message or intentions. According to Corder (1981) the essential stage is explanation. it is psycholinguistic, it tries to analyze how and why the learner's language is what it is. Corder claimed the third stage that we cannot make any rules used by his idiosyncratic sentences to enhance teaching except we understand how and why they result. Other explanation is that the idiosyncratic dialect is the consequence of interference in mother tongue. And such interference puts
barriers to learners' acquiring the habits of second language. In this case, the idiosyncratic sentences are still an indication of the actual automatic habits of the target language and not acquired habits. After that it is just a special development for the final elimination of errors (The habits in second language). As reported by Corder, another explanation is provided that language learning is a kind of data processing and hypothesis-forming action of a cognitive description. And the learners may produce wrong hypothesis about rules of the target language. Later the attempts should be made to permit learners to develop a hypothesis in relation to the facts of target language. This point of view highlight that learner's errors are not negative blocking forces; however, they considered as essential parts of second language learning. Accordingly, if an accurate description of idiosyncratic dialect provided, it would facilitate the conditions for the learners to formulate hypothesis about the target language.

1.1.9. **Modals of error analysis:**

Corder (1967, 1974, 1981) distinguished a model for error analysis which includes three stages:

2. Description: Accounting for idiosyncratic dialect.
3. Explanation (the ultimate object of error analysis).

**Conclusion**

In this section, we discussed the error analysis concept that is a procedure used by both researchers and teachers which involves collecting data and identifying errors, describing these errors and classifying them according to their nature and causes (Corder 1981). Also, we discussed the process obtained by Corder which involves three stages.
Section Two: Relative Clause

Introduction

In this second section we will discuss the different structures of a sentence. Starting with definition of phrase and its types then we will define the clause and its types. In detail, we will focus on the relative clause and its types and uses.

1.2.1. Sentences structure:

Phrases and clauses are considered as major sections that form a sentence. A phrase is a set of related words which plays a role in speech, but cannot stand alone (like the sentence.). The words in a phrase carry out together so that the phrase itself acts as a single part of speech. For example, phrases can act as nouns, verbs, adjectives and adverbs. However, clauses are a set of words that have a subject and predict. Independent clauses indicate a full thought and can stand alone, yet subordinate clauses rely on other parts of a sentence to indicate a complete idea. A sentence indicates a full thought and has a subject, noun, pronoun and a predict, a verb or verb phrase. All forms of the sentence: simple, compound, complex and compound-complex are based on the other parts (clause and phrases) in differing rate of complexity (Biggs, Reinhardt, and Eggenschwiler, 2011).

1.2.2. The phrase

is a collection of related words that has no subject-predicate combination, words behave in a way so that it acts as a single part of a speech.

a- The prepositional phrase: the most familiar type of phrases is the prepositional, it can be in sentences, clauses and even in other phrases. A prepositional phrase starts with a preposition (in, of, by, from, for, etc) and contains a noun or pronoun which is the object of the preposition:
in the room.
of the people.
by the river.
from the teacher.
for the party (Biggs, Reinhardt, and Eggenschwiler, 2011).

The object of preposition can have its own modifiers that is considered as a part of the prepositional phrase:
of the remaining few people.
by the rushing river.
from the tired and frustrated teacher (Biggs, Reinhardt, and Eggenschwiler, 2011).

Prepositional phrases act as either adjectives or adverbs:
The woman in the trench coat pulled out her cellular phone.
The prepositional phrase here acts as an adjective describing the noun woman (Biggs, Reinhardt, and Eggenschwiler, 2011).

b- Phrases containing Verbals: gerunds, infinitives and participles are phrases that have verbal. Verbals function as nouns, adjectives and adverbs in sentence and contribute extra information.
Jumping is fun (gerund and function as a noun).
To jump is fun (infinitive and function as a noun). (Biggs, Reinhardt, and Eggenschwiler, 2011).

c- The participial phrase
it is generally start with a present or past participle verb and is ended by its objects or modifiers. Participles alone function as adjectives:
Sniffing the fresh air, Jim realized he had found paradise.

The soldiers, trapped by the enemy, threw down their guns (Biggs, Reinhardt, and Eggenschwiler, 2011).

d- The gerund phrase

it is similar in form to the participle phrase because it starts with the –ing form of a verb (reading, speaking, writing, etc.) and has object and modifier. Yet, the gerund phrase always functions as noun in sentences not an adjective. Just as nouns, gerund can play as the subject in a sentence, the object of a verb or preposition, or complement of a linking verb. For example:

The police officer reported seeing the suspect.

The senator made his reputation by talking often and loudly.

Calling Uncle Roberto is asking for trouble (Biggs, Reinhardt, and Eggenschwiler, 2011).

e- The infinitive phrase: it has an infinitive (to read, to speak, to write, etc.) and its object and modifier. Infinitive phrases usually act as a noun; however, it may be used as adjective or adverb. For example:

To sleep all night was his only wish.

The representatives didn’t want to take an unpopular stand.

He had plenty of money to spend foolishly (Biggs, Reinhardt, and Eggenschwiler, 2011).

1.2.3. The clause: is a set of related words which has a subject and predicate. An independent or main clause in addition to having a subject and predicate, indicates a
complete thought and can stand alone. Nonetheless, a dependent or subordinate clause does not indicate a complete thought thus is not a sentence.

1.2.3.1. Independent clauses: they are grammatically complete assertions and they can stand alone. For example: He saw her; The Washington’s hurried home, Free speech has a price. Joining two or more independent clauses can be by using coordinating conjunctions (and, but, for, nor, or, so, and yet) or by using a semicolon.

The coordinating conjunction and joins two independent clauses:

Fernando left, and Erica brushed her long, raven hair.

A semicolon joins two independent clauses:

Fernando left; Erica brushed her long, raven hair (Biggs, Reinhardt, and Eggenschwiler, 2011).

1.2.3.2. Subordinate clauses: unlike the independent clauses, they have a subject and predict and cannot stand alone. A subordinate clause relies on something else in order to indicate a full idea or thought, that is why it is known as a dependent clause. A relative clause can be presented by relative pronouns (who, whom, that, which, what, whose) or by subordinating conjunctions (although, because, if unless, etc.). It can act in sentences as nouns, adjectives and adverbs (Biggs, Reinhardt, and Eggenschwiler, 2011).

1.2.3.3. The relative clause: it starts with a relative pronoun and acts as an adjective. For instance:

The novel that won the Pulitzer Prize didn’t sell well when it was first published. The relative pronoun “that” is the subject of its clause and “won” is the predicate. It modifies the subject of the sentence “The novel”
The ceremony, which several celebrities attended, received intense coverage. The relative pronoun “which” starts the subordinate clause. “Celebrities” is the subject and “attended” is the predicate. In this sentence the relative clause act as adjective that describes “ceremony”. (Biggs, Reinhardt, and Eggenschwiler, 2011).

**a- Defining relative clauses:** they represent the introductory noun in way to identify it from other nouns of the same class. A defining relative clause provide an obvious perspective of a noun. (A. J. Thomson and A.V. Martinet, 1986)

(R. Fernández Carmona, 2000)

**Defining Relative Clauses: people**

*a-Subject:* who or that

*Who* is the most relative pronoun used: The man who robbed you has been arrested.

But *that* is a probable substitution after *all, everyone, everybody, no one, nobody* and *those*:

Nobody who/that watched the match will ever forget it. (A. J. Thomson and A.V. Martinet, 1986)

(R. Fernández Carmona, 2000)

**b-Object of a verb:** whom, who or that

The use of who or that is common in spoken English. However, the use of whom is considered as very formal.

The man whom I saw told me to come back today.

The man who I saw told me to come back today.

The man that I saw told me to come back today. (A. J. Thomson and A.V. Martinet, 1986)

(R. Fernández Carmona, 2000)
**c- With a preposition:** in formal English, the relative pronoun is placed after the proposition, that is must be took the form of **whom:**

The man to whom I spoke....

Although, in informal speech, it is likely to place the preposition in the end of the clause then the relative pronoun *whom* often be changed to **that:**

The man who/whom I spoke to...

The man that I spoke to… (A. J. Thomson and A.V. Martinet, 1986)

(R. Fernández Carmona, 2000)

**d- Possessive: whose** is the only possible structure, for example:

People whose rents have been raised can appeal.

The film is about a spy whose wife betrays him.


(R. Fernández Carmona, 2000)

**b- Defining relative clauses: things**

**a- Sebject:** the use of both **which** or **that.** For example:

This is the picture which/that caused such a sensation.

The stairs which/that lead to the cellar are rather slippery.

**b- Object of a verb:** the use of **which** or **that** or no relative pronoun. For example:

The car which/that I hired broke down.

The car I hired broke down.

**c- Object of preposition:** the correct format is the preposition + **which,** but it is usually used the preposition at the end of the clause. For example:

The ladder on which I was standing began to slip.

The ladder which/that I was standing on began to slip.

The ladder I was standing on began to slip.
**d-Possessive: whose** can be used in a clause, but it usually used in a phrase. For example:
a house whose walls were made of glass.
(R. Fernández Carmona, 2000)

**c- Non-Defining Relative Clauses:**
They are located after the nouns which are already determined. So, they do not determine a noun. But, they provide an additional information about it. Non-Defining Relative clauses are not important in the sentence and they can be removed without causing confusion.

**Non-Defining Relative Clauses: people**

**a-Subject:** the only pronoun which can be used is: *who*

My neighbor, who is very pessimistic, says there will be no apples this year.

**b-Object: whom** for formal use and *who* for informal, for example:

Peter, whom everyone suspected, turned out to be innocent.(A. J. Thomson and A.V. Martinet, 1986)
(R. Fernández Carmona, 2000)

**c-Object of a proposition:** the proposition is used before the relative pronoun *whom*. For example:

Mr Jones, for whom I was working, was very generous about overtime payments.

**d-Possessive:** the use of relative pronoun *whose*:

Ann, whose children are at school all day, is trying to get a job.

This is George, whose class you will be taking. (A. J. Thomson and A.V. Martinet, 1986)
(R. Fernández Carmona, 2000)

**2.4.2.2. Non-Defining Relative Clauses: things**

**a-Subject:** the use of the relative pronoun *which*, not *that*. For example:

That block, which cost £5 million to build, has been empty for years.
The 8.15 train, which is usually very punctual, was late today.

b-Object: the use of the relative pronoun which only. For example:

She gave me this jumper, which she had knitted herself.

These books, which you can get at any bookshop, will give you all the information you need.

c-Object of proposition: the preposition can be before the relative pronoun which, or at the end of the relative clause. For example:

His house, for which he paid £10,000, is now worth £50,000.

His house, which he paid £10,000 for, is now worth £50,000. (A. J. Thomson and A.V. Martinet, 1986)

(R. Fernández Carmona, 2000)

d-Possessive: the use of the relative pronoun whose:

His house, whose windows are all broken, was a depressing sight.

The car, whose handbrake wasn’t very reliable, began to slide backwards. (A. J. Thomson and A.V. Martinet, 1986)

(R. Fernández Carmona, 2000).

1.2.4. Omission of that, which and who

In a defining clause, when the subject of the phrase is the same subject of the verb, the relative pronoun” that” cannot be omitted. But it can be omitted when the subject of the verb is differing from the subject of the phrase and when the verb is in present continuous.

For example:

The professor that wrote the article is giving a presentation. (no omission)

The professor [that] we met yesterday is giving a presentation. (omission possible)

The professor [that is] coming tomorrow won the Nobel Prize. (omission possible)
The relative pronouns: **which** or **who** cannot be omitted when they are used to present the final clause in a connective relative clause. For example:

Professor Shirov is giving a presentation on life on Mars, **which** should be very interesting. (no omission)

The presentation on Mars will be given by Professor Shirov, **who** works at IMT. (no omission)

In non-defining relative clauses, the relative pronouns **which** or **who** cannot usually be omitted. For example:

Professor Shirov, **who** is arriving tomorrow and **whose** book was published last year, is giving a presentation on life on Mars. (no omission) (Wallwork, 2011)

The committee includes a professor, **who** is considered to be one of the foremost experts in the field. (omission possible) (Wallwork, 2011)

The relative pronoun **which** + its related verb is usually omitted when providing definitions. For example:

Gold, **which** is a metal commonly used in biochip technologies, was exploited in order to provide an interaction surface. (omission possible) (Wallwork, 2011)

The relative pronoun **which** or **who** are repeated in very short space, they can be omitted. For example:

Professor Shirov, **who** is an MIT professor, **who** was awarded the Nobel Prize for physics, warned that … (omission possible)

(Wallwork, 2011)

**1.2.5. Ambiguity by using a relative clause in preference to the -ing form:**

It can be confused (not clear) when using the –ing form whether in defining or non-defining relative clauses.
For example:

Many authors have performed studies that compare X and Y. (The studies compare X and Y.).

Many authors have performed studies comparing X and Y. (not clear)

Even there is no ambiguity, the –ing form can be replaced by that when the –ing form defined the previous noun. For example:

These are complexes formed by simple lagans containing / that contain a maximum of five coordinating centres. (Wallwork, 2011)

**Conclusion**

In this section we discussed the sentence based structure which is the phrase and the clause. We defined the phrase and its types with examples, in addition, we defined the clause (dependent and independent). And we focused on the relative clause types (defining and non-defining) with the correct use of the relative pronoun.
Chapter Two: Field Work

Introduction

2.1. The Population

2.2. Methodology

2.3. Analytical producers

2.3.1. Identification of Errors

2.3.2. Data Recapitulation of students' Error in Relative clause

2.3.3. Summary

2.3.4. Conclusion
Introduction

This chapter discusses our hypothesis, whether to confirm or to refuse. It is carried out by the error analysis of the data collected. The data was collected by means of diagnostic. Then the test was analysed by counting the errors (omission, addition and replacement) done in relative clauses. After that, we searched for the sources of errors in using those types of errors.

2.1. The Population

The study’s sample represents first year LMD students at English department at Larbi Ben M’Hidi University, Oum Bouaghi. The test was presented at tutorial class. The number of the participants was 30 students. They were asked to write a cohesive and coherent paragraph including relative clauses (Appendix A). They have been chosen because for the reason of having a lesson in the relative clause.

2.2. The Methodology

The research questions belong to a quantitative study. The study was carried out by means of diagnostic test. The participants were asked to write a coherent and cohesive paragraph including relative clauses. After that, we have ended with some conclusions about some types of errors which made by the students.

The diagnostic test was based on the following principles:

- They were given instruction to write a paragraph about only one topic.
- They were given forty-five minutes to write and they did not know about the subject of the study.
2.3. Analytical Procedure

The analysis includes collecting the data of students’ test to find out the errors. The second step is the identification of errors in relative clauses. The last step is classifying the errors according to three categories omission, addition, and replacement. Because they are the most frequent errors committed by EFL learners. Additionally, we calculate the percentage of errors of all students.

2.3.1. Identification of the Error

In this section we discuss the problems that students may fall into. The evaluation of the use of relative clauses will be under the scope by discussing a form of table for each student.

2.3.2. Data Recapitulation of Students’ Error in Relative clauses

Table 01

<table>
<thead>
<tr>
<th>Evaluation of student 03 results in using relative clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Also, it makes who use it more attached to nonsense and that of which is superficial.

Also, it makes who use it more attached to nonsense and superficial.

This form of network would become the first place to whom children run to.

This form of network would become the first place which children run to.
...just like a fairy tale where children find comfort to problems which are part of life.

From the table it can be seen that there are two AD errors which are results because the influence of the mother tongue. Also, there is one RE error that caused by the false hypothesis.

The use of relative clauses is: 05 X = 60%

Table 02

**Evaluation of student 04 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>They will spend much time connecting for its goods and advantages to make them addicted</td>
<td>They will spend much time connecting for its goods and advantages which make them addicted</td>
<td>OM</td>
</tr>
<tr>
<td>...and it is sad to see children suffers from headaches or for other cannot see well, but even their brains which will create that serious problems in their studies</td>
<td>and it is sad to see children suffers from headaches or for other cannot see well, but even their brains which will create serious problems in their studies</td>
<td>AD</td>
</tr>
</tbody>
</table>
From the table it can be seen that the student has one OM error that is caused by the ignorance of the rule. In addition, there is one AD error caused by the mother tongue influence. Markedly, there is structural mistakes in both sentences.

The use of relative clauses is: 05  X=40%

**Table03**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>But the harm who has on our children should be viewed.</td>
<td>But the harm which has on our children should be viewed.</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one RE error. It occurred because of the influence of the mother tongue.

The use of relative clauses is: 02  X=50%

**Table04**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The danger of using facbook by children</td>
<td>The danger of using facbook by children</td>
<td>RE</td>
</tr>
</tbody>
</table>
whose set always versus the cell phones or the PC  

...and this is the biggest danger whom we do not want to our little sisters and brothers to get in.

From the table it can be seen that the student has two RE errors which occurred as a result of false hypothesis of the rule.

The use of relative clauses is: 02 X=100%

**Table05**

**Evaluation of student 07 in using the relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Famous actors and singers which promise them with a lot of things.</td>
<td>Famous actors and singers who promise them with a lot of things.</td>
<td>RE</td>
</tr>
<tr>
<td>Also, the criminals whom can threat them..</td>
<td>Also, criminals who can threat them...</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has two RE errors. The first caused by mother tongue influence and the second because of the false hypothesis of the rule.

The use of relative clauses is: 02 X=100%
Table06

Evaluation of student 08 errors in using relative clauses

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing dangerous people whom could affect the child study</td>
<td>Knowing dangerous people who could affect the child study</td>
<td>RE</td>
</tr>
<tr>
<td>Facebook can contain some bad counts of sick people that can change their view</td>
<td>Facebook contains false accounts which can influence on children’s behaviour.</td>
<td>RE</td>
</tr>
<tr>
<td>... especially if he is a teenager that can do everything</td>
<td>... especially if he is a teenager who can do everything</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has three RE errors which are basically related the mother tongue influence.

The use of relative clauses is: $4 \times 75\%$

Table07

Evaluation of student 09 results in using relative clauses

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children whose use it will face many</td>
<td>Children who use it will face many</td>
<td>RE</td>
</tr>
</tbody>
</table>
In order to prevent such problem which is wide spread.

From the table it can be seen that the student has two RE caused by the influence of the mother tongue.

The use of relative clauses: 3  X=66.66%

Table08

Evaluating of student 10 results in using relative clauses

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook is the way of communication that is in the last time which has a dangerous result especially upon the children.</td>
<td>Facebook is the way of communication in the last time which has a dangerous result especially upon the children.</td>
<td>AD</td>
</tr>
<tr>
<td>Children whose use facebook can meet seamy friends.</td>
<td>Children who use facebook can meet seamy friends.</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one AD error as a consequence of the mother tongue influence and one RE that occurred because of the false hypothesis of the rule.

The use of relative clauses: 02  X=100%
### Table09

**Evaluation of student 11 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>...and obsessed people which faced a fated dangerous</td>
<td>...and obsessed people who faced a fated dangerous</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one RE error which caused by the influence of the mother tongue.

The use of relative clauses: 02  X=50%

### Table10

**Evaluating of student 12 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook is a common social media who has several dangerous effect on children’s behaviour.</td>
<td>Facebook is a common social media which has several dangerous on the children’s behaviour.</td>
<td>RE</td>
</tr>
<tr>
<td>The children which use facebook wrongly.</td>
<td>The children which use facebook wrongly.</td>
<td>RE</td>
</tr>
</tbody>
</table>
From the table it can be seen that the student has two RE errors caused by the influence of the mother tongue.

The use of relative clauses: 03  X = 66.66%

**Table 11**

**Evaluating of student 13 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>The person which is addicted to facebook</td>
<td>The person who is addicted to facebook.</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one RE error caused by the false hypothesis of the rule.

The use of relative clauses: 02  X = 50

**Table 12**

**Evaluating of student 14 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are the ones that are responsible</td>
<td>Parents are the ones who are responsible.</td>
<td>AD</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one AD error, it is occurred because of the influence of the mother tongue.

The use of relative clauses: 02  X = 50%
Table 13

Evaluation of student 15 results in using relative clauses

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook is the most common who is</td>
<td>Facebook is the most common which is</td>
<td>RE</td>
</tr>
<tr>
<td>used by many people.</td>
<td>used by many people.</td>
<td></td>
</tr>
<tr>
<td>... if there is any dangerous application</td>
<td>if there is any dangerous</td>
<td>RE</td>
</tr>
<tr>
<td>who is similar to facebook.</td>
<td>application which is similar to facebook.</td>
<td></td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has two RE that is a result of the false hypothesis of the rule.

The use of relative clauses: 03  X=66.66

Table 14

Evaluation of student 16 results in using relative clauses

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>. children whose can be attracted easily...</td>
<td>children who can be attracted easily...</td>
<td>RE</td>
</tr>
<tr>
<td>They cannot recognize people with hidden</td>
<td>They cannot recognize people who can attract</td>
<td>RE</td>
</tr>
<tr>
<td>faces whose can attract them...</td>
<td>them.....</td>
<td></td>
</tr>
</tbody>
</table>
From the table it can be seen that the student has two RE errors that occurred as a result of the false hypothesis of the rule.

The use of relative clauses: 02 \( X=100\% \)

**Table 15**

**Evaluating of student 17 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>They stay home and do nothing who</td>
<td>They stay home and do nothing</td>
<td>RE</td>
</tr>
<tr>
<td>make them very lazy on a young age</td>
<td>which make them very lazy on a...</td>
<td></td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one RE error that is caused by the reason of the false hypothesis of the rule.

The use of relative clauses: 02 \( X=50\% \)

**Table 16**

**Evaluation of student 18 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is used by children which have no idea about it...</td>
<td>It is used by children who have no idea about it...</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one RE error that caused by false hypothesis of the rule.
Table 17

**Evaluation of student 19 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook is an application allow you to communicate especially children which use facebook</td>
<td>Facebook is an application that allows you to communicate easily with others.</td>
<td>RE</td>
</tr>
<tr>
<td>The noticeable thing who can observe it our life .</td>
<td>The noticeable thing which can observe it our life .</td>
<td>RE</td>
</tr>
<tr>
<td>We can say child; s/he spend his/her time in facebook.</td>
<td>We can say child, s/he spend his/her time in facebook.</td>
<td>OM</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one OM errors which are a result of the mother tongue influence, in addition, there is two RE errors caused by the false hypothesis of the rule.

The use of relative clauses: 04  X=75%

Table 18

**Evaluating student 20 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook is a complicated website is like Facebook, which is a big network,</td>
<td>Facebook, which is a big network,</td>
<td>OM</td>
</tr>
</tbody>
</table>
a big network is complicated

From the table it can be seen that the student has one OM error that caused by the influence of the mother tongue.

The use of relative clauses: 01  X=100%

**Table 19**

**Evaluation of student 21 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents that have the specific role should make an arrangement like a division ..</td>
<td>Parents, who have the specific role should an arrangement like .....</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one RE error which is a result

The use of relative clauses: 02  X= 50%

**Table 20**

**Evaluation of student 22 results in using relative clause**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>...there is no child whom don’t know this network.</td>
<td>...there is no child who don’t know this network.</td>
<td>RE</td>
</tr>
<tr>
<td>...don’t differ between the good and the</td>
<td>...don’t differ between the good and the</td>
<td>RE</td>
</tr>
</tbody>
</table>
bad things whom can affect them. and the bad things which can affect them.

From the table it can be seen that the student has two RE errors which is caused by the false hypothesis of the rule.

The use of relative clauses:04  X=50%

Table 21

Evaluation of student 23 results in using relative clauses

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>.and let children make actions whom are different from their nature.</td>
<td>and let children make actions which are different from their nature</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one RE error which is a result of the false hypothesis of the rule.

The use of relative clauses:02  X=50%
Table 22

Evaluation of student 24 results in using relative clauses

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>...they may talk with bad people which they are old ones and they can play with their mind.</td>
<td>...they may talk with bad people which they are old ones and they can play with their mind.</td>
<td>RE</td>
</tr>
<tr>
<td>We have to control then and check with whom they talk.</td>
<td>we have to control them and check to whom they are talking.</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has two RE errors. The first is a result of the mother tongue influence, but the second is a result of the false rule hypothesis.

The use of relative clauses: 03 X = 66.66%

Table 23

Evaluation of student 25 results in using relative clauses

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using facebook to something terrible and connect with others which will play with his mind and effect on his study.</td>
<td>Using facebook to something terrible and connect with others who will play with his mind and effect on his study.</td>
<td>RE</td>
</tr>
</tbody>
</table>
From the table it can be seen that the student has one RE error. The error occurred as a result of mother tongue influence.

The use of relative clauses:03 $X=33.34\%$

**Table24**

**Evaluation of student 26 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>...many people use it 6 hours per day that</td>
<td>... many people use it 6 hours per day which is too much time.</td>
<td>AD</td>
</tr>
<tr>
<td>which is too much time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...it makes them careless about</td>
<td>...it makes them careless about everything even their education</td>
<td>AD</td>
</tr>
<tr>
<td>everything even that their education</td>
<td>everything even their education</td>
<td></td>
</tr>
<tr>
<td>which is so important...</td>
<td>which is so important...</td>
<td></td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has two AD errors. They are a result of the influence of the mother tongue.

The use of relative clauses:03 $X=66.66\%$

**Table25**

**Evaluation of student 28 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have to detect whose use the facebook.</td>
<td>. We have to detect who use the facebook.</td>
<td>RE</td>
</tr>
</tbody>
</table>
...and check whose are their friends... and check who are their friends... RE

From the table it can be seen that the student has two RE errors which caused by the false hypothesis of the rule.

The use of relative clauses: 04 X=50%

**Table 26**

**Evaluation of student 29 results in using relative clauses**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Type of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>...those whose use facebook are wasting their time...</td>
<td>...those who use facebook are wasting their time...</td>
<td>RE</td>
</tr>
</tbody>
</table>

From the table it can be seen that the student has one RE error caused by the false hypothesis of the rule.

The use of relative clauses: 02 X=50%

**Table 27**

**Evaluation of students results in using correct and wrong relative clauses**

<table>
<thead>
<tr>
<th>Students</th>
<th>Total N</th>
<th>Correct use</th>
<th>Wrong use</th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>04</td>
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<td>33.44</td>
<td>02</td>
<td>66.66</td>
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<td>66.77</td>
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<td>26</td>
<td>03</td>
<td>01</td>
<td>34.44</td>
<td>02</td>
<td>66.66</td>
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<tr>
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<td>04</td>
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</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>36</td>
<td>45</td>
<td>44</td>
<td>55</td>
</tr>
</tbody>
</table>

The table above illustrates the wrong use and the correct use of relative clauses by 30 students. The total number of using them is 80 times. The percentage of the correct use is 45% and the wrong use 55%.

**Chart01: The Wrong Use and Correct Use of Relative Clauses.**

The chart above shows the number of wrong uses of relative clauses (44 uses) and the number of the correct uses (36 uses). Along with their percentages. The first percentage is 55% and the second is 45%.
Table28

Numbers and Percentages of Types of Errors

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Number of Errors</th>
<th>Percentage of Errors (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement</td>
<td>34</td>
<td>77</td>
</tr>
<tr>
<td>Addition</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Omission</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above showed the numbers and percentages of types of errors. Replacement (34 uses) 77%. Addition (7 uses) 16%. Omission (3 uses) 07%.

Chart02: Numbers and Percentages of Types of Errors

The chart above illustrates numbers and percentages of types of errors. The highest percentage is in replacement 77%, the second is addition 16% and the last is omission 7%.
2.3.3. Summary

The results of error analysis concerning the use of relative clauses, shows that the students utilized 80 times the relative clauses. They committed errors in 44 clauses which represent 55% of the total number of uses. Identically, in 36 clauses were correct which represents 45%. Equally important, the causes of these errors are different and due to several reasons. Based on Richards (1971) classification, the committed errors (replacement, omission and addition) were a result of two main sources: the influence of the mother tongue, and intralingual. Particularly, the false hypothesis of the rule which is most frequent.

Conclusion

The study aims at investigating the students' errors in relative clauses. The error analysis was covered three types of errors: addition, omission and replacement.

The analysis showed that the students commit different types of errors, but the most frequent type is replacement of the relative pronoun. For example, *nowing dangerous people whom could affect the child’s study*. The student does not understand the distinction between using the pronoun “who” and “whom”, in other words he had make a false hypothesis of the rule of using the correct relative pronoun.

Shortly, we conclude that EFL students at Larbi Ben M’Hidi university made many errors in using relative clauses because of the mother tongue and false rule hypothesis.
**General Conclusion**

The aim of this study is to identify the main errors that students commit in using relative clauses. The error analysis carried out by calculating the wrong relative clauses and classifying them according to three types of errors.

The analysis of the data shows that there is a diversity in using relative clause, the students used a correct relative clause which describe things, but they have problems with relative clauses that describe people. Additionally, they use only one type of relative clauses with a lot of mistakes at structural level.

Finally, we conclude that EFL students at Larbi Ben M'Hidi University have problems in using the correct relative clause in a sentence and the correct relative pronoun. This due to the influence of the mother tongue and the false hypothesis of the rule.

**Recommendation:**

On the basis of the findings, we formulated the following recommendations:

- Students should use the correct relative pronoun that is cannot be replaced with any other one.
- Students should differentiate between the relative clause types in order to use it appropriately in a sentence.
- Students should not omit the relative pronoun unless it is possible to be removed.
- Teachers should provide students with a series of exercise to master both types of relative clause.
References


Appendices

Appendix A: Diagnostic Test

Appendix B: Sample paragraphs
Appendix A

Diagnostic Test

Write a coherent and cohesive paragraph discussing the dangers of using Facebook by children and how to prevent them. Keep in mind the use of relative clauses and relative pronouns (that, which, who, whom, whose, of which). About 15 lines.
Appendix B

Diagnostic Test

Write a coherent and cohesive paragraph discussing the dangers of using facebook by children and how to prevent them. Keep in mind the use of relative clauses and relative pronouns (that, which, who, whom, whose, of which).

About 15 lines.

Facebook, which is the most famous social media of all time, is used to do many things because of its many features. So, you can use it to talk to other people, and have knowledge about what's happening in the world. Beside many other things, but in the other hand, Facebook can be very dangerous when it's used by the wrong people who can be affected by it. Negative pages and groups which contain adult subjects and pictures that will make young children follow the wrong side of, and become more addictive. To things, they are not allowed to see in that age. One can even see drug posts by mistake because teenagers always post such stuff and make it look so cool. To deal with ads, so kids will be so curious about that thing and try to do drugs. So, see if it's really good like it’s been belief and that will truly hurt them. Actually, there’s no effective way to prevent kids from using Facebook because Cyber cafes are all over the place, so even if you stop them they'll go without you knowing whether they're using it or not. So, there must be away to handle it, but it's not available for the moment.
Write a coherent and cohesive paragraph discussing the dangers of using Facebook by children and how to prevent them. Keep in mind the use of relative clauses and relative pronouns (that, which, who, whom, whose, of which).

About 15 lines,

Technology plays a significant role in our daily lives. People in the modern world, because of their busy schedules, do not have enough time to spend with their own thoughts. Social media platforms like Twitter, Facebook, Instagram, etc., have become a daily routine that people cannot live without. It is now a part of our daily lives. Because we have our life public, our children face Facebook in a way. It provides them with the ability to reduce distance and connect with friends from different backgrounds. In rooms chat and enable more about their culture, emotions, and different things about Facebook platforms. It is now a way of sharing people with friends. Kids most all times it remained on my way of thinking that I'm against parents who don't accept the children and let them spend much time online. For example, that will affect their personality, work, and education, their health. As a result, they will become addicted, and dangerous games will harm. So, at this point, my advice to parents is not to let your children use Internet in any age of broth when they become a minor...
Résumé

L'étude vise à enquêter sur les erreurs des élèves dans l'utilisation de clauses relatives. Le corpus contient 30 paragraphes qui ont été analysés sur la base de l'analyse des erreurs. Les types d'erreurs et leurs causes sont fournis par Dually (1982) et Richards (1971). Le travail sur le corpus a été réalisé à la suite de trois étapes. Tout d'abord, détecter l'utilisation de clauses relatives. Deuxièmement, en identifiant les correcteurs des mauvais, en se concentrant sur les types d'erreurs (ajout, remplacement et omission). Troisièmement, calculer ces erreurs et les classer dans des tables bien construites. Le processus d'analyse des données révèle que la majorité des étudiants utilisaient les clauses relatives avec des erreurs structurelles ou de vocabulaire. Le pourcentage d'erreurs de remplacement de 77%. Au contraire, les erreurs d'addition étaient d'environ 16% et les erreurs d'omission de 7%. L'analyse illustre que les élèves ont des problèmes pour faire correspondre le sujet avec le bon pronom nécessaire dans une clause relative. C'est-à-dire que la principale source d'erreur concernant notre étude est l'hypothèse de la règle fausse.

Mots clés :

Clauses relatives, ajout, omission, remplacement, hypothèse de règle fausse
ملخص