

T. C. ANADOLU ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ

THE USE OF ENGLISH
RELATIVE CLAUSES BY
TURKISH EFL STUDENTS

YÜKSEK LİSANS TEZİ

Emine SONAL

ESKİŞEHİR — 1990

To my father who always was the inspiration of my life
and
who devoted his life to his children in this way.

ACKNOWLEDGEMENTS

I am grateful to the many people who helped me in the preparation of this thesis. First, I would like to express my deepest gratitude to Associate Professor, Dr. Zülal Balpınar, my thesis supervisor, who provided me with invaluable help and guidance throughout this study.

Many thanks also to Associate Professor, Dr. Ahmet Konrod who read and evaluated my statistics and also contributed to my thesis with his valuable comments.

I am also indebted to Associate Professor, Dr. Gül Durmuşoğlu who read the drafts and encouraged me in this study.

I also would like to thank David Godkin, who proofread and commented on the first drafts and to Lena Chada for reading the final drafts.

Finally, my most grateful thanks to my colleagues working at Anadolu University; Hayran Erdal, Güler Acar, Nermin Ersan and Nazlı Şekeroğlu for their help and continual support.

ABSTRACT

This study, which comprises seven chapters, investigates one particular aspect of English syntax; the Relative Clause, which is generally considered by grammarians to be one of the most problematical areas for foreign language learners and this study analyses the difficulties which Turkish students encounter in learning to use Relative Clauses accurately.

In order to achieve the purpose of this study, two tests were given to Turkish EFL students after a replacement test at the Summer school at Firat University. The test results were then analysed and discussed.

The First Chapter describes the definition of Relative Clauses in English and the two types of Relative clauses; defining and non-defining. The difference in Relativization in English and Turkish is emphasized. Also English Relative Clauses and Turkish Relative suffixes are discussed. Finally, the purpose of this study is explained.

The Second Chapter deals with Relative Clauses and Relative Clause Types in English. This is followed by the function of relative pronouns which is introduced in Relative Clauses.

The Third Chapter deals with Relative Clauses in Turkish. This is followed again by the function of Turkish Relative Clauses.

In the Fourth Chapter, The similarity and differences between Turkish and English Relative Clauses is explained and the research done by Turkish linguists on the comparison of Relative Clauses in English and Turkish is given.

In the Fifth Chapter, the method of the study is explained by describing the research design, selection of subjects, data collection and description of tests. After the reason for choosing the combination and the completion exercises is explained. The Methodological Assumptions and Analysis of the tests, Frequency and use of English relative pronouns, and finally limitations are given.

In the Sixth Chapter, the data obtained from the tests given to Turkish students are statistically calculated and analysed.

In the Seventh Chapter, the statistical interpretations are discussed. The following are the most significant conclusions reached in this study:

- a. The order of use of English relative pronouns can be related to their order of frequency.
- b. There is a significant difference within three groups of students (Advanced, Intermediate and Elementary Class) in using relative pronouns accurately.
- c. Using relative pronouns in the Completion test are easier than the relative pronouns in the Combination test for Turkish students studying English.
- d. Turkish students have difficulty in using English Relative Clauses because of the syntactic differences in English Relative Clauses.

LIST OF TABLES

<u>Table No:</u>	<u>Page:</u>
1. Defining Relative Clauses.....	3
2. Non-Defining Relative Clauses	4
3. The result of t-Test showing the Difference Between Turkish Students' Scores Obtained in the Testing of Relative Pronouns in the Combination and the Completion Test in the Elementary Class.....	43
4. The result of t-Test showing the Difference Between Turkish Students' Scores Obtained in the Testing of Relative Pronouns in the Combination and the Completion Test in the Intermediate Class.....	44
5. The result of t-Test showing the Difference Between Turkish Students' Scores Obtained in the Testing of Relative Pronouns in the Combination and the Completion Test in the Advanced Class.....	45
6. The result of t-Test showing the Difference Between Turkish Students' Scores Obtained in the Testing of Relative Pronouns in the Combination and the Completion Test in the Three Classes.....	46
7. The result of t-Test showing the Difference Between Turkish Students' Scores Obtained in the Testing of Relative Pronouns in the Combination and the Completion Test in the Elementary and the Intermediate Class.....	47

8. The result of t-Test showing the Difference Between Turkish Students' Scores Obtained in the Testing of Relative Pronouns in the Combination and the Completion Test in the Intermediate and the Advanced Class.....	48
9. The result of t-Test showing the Difference Between Turkish Students' Scores Obtained in the Testing of Relative Pronouns in the Combination and the Completion Test in the Elementary and the Advanced Class.....	49
10. The Result of the Combination Test.....	51
11. The Result of the Completion Test.....	54
12. The Result of the Relative Pronouns Used by Native Speakers in Different Texts.....	59
13. The number of Correct and Incorrect answers in the Combination Test by all students in the three classes.....	62
14. The number of Correct and Incorrect answers in the Completion Test by all students in the three classes.....	63
15. The Total number of Correct and Incorrect answers in both the Combination Test and the Completion test by all students in the three classes.....	64

LISTS OF FIGURES

<u>Figure No:</u>	<u>Page:</u>
1. The Correlation Between the Students' level of English and the Result of the Combination and the Completion Test in the Elementary Class.....	38
2. The Correlation Between the Students' level of English and their use of Relative Pronouns in the Intermediate Class.....	39
3. The Correlation Between the Students' level of English and their use of Relative Pronouns in the Advanced Class.....	40
4. The Correlation Between the Students' level of English and their use of Relative Pronouns in the three classes.....	41
5. The Correlation Between the Order of Use and the Order of Frequency of Relative Pronouns.....	42
6. The Percentages of Correct Answers when the key was applied in the Combination Test by all Students in The Three classes.....	51
7. The Percentages of Probable Answers Replaced by "who", "which" and "that" when the key was not applied in the Combination Test by whole students.....	52
8. The Percentages of Correct and Probable answers in the Combination Test by all students in the three Classes.....	53
9. The Percentages of Correct Answers when the key was applied in the Completion Test by all Students in The Three classes.....	54

10. The Percentages of Probable Answers replaced by 'who', 'which' and 'that' when the key was not applied in the Completion Test by whole Students	55
11. The Percentages of Correct and Probable answers in the Completion Test by all students in the three Classes.....	56
12. The Result of the Combination and the Completion Test of all students in the three classes.....	57
13. The Comparision of the Combination and the Completion Test in the three classes.....	58
14. The Order of Frequency of Relative Pronouns in Different texts Used by Native Speakers of English.....	61
15. The comparison of the order of use of English relative pronouns by Turkish students with the order of frequency of those English relative pronouns used by native speakers.....	61

CONTENTS

	Page:
ACKNOWLEDGEMENTS.....	i
ABSTRACT.....	ii
LIST OF TABLES.....	iv
LIST OF FIGURES	vi
<u>CHAPTER I</u> INTRODUCTION	
1.1. BACKGROUND TO THE PROBLEM.....	1
1.2. RELATIVIZATION	4
1.3. ENGLISH RELATIVE CLAUSES AND TURKISH RELATIVE SUFFIXES.....	5
1.4. PURPOSE AND SCOPE	6
<u>CHAPTER II</u> ENGLISH RELATIVE CLAUSES	
2.1. TYPES OF ENGLISH RELATIVE CLAUSES.....	9
2.2. FUNCTIONS OF RELATIVE PRONOUNS INTRODUCED IN RELATIVE CLAUSES.....	12
<u>CHAPTER III</u> TURKISH RELATIVE CLAUSES	
3.1. TURKISH RELATIVE CLAUSES.....	17
3.2. FUNCTIONS OF TURKISH RELATIVE CLAUSES.....	19

**CHAPTER IV THE SIMILARITY AND DIFFERENCES BETWEEN TURKISH
AND ENGLISH RELATIVE CLAUSES**

4.1. THE DIFFERENCES BETWEEN TURKISH AND ENGLISH REATIVE CLAUSES. 22

4.2. THE SIMILARITIES BETWEEN TURKISH AND ENGLISH RELATIVE
CLAUSES..... 25

4.3. RESEARCH DONE BY TURKISH LINGUISTS ON THE COMPARISION OF
RELATIVES IN ENGLISH AND IN TURKISH..... 26

CHAPTER V THE METHOD

5.1. RESEARCH DESIGN 30

5.2. SELECTION OF SUBJECTS..... 30

5.3. DATA COLLECTION AND DESCRIPTION OF TESTS..... 31

5.3.1. THE REASON FOR CHOOSING THE COMBINATION AND THE COMPLETION
EXERCISES..... 32

5.4. METHODOLOGICAL ASSUMPTIONS..... 33

5.5. ANALYSIS OF THE TESTS..... 33

5.6. FREQUENCY AND USE OF ENGLISH RELATIVE PRONOUNS..... 34

5.7. LIMITATIONS..... 34

CHAPTER VI ANALYSIS OF THE RESULTS

6.1. THE RESULT OF THE TESTS..... 36

6.2. CORRELATIONS AND SCATTERGRAMS OF STUDENTS' LEVEL AND THEIR
SCORES FROM THE TESTS..... 38

6.3. T-TEST RESULT OF THE COMBINATION AND THE COMPLETION TEST..... 42

6.4. THE RESULTS ANALYSED BY COLUMN GRAPHS..... 50

6.4.1. THE RESULTS OF THE COMBINATION TEST	50
6.4.2. THE RESULTS OF THE COMPLETION TEST.....	53
6.4.3. STUDENTS' SCORE BOTH IN THE COMPLETION AND THE COMBINATION TEST.....	56
6.5. THE RESULTS OF THE FREQUENCY COUNTS OF THE ENGLISH RELATIVE PRONOUNS IN THE TEXT BY NATIVE SPEAKERS.....	58
6.6. THE FINAL RESULTS SHOWN IN TABLES.....	62
<u>CHAPTER VII</u> DISCUSSION AND SUGRESSIONS	

7.1. DISCUSSION OF THE RESULTS	65
7.1.1. CORRELATIONS AND SCATTERGRAMS OF STUDENTS LEVEL AND THEIR SCORES FROM THE TESTS.....	65
7.1.2. T-TEST RESULTS OF TWO TESTS.....	66
7.1.3. COLOMN GRAPH RESULTS OF THE COMBINATION AND THE COMPLETION TEST.....	68
7.1.4. THE FINAL RESULTS ANALYSED IN THE TABLES.....	72
7.2. DISCUSSION OF PREVIOUS STUDIES.....	73
7.3. CONCLUSION.....	77
7.4. SUGGESTIONS FOR FURTHER RESEARCH.....	78

CHAPTER I

INTRODUCTION

1.1. BACKGROUND TO THE PROBLEM

The capacity of human beings for acquiring and using language is obviously one of the principal factors that distinguishes them from all other species of animal. In this instance the term 'capacity' stands for the production of meaningful communication within a given language group, and it is this capacity which the linguist is called upon to investigate. The primary task of such analysis is to describe the similarities and differences between languages with the aim of formulating a viable 'theory of grammar'. This theoretical undertaking operates within a range of possible linguistic properties which can be enumerated in the following terms: "lexicon, phonology, syntax and semantics". (Culliver 1976: 2-3)

This thesis concentrates on one particular aspect of English syntax: the relative clause, which is generally considered by grammarians to be one of the most problematical areas for foreign language learners. Consequently, we will investigate and analyse the difficulties which Turkish students encounter in learning to use relative clauses accurately. It is apparent from the persistently high rate of error that although students seem to comprehend the rules and patterns associated with these structures, they often remain incapable of synthesising complex sentences expressing relativization. In this study two types of relative clauses will be studied; defining and non-defining.

Relative clauses are an integral structure of noun phrases and function as a subordinate clause that modifies a noun phrase. Relative clauses are introduced by relative pronouns; "who", "which", "that", "whose" and "whom".

Macmillian's Contemporary Dictionary defines a relative clause as "a dependent clause introduced by a relative pronoun or adverb. In the sentence "He who laughs last, laughs best", the phrase "who laughs last" is a relative clause. (1983: 841)

Another definition of this term is given in Collins Cubild English Language Dictionary as "in grammar a relative clause is a subordinate clause that is introduced by a relative conjunction or a relative pronoun and that modifies a noun or pronoun in the main clause". (1987: 1218)

Thomson & Martinet classify relative clauses into three types: Defining, non-defining and connective. (1987:1218)

The following terms are also used for defining relative clauses by some grammarians; "restrictive", "limiting", "necessary", "essential", "adjective" and "identifying" clauses. For non-defining relative clauses; they are described as "non-restrictive", "additive", "appositive", "unnecessary", "amplifying" and "non-essential" clauses. In this study the term "defining and non-defining relative clauses" are used.

According to Thomson & Martinet defining relative clauses describe the preceding noun in such a way as to distinguish it from other nouns of the same class. A clause of this kind is essential to a clear understanding of the noun in the sentence.

The man who told me this refused to give his name. "who told me this" is a relative clause. If we omit this, it is not clear what man we are talking about. (1986:81)

Non-defining relative clauses are placed after nouns which are definite already. They do not therefore define the noun, but merely give more information about it. Unlike defining relatives, they are separated from their noun by commas. The pronoun can never be omitted in a non-defining relative clause. (1986: 85)

The following tables taken from A Practical English Grammar by Thomson & Martinet (1986: 85) show clearly the grammatical context in which the various relative pronouns are used, within defining and non-defining relative clauses.

Table-1

DEFINING RELATIVE CLAUSES			
	Subject	Object	Possive
For Persons	who that	whom/who that	whose
For Things	which that	which that	whose of which

Table-2

NON-DEFINING RELATIVE CLAUSES			
	Subject	Object	Possive
For Persons	who	whom/who	whose
For Things	which	which	whose of which

Thomson & Martinet, (1986:81-85)

1.2. RELATIVIZATION

For linguists Relativization is a universal phenomenon, although certain types of structural changes occur from language to language. The main function of relativization is not to repeat two sentences with the same head noun since in principle languages tend to be economical.

Togay (1981: 189-191) in his Doctoral thesis, makes the point that; In English, relativization basically replaces the coreferential noun phrase in the embedded sentence with a suitable relative pronoun and fronts it. In Turkish, relativization basically replaces tense with a suitable relativizer and deletes the identical N.P.

1.3. ENGLISH RELATIVE CLAUSES AND TURKISH RELATIVE SUFFIXES

In English the concept of relative clauses is expressed by means of relative pronouns (who, that, which, whom, whose), whereas some languages e.g. Turkish, use different grammatical devices to express relativization, as has been researched in depth by Schatcher (1978) for example. These differences in relativization between English and Turkish can be observed in the following ways.

While English uses relative pronoun to express relativization, Turkish uses relative suffixes instead.

i.e. -en, -ecek, -dik, etc.

Another difference in the formation of English and Turkish relative clauses is as follows.

Underhill (1980:276) states that in English a relative clause is formed from a simple sentence in the following steps.

1. Move the head noun to the beginning of a sentence.
2. Insert the appropriate relative pronoun, as in the following derivation.

Simple Sentence: I saw the man last night.

Step -1: the man - I saw last night.

Step -2: the man whom I saw last night.

In Turkish, a relative clause is formed by the following steps:

1. Move the head noun to the end of the sentence.
2. Select the appropriate form of participle; if the head noun was the subject of the sentence, a subject participle is used.
3. Replace the tense suffix of the verb with a participle suffix.

In the example;

- Adam yemeğe geldi. (The man came to dinner.)

Step -1 : Move adam to the end.

Step -2,3: Replace the tense -di with the participle -en, to produce "yemeğe gelen adam". (The man who came to dinner.)

1.4. PURPOSE AND SCOPE:

It is generally held by linguists that, second or foreign language learning is a multi-dimensional phenomenon, which involves the acquisition of a communication behaviour different from one's native language and culture. This complex process can be affected by physical, cognitive and other factors.

In Turkey, English is taught purely as a foreign language. This means that learners of English as a foreign language are inclined to produce many different forms that would never be used by a native speaker. It should be noted, in passing, that this aspect of the language learning process has been investigated recently through the diagnostic techniques of Contrastive Analysis and Error Analysis.

The goal is to give answers to the following questions:

1- Is there a correlation between the students' level of English measured by a level-finding exam and their scores obtained in the testing of relative pronouns in the Elementary class?

2- Is there a correlation between the students' level of English measured by a level-finding exam and their scores obtained in the testing of relative pronouns in the Intermediate class?

3- Is there a correlation between the students' level of English measured by a level-finding exam and their scores obtained in the testing of relative pronouns in the Advanced class?

4- Is there a correlation between the students' level of English measured by a level-finding exam and their scores obtained in the testing of relative pronouns in

the three classes?, whether the Turkish students' level of English affect their success in using English relative pronouns.

5- Is there a correlation between the order of use and order of frequency?

6- Is there a significant difference between the students' score obtained in the testing of relative pronouns in the Combination and the Completion test in the Elementary class?

7- Is there a significant difference between the students' score obtained in the testing of relative pronouns in the Combination and the Completion test in the Intermediate class?

8- Is there a significant difference between the students' score obtained in the testing of relative pronouns in the Combination and the Completion test in the Advanced class?

9- Is there a significant difference between the students' score in the Combination and the Completion test by the three classes?

10- Is there a significant difference between the students' score obtained in the testing of relative pronouns in both tests in the Elementary and Intermediate class?

11- Is there a significant difference between the students' score obtained in the testing of relative pronouns in both tests in the Intermediate and the Advanced class?

12- Is there a significant difference between the students' score obtained in the testing of relative pronouns in both tests in the Elementary and the Advanced class?

13- The order of use of English relative pronouns by Turkish students of English in the Combination test.

14- The order of use of English relative pronouns by Turkish students of English in the Completion test.

15- The order of use of English relative pronouns by Turkish students of English in the Combination or the Completion test, or which ones of the English relative pronouns are more frequently used by Turkish students learning English as a foreign language.

16- The order of frequency of English relative pronoun that are used by native speakers as occurs in English.

17- The order of use of English relative pronouns by Turkish students and the order of frequency of English relative pronouns by native speakers.

18- Is it structurally difficult for Turkish students learning English as a foreign language to use English relative pronouns?

To find out the answers to the questions outlined above, this study will take into consideration English relative clauses containing the following relative pronouns, "who", "which", "that", "whom" and "whose". It is obvious that in English there are other relatives to be studied such as relative adverbs; "when", "where", "why" or "where upon", "whoever" and so forth, although the kind of problems that occur in that field are outside the scope of this study.

CHAPTER II

ENGLISH RELATIVE CLAUSES

2.1. TYPES OF ENGLISH RELATIVE CLAUSES

As was stated in Chapter I, English uses relative clauses to do much the same work as adjectives, in other words to give additional information about a noun or pronoun.

It might be clearer if the two types of relative clauses were explained in detail: defining and non-defining clauses, although a short description was given in Chapter I.

Thomas et al. (1978; 198) say that " A defining relative clause gives a necessary determination. It can't be omitted from a sentence because the meaning of the same sentence would be lost. "

E.g. Children who are 6 years old should not go to school.

If we omit the relative clause in this sentence, the remaining main clause would be:

E.g. Children should not go to school.

Children in this sentence are not defined clearly. Thus, a necessary part of the idea is lacking. In addition, Thomas et al. give the definition of defining clauses as restricting the reference of the Noun Phrase (NP) they follow, but non-defining clauses may be omitted from a sentence without altering the underlying idea of a sentence.

E.g. Ankara, which is the capital of Turkey, is a modern city.

In this sentence the relative clause can be omitted from the sentence and the remaining main clause will be;

E.g. Ankara is a modern city.

And the sentence remains perfectly intelligible.

As can be seen from this example, a non-defining clause is separated from the main noun clause by commas, since it is not a necessary part of the sentence; in a defining clause, however, the supplementary information is crucial to the intelligibility of the sentence and can not be treated parenthetically. In the spoken form the syntactic difference is expressed by a change in intonation, obviously these syntactic and phonological differences between the two types of clause are of semantic importance.

Allsop (1988,296) also discusses the difference between defining and non-defining clauses. The example which he gives neatly illustrates the change in meaning which can be affected by the inclusion or omission of commas. That is to say, the difference is semantic and not purely formal. If we examine the examples given below:

A. Children, who are untidy, do not take care of their things.

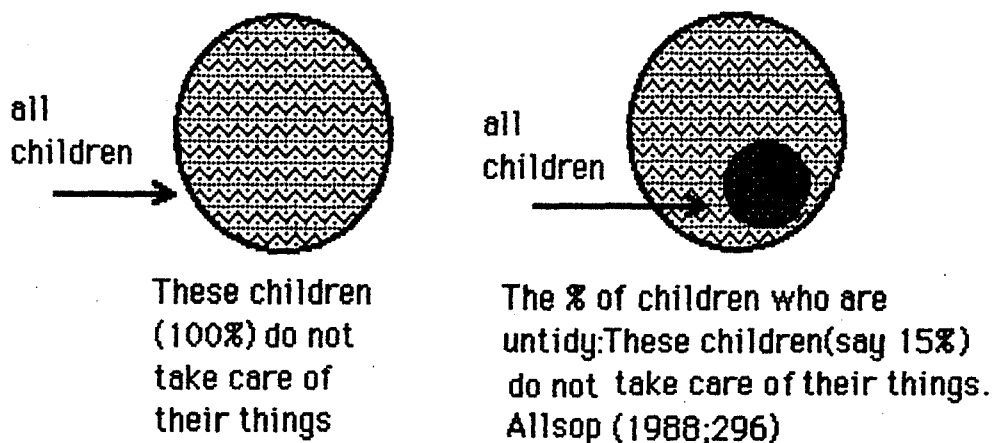
B. Children who are untidy do not take care of their things.

Sentence A is a statement about all children, and contains two facts (at least they are facts according to the man who wrote the sentence):

1. (all) children are untidy.
2. (all) children fail to take care of their things.

Sentence B is a statement about some children, i.e. untidy children, and it states one fact about them: They fail to take care of their things.

This can be expressed diagrammatically as below:



There is also a distinction to be made between defining clauses and noun phrases when it is used in relative clauses as has been pointed out by Quirk (1979; 377). He says that defining clauses are used to express temporary as opposed to permanent states. Permanent characteristics of things are often better expressed through the use of the noun phrase, in the following examples as summarised below.

(Permanent)

A timid man

A happy man

(Temporary)

A man who is timid

A man who is happy

When "a happy man" is used as an adjective, and it is seen as permanent, but when "a man who is happy" is used as a relative clause, it is seen as temporary.

2.2. FUNCTIONS OF RELATIVE PRONOUNS INTRODUCED IN RELATIVE CLAUSES

In this section the functions of English relative pronouns as categorized by Scheurweghs will be outlined. (1973).

It was mentioned in Chapter I that relative clauses are introduced by a relative pronoun; "who", "that", "which", "whom", "whose".

Scheurweghs (1973; 270-280) categorizes the functions of these relative pronouns as follows:

Who: Whom

The pronouns **who** and **whom** are found in all types of relative clauses and are used with antecedents that are the names of persons or animals who are referred to by she or he.

"Who" functioning as a subject.

Who:

Defining clause

The candidate **who** has passed his examinations must apply to the master of the Rolls for admission.

Non-defining clause

Bowen was supported by his headmaster, **who** ensured that the modern side should be a soft option.

Whom Functioning as an object.

Defining clause

There are few people **whom** he would address as "sir".

Non-defining clause

He was deserted by his Queen, **whom** he ever served with loyal devotion.

Whom is used with prepositions, which usually precede the pronoun.

Defining clause

There is a council of the Stock Exchange to whom the matter can be safely left.

Non-defining clause

President Wilson, with whom he had not the same intimate relations, treated him much less sympathetically.

Whose occurs with names of persons and names of things; the group whose+noun may be a subject or an object or dependent on a preposition.

With names of persons:

Defining clause

The girl whose mother I was speaking to has left the room.

Non-defining clause

Beethoven, whose music you have just been listening to, was one of the world's finest composers.

With name of things:

Defining clause

My aim has been to write about the less accessible islands whose charms are not so widely known.

Non-defining clause

Upon the remains of the old cathedral they built a new priory, whose ruins still remain.

Underhill (1980; 275) states that the choice between the relative pronouns "who", "whom", "whose" in English depends on the grammatical function of the head noun in the included sentence (it's position in the sentence makes no difference).

Which which is used as a subject, an object and a prepositional object or adjunct; its antecedent is the name of a thing or of an animal referred to by the

neuter pronouns.

Which as a subject:

Defining clause

The mists which sometimes cover the top of the island obscured the light when it was most needed.

Non-defining clause

So, we come to the Isle of Portland, which juts out into the sea like a great stone ship.

Which as an object,

Defining clause

This has given to English society a strength which other contemporary societies have lacked.

Non-defining clause

The young man gives his fiance a jewelled engagement ring, which she wears on the third finger of her left hand.

Which as an object of preposition:

"Which" is found with prepositions, which may precede the pronoun.

Defining clause

The protege produced lines for which he was reproved.

Non-defining clause

Then one sees the churn in action, that deep narrow cleft, along which in stormy weather the waves are forced by tremendous pressure

That as was illustrated in chapter I (Table.1) "that" can replace who, whom or which in defining clauses, but it can't be substituted for "whose". In general "that" is not used as a relative pronoun in non-defining clauses although as the following two examples taken from Scheurweghs (1973,27) make clear, it is

possible as a stylistic device in certain literary forms of English.

That as a subject,

I made my way carefully down the steps that had been blasted in 1944.

That as an object,

The old-fashioned flowers have made way for the biggest and brightest flowers that modern horticultural science can devise.

According to Culiver (1982,210) it is apparent that in its function a relative clause, like an adjective is a modifier of the noun. In many instances it is possible to paraphrase an expression that has an adjective with one that has a relative clause.

a) John is a very bald man.

b) John is a man who is very bald.

It is also apparent that the relative clause itself is a sentence: It contains a subject, a predicate, an auxiliary as well as the other characteristics that identify sentences.

Culliver further discusses the way in which a sentence can be expanded through the use of relative clauses; in fact there is no logical limit to this extension of the NP although obviously it becomes impractical to extend a sentence beyond a certain point. It should be noted that the process of relativization in Turkish is similarly without definite boundaries.

To illustrate this point, let's examine this example:

The man has golden teeth.

To get the longer sentence, we attach a relative clause to the man

e.g. who stole my umbrella

This yields; "The man who stole my umbrella has golden teeth".

We can attach a relative clauses onto umbrella to get a still longer sentence.

e.g. "The man who stole my umbrella which was on the clothes peg has golden teeth".

Similarly, another relative clause also can be attached to the clothes peg and so on. Such a phenomenon is called recursion.

Finally, Chomsky, In "Aspects of Theory and Syntax" proposes that all English Relative clauses are embedded in Noun phrases. That is the basic rules of English include a rule to the effect that a noun phrase may consist of a noun plus a sentence, and the transformatinal rules of English include rules that, under specified circumstances, transform a sentence that is part of a noun phrase into a relative clause. Thus the base rules might specify a noun phrase that includes the noun people and the sentence I saw people, and the transformational rules might operate to transform this into the noun-plus-relative-clause structure, people whom I saw. (Schachter, 1978:271)

E.g. I saw a boy that hates ice cream.

Lakoff (1970:290)

CHAPTER III

TURKISH RELATIVE CLAUSES

3.1. TURKISH RELATIVE CLAUSES

As stated in Chapter I, the principal means of expressing relativization is through the relative pronoun in English whereas Turkish makes use of various suffixes.

According to Underhill (1980:276) a relative clause in Turkish is formed by the following steps.

1. Move the head noun to the end of the sentence (In Turkish, a modifying phrase must precede the word it modifies.)

2. Select the appropriate form of participle;

If the head noun was the subject of the sentence, a subject participle is used.

3. Replace the tense suffix of the verb with a participle suffix.

For example, given Adam yemeğe geldi.

The man came for dinner, we (1) move adam to the end and (2-3) replace the tense -di with the participle -en, to produce:

Yemeğe gelen adam..... the man who came to dinner.

Coşar (1979:29) in his M.A. thesis "Teaching Relative Clauses to Turkish students" states that "Turkish has a large stock of suffixes marking non-finite embedded sentences. They signal information as to the grammatical function of the sentence they serve to subordinate".

Here, the term "embedded sentence" needs to be clarified. Brown (1973:25) defines embedding as "from the syntactic point of view any process which makes one sentence into a grammatical constituent of another sentence, whether the constituent be subject, object, verb complement, etc. From a semantic point of view embedding may be regarded as any process that places a preposition in a particular semantic role within another preposition whether that role be agent, patient, experiencer or instrument or whatever"

Özel (1979) categorises those suffixes which mark non-finite embedded sentences as -mak(-mek), -ma(-me), iş(-iş,-uş,-uş) for nominal functions, -an(-en),-acak (-ecek), -dık (-dik, -duk, -dük; -tik, -tik, -tuk, -tük), -ar (-er, -ır, -ir, -ur, -ür), -maz (-mez) and -muş(-miş,-muş, müş) for adjectival functions and -e(-a), -eli, -ip(-ip), -arak(-erek), -ınca(-ince) for adverbial functions.

Our main concern is those suffixes as adjectival functions which are used in a relative clause constructions in the followings examples;

-an

..... kırık çizgilerle şakaklarına kadar uzayan kaşlar.

(Güntekin, Damga 35)

-ecek

..... Hamzamız da sizin kaçacak delik arayacak.

(Kemal, İnce Memed, C II, 21)

-dik

Şehirde başka tanıdığı olmadığı için, doğrudan benim evime indi.

(Güntekin, Damga, 120)

-miş

..... dikili mısır sapları, kurumuş otlara yalın düşmüş yanıyordu.

(Kemal, İnce Memed, C II, 324)

-İ

..... bir an işten ve dayaktan baş alamamış bir an güler yüz görmemiş.

(Karaosmanoğlu, Ankara, 21)

-mez, -maz

Balta girmemiş, kuş uçmaz, kervan geçmez alanlardır bunlar.

(Kemal, İnce Memed, C II, 16)

3.2. FUNCTION OF TURKISH RELATIVE SUFFIXES.

As defined by Gencan (1981) and Ergin (1972) Turkish relative suffixes function in the following way (382-384):

1- "-en", "-an"; depending on Turkish vowel harmony, is the most common suffix referring to present tense. It can be attached to all stems of verbs. The functions of "en" or "an" suffix is to introduce the subordinate clause within the main sentence. It is normally present, but with a past time adverbial it refers to past.

e.g. uyuyan çocuk, gelen konuk Özel (1979:136).

The clause ending with the "- an" or "- en" suffix refers to the Aorist tense (simple present tense) .If the stem of the verb ends with a vowel the buffer consonant "y" is put between the two as in the example of uyuyan çocuk.

2- "-ecek", "-acak": These are another of the most common suffixes. They are attached to the stem of the verb and depending on the last syllable of the verb becomes "-ecek" or "-acak", obeying the rule of vowel harmony.

"-ecek" or "-acak" are the suffixes refer to future tense.

e.g. doğacak çocuk, verilecek borç. Ergin (1972:336)

3- -dik, dık; -tık, -tik:

The suffix -dik denotes the past tense relatives. It functions as a suffix form of 1st person plural (we). -dik and the cognates take the possessive case of the verb as in the example of "gördüğüm adam".

e.g. tanıdık kişi, bildik yer. Özel (1979:135)

4- -mış and the cognates:

This is another of the most common suffix used in Turkish depending on the vowel harmony. -mış and the cognates of it function as a suffix of the past perfect tense not past tense.

e.g. susamış insan, görmüş, geçirmiş adam. Ergin (1972:335)

-r, -ar, -er, -ur, -ür:

These are the suffixes referring to present tense too, but those suffixes are not commonly used. The suffixes -en, -an are used instead.

-ur and -ür now is not present now, it has been wiped out in Turkish for many years.

e.g. geçür akçe, dayanılır şey. Ergin (1972:336)

-mez, -maz:

This is the negative suffix of present tense, It has been used widely to the present time.

e.g. dinmez ağrı, bitmez, tükenmez iş. Özel (1976:136)

Balpınar (1987) describes the rule for the formation of relative clauses in Turkish in three steps.

E.g. Adamın satacağı yumurtalar bozuk çıktı.

1- Delete the identical NP.

2- Replace the tense morpheme of the verb in the embedded sentence with the relative clause linker, -ecek, if the identical NP is the object of the embedded sentence.

3- Provide subject-verb agreement with genitive plus possessive markers.

Step 1 : yumurtalar bozuk çıktı.

Step 2 : adam yumurtaları satacak.

Step 3 : Adamın satacağı yumurtalar bozuk çıktı.

Although this study was not aimed at include another relative clause construction which is known as "ki relatives" in Turkish since the main topic is Relative Clauses. Coşar (1983:-) says that Turkish has borrowed this form from Persian. However it is used rather rarely because of its highly restricted use. Also, it is often used incorrectly by some Turkish speakers as in the examples given below:

1- a. Kapının yanındaki adamdır ki o benim amcamdır.

b. The man, who is next to the door, is my uncle.

2- a. Bir oyuncu ki o başarılı olmak ister, çok çalışmalıdır.

b. A player who wants to be successful, must work hard.

3- a. Bir tarih ki bize o anlatır, geçmişle gelecek arasında bir köprüdür.

b. History that tells us these things is a bridge between the past and future.

Beside this ungrammatical usage of ki, The grammatical function of the morpheme -ki is clearly that of a conjunction, as in the following example.

-Sizinki gibi bir kalem (as a morpheme)

C.Emre (1945:135)

-İşittim ki arkadaşımız seyahate çıkıyor (as a conjunction)

Cevat Emre(1945:529)

These functions of -ki must be seperated from that kind of ungrammatical construction mentioned above.

CHAPTER IV

THE SIMILARITY AND DIFFERENCES BETWEEN TURKISH AND ENGLISH RELATIVE CLAUSES

4.1. THE DIFFERENCES BETWEEN TURKISH AND ENGLISH RELATIVE CLAUSES

It will be useful to point out the differences between Turkish and English relative clauses because it was observed from the students exam papers that some Turkish students obeyed the rule correctly because Turkish has got the same rule and they mostly made errors because the structure of those relative clauses were quite different from Turkish equivalents. So, as in stated in the following:

"The ways in which similarity and diversity
between languages promote interference"

Di Pietro (1978:7)

Underhill (1980:273) points out that "constructions with participles in Turkish correspond to constructions with relative clauses in English." He further explains these constructions by giving an example in English.

"The man who came to dinner was John's friend " In this sentence, the main statement is " The man was John's friend " and " The man came to dinner " is included within the main sentence to identify the noun "man".

He compares those two clauses both in English and Turkish and states that "In Turkish, as in English, the form of the relative clause is determined by the grammatical role of the head noun in the included sentence; in particular, this determines the choice between "subject" and "object participles".

Another point for comparison between these two clauses is the tense distinction. In Huddleston's words (1984 : 267) "The Relative clause in English makes a distinction of tense so that we have a contrast between, say, "a tomato that was ripe" and "the tomato that is ripe" but in "the ripe tomato " the temporal contrast is not encoded and the time of the ripeness has to be inferred pragmatically".

On the other hand, Slobin & Zimmer (1968:19) say that "In Turkish, the tense suffix of the verb is replaced with one of a number of nominal suffixes, The subject of the complement is marked genitive and the corresponding possessive suffix is placed on the nominalized verb. The nominalized verb then gets whatever case suffix is appropriate for its function in the higher sentence.

Eg. (Biz) Hasan-ın mektub-u gönder-diğ-in-i bil - iyor - uz

We gen letter send nom. 3sg obj know pro. 1.plural

We know that Hasan sent the letter.

In Turkish, relativization basically replaces the tense with a suitable relativizer (or linker) and deletes the coreferential noun phrase. If the noun phrase is the subject, the suffix can be -en, -ecek, -miş or -dik. The suffix in Turkish is determined by the tense of the verb in the embedded sentence.

In the following examples, the modified noun is the subject of the embedded sentence.

1. a) Evli olan adan doktordur.

b) The man who is married is a doctor.

2. a) Emekli olacak memurlar çok sıkı çalışmamalı.

b) The clerks who are going to retire, shouldn't work very hard.

3. a) Yırtılmış kitabı kimse almaz.

b) One can't buy books which have already been torn.

4. a) Kız kardeşimin aldığı elbise pahalıydı.

b) The dress that my sister bought was expensive.

5. a) Konuşmacının okuyacağı metin çok uzundu.

b) The text which the speaker will read was very long.

Mardin (1976:200) makes the distinction between Turkish and English relative pronouns and says the followings:

"The English relative pronoun (who, that, which), when it is the subject of a verb, is expressed in Turkish in the present participle -en or -an, the past participle with -miş, or the future participle with -ecek. As an attributive adjective the participle precedes the noun. As an English possessive or objective relative pronoun (whose, whom, from which, in which, at which, etc.) is expressed in Turkish in the past participle with "dik" with a possessive suffix."

Slobin & Zimmer also state that the Turkish language adheres to one -to-one mappings in inflectional morphology but not in causal embedding, while English language presents the opposite pattern".

Thus, from the contrastive point of view, to acquire relatives in English is different. They further say "we find clearly separated surface clauses in Indo-European languages, where as the corresponding clauses in Turkish are condensed into deverbal particles of various sorts"

As we can see in the following example.

E.g. gelen adam

came SR man

"the man who came"

Here, the correferential noun, "man" acts as a subject in the relative clause and "man" is marked by -en referred to as SR (subject relative). English retains a verb (came) and a subject pronoun (who). Turkish has a nonfinite verb whereas English has finite verb in such constructions.

Also, one can easily see the differences in formation both in English and Turkish. The relative pronoun or linker comes before the verb in English whereas the linkers come after the verb in Turkish. Relative clause follows the head N.P. in English.

4.2. THE SIMILARITIES BETWEEN TURKISH AND ENGLISH RELATIVE CLAUSES

Despite these differences between Turkish and English, there are some similarities in the process of relativization in English and Turkish.

According to Koç & Enginarlar, both in English and Turkish optional deletion of Relative clauses can be seen in the following examples (1979:79).

- 1.a. The thief who has a gun in his hand is dangerous.
- 1.b. Elinde silah bulunan hırsız tehlikelidir.
- 2.a. The thief with a gun in his hand is dangerous.
- 2.b. Eli silahlı hırsız tehlikelidir.

Sometimes, however, the relative pronoun can not be omitted as in the sentence below.

E.g. The man is coming to tea. (Well, which man?)

The man who wrote this poem is coming to tea.

In Turkish, the same structure can be observed as in the following example:

E.g. Toplantı salonunda yapılacakmış (Hangi salon?)

Toplantı büyük anfinin yanında olan salonunda yapılacakmış.

Finally, in the same category, as was discussed in chapter II, Turkish relative clauses can also be expanded to construct a longer grammatical sentence as happens in English.

E.g. O gün ağız dolusu gülen Mustafa Kemal, Misafir bulunduğu limanın şenliklerine karışan büyük bir zırhlıya benziyordu.

This sentence is the combination of three relative suffixes introduced in each part of the sentence .

The first one is introduced with -en suffix:

O gün ağız dolusu gülen,

The second is given with the suffix -dik:

Misafir bulunduğu liman,

The last one is -an suffix:

limanın şenliklerine karışan (Rasim Şimşek)

4.3. RESEARCH DONE BY TURKISH LINGUISTS ON THE COMPARISON OF RELATIVES IN ENGLISH AND TURKISH

Kösem (1975) made a contrastive study of Relatives in English and Turkish as his doctoral thesis. He states the following about English Relative pronouns. "They are differentiated according to whether they have placed human and non-human nouns, who is used only for human nouns and which for non-human.

That can be used for either" (1975: 28)

When we look at the structure of Turkish relative clauses, choosing the appropriate relative suffix for the sentence doesn't cause such a dilemma. The distinction between human and non-human doesn't exist in Turkish.

Kösem further says that "Turks, learning English have somehow to form the automatic unconscious habit of associating 'who' and 'whom' with human nouns, 'which' with non-human, 'that' and 'whose' with either and he gives the following examples:

who

a) The students /that/ are answering the questions

whom

b) The students / that / I'm going to help.

which

c) The flowers / that / are in the vase.

d) The boy /whose/ father is a teacher .. (1975:117)

The tense distinction is another point for comparison between Turkish and English Relative clauses. In Turkish relative clauses the relativizers are added to the main verb of the sentence or to the copulative verb "ol".

Togay (1981) made a contrastive study of the Auxiliary in Embedded sentences in English and Turkish for his doctoral thesis. He gives the following examples as relativizers in tenseless surface relatives. (1981:105)

a) Konferans veren doktor

b) Konferans vermiş olan doktor

- c) Konferans verecek olan doktor
- d) Doktorun verdiği konferans
- e) Doktorun vermiş olduğu konferans
- f) Doktorun verecek olduğu konferans

In English relative clauses, the tense marker functions for each action in different time without the addition of appropriate suffixes.

Coşar in his unpublished M.A. thesis (1983) discusses relativization in English and Turkish using Dede's theory about deep and surface structure in both languages.

According to Dede, in the deep structure both English and Turkish sentences look similar. This implies that the dissimilarity is only on the surface structure. (Dede 1970)

English

1. NP ===== NP₁ + [s- - NP₂]_S

Where NP₁ is coreferential with NP₂ in S.

2. a) the man [the man came] =====

the man who came [+human]

b) the book [the book states this] =====

the book which states this (-human)

3. the man [I saw the man] =====

a) the man (who(m) I saw (+human)

b) the book [I read the book] =====

the book which I read (-human)

4. a) the man [the man's name is John Miller] =====

the man whose name is John Miller (+human).

- b) the book [the title of the book is Gone With The Wind =====
the book whose / of which the title is Gone With The Wind (-human)

Turkish

1. NP ===== [s __ NP₁ s] + NP₂

Where NP₁ is coreferential with NP₂.

2. a) [adam geldi] adam ===== gel-en adam

b) [kitap bunu yazıyor] kitap ===== bunu yazan kitap
(no ± human distinction)

3. a) [ben adamı gördüm] adam =====

(ben-im) gör-düğ-üm adam

b) [ben kitabı okudum] kitap
(no ± human distinction)

4. a) [adamın adı John Miller] adam =====
adı John Miller olan adam

b) [kitabın adı Rüzgar Gibi Geçti] kitap =====
adı Rüzgar Gibi Geçti olan kitap.
(no ± human distinction)

CHAPTER V

THE METHOD

5.1. RESEARCH DESIGN

This is a cross-sectional study where language data was collected from a relatively large sample of learners at different levels of proficiency in order to provide the material for a diagnostic case study.

To find out the answers to the questions stated in Chapter I, two types of test were given to the academics at Firat University in Elazığ.

The result of the tests were then analysed by using statistical techniques.

5.2. SELECTION OF SUBJECTS:

The subjects who were given the tests were students who attended the summer school at Firat University. The summer English course was organized by the Higher Education Council (Y.Ö.K.) as it is in many Universities in Turkey. Firat University has been running a summer school programme since 1988. The summer school is only for academics including research assistants, lecturers, assistant professors and associate professors.

The programme aims to help the academics improve their English so that they will be in a better position to understand English texts related to their specific

field. The course lasted 10 weeks.

All the students were native speakers of Turkish and less than half of them studied German, besides English and all were between 24-43 years of age.

At the beginning of the course, a placement test was given to all students. As a result of this test which determined the students proficiency in English, students were placed into four groups: Beginners, Elementary, Intermediate and Advanced. Students in the "Beginners Class" were not considered as subjects for this study because of their lack of knowledge of basic English. Students were put in three classes. The students who scored over 60% were put into the Advanced class, over 40 % into the intermediate, between 23-39 % into the Elementary class.

Subjects were taught by native and non-native speakers of English. The course books used were from the Cambridge series: (1,2, and 3) with which the students were already familiar. The Cambridge Student's Books were taught by foreign instructors, and the Cambridge Practice Books were taught by Turkish instructors, this means that students learnt pronunciation, vocabulary and English as spoken English from the native teachers and grammar from the Turkish instructors. The classes consisted of 3 hours of teaching by native speakers and 3 hours from non-native speakers; a total of 6 hours a day from 8 o'clock in the morning to 2.30 in the afternoon.

5.3. DATA COLLECTION AND DESCRIPTION OF TESTS:

The test given to students was of two types. The first test was a combination test where subjects were asked to combine two sentences with the appropriate relative pronoun (joining two sentences). There were 50 questions in the first test. The students were advised to examine these carefully before they started answering the questions. The questions contained different relative pronouns in equal number (Appendix B).

The second test was a completion test (fill-in-the blanks) where subjects were asked to complete the blanks with the appropriate relative pronoun. Again, 50 questions were given and two model sentences were also included in this section. The students were asked to do both the completion and combination tests at the same time due to the limited time available on their time-table. Each question in both tests, was given one point and subjects were given 120 minutes to finish them.

The material for both the combination and the completion tests was taken from Living English Structure by Allen (1974:212-219), Combined-Exercies by Thomson & Martinet (1976:58,59,60,61) and English Grammar in Use by Murphy (1986:183). Special attention was paid to the choice of material in that exercies were only taken from books which provided a key to assure reliability.

5.3.1 THE REASON FOR CHOOSING THE COMBINATION AND THE COMPLETION EXERCISES

For this study, combination and completion tests were given to students. The reason for choosing these two types of test was that the completion test focuses specifically on the use of the relative pronoun, whereas in the combination test the students' ability to manipulate the relative pronoun was placed within a broader grammatical context which draws on their background knowledge of English.

To examine the frequency order of relative pronouns in these different context special attention was paid to the selection of texts. These texts were analysed and the occurance of each relative pronouns was calculated in order to determine the order of frequency .

This "frequency order" was then compared with the results obtained from the combination and completion tests in order to determine whether there was a significant relationship between the two. i.e. whether language learners are more

successful in using these relative pronouns which were found to have a high order of frequency in native English and whether frequency affected the use of the relative pronouns in both tests.

5.4. METHODOLOGICAL ASSUMPTIONS

It is assumed that;

- The results of the first test (the combination test) will not only reveal the students ability to choose the correct relative pronoun but will also examine in greater depth their understanding of the grammar of the relative clause.

- The results of the second test (completion test) will determine the students' success in using relative pronouns.

- The standard of English used in the combination and completion tests was determined by that of the level-finding exam.

5.5 ANALYSIS OF THE TESTS:

The proficiency level of the subjects was measured by a level-finding exam given prior to the start of the course. The proficiency test was adopted from different sources; Test for proficiency in English by Sharpe (1988), İngilizce Test ve Çeviri Klavuzu by Kocaman & et al. (1984) and from the replacement tests given at Anadolu University and the American Association centre. There were 100 questions and subjects were given 120 minutes to answer the questions.

Questions were chosen deliberately to include all aspects of grammar; vocabulary, translation, reading comprehension, etc. Each question scored one point. (Appendix A)

Mid-way through the 10 week summer course, the subjects were given another test which determined their use of the relative pronoun which is the topic

of this study. The results of the tests were correlated in order to find out whether a high level of English meant a higher success rate in using English relative pronouns.

5.8. THE FREQUENCY AND THE USE OF ENGLISH RELATIVE PRONOUNS:

Frequency counts of the English relative pronouns who, that, which, whose, whom were done. Ten different of texts were chosen: From the Sunday Times: a book review, a sports article, and a review of current T.V. programmes (all by different Journalists), from a Tourist guide of Britain, from an article, Resurgence (a British ecolocigal magazine), from an extract, the Introduction of a Novel by Conrad, from a song by Simon & Garfunkel, from excerpts of Radio programmes; a transcription recorded by Forum, from the Times Educational supplement, a diary, and from a scientific text: Hand book for farmers, Stock diseases (Appendix D).

5.7. LIMITATIONS

To summarize, this study was limited to;

-Academics aged between 24-43 attending the summer school at Firat University.

-English relative clauses containing the relative pronouns "who", "which", "that", "whom" and whose".

- The usage of English relative pronouns by Turkish students was examined in two tests;

a) Combination test (joining the sentences)

b) Completion test (fill-in-the blanks)

- The usage of English relative pronouns was only tested in the affirmative form of the sentence, not in the interrogative form and etc.

- An examination of the correlation between the frequency in English used by native speakers and the capacity of Turkish students to use these pronouns correctly.

CHAPTER VI

ANALYSIS OF RESULTS

6.1 THE RESULTS OF THE TESTS:

The general aims of this study are to find out whether the Turkish students' level of English affect their success in using English relative pronouns in the three classes; whether there is a significant difference between the students' score obtained in the testing of relative pronouns in both tests and between the classes; whether the order of use of relative pronouns used by Turkish students is related to the order of frequency by native speakers in different texts or whether there is a correlation between the order of use and the order of frequency of the English relative pronouns; whether it is structurally difficult for Turkish students learning English as a foreign language to use English relative pronouns

To achieve these aims, the students were given two tests, as has already been described. The first test was a combination test where students were asked to combine two sentences with the appropriate relative pronoun and the second test included a completion test where students were asked to fill in the blanks, again using the appropriate relative pronouns.

Scattergrams and correlations were used to find out whether there was a significant correlation between the Turkish students' level of English measured by a level finding exam given at the beginning of the course and the testing of English

relative pronouns determined by the Combination and the Completion test and whether there was a correlation between the use of relative clauses by Turkish students a) in the Elementary class, b) in the Intermediate class, c) in the Advanced class d) in the three classes and the frequency of relative pronouns by native speakers.

T- tests were calculated to find out whether there was a difference between the Turkish students' score in the Combination and the Completion test a) in the Elementary class, b) in the Intermediate class, c) in the Advanced class d) in the three classes and whether there was a difference between their scores obtained in the testing of relative pronouns in the combination and the Completion test a) in the Elementary and Intermediate class, b) in the Intermediate and the Advanced class, c) the Elementary and the Advanced class.

The column graphs were used; a) to compare the scores of the students of three groups in the Combination and the Completion tests and to analyse the results of the scattergrams and T-tests from another view of point; b) to find out the order of use of English relative pronouns in both the Combination and the Completion test in the three groups; c) to find out the order of frequency of English relative pronouns by native speakers; d) and to compare the order of use of English relative pronouns by Turkish students with the order of frequency of those English relative pronouns by native speakers.

The tables show the percentages of the students' correct and incorrect answers of relative pronouns a) in the Combination test) in the Completion test c) the total results of the Combination and the Completion test were analysed to assess the difficulties of relative clauses for Turkish students.

6.2. CORRELATIONS AND SCATTERGRAMS OF STUDENTS' LEVEL AND THEIR SCORES FROM THE TESTS

To answer the questions 1,2,3 and 4 stated in Chapter I, correlations were calculated and scattergrams by using Simple curve were made.

The correlation between the Turkish students' level of English by a level finding exam and their scores obtained in the testing of relative pronouns in both the Combination and the Completion test in Elementary class was calculated as $r = 0.55$. This correlation is shown in Figure : 1.

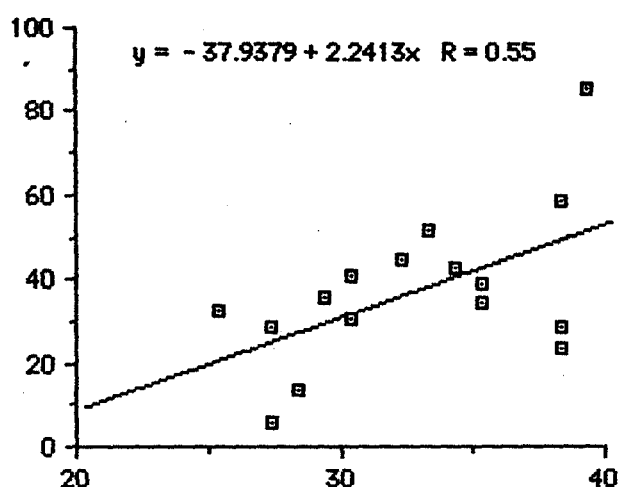


Fig. 1

The correlation between the students level of English and the result of the combination and the completion test in the Elementary class

The correlation between the Turkish students' level of English measured by a level finding exam and their scores obtained in the testing of relative pronouns in both the Combination and the Completion test in the Intermediate class was calculated as $r = 0.42$. This correlation is shown in a scattergram in Figure : 2.

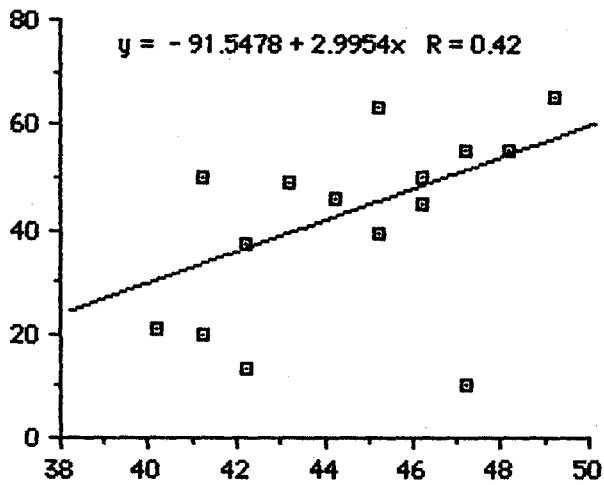


Fig. 2

The correlation between the students level of English and their use of relative pronouns in the Intermediate class

The correlation between the Turkish students' level of English measured by a level finding exam and their scores obtained in the testing of relative pronouns in both the Combination and the Completion test in the Advanced class was calculated as $r = 0.13$. This correlation is shown in a scattergram in Figure : 3.

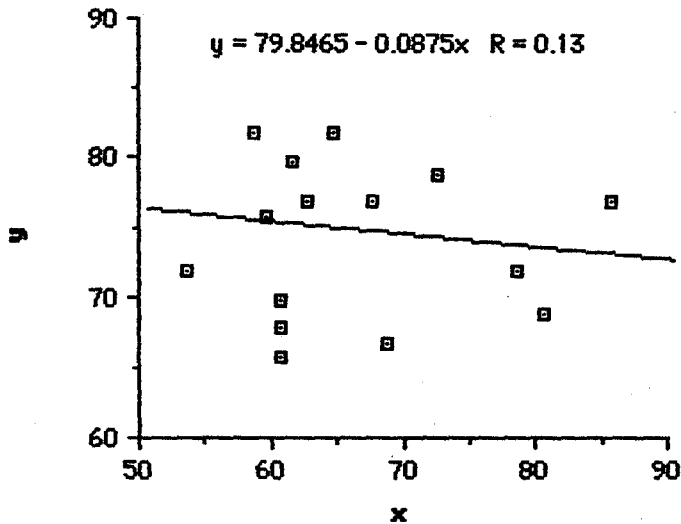


Fig. 3.

The correlation between the students' level of English and their use of relative pronouns in the Advanced class.

Finally, the correlation between the Turkish students level of English measured by a level finding exam and their scores obtained in the testing of relative pronouns in both tests by the three classes was calculated. This can be expressed as $r = 0.75$. This correlation is shown in a scattergram in Figure : 4.

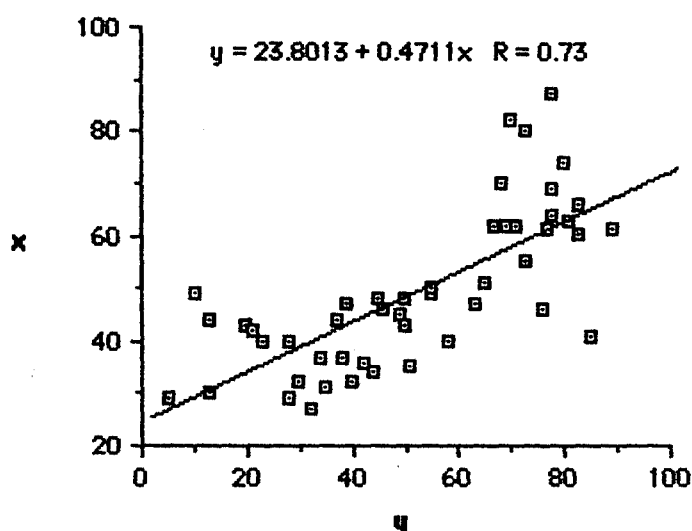


Fig 4 .

The correlation between the students' level of English and their use of relative pronouns in both tests in the three classes.

The correlation between the order of use of relative pronouns by Turkish students and the order of frequency of relative pronouns by native speakers was calculated by using a Polynominal curve with $r = 1.00$. This correlation is shown in the following Figure 5.

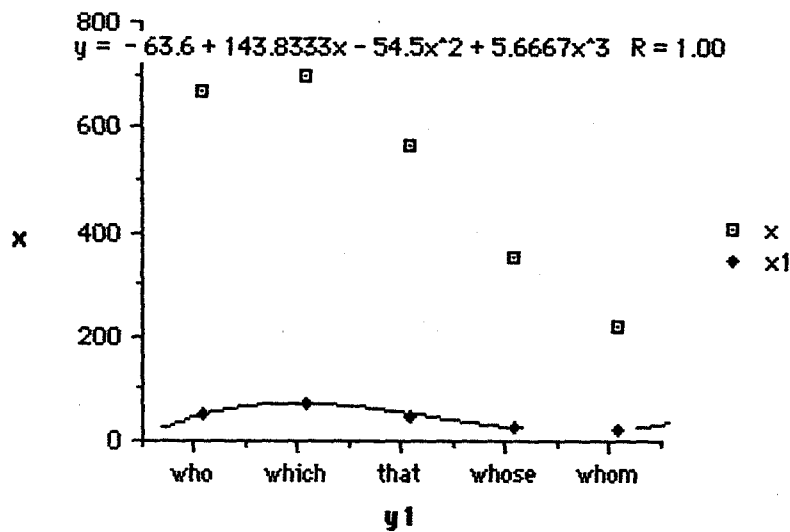


Fig. 5.

The correlation between the order of use and the order of frequency of relative pronouns.

6.3. T- TEST RESULTS OF THE COMBINATION AND THE COMPLETION TEST

To answer the questions 5,6,7,8,9,10 and 11 stated in 1.4. the following null hypotheses were formulated and tested by using t-test calculations of the students' score obtained in both the Combination and the Completion test.

According to this, the first null hypothesis can be formulated as below:

H_0 = There will be no significant difference between the Turkish students' score obtained in the testing of relative pronouns in the Combination and the Completion test in the Elementary class.

The difference between the Turkish students' scores obtained in the testing of relative pronouns in the Combination and the Completion test in Elementary class is summarized in Table 3.

Table 3

The results of the t-Test showing the Difference Between Turkish Students' scores obtained in the Testing of Relative Pronouns in the Combination and Completion test in the Elementary Class:

	n	x	sd.	t	p	level of sig.
Combination test		10.43	9.610			
	32			-4.08	>3.646	0.001
Completion test		24.81	10.303			

These results show that the Turkish students' score obtained in the testing of relative pronouns in the Combination test in the Elementary class had a mean value of $x = 10.43$ where the standard deviation was $s = 9.610$. Their scores obtained in the testing of the relative pronouns in the Completion test in the Elementary class had a mean value of $x = 24.81$ where the standard deviation was $s = 10.303$.

The t-value between the Turkish students' score obtained in the testing of relative pronouns in the Combination test and their scores obtained in the testing of relative pronouns in the Completion test was calculated as $t = -4.08 > 3.646$ at the level of 0.001 significance. As indicated by this result there was a significant difference between Turkish students' scores obtained in the testing of relatives in the Combination and the Completion test in the Elementary class. Thus, the null hypothesis set out above does not appear to be sound.

the testing of relatives in the Combination and the Completion test in the Intermediate class. Thus, the null hypothesis set out above does not appear to be sound.

H_0 = There will be no significant difference between the Turkish students score obtained in the testing of relative pronouns in the Combination and the Completion test in the Advanced Class:

The difference between Turkish students' scores obtained in the testing of relative pronouns in the Combination and the Completion test in the Advanced class is summarized in Table 5.

Table 5

The results of t-Test showing the Difference Between the Turkish Students' scores obtained in the Testing of Relative Pronouns in the Combination and Completion test in the Advanced Class:

	n	x	sd.	t	p	level of sig.
Combination test		32.93	5.527			
	32				-2.316	>2.042 0.005
Completion test		41.187	4.260			

These results show that the Turkish students' score obtained in the testing of relative pronouns in the Combination test in the Advanced class had a mean value of $x = 32.98$ where the standard deviation was $s = 5.527$. Their scores obtained in the testing of the relative pronouns in the Completion test in the Advanced class had a mean value of $x = 41.187$ where the standard deviation was $s = 4.260$. The t-value between the Turkish students' score obtained in the testing of relative pronouns in

the Combination test and their scores obtained in the testing of relative pronouns in the Completion test was calculated as $t = -2.316 > 2.042$ at the level of 0.005 significance. As indicated by this result there was a significant difference between the Turkish students' scores obtained in the testing of relatives in the Combination and the Completion test in the Advanced class. Thus, the null hypothesis set out above does not appear to be sound.

H_0 = There will be no significant difference between the Turkish students score obtained in the testing of relative pronouns in the Combination and the Completion test in the three classes

The difference between Turkish students' scores obtained in the testing of relative pronouns in the Combination and the Completion test in the three classes is summarized in Table 6.

Table 6

The result of t-Test showing the Difference between the Turkish Students' Score obtained in the testing of relative pronouns in the Combination and the Completion test in the three classes:

	n	x	sd.	t	p	level of sig.
Combination test		19.91	8.188			
	48			-3.48	>3.40	0.001
Completion test		30.33	8.698			

These results show that the Turkish students' score obtained in the testing of relative pronouns in the Combination test in the three classes had a mean value of $x = 19.91$ where the standard deviation was $s = 8.188$. Their scores obtained in the testing of the relative pronouns in the Completion test in the three classes had a mean value of $x = 30.33$ where the standard deviation was $s = 8.698$. The t-value between the Turkish students' score obtained in the testing of relative pronouns in the Combination test and their scores obtained in the testing of relative pronouns in the Completion test was calculated as $t = -3.48 > 3.40$ at the level of 0.001 significance. As indicated by this result there was a significant difference between the Turkish students' scores obtained in the testing of relatives in the Combination and the Completion test in the three classes. Thus, the null hypothesis set out above does not appear to be sound.

H_0 = There will be no significant difference between the Turkish students score obtained in both tests in the Elementary and the Intermediate Class.

The difference between the Turkish students' scores obtained in the testing of relative pronouns in both tests in the Elementary and the Intermediate class is summarized in Table 7.

Table 7

The result of t-Test showing the Difference between the Turkish Students' Score obtained in the testing of relative pronouns in both tests in the Elementary and the Intermediate class:

	n	x	sd.	t	p	level of sig.
Elementary class		17.62	9.95			
	32			-84	<2.000	0,001
Intermediate class		20.68	10.48			

These results show that the Turkish students' score obtained in the testing of relative pronouns in both tests in the Elementary class had a mean value of $\bar{x} = 17.62$ where the standard deviation was $s = 9.95$. Their scores obtained in the testing of the relative pronouns in both tests in the Advanced class had a mean value of $\bar{x} = 20.68$ where the standard deviation was $s = 10.48$.

The t-value between the Turkish students' score obtained in the testing of relative pronouns in the Elementary class and their scores obtained in the testing of relative pronouns in the Intermediate class was calculated a $t = -84 < 2.000$ at the level of 0.001 significance. As indicated by this result there was a difference between the Turkish students' scores obtained in both tests in the Elementary and the Intermediate class. Thus, the null hypothesis set out above does not appear to be sound.

$H_0 =$ There will be no significant difference between the Turkish students score obtained in both tests in the Intermediate and the Advanced Class.

The difference between the Turkish students' scores obtained in the testing of relative pronouns in both tests in the Intermediate and the Advanced class is summarized in Table 8.

Table 8

The result of t-Test showing the Difference between the Turkish Students' Score obtained in the testing of relative pronouns in both tests in the Intermediate and the Advanced class:

	n	\bar{x}	sd.	t	p	level of sig.
Intermediate class		20.68	10.48			
	32			-5.66	> 3.460	0,001
Advanced class		37.06	9.88			

These results show that the Turkish students' score obtained in the testing of relative pronouns in both tests in the Intermediate class had a mean value of $\bar{x}=20.68$ where the standard deviation was $s=10.48$. Their scores obtained in the testing of the relative pronouns in both tests in the Advanced class had a mean value of $\bar{x}=37.06$ where the standard deviation was $s=9.88$. The t-value between the Turkish students' score obtained in the testing of relative pronouns in the Intermediate and their scores obtained in the testing of relative pronouns in the Advanced class was calculated as $t=-5.66 > 3.460$ at the level of 0.001 significance. As indicated by this result there was a significant difference between the Turkish students' scores obtained in both tests in the Intermediate class and the Advanced class. Thus, the null hypothesis set out above does not appear to be sound.

H_0 = There will be no significant difference between the Turkish students score obtained in both tests in the Elementary and the Advanced Class.

The difference between the Turkish students' scores obtained in the testing of relative pronouns in both tests in the Elementary and the Advanced class is summarized in Table 9.

Table 9

The result of t-Test showing the Difference between the Turkish Students' Score obtained in the testing of relative pronouns in both tests in the Elementary and the Advanced class:

	n	\bar{x}	sd.	t	p	level of sig.
Elementary class		17.62	9.95			
	32			-7.00	> 3.460	0,001
Advanced class		37.06	4.88			

These results show that the Turkish students' score obtained in the testing of relative pronouns in both tests in the Elementary class had a mean value of $\bar{x} = 17.62$ where the standard deviation was $s = 9.95$. Their scores obtained in the testing of the relative pronouns in both tests in the Advanced class had a mean value of $\bar{x} = 37.06$ where the standard deviation was $s = 4.88$.

The t-value between the Turkish students' score obtained in the testing of relative pronouns in the Elementary class and their scores obtained in the testing of relative pronouns in the Advanced class was calculated a $t = -7.00 > 3.460$ at the level of 0.001 significance. As indicated by this result there was a significant difference between the Turkish students' scores obtained in both tests in the Elementary and the Intermediate class. Thus, the null hypothesis set out above does not appear to be sound.

6.4. THE RESULTS ANALYSED BY COLUMN GRAPHS

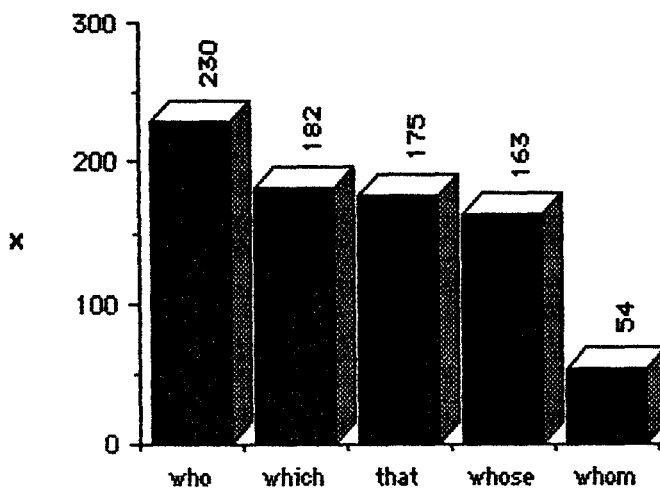
Column graphs were drawn to compare the Turkish students' level of English, dividing them into three groups (Elementary, Intermediate, Advanced); to see their scores obtained in the testing of relative pronouns in the Combination and the Completion test by the three groups; and to answer the questions 12, 13, 14, 15 and 16 stated in 1.4 . Then the results of the tests were analysed in Column graphs in various combinations.

6.4.1 THE RESULTS OF THE COMBINATION TEST:

In the Combination test, there were 50 questions, each of which was given 1 point. The total score of each relative pronoun was then indicated by the percentages for each relative pronouns in the combination test and are given in the following Table 10.

Table 10 : The result of the Combination Test:

Elementary Class		Intermediate Class		Advanced Class		Total	
Rel.Pro.	Percent.	Rel. Pro.	Percent.	Rel. Pro.	Percent.	Rel.Pro.	Percent
who:	31%	who:	48%	who:	81%	who:	53.95 %
which:	40%	which:	63%	which:	85%	which:	62.91 %
that:	17%	that:	31%	that:	64%	that:	36.45 %
whose:	8%	whose:	21%	whose:	73%	whose:	33.95 %
whom:	5%	whom	3 %	whom:	26%	whom:	11.75 %

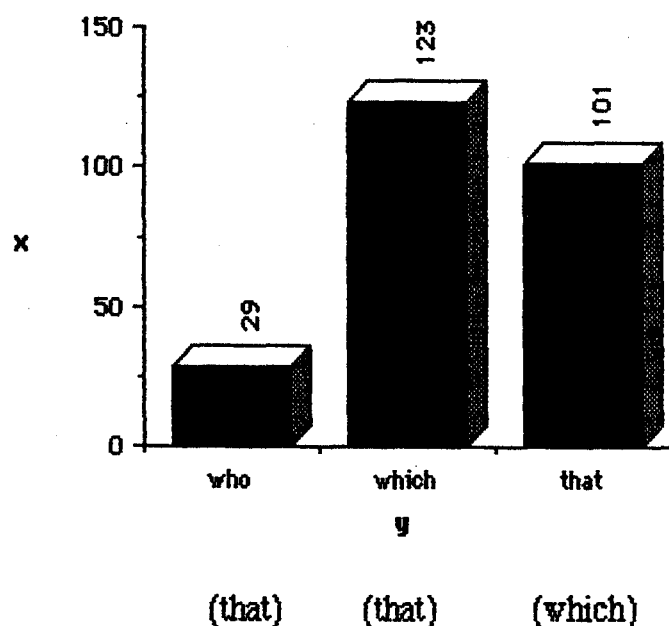


x=values

y=categories

Fig. 6

The percentages of correct answers when the key was applied in the Combination test by all students in different classes:



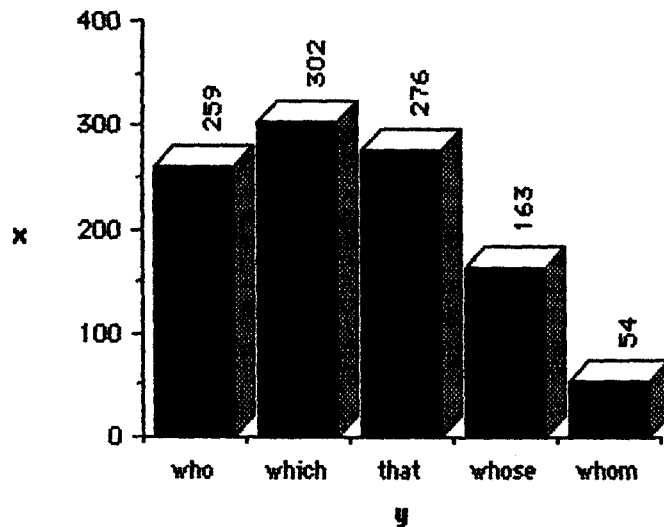
x=values

y=categorises

Fig.7.

The percentages of probable answers replaced by "who", "which" and "that" when the key was not applied in the Combination test by whole students

When Figure 6 and Figure 7 were compared, these percentages were depicted following the same order and shown in column graphs. The order of use of the English relative pronoun was found by means of this ordering which is shown in Figure 8. According to Fig 8, it can be concluded that the English relative pronoun "which" is the one which is used most often and "whom" is the one which is used the least. The other pronouns ranged between these two.



x= values

y=categorises

Fig. 8

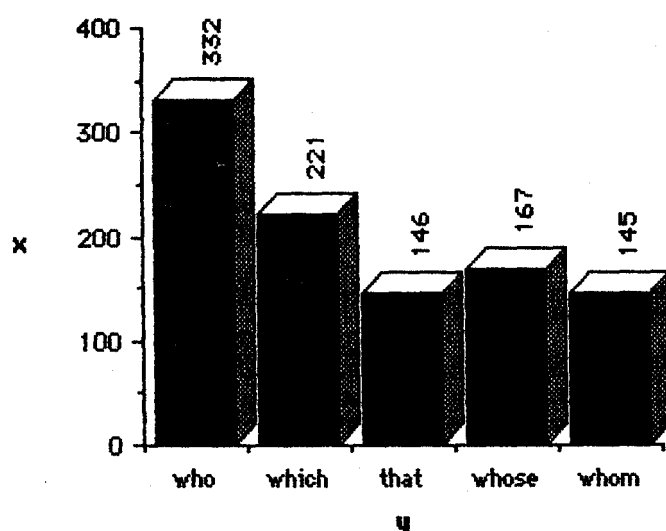
The percentages of correct and probable answers in the Combination Test by all students in the three classes.

6.4.2. THE RESULTS OF THE COMPLETION TEST

In the completion test, there were 50 sentences to be completed. The scores of each relative pronoun were indicated as percentages and shown in column graphs. The order of use of relative pronouns was found for the completion test by depicting these percentages following the same order. The percentages given for different relative pronouns in the completion tests are shown in Table 11.

Table 11: The result of the Completion Test:

Elementary Class		Intermediate Class		Advanced Class		Total	
Rel.Pro.	Percent.	Rel.Pro.	Percent.	Rel. Pro.	Percent.	Rel.Pro.	Percent
who:	73%	who:	68%	who:	96%	who:	80.83 %
which:	60%	which:	73%	which:	97%	which:	76.66 %
that:	68%	that:	77%	that:	91%	that:	78.66 %
whose:	12%	whose:	13%	whose:	80%	whose:	34.79 %
whom:	25%	whom	22%	whom:	44%	whom:	30.20 %



x=values

y=categorises

Fig. 9

The percentages of correct answers in the Completion test when the key was applied in the three classes

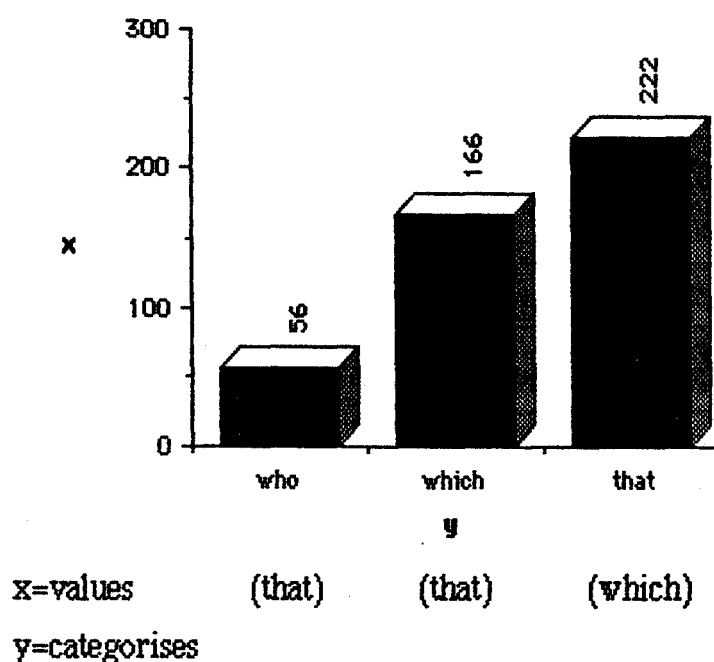
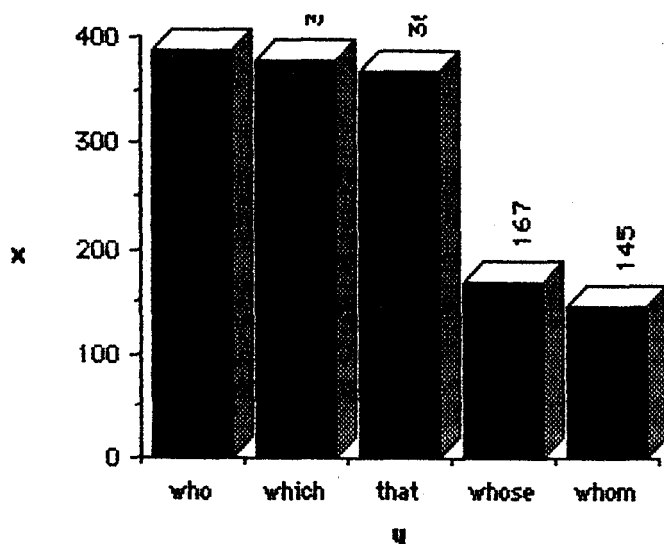


Fig.10.

The percentages of probable answers replaced by "who", "which" and "that" when the key was not applied in the Completion test by whole students

When Figure 9 and Figure 10 were compared, these percentages were depicted following the same order and shown in column graphs. The order of use of the English relative pronoun was found by means of this ordering which is shown in Figure 11. According to Fig 11, it can be concluded that the English relative pronoun "who" is the one which is used most often and "whom" is the one which is used the least. The other pronouns ranged between these two.



x=values

y=categorises

Fig.11

The percentages of correct and probable answers in the Completion Test by all students in three classes.

6.4.3. STUDENTS' SCORE BOTH IN THE COMPLETION AND THE COMBINATION TEST

In order to find out the answers of the 15 th. question stated in Chapter I, First, the scores of the combination test by the three groups of students was calculated. Each correct answer scored 1 point. Then the students' score in the completion test in the groups (Advanced, Intermediate and Elementary) was found. The number of correct and probable answers are shown in Table 10 and Fig.8. Each correct answer scored 1 point.

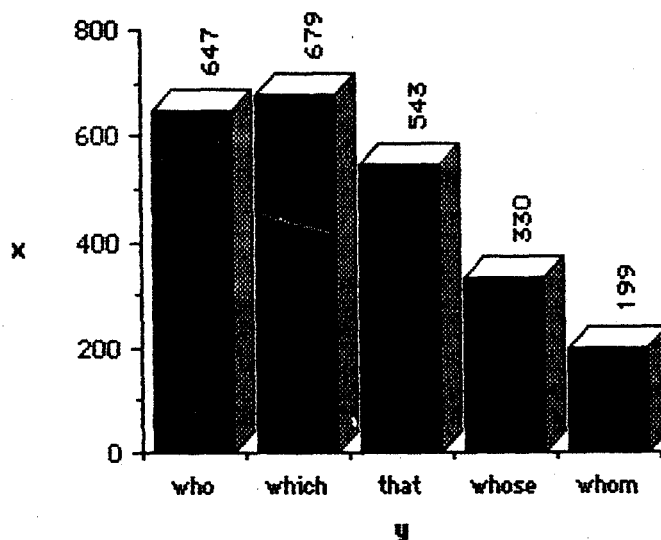
Then the scores of the completion test by the three groups of students was calculated. Each correct answers again was given one point.. The number of correct and probable answers are shown in Table 11 and Fig. 11.

Then the students' score in the combination and the completion test in the groups (Advanced, Intermediate and Elementary) was found by giving 1 point. According to this, the highest score a student could get in both the combination test and in the completion test was 50 points which is a maximum total score of 100 points.

After that the results of the Combination and the Completion test (fig.8 and fig.11) were combined to see which relative pronoun is used more or less than others and to see the differences in those relative pronouns and the students' ability to use them.

When the results of two tests were compared using statistical analysis, it was seen that the relative pronoun "which" was used the most often of all relative pronouns and the relative pronoun "whom" was used the least. The other relative pronouns ranged between these two.

The results are shown in the following Figure 12.



x=values

y=categorises

Fig.12.

The result of the Combination and the Completion test of all students in the three classes

Finally, the students score in both the combination and the completion test were compared again in column graphs in order to establish whether there were a significant difference in the use of them by the students and to see which test would give the more accurate results regarding the Turkish students' ability to use English relative pronouns. This result is shown in Figure 13.

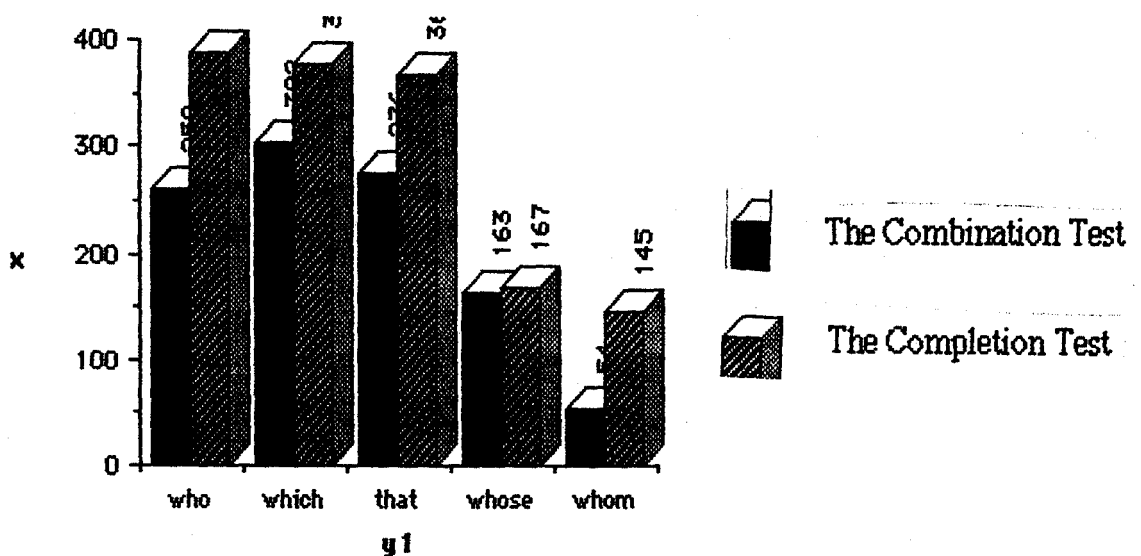


Fig. 13

The comparison of the Combination and the Completion test in the three classes in using relative pronouns

6.5 THE RESULTS OF THE FREQUENCY COUNTS OF THE ENGLISH RELATIVE PRONOUNS IN THE TEXT BY NATIVE SPEAKERS

By analysing ten different types of text (Appendix D) the frequency counts of English relative pronouns; "who", "Which", "that", "whose", "whom" were calculated not through the computer because it would not be able to differentiate between the other structures of WH- questions like "Who", "Which", "Whose" and

"Whom", the noun clauses including "who", "which", "whose" and the Demonstrative and Adjective pronoun like "that". The results are shown in the following Table 12.

Table 12:

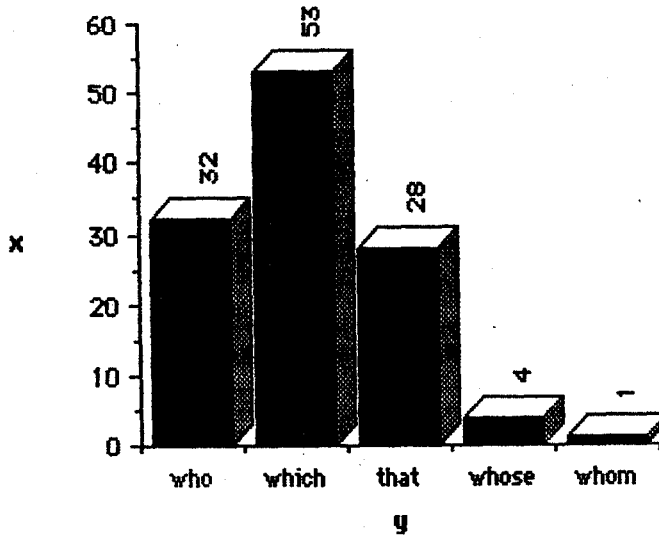
Type of Text	<u>who</u>	<u>which</u>	<u>that</u>	<u>whose</u>	<u>whom</u>
1- Book review , The Sunday Times					
"The good, the bad and the sin" (779 words)	4	1	6	0	0
2- Maps and Guides of Britain					
'where to stay' (1072 words)	0	9	0	1	0
3- Resurgence					
"Tree Temples" (792 words)	4	4	0	0	0
4- Hearth of Darkness					
"introduction to the novel" (1088 words)	8	5	0	1	1
5- The Sunday Times Review					
"Guide to Today's Television" (1046 words)	4	11	6	2	0
6- The Sunday Times Sport					
(972 words)	8	6	0	0	0
7- Handbook for farmers					
Stock Diseases (838 words)	1	6	2	0	0

8- (A Song)					
The sound of the Silence	0	0	6	0	0
(228 words)					
9- Are You Listening?					
Excerpts From Radio programs	1	1	4	0	0
(716 words)					
10- The Times					
Educational Supplement	1	10	4	0	0
Diary					
(1134) words					
<hr/>					
Total=	31	53	28	4	1
<hr/>					

**Table : 12 The result of the Relative Pronouns
used by Native speakers in Different Texts**

A frequency count of English relative pronouns ;"who", "which", "that", "whose" and "whom" was done to find out the order of frequency of English relative pronouns. The results were then calculated as numbers and the English relative pronouns in these texts were depicted following the same order from "who" to "which". This order indicated the order of frequency which is shown in figure 14 by means of column graphs.

From this, it can be seen that "which" is the most frequent relative pronoun according to the order of frequency shown in column graphs in figure 14. The least frequent relative pronoun is "whom".



x=values

y=categories

Fig. 14

The order of frequency of relative pronouns in different texts used by native speakers

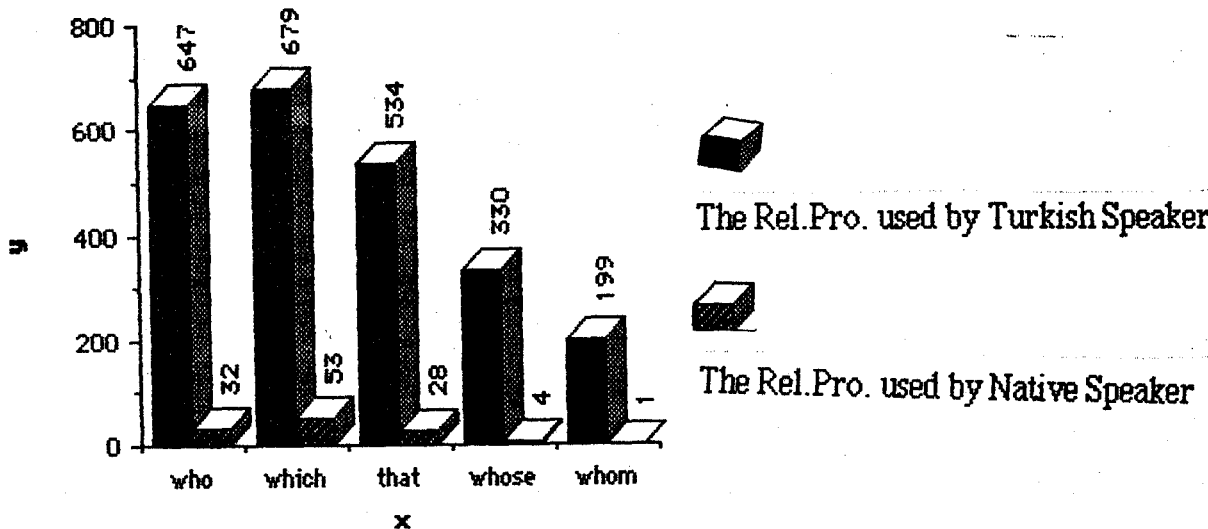


Fig. 15

The comparison of the order of use of English relative pronouns by Turkish Students with the order of frequency of those English relative pronouns used by native speakers

6.6. THE FINAL RESULTS SHOWN IN TABLES

Finally, to find out the answer to the last question stated in Chapter I, the tables showing the number of the students' correct and incorrect answers in the Combination and the Completion test were shown followed by the overall results of the Combination and the Completion test. The result of the Table showing the students' correct and incorrect answers in the Combination test is shown in the Table 13.

Answer type	Elementary	Intermediate	Advanced	Total
Correct Answer	167	262	527	956
Incorrect Answers	633	538	273	1444
Total	800	800	800	2400

Table 13: The number of correct and incorrect answers in the Combination Test by all students in the three classes.

Answer type	Elementary	Intermediate	Advanced	Total
Correct Answer	397	400	659	1456
Incorrect Answers	403	400	141	944
Total	800	800	800	2400

Table: 14 The number of correct and incorrect answers in the Completion Test by all students in the three classes.

Answer type	Elementary	Intermediate	Advanced	Total
Correct Answer	564	652	1186	2402
Incorrect Answers	1036	948	414	2398
Total	1600	1600	1600	4800

Table :15 The total number of correct and incorrect answers in both the Combination and the Completion Test by all students in the three classes.

CHAPTER VII

DISCUSSION AND SUGGESTIONS

7.1. DISCUSSION OF THE RESULTS

When the results are analysed it can be seen that relative pronouns in English deserve special attention when teaching English to Turkish students as a foreign language. It can also be said that there is a relation between the use and the frequency of the English relative pronouns.

The analyses of the results are discussed with reference to different statistical calculations.

7.1.1 CORRELATIONS AND SCATTERGRAMS

The correlations for each group (Elementary, Intermediate and Advanced class) was done. The result of the correlation indicates that there is a significant relation between the students' level of English and their use of English relative pronouns.

At first sight the correlations show that the Turkish students' level of English has little to do with their success with relative pronoun in English. When the correlations are examined closely, it can be seen that, as the level of English increased the success with relative pronouns marginally increased.

The correlation between the students' level of English and their scores obtained in the testing of relative pronouns in the Elementary class (Fig.1)

compared with the correlation between their English level and their scores obtained in the testing of relative pronouns in the Intermediate class (Fig.2) ; and the correlation between their level and their scores of relative pronouns in the Advanced class (Fig.3) compared with the correlation between their English level and their scores of relative pronouns in the three classes (Fig.4) show that their English level helps the students with relative pronouns in English. (for level-exam samples see Appendix A)

It was also observed that there is a significant relation between the use by Turkish students and the frequency of the relative pronouns by native speakers.(Fig.5)

Thus, It might be suggested that EFL teachers should teach the most frequent relative pronouns first when they are introducing relative clauses to Turkish students.

7.1.2. T-TEST RESULTS OF TWO TESTS

The t-test between the Turkish students' scores obtained in the testing of relative pronouns in the Combination and the Completion test in the Elementary class showed a significant difference. (see Table 3), This result shows that Turkish students are more successful with relative pronouns in the Completion test in Elementary class.

The t-test between the Turkish students' scores obtained in the testing of relative pronouns in the Combination and the Completion test in the Intermediate class showed a significant difference. (see Table 4).This result indicates that relatives in the Completion test are easier for Turkish students than the relatives in the Combination test. The reason of this is that; in the Combination test the students' knowledge of the relative pronouns is placed within a general grammatical context, but in the Completion test the specific use of the Relative pronouns is examined by

filling in the blanks rather than joining the two sentences.

The t-test between Turkish students' scores obtained in the testing of relative pronouns in the Combination and the Completion test in the Advanced class showed a significant difference. (see Table 5). This means that even the Advanced class students are more successful in the Completion test. So, when relative clause constructions are introduced to students, they should be given the completion test rather than the Combination test to get a better result. The result reveals the same as in Table 3 and Table 4. (for scores of samples see Appendix C)

The t-test between the Turkish students' scores obtained in the testing of relative pronouns in the Combination and the Completion test in the three classes showed a significant difference as predicted by comparing all the three classes. (see Table 6). This result shows that the Turkish students are more successful with relative pronouns in the Completion test.

When the results of two test were compared, the students showed a higher percentage of correct answers in the second test.

The percentage of correct answers in the second test was 61 % , whereas it was found to be 40 % in the first test. The result of this was that: It can be clearly seen that the students found it more difficult to combine two sentences using the appropriate relative pronouns. This result is not surprising given the fact that the first test made greater demands on the students background knowledge of English grammar.

Because, the students belonging different groups got a better score in the second test (the completion). They only were responsible for completing the blanks using appropriate relative pronouns. This result showed that to fill -in -the blanks was easier than the first one for Turkish students.

The t-test between the Turkish students' score obtained in the testing of relative pronouns in both tests (the combination and the completion test) in the Elementary and the Intermediate class showed a difference in using relative

pronouns.(see Table 7). This result shows that the Intermediate class is more successful in using relative pronouns than the Elementary class.

The t-test between the Turkish students' score obtained in the testing of relative pronouns in both tests (the combination and the completion test) in the Intermediate and the Advanced class showed a significant difference. (see Table 8). This result shows that the Advanced class were better in the testing of relative pronouns than the Intermediate class.

The t-test between the Turkish students' score obtained in the testing of relative pronouns in both tests (the combination and the completion test) in the Elementary and the Advanced class showed a significant difference. (see Table 9). As was predicted, the Elementary class were worse because of its lack of basic English grammar.

When the overall results were examined, the Advanced class students showed the highest level of success, as one would expect. It can be summarized that as the level of English increased the ability to use relative pronouns correctly in both tests marginally increased. In other words, it can be said that the greater the students knowledge of grammar, the less error they are likely to make.

7.1.3 COLUMN GRAPH RESULTS OF THE COMPLETION AND THE COMBINATION TEST

To answer the questions 6,7, 8, 9, 10 and 11 outlined in Chapter I and to see the Turkish students' scores obtained in the testing of English relative pronouns in both the Combination and the Completion test and to see the results obtained in the frequency counts of English relative pronouns, Column graphs were drawn. Then, the results of the exams were analysed by Column graphs. The Column graphs show the use of the relative pronouns in the two tests for all the three groups of students. When this data is analysed it can be seen that the relative

pronoun "which" appears first in the order of use. (fig.12)

It is also observed from the column graph in (fig.14) which records the order of frequency that the relative pronoun "which" occurred most frequently in texts produced by native speakers.

Therefore, it is quite clear that "which" is the most common relative pronoun used by both native and non-native speakers of English. (fig. 15)

The reason for this, may be the multi-functional nature of "which" both in defining and non-defining relative clauses; first, as a subject, then as a direct object (which is usually preferred) and as an object of a preposition in a defining relative clause. In non-defining relative clause "which" comes after or follows a preposition. The other relative pronouns do not function as the relative pronoun "which". So, it is understandable to see this relative pronoun so often in any context.

On the other hand, "whom" is the relative pronoun which is least used both by Turkish students and by native speakers. From this significant correlation one might make the suggestion that "whom" should be the last pronoun to be taught in the classroom. Its use by native speakers is so infrequent that one could argue that it should be omitted from any but the most advanced curriculum.

The most problematic construction related to relative clauses was the relative pronoun "that". As it is known "that" in some cases may replace "who" and "which" in informal situations. But this should be noted that "that" does not replace "who" in non-defining clauses.

Hornby (1975:161) categorizes the functions of that in the following way.

"That is used for things, though it is occasionally used for persons. It is more usual in defining clauses than "which". And he gives the following examples to indicate the possible use of "who" and "which"

e.g. The boy that / who broke the window, is called Tom.

The cinema that / which used to stand at this corner was destroyed by

bombing in 1940.

He further says that "that" is preferred to "which" as a subject and is the object of the verb in the clause. He also included that "that" is used in place of "whom" as an object of the sentence, as in the following example:

e.g. Where is the transistor /that/ whom I lent you last week?

Finally, he pointed out that like "which" the relative pronoun "that" can be used with a prepositional object as in the examples given below:

e.g. a) This is the book (that) I was telling you about.

b) This is the book about which I was telling you.

According to Hornby (1975) , sentence (b) is extremely rare and more formal.

One may find all the functions in relative clauses quite complicated. To ease this complex phenomenon and to make their function clear, It is also advisable for a language teacher not to teach this relative pronoun "that" for a while. It might be useful to teach it after a certain period of time until students can easily grasp the mechanical exercises with other relatives. The reason why "that" should be taught after a certain time is that; students mostly tend to choose "that" instead of "who" and "which".

When the results of the first test were assessed it was found that the relative pronoun "that" was used as an alternative to "who" in 12.6 % as probable answer and instead of "which" in 67.6 %. In the second test the figures were 16.8 % and 78.6 % respectively.

When "that" was scored according to the exercise key and considered as a correct answer, the percentage for "who" was 47.9% and for "which" was 37.91% in the first test. In the second test, the percentage for "who" was 69.16% and for which was 43.95%.

Another point to be mentioned here is that; the relative pronoun "which" also was used instead of "that". In the first test the percentage of "which" that replaced "that" is 136% , whereas "which" replaced "that" as 152% in the second test which was significantly higher than the first test. The reason for this might be that; students felt much more confident about the use of "that" rather than "which" or "who".

When the students were asked to answer the questions with "who", they mostly applied this structure correctly and they also scored highly with other relative pronouns especially in the second test (fig.11). It can be concluded that "who" is another of the most often used and most frequent relative pronoun after "which". The reason for this can be explained in this way: "who" as a relative pronoun only functions as a subject of the clause and Turkish students applied this rule consciously. It was used much more accurately by Turkish students as they were much more aware of and familiar with the use of the relative pronoun "who". That's why they got a higher mark for "who" in each test.

The other problematic construction among Turkish students was "whose". They sometimes used "which" instead of "whose", and the rest of them confused this with "of which". It is used for human and non-human usage, and from this point of view, it might be confusing for students when the head NP is non-human "of which" replaces this.

Hornby (1975:158) points out that "'whose' is used with reference to things to indicate possession instead of which, though it is often preferable, to avoid the use of "whose/of which" by means of a prepositional phrase replacing the clause.

Finally, a fifth category of relative clauses; the relative pronoun "whom" was used the least in both tests by Turkish speakers (fig.12) and it was the least frequent in the texts by native speakers, (fig.14) when these figures were compared the similarity could easily be seen in fig.15.

The reason for this ordering might be because Turkish students do not clearly know how to use "whom", as it is rarely used even by the native speaker.

Hornby also says that (1975:158) "whom", the form of direct object, is rarely used in colloquial speech.

When "that" replaced "who" and "which", and "which" replaced "that" were considered as correct responses, it can be concluded that among the relative pronouns "who", "which", "that", "whose", "whom": "which" is used more often and it is the more frequent of the others. It is followed by "who", "that" and "whose". It is interesting to observe in fig. 12 and fig. 14 that the use and the frequency of relative pronouns are similar. The order of use of relative pronouns mentioned above was supported by the order of frequency.

It can still be suggested that, it might be helpful to teach these relative pronouns in the above order.

When the column graph of the combination test was compared with the column graph of the completion test for the order of use, It can be seen that "who" and then "which" were the most frequently used relative pronouns in both the combination (fig.6) and the completion tests (fig.9) when the key was strictly applied. In the texts by native speakers "who" was the second most frequent relative pronoun. (fig.14) This, again, supports the result of the frequency by native speakers found in fig. 15.

In other words, the results of these, showed that there is a correlation between the use of relative pronoun by non-native and native speakers. (fig.5)

7.1.4. THE FINAL RESULTS ANALYSED IN THE TABLES:

Finally, another important point to be mentioned here is the answer to the question 18, about the students' performance in using relative clauses stated in Chapter I. The percentages for correct answers for all the students from different

groups were 50.04% whereas the percentages for incorrect answers were 49.95 %. Table 15 shows that students gave no answers or less incorrect answers than correct answers. The error count that students had in the Advanced class was 41.18% whereas, the correct number of answers was 74.12%. The error count that students had in the Intermediate class was 59.25%, whereas, the correct number of answers was 46.75%. The error count that students had in the Elementary class was 64.75%, whereas, the correct number of answers was 35.25%. To sum up, the count for correct answers marginally decreased to the lower which was in the Elementary class. Even the students in the Advanced class, made errors in using relative clauses. This result shows that relative clause structures were difficult to use for Turkish students learning English as a foreign language.

7.2. DISCUSSION OF PREVIOUS STUDIES

Richards (1978:56) says that "The relative clause studies, do not turn out to so exactly mirror first language data. First, Schachter in her now famous 'Error in Error Analysis' paper, showed that ESL learners vary not only in accuracy in producing relative clauses but also in the frequency of use of relative clauses according to their native language membership"

He also says that "students whose first language has relative clause structures similar to English in most details (e.g. Persian or Arabic) use as many relative clauses in writing as do native speakers, but they make relatively large number of errors on the finer details of English relative clauses. Students from language backgrounds which have radically different relative clause structures (e.g. Japanese or Chinese) use few relative clauses when writing English but they make a few errors in those they do produce. First language does make a difference here."

Bertkau (1974) also made a contrastive study of comprehension and production of relative clauses by adult ESL learners.

Richards says the following about Bertkau's work (1978 : 57). "she found Japanese students scored lower on the comprehension of relative clauses than Spanish ESL learners, and that Japanese students had special problems in comprehension on relative clauses following subject-noun phrases. She concludes from the production data that individual learners vary greatly on relative clause production. She claims individual idiolects, rather than one discernible interlanguage continuum, exists in the area of relative clauses.

In the light of this fact, when Turkish was considered in the same language family (Ural- Altaic) with Japanese, Turkish students have difficulty in comprehending relative clauses too.

Dubin & Olshtain (1977 :162) deal with the problems related to the form of relative clauses as in the following:

"the relativization process is a complex one of rearrangement, addition and deletion of elements".

And they give the following examples and example error.

Example:" 1- This is the book.

2- I mentioned it to you.

3- This is the book that I mentioned to you.

4- This is the book that I mentioned to you.

Example Error: This is the book that I mentioned it to you."

Although this study was not aimed specifically at categorizing those errors these errors were distinctly noticed from the students result.

Under the light of the above problems, the difficulties with relative clauses by Turkish students learning English that the errors Turkish learners made in the combination test were classified into the following 6 types.

Type 1: wrong use of the relative pronoun

(the tendency by Turkish students to use the wrong relative pronoun has been observed as the most frequent source of error in both the combination and the completion test.)

e.g. * Air, whose we breathe, is made up of many gases.

Type 2 : omission of the relative pronoun in the sentence:

e.g. * The doctor I went to see him he told me to rest for a few days.

Type 3: wrong use of relative adverb instead of relative pronoun:

e.g. * I went to Munich where I had always wanted to visit.

Type 4 : repetition of the subject of the relative clause:

e.g. * The man whose his health has not been good recently has gone into hospitals for some tests.

Type 5 : wrong use of "that" as reporting verb in the sentence:

e.g. *Mary did not know anything about mountains, she thought that it would be safe to climb alone.

Type 6 : wrong structure of the sentence:

e.g. * A friend of mine is the manager of a company who helped me to get a job. (for those questions see Appendix B)

The result of those errors can be summarized, in fact as Norish (1982: 97) mentions the great variety of factors that may cause errors in EFL learning.

All kind of error predictions and interpretations are employed by Contrastive Analysis.

Dulay et. al (1982:97) say the following:

"Contrastive analysis (C.A) took the position that a learner's first language "interferes" with his or her acquisition of a second language, and that it therefore comprises the major obstacle to successful mastery of new language. The C.A hypothesis held that where structures in the L1 differed from those in the L2 errors that reflected the structure of L1 would be predicted. Such errors were said to be due to the influence of the learners' L1 habits on L2 production".

In other words, as Richard (1974 : 6) says "previous learning may influence later learning".

Among the factors mentioned above, the differences between the structures of two languages cause errors.

English grammatically distinguishes between "Defining and Non-defining" and in Defining Clauses distinguishes between human and non-human. As it was shown in Table 1 and Table 2, in the Chapter I, "who", "that", "which", "whose" used for defining relative clauses, "who", "which", "whom" "whose" used for non-defining relative clauses and "who", "that", "whose" for human, "which", "whose" for non-human, whereas Turkish does not distinguish relative clauses using such rules.

Coşar (1983: 39) accordingly makes the suggestion that "Turkish speakers will have difficulty in selecting the appropriate WH-word, making (+human) distinction, since Turkish makes no gender distinction and since Turkish does not employ WH-words in relative clause".

All these, obviously, must account for the main source of error in interlanguage because they do not exist in Turkish and this opposes Bertkau's

hypothesis on interlanguage continuum.

Richards (1974 : 182) also emphasizes the importance of interlanguage from the mother tongue as follows:

"Interference from the mother tongue is clearly a major source of difficulty in second language learning. Many errors derive from the strategies employed by the learner in language acquisition, and from the mutual interference of items within the target language"

As was pointed out by Richards (1974) and the reasons given above, this may account for the difficulty in relative clauses as negative transfer for Turkish students.

7.3. CONCLUSION

As a result of this study, the conclusions can be summarized as follows:

1- The order of use of English relative pronouns can be related to their order of frequency. This seems to be a natural progression bearing in mind the correlation between the use of relative pronouns by native and non-native speakers.

2- Turkish students have difficulty in using English relative clauses because of the syntactic differences in English relative clauses.

3- When teaching relative clauses to Turkish students both the order of use and the order of frequency should be taken into consideration. For example "which" can be taught first and "whom" last.

4- The complexities of some relative clause structures are such that they should only be taught at the advanced stage.

5- Turkish students have difficulty in using English relative pronouns accurately. It was observed that the students' success in using Relative Clauses in English was 49.95%.

7.4. SUGGESTIONS FOR FURTHER RESEARCH

- Another study investigating the order of learning of English relative pronouns can be made to see the differences between the order of use and the order of learning.

- A study including the negative form of English relative pronouns can be made to see if they have any affect on the order of use found in this study.

-In this study 6 types of error were observed. A detailed study consisting of all types of errors by the learners could be carried out.

- This study was applied to mature students who ranged between 24-43. Further study of the use of the relative clause by younger learners could be done.

- A study including a more detailed frequency count can be done and a more detailed order of frequency can be found.

-A study investigating the correlation between the difficulty of English relative pronouns and their frequency of their use can be done.

- Students who studied German as a foreign language, got the highest score in the tests, so there is scope left for future study to investigate this phenomenon.

- A study researching the difficulties in learning associated with defining and non-defining relative clauses.

- A comparative study on the use of Relativizers in all aspects in Turkish and in English.

- This study only included the combination and the completion test. Another study including other test types or composition and translation exercises from one language to another could be undertaken.

- The order of frequency not only in written form by native speakers but also in spoken form by them can also be made.

* * *

REFERENCES

- Allen, H.B & R.N.Campbell (1978) Teaching English As a Second Language,
India: Mc Graw Hill inc.
- Allen, V.S. (1978) Living English Structure London: Logman.
- Allsop, J. (1988) Cassell's Students' English Grammar, Austria : Cassel
Publishers Limited.
- Altman, Howard B. & C.Vaughan James (1980) Meeting Individuals Needs,
Great Britain : Pergamon Press Ltd.
- Are You Listening? Recorded Selections From the English Teaching Forum
for Listening Practice, Washington: U.S.I.S.
- Balpınar, Z. (1987) Contrastive Analysis M.A. Course notes, Eskişehir:
Anadolu Üniversitesi.
- Banguoğlu, T. (1974) Türkçenin Grameri, İstanbul: Ninnetoğlu yayınları.
- Brown, R. (1973) A First Language, U.S.A: The president and fellows of
Harvard College.
- Chomsky, N. (1965) Aspects of The Theory of Syntax, Cambridge: The M.I.T.
Press.
- Collins Cobuild English Language Dictionary (1987) London: Collins
Publishers.
- Conrad, J. (1983) Hearth of the Darkness, Great Britain : Penguin Books
Ltd.
- Corder, St.Pit. (1985) Error Analysis and Interlanguage, Hong Kong : Oxford
University Press.
- Coşar, H. (1983) Teaching Relative Clauses to Turkish Speakers, An
Unpublished M.A. Thesis submitted to the Institute of Social
Sciences, Ankara : Middle East Technical University.

- Dubin, F. & E.Olshtain (1977) Facilitating Language Learning, U.S.A: Mc Graw-Hill Inc.
- Dulay et. al (1982) Language Two , New York : Oxford University Press.
- Emre, A.C. (1945) Türk Dilbilgisi : İstanbul.
- Eraslan, K.(Doç.Dr.) (1980) Eski Türkçe'de İsim Fiiller, İstanbul : İ.Ü.Edebiyat Fakültesi yayınları.
- Gencan, T.N. (1979) Dilbilgisi , Ankara : T.D.K. Yayınları.
- Güntekin, R.N. (1970) Damga, İstanbul.
- Hatipoğlu, V. (Prof.Dr.) (1974) Türkçenin Ekleri , Ankara: Ankara Üniversitesi Basımevi, T.D.K. Yayınları.
- (1971) Türkçenin Sözdizimi , Ankara: Ankara Üniversitesi Basımevi, T.D.K. Yayınları.
- Hand Book For Farmers, Germany: Veterinary Department, Bayer.
- Huddleston, R. (1988) English Grammar, Great Britain : The Bath Press.
- (1986) Introduction to the Grammar of English , Great Britain : Cambridge University Press.
- Hornby, A.S. (1975) Guide to Patterns and Usage in English, Great Britain: Oxford Universty Press.
- James, C. (1980) Contrastive Analysis , Great Britain: Longman Group Limited.
- Karaosmanoğlu, Y.K. (1964) Ankara İstanbul.
- Kemal, Y. (1960) İnce Memed ,Cilt I İstanbul.
- (1969) İnce Memed , Cilt II İstanbul.
- Kocaman, A.Boztaş, & Z.Aksoy (1984) İngilizce Test ve Çeviri Kılavuzu, Ankara : Ardıç Yayınları.
- Koç, S. & H.Enginarlar (1979) İngilizce Ünad (Sıfat) Yantümceleri ve Kısaltması :Ankara.

- Köse, N. (1975) A Contrastive Study of Relatives in English and Turkish with Special Emphasis on Problems For Turkish Learners of English
A Doctoral Thesis Submitted to the School of the Post Graduate Studies , Ankara : Hacettepe University.
- Lakoff, R. (1970) Transformational Grammar and Language Teaching in Reading in Applied Transformational Grammar, U.S.A: Holt, Rinehart and Winston Inc.
- Mac Millian Dictionary (1983) İstanbul : ABC Yayınevi.
- Mardin, Y. (1985) Colloquial Turkish Great Britain: The Guernsey Press Co. Ltd.
- Murphy, R. (1986) English Grammar in Use, Great Britain : The Bath Press.
- Oller, J.W & J.C.Richards (1978) Focus on the Learner: Pragmatic Perspectives for the Language Teacher, U.S.A. : Newbury House Publishers.
- Özel, S. ve Ötekiler (1976) Sözcük Türleri II, Ankara : TDK yayını Ankara Üniversitesi Basımevi.
- Pietro, D. J. (1978) Language Structure in Contrast , U.S.A: Newbury House Publishers Inc.
- Quirk, R. (1979) A University Grammar of English Hong Kong : Commonwealth Printing Press Ltd.
- Richards, J. C. (1980) Error Analysis, London: Longman Group Limited
----- (1980) Understanding Second & Foreign Language Learning Issues & Approaches, U.S.A: Newbury House Publishers Inc.
- Scheurwegs, G. (1973) Present Day English Syntax , Great Britain: Longman Group Limited.

- Schumann J.H. & N.Stenson (1978) New Frontiers in Second Language Learning, U.S.A : Newburry House Publishers Inc.
- Sharpe, (1988) Test For Proficiency in English
- Slobin, D.I. & K. Zimmer (1986) Studies in Turkish Linguistics, Philadelphia: John Benjamins Publishing Company.
- Thomson, A.J. & A.V. Martinet (1986) A Pratical English Grammar, Hong Kong : Oxford University Press.
- (1986) A pratical English Grammar
Combined Exercises, Volume II London: Oxford University Press.
- Togay, H.R. (1981) Auxiliary in Embedded Sentences in English and Turkish: A Contrastive Study, A Doctoral Thesis submitted to the School of Post Graduate Studies Ankara : Hacettepe University.
- Underhill, R. (1980) Turkish Grammar, U.S.A : The Massachusetts, Institue of Technology.

Samples of the level test given to the students at the beginning of
the Summer School.

T.C.
FIRAT ÜNİVERSİTESİ
ÖĞEDİL YAZ KURSU
SEVİYE TESBİT SINAVI

ÖNEMLİ AÇIKLAMA

İngilizce kur seviyeniz bu SINAV'ın sonucuna göre saptanacaktır. Lütfen bütün soruları, gereken önemi göstererek, İngilizce bilgilerinizi en iyi şekilde ölçecek yeterlilikle cevaplamaya çalışın.

Soruları cevaplamada gereken önemi göstermezseniz gerçek seviyenizin altında veya üstünde bir sınıfa yerleştirilirsiniz.

KAYITLAR YAPILIP DERSLER BAŞLADIKTAN SONRA HIÇ BİR ŞEKİLDE SINIF DEĞİŞİKLİĞİ YAPILAMAZ.

NOT:

Test kağıdına hiçbir işaret koymaksızın cevaplarınızı bu test kitapçığı ile dağıtılacak cevap kağıdına yazınız (İşaretleyiniz).

Yukarıdaki açıklamaları dikkatle okumadan sınava başlamayınız.

Aşağıdaki cümleleri tamamlayan en doğru kelime veya cümlecikçi bulun ve cevap kağıdına bunun karşılığındaki harfin içini karalayarak doldurun. Harfi daire içine almayınız.

1. _____ English ?
A. She is B. He C. Is D. Is she
2. _____ five students in the class
A. There are B. There C. Is there D. Their
3. What _____? She's writing a letter.
A. does she do B. is she doing C. does she D. she is doing
4. Helen has got only _____ money.
A. any B. a little C. no D. few
5. _____ Brothers are Bill and Mike
A. Bob's B. Bob C. The Bobs D. Bob his
6. I'm sorry , but I _____ the test yet.
A. don't finish B. didn't finish C. haven't finished D. aren't finished
7. Peter can't speak Italian, _____ ?
A. isn't it B. can't he C. does he D. can he
8. She enjoys _____ to parties.
A. to go B. going C. that they go D. go
9. Henry remembered Mary's birthday and _____
A. her a gift sent B. to her a gift sent C. a gift to her sent D. sent her a gift
10. The lesson is _____ than I expected.
A. much harder B. most hard C. the hardest D. more hard
11. What are you boiling that water for?
A. To make tea B. Making tea C. For to make tea C. Because of making tea
12. I wish you _____ so much. It is bad for your health.
A. won't be smoking B. aren't smoking C. don't smoke D. didn't smoke
13. You can travel _____
A. neither by train or by bus B. either by train or by bus
C. either by train nor by bus D. or by train nor by bus
14. Do you mind _____ the window?
A. closing B. close C. to close D. to closing
15. He will study _____
A. until I will come back B. when I will come back
C. when I came back D. until I come back
16. The store is open _____ 12 noon to 12 midnight.
A. between B. from C. since D. during

17. Gina is _____ than any other actress in the film.
A. prettier B. the prettiest C. the most pretty D. pretty
18. I haven't eaten anything _____.
A. since five hours B. since yesterday morning
C. for yesterday morning D. for five o'clock
19. My son is 7 years old. He is _____ to go to school.
A. too young B. old enough C. enough old D. too old
20. What do you want _____?
A. to me to do B. to me do C. me to do D. me do
21. I'd _____ finish this book.
A. better not B. not better C. better not to D. not better to
22. I _____ the test when the bell rang.
A. already have finished B. had already finish
C. have already finished D. had already finished
23. Do you know where _____?
A. are they meeting B. do they meet C. will they meet D. they will meet
24. She has been with us _____ ten years.
A. since B. for C. from D. in
25. I _____ up early last year.
A. use to get B. used get C. used to getting D. used to get
26. They came here _____ May 1st.
A. until B. on C. in D. at
27. Would you like me to help you _____ that desk?
A. move B. to get move C. to make move D. have to move
28. Sally is interested in _____ foreign languages.
A. to learn B. learning C. learn D. learns
29. Could you _____?
A. make a favor B. do me a favor
C. make a favor for me D. do a favor to me
30. The test was _____ difficult that I failed it.
A. too B. so C. very D. nor
31. I want to pay _____ the book.
A. at B. for C. of D. -

32. My uncle is an engineer and _____ my aunt.
A. so is B. so does C. so D. does
33. He lost his job _____ he worked hard.
A. in spite of B. except C. because D. although
34. Today many parents don't _____ their children to smoke.
A. make B. let C. do D. force
35. _____ have a cup of coffee if you don't mind.
A. I decided to B. I'm sure to C. I'd rather D. I'd prefer
36. That's the _____ car I've ever seen. It uses _____ petrol than any other car I know.
A. cheapest/less B. cheaper/less C. cheapest/the least D. cheaper/more
37. Unfortunately, I _____ wash the dishes now.
A. can B. like to C. have to D. try to
38. _____ did Helen eat for breakfast?
A. when B. where C. what D. why
39. My hat is different _____ yours.
A. to B. as C. like D. from
40. If I were you, I _____ take the bus.
A. shall B. can C. would D. will
41. I know a man _____ wife is a taxi driver.
A. who's B. his C. the D. whose
42. The phone is ringing, _____ I answer it?
A. will B. would C. shall D. won't
43. How _____ from Leeds to Liverpool?
A. far is there B. long is there C. far is it D. long is it
44. Most people in our country prefer tea _____ coffee.
A. from B. for C. to D. at
45. I was doing the shopping while you _____.
A. have been studying B. were studying C. studied D. study
46. If Tom had been careful, he _____ had an accident.
A. has B. wouldn't C. have D. wouldn't have
47. Have you been to the United States? Yes, I _____ in 1969.
A. went there B. have gone there C. have been there D. have gone

48. If you don't _____ smoking, you 'll never get better.
A. give of B. give up C. give away D. give off
49. It was Albert Einstein who developed the theory _____ relativity.
A. of B. that C. was D. in
50. The teacher told us _____ a noise in class.
A. don't make B. not make C. not to make D. not making
51. She told me where _____.
A. she lived B. has she lived C. does she live D. did she live
52. Children often cut _____ with a knife.
A. themself B. theirselves C. theyselves D. themselves
53. English _____ almost everywhere in the world.
A. is spoken B. is spoke C. spoken D. is speaking
54. I wish I _____ what to do now.
A. know B. knew C. have known D. had known
55. I ate two sandwiches, _____ were delicious,
A. one of them B. both of them C. either of which D. none of who
56. It looks _____ it is going to rain.
A. that B. as C. as if D. so
57. He is not _____ of learning German in six months.
A. interested B. inclined C. able D. capable
58. It was the longest film I've ever seen; it _____ four hours.
A. ended B. finished C. lasted D. stayed
59. Can you _____ me five pounds until next week?
A. borrow B. let C. rent D. lend
60. I don't really care; it's _____ to you.
A. over B. up C. same D. all
61. He won't pass the course _____ he studies harder.
A. unless B. whenever C. without D. instead
62. You _____. You might have started a fire.
A. would have smoked B. could not be smoking
C. would not smoke D. shouldn't have been smoking
63. Many people _____ Mohammed Ali is the greatest boxer of all time.
A. are believing B. believe C. believed D. like

64. When _____ born?
 A. did you B. are you C. were you D. you were
65. The English test was _____ yesterday.
 A. being B. being given C. being hard D. given
66. "Would you like me _____?" he asked.
 A. dancing B. a dance C. to dance D. dance
67. America _____ by Christopher Columbus in 1492.
 A. was here B. found C. was discovered D. discovered
68. I disagree _____ you.
 A. with B. at C. to D. -
69. Bursa is famous _____ its silk and peaches.
 A. by B. on C. with D. for
70. I am not good _____ languages.
 A. with B. on C. of D. at
71. He is still dependent _____ his parents
 A. of B. to C. at D. on
72. Why are you laughing _____ me?
 A. of B. over C. to D. at
73. Beware _____ the dog!
 A. from B. about C. at D. of
74. I have some wonderful news to _____ you.
 A. say B. talk C. tell D. notice
75. Skiing is becoming a very popular _____
 A. game B. hobby C. play D. sport
76. He is a very _____ person, full of energy.
 A. alike B. likely C. lively D. living
77. When the man _____ after the operation he found himself back in bed.
 A. came on B. came in C. came out D. came round
78. She _____ the radio before answering the phone.
 A. took in B. turned down C. turned back D. put through
79. Are you still employed at the airport? Yes, I _____ there since 1978.
 A. had been working B. have been working
 C. worked D. am working

80. Dr. Jones checked the patient's _____ carefully before making his statement.
 A. symbols B. symptoms C. sinecures D. synods
81. The upper part of the leg is known as the _____
 A. thigh B. wrist C. elbow D. hip

Aşağıdaki ifadeleri en iyi anlattığınızı düşündüğünüz şıkkın karşısındaki harfin içini cevap kağıdında karalayarak doldurunuz

82. Mike earns a better salary in his new job.
 A. Mike's new salary is nice. B. Mike earned less money at his old job.
 C. Mike's old job wasn't nice D. The money that Mike earns is better
83. It was the most difficult test that Tim had ever taken.
 A. Tim had never taken a difficult test B. Tim had never taken a harder test
 C. Tim had taken many difficult tests D. Tim will have taken a harder test
84. It is too difficult to read.
 A. Okunamayacak kadar güç değildir. B. Güçlkle okunuyor
 C. Çok güç ama okunabilir D. Okunamayacak kadar güçtür
85. On my way home I passed by the Post Office.
 A. Postaneyi geçtikten sonra eve geldim
 B. Eve gelirken postahenenin yanından geçtim
 C. Eve dönerken postanenin önünde bekledim
 D. Eve gelirken postaneyi geçmişim.
86. We had the letter translated into English.
 A. Mektubu İngilizce yazdırdık B. Mektubu İngilizceye çevirttik
 C. Mektubu İngiltere'ye geri gönderdik D. Mektubun İngilizce çevirisini yaptık
87. Anahtarları nereye koyduğumu hatırlamıyorum.
 A. I don't remember putting the keys somewhere
 B. I do remember where I have to put the keys
 C. I can't remember where I have to put the key
 D. I can't remember where I put the keys
88. Mektubu yarın postalayacağımdan emin olabilirsiniz.
 A. You must be sure that I will send the letter tomorrow
 B. I am sure I will mail the letter tomorrow
 C. You can be sure I will post the letter tomorrow
 D. Tomorrow I will probably send the letter to you
89. Tabloyu müzeden kimin çaldığını kimse bilmiyor.
 A. No one knows who stole the paintings from the museum
 B. It is not known whose paintings was stolen from the museum
 C. No one knows that the painting in the museum was stolen
 D. It is not known which painting was stolen from the museum

The Nobel Prizes, awarded annually for distinguished work in chemistry, physics, physiology or medicine, literature and international peace, were made available by a fund bequeathed for that purpose by Swedish philanthropist, Alfred Bernhard Nobel.

90. The Nobel Prizes are awarded
 A. five times a year B. once a year C. twice a year D. once every two years
91. A Nobel Prize would NOT be given to
 A. an author who wrote a novel B. a doctor who discovered a vaccine
 C. a composer who wrote a symphony D. a diplomat who negotiated a peace settlement
92. Alfred Bernhard Nobel
 A. left money in his will to establish a fund for the prizes
 B. won the first prize for his work in philanthropy
 C. is now living in Sweden
 D. serves as a chairman of the committee to choose the recipients of the prizes

*Now available at Franklin Park one block from Indiana University.
 New unfurnished apartments. One bedroom at \$235, two bedrooms at \$255,
 three bedrooms at \$270 per month. Utilities included except electricity.
 Children and pets welcome. Monday through Saturday nine to five, call
 999-7415 for an evening or Sunday appointment.*

93. According to this advert, a one-bedroom apartment would require a rent of
 A. \$ 370 B. \$ 270 C. \$255 D. \$235
94. From this advert we can assume that
 A. the apartments are far from Indiana University
 B. the apartments have furniture in them
 C. gas and water bills are included in the rent
 D. cats and dogs are not permitted in the apartments
95. The advert implies that interested persons must
 A. see the apartments on Monday or Saturday
 B. call for an appointment if they won't to see the apartments from nine to five, Monday through Saturday
 C. call for an appointment if they want to see the apartments on Sunday or in the evening
 D. see the apartments before five o'clock any day

How To Transplant A Tree

In most cases, you can transplant a tree successfully, at any time, if you follow the instructions for planting a tree. The most important thing is to dig out enough roots, but this process is difficult with a large tree.

When you dig out the tree take a ball of earth measuring about a foot wide for every inch in diameter of the tree trunk. Dig enough to avoid cutting out too many taproots.

It is wise to call in a professional tree expert to transplant a tree more than a few inches in trunk diameter.

96. Transplanting a tree is
- A. very different from planting a tree
 - B. so difficult that an expert should always be called in
 - C. much like planting a tree
 - D. achieved most successfully in the winter
97. A tree trunk six inches in diameter should have
- A. a twelve-foot wide ball of earth
 - B. a three-foot wide ball of earth
 - C. a six-foot wide ball of earth
 - D. a four-foot wide ball of earth
98. The taproots are
- A. the smallest roots
 - B. the principal, deepest roots
 - C. the ball of earth
 - D. the same width as the trunk's diameter
99. The best time for transplanting a tree is
- A. spring
 - B. winter
 - C. fall
 - D. any season
100. To decide whether you can successfully transplant a tree yourself, you should
- A. select your location carefully
 - B. measure the ball of earth around the tree roots
 - C. measure the diameter of the tree trunk
 - D. cut off as many taproots as you can reach

APPENDICES

APPENDIX B

The copies of the tests given to the Turkish Students studying English as a foreign language :

TEST I

Class : -----

Name : -----

Read the following situations carefully and rewrite the sentences using Relative Pronoun; who, that, whose, which, whom.

i- Example : The man is good at his job, He repaired my radio.

The man who repaired my radio is good at his job.

ii- Example: She told me her adress. I wrote her adress on a piece of paper.

She told me her adress which I wrote down on a piece of paper.

1- She showed me a photograph of her son. Her son is a policeman.

She showed me a photograph of her son

2- He decided not to swim in the sea. The sea looked rather dirty.

We

3- The new stadium will be opened next month, The stadium holds 90.000 people.

The

4- The storm caused a lot of damage. Nobody had been expecting the storm.

5- I went to see a doctor. The doctor told me to rest for a few days.

6- The women prayed aloud all night. This kept us awake.

- 7- A friend of mine helped me to get a job. His father is the manager of a company.
- 8- The population of London is now falling. London was once the largest city in the world.
- 9- I looked up the moon. The moon was very bright that evening.
- 10- The man over there is an artist. I don't remember his name.
- 11- Mr. Edwards has gone into hospital for some tests. His health hasn't been good recently.
- 12- The man was sitting at the desk. I had come to see this man.
- 13- You sent me a present. Thank you very much for it.
- 14- I'm looking after some children. They are terribly spoilt.
- 15- The firm is sending me to York. I work for this firm.
- 16- She climbed to the top of the Monument to see the wonderful view. She had been told about this view.
- 17- There wasn't any directory in the telephone box. I was phoning from this box.
- 18- I was waiting for a man. He didn't turn up.
- 19- Romeo and Juliet were two lovers. Their parents hated each other.
- 20- He wanted me to come at 2 a.m. This didn't suit me at all.
- 21- They gave me very bad tyres. One of them burst before I had driven four miles.
- 22- This is the story of a man. His wife suddenly loses her money.
- 23- The car crashed into a queue of people. Four of them were wounded.
- 24- A man brought in a small girl. Her hand had been cut by flying glass.
- 25- He introduced me to his students. Most of them were from abroad.
- 26- Tom had been driving all day. He was tired and wanted to stop.
- 27- This is Mrs. Jones. Her son won the championship last year.

- 28- Mr. Smith said she was too busy to speak to me. I had come specially to see him.
- 29- Mary didn't know anything about mountains. She thought it would be quite safe to climb alone.
- 30- We lit a fire. It soon dried out of clothes.
- 31- His boss didn't drink. He saw what was the matter and wasn't sympathetic.
- 32- They rowed across the Atlantic. This had never been done before.
- 33- Ann said that there were many notices there. Ann's children could swim very well.
- 34- He paid me 1 pound for washing ten windows. Most of them hadn't been washed for at least a year.
- 35- And this time he was with Lucy. He was particularly anxious to impress Lucy.
- 36- Dr. Johnson often met his friends in the Cheshire Cheese. His house was quite near.
- 37- The matter was reported to the chief of Police. He ordered us all to be arrested.
- 38- She refuses to use machines. This makes her work more arduous.
- 39- Anne Boleyn was Henry VIII's second wife. Henry executed her in 1536.
- 40- The headmaster spoke to the boys. Their work was below standard.
- 41- I went to Munich. I had always wanted to visit Munich.
- 42- Julius Caesar came to Britain in 55 B.C. He was a powerful Roman general.
- 43- Mr. Trotter was born in Omsk in 1982. He came to London three years ago.

- 44- The tree fell on to a party of fishermen. All of them were injured.
- 45- The gentlemen is the Finance Minister. Yof trod on his food.
- 46- This is a photograph of our friends. We went on holiday with them.
- 47- We ate some fish. They must have been very ancient.
- 48- I missed the train. I usually catch this train.
- 49- There were a lot of people at the party. I had met only a few of them before.
- 50- Ten people applied for the job. None of them were suitable.

TEST II

Read the followeng sentences again and fill-in-the blanks using Relative Pronoun; who, which, that, whose, whom.

i.Example: The girl married my brother is a famous folk singer.

The girl who married my brother is a famous folk singer.

- 1- His wife is a woman loves a joke.
- 2- The mmagazine you lent me is very interesting.
- 3- In hospitals they wake patients at 6 a.m. is much too early.
- 4- The pope..... many people had never heard before, spoke on the radio last night.
- 5- I have a girl friend father is a famous businessman.
- 6- I know a man eats paper.
- 7- He is the famous scientists, about many books have been written.
- 8- Air, we breathe, is made up of many gases.
- 9- I want to find a man will lend me money.
- 10- Women work in hospitals are to be admired.

- 11- Lois XIV, we mentioned last week, became King in 1943.
- 12- He met Prince Henry's mother, from he got the news of Henry's marriage.
- 13- The knife we cut the bread with is very sharp.
- 14- What is the name of that man wife has run away and left him.
- 15- The chief of the police work is very important takes care of the public safety.
- 16- Grammar, students dislike very much is good for them.
- 17- Nicholas II. to you were referring was the last Czar of Russia.
- 18- The letter we received today had no stamp on it.
- 19- A woman mind is made up is more obstinate than a mule.
- 20- The shop we buy our cakes from is shut.
- 21- Shakespeare, is the World's greatest dramatist, was born in a little cottage.
- 22- The old soldier, legs were shot away sits begging on the pavements.
- 23- The streets leads to the school is very wide.
- 24- Chess, is a very old game, is difficult to play.
- 25- Grass, cows and horses love, is always green.
- 26- She is one of the people I really like.
- 27- The man you spoke to in the street is my English teacher.
- 28- This is the lady purse has been stolen.
- 29- People, live in glass houses shouldn't throw stones.
- 30- I don't like the house he lives in.
- 31- Here comes the girl I am hiding from.
- 32- The book I was reading yesterday was a detective story.

- 33- The policeman helmet you knocked off is at the door.
- 34- The London train, should arrive at 2.30. is late.
- 35- Budapest, is on the Donube, is a beautiful city.
- 36- Mme Curie, discovered radium, is one of the greatest women
in our age.
- 37- The chair was broken is mended now.
- 38- And the girl you see at the door is my sister.
- 39- The noise you hear is only our dog's fighting.
- 40- The girl mother I was talking to, has left the room.
- 41- My brother Dick, you saw yesterday, is coming to tea.
- 42- The author, has been to Paris, has just returned.
- 43- She is the most beautiful woman has appeared on this stage.
- 44- It was the last King of Ruritania, name few people can
remember.
- 45- Buy it back from the man you sold it to.
- 46- Bethoven, music you have just been listening to, was one of
the world's finest composers.
- 47- The clock struck thirteen made everyone laugh.
- 48- See the page 33 for a map of the area, we also printed in our
last number.
- 49- Where is the man sold me these sun-glasses.
- 50- Oxford University, is one of the oldest in the world, has
many colleges.

80
Eighty

Read the following situations carefully and rewrite the sentences using Relative Pronoun; who, that, whose, which, whom.

1-Example: The man is good at his job. He repaired my radio.
The man who repaired my radio is good at his job.

2-Example: She told me her adress. I wrote her adress on a piece of paper.
She told me her adress which I wrote down on a piece of paper.

She showed me a photograph of her son. Her son is a policeman.

She showed me a photograph of her son who...is...a policeman.

We decided not to swim in the sea. The sea looked rather dirty.

We decided...not to swim...in the sea which looked rather dirty.

The new stadium will be opened nexth month. The stadium holds 90.000 people.

The stadium which holds 90.000 people will be opened nexth month

The storm caused a lot of damage. Nobody had been expecting the storm.

Nobody had been expecting the storm which caused a lot of damage

I went to see doctor. The doctor told me to rest for a few days.

I went to see doctor who told me to rest for a few days.

The women prayed aloud all night. This kept us awake.

The women prayed aloud which kept us awake all night

A friend of mine helped me to get a job. His father is the manager of a company.

A friend of mine whose father is the manager of a company helped me to get a job.

The population of London is now falling. London was once the largest city in the world.

A city whose population is now falling which was once the largest city in the world.

I looked up the moon. The moon was very bright that evening.

I looked up the moon which was very bright that evening.

The man over there is an artist. I don't remember his name.

A man whom I don't remember his name is an artist.

Mr. Edwards has gone into hospital for some tests. His health hasn't been good recently

the man whose health hasn't been good recently has gone into hospital for some tests whom

The man was sitting at the desk. I had come to see this man.

I had come to see the man who was sitting at the desk.

You sent me a present. Thank you very much for it.

I thank you very much for a present which you sent me.

I'm looking after children. They are terribly spoilt.

I'm looking after children who are terribly spoilt.

The firm is sending me to York. I work for this firm.

I work for the firm which is sending me to York.

She climbed to the top of the Monument to see the wonderful view.

She had been told about this view which she had been told about

There wasn't any directory in the telephone box. I was phoning from this box.

I was phoning from the box which there wasn't any directory.

I was waiting for a man. He didn't turn up.

I was waiting for a man who didn't turn up.

Romeo and Juliet were two lovers. Their parents hated each other.

an and a women whose parents hated each other were two lovers

... wanted to come at 2 a.m. This didn't suit me all.
 ... He wanted to come at a time which didn't suit me all.
 They gave me four very bad tyres. One of them burst before I had driven four miles.
 They gave me a tyre which burst before I had driven four miles.
 This is the story of a man. His wife suddenly loses her memory.
 This is the story of a man whose wife suddenly loses her memory.
 The car crashed into a queue of people. Four of them were wounded.
 The car crashed into a queue of people whom four of them were wounded.
 A man brought in a small girl. Her hand had been cut by flying glass.
 A man brought in a small girl whose hand had been cut by flying glass.
 He introduced me to his students. Most of them were from abroad.
 He introduced me to his students whom most of them were from abroad.
 Tom had been driving all day. He was tired and wanted to stop.
 Tom who was tired and wanted to stop had been driving all day.
 This is Mrs. Jones. Her son won the championship last year.
 This is Mrs. Jones whose son won the championship last year.
 Mr. Smith said she was too busy to speak to me. I had come specially to see him.
 I had come specially to see Mr. Smith whom she said she was too busy to speak to me.
 Mary didn't know anything about mountains. She thought it would be quite safe to climb alone.
 Mary who thought it would be quite safe to climb alone didn't know anything about mountains.
 We lit a fire. It soon dried out our clothes.
 We lit a fire which soon dried out our clothes.
 His boss didn't drink. He saw what was the matter and wasn't sympathetic.
 The man whose boss didn't drink saw what was the matter and wasn't sympathetic.
 They rowed across the Atlantic. This had never been done before.
 They rowed across the Atlantic which had never been done before.
 Ann said that there were far too many notices. Ann's children could swim very well.
 Ann whose children could swim very well said that there were far too many notices.
 He paid me 1 pound for washing ten windows. Most of them hadn't been washed for at least a year.
 He paid me 1 pound for washing most of the windows which hadn't been washed for at least a year.
 And this time he was with Lucy whom he was particularly anxious to impress.
 And this time a man whom he was particularly anxious to impress Lucy was with Lucy.
 Dr. Johnson often met his friends in the Cheshire Cheese. His house was quite near.
 Dr. Johnson whose house was quite near often met his friends in the Cheshire Cheese.
 The matter was reported to the chief of Police. He ordered us all to be arrested.
 She refuses to use machines. This makes her work more arduous.
 She refuses to use machines which make her work more arduous.
 Anne Boleyn was Henry VIII's second wife. Henry executed her in 1536.
 Anne Boleyn was Henry VIII's second wife whom Henry executed in 1536.
 The headmaster spoke to the boys. Their work was below standard.
 The headmaster spoke to the boys whose work was below standard.
 I went to Munich. I had always wanted to visit Munich.
 I went to Munich which I had always wanted to visit.
 He was a powerful Roman general.

Julius Casesar came to Britain in 55 B.C. He was a powerful Roman general.

Julius Casesar... who... was... a... powerful... Roman general... came to Britain in 55 B.C.

Mr. Trotter was born in Omsk in 1982. He came to London three years ago.

Mr. Trotter... who... came to London three years ago... was born in Omsk in 1982.

The tree fell on to a party of fishermen. All of them were injured.

The tree fell on to a party of fishermen who were injured.

The gentleman is the Finance Minister. You trod on his foot.

The gentleman whom you trod on his foot... is the Finance Minister.

This is a photograph of our friends. We went on holiday with them.

This is a photograph of our friends whom we went on holiday with them.

We ate some fish. They must have been very ancient.

We ate some fish which must have been very ancient.

I missed the train. I usually catch this train.

I missed the train which I usually catch this train.

There were a lot of people at the party. I had met only a few of them before.

There were a lot of people whom I had met only a few of them before.

Ten people applied for the job. None of them were suitable.

None of the ten people who applied for the job were suitable.

EST II

Read the following sentences again and fill-in-the-blanks using Relative Pronoun;

who, that, whose, which, whom

Example: The girl married my brother is a famous folk singer.

The girl who married my brother is a famous folk singer.

His wife a woman ... who ... loves a joke.

The magazine ... which you lent me is very interesting.

In hospitals they wake patients at 6 a.m. which is much too early.

The pope ... whom many people had never heard before, spoke on the radio last night.

I have a girl friend ... whose father is a famous businessman.

I know a man who eats paper.

He is the famous scientist, about whom many books have been written.

Air, which we breathe, is made up of many gases.

I want to find a man who will lend me money.

Women who work in hospitals are to be admired.

Louis XIV, whom we mentioned last week, became King in 1643.

He met Prince Henry's mother, from whom he got the news of Henry's marriage.

The knife which we cut the bread with is very sharp.

What is the name of that man whose wife has run away and left him.

The chief of police whose work is very important takes care of the public safety.

Grammar, which students dislike very much is good for them.

Nicholas II, to whom you were referring was the last czar of Russia.

The letter which we received today had no stamp on it.

A woman whose mind is made up is more obstinate than a mule.

The shop which we buy our cakes from is shut.

that

- 1- Shakespeare, ~~who~~ ^{whom} is the World's greatest dramatist, was born in a little cottage.
- 2- The ~~old~~ soldier ~~whose~~ ^{whose} legs were shot away, sits begging on the pavement.
- 3- The streets ~~which~~ ^{which} leads to the school is very wide.
- 4- Chess, ~~which~~ ^{which} is a very old game, is difficult to play.
- 5- Grass, ~~which~~ ^{which} cows and horses love, is always green.
- 6- She is one of the people ~~whom~~ ^{whom} I really like.
- 7- The man ~~whom~~ ^{whom} you spoke to in the street is my English teacher.
- 8- This is the lady ~~whose~~ ^{whose} purse has been stolen.
- 9- People ~~who~~ ^{who} live in glass houses shouldn't throw stones.
- 10- I don't like the house ~~which~~ ^{which} he lives in.
- 1- Here comes the girl ~~whom~~ ^{whom} I am hiding from.
- 2- The book ~~which~~ ^{which} I was reading yesterday was a detective story.
- 3- The policeman ~~whose~~ ^{whose} helmet you knocked off is at the door.
- 4- The London train, ~~which~~ ^{which} should arrive at 2.30, is late.
- 5- Budapest, ~~which~~ ^{which} is on the Danube, is a beautiful city.
- 6- Mme Curie, ~~who~~ ^{who} discovered radium, is one of the greatest women in our age.
- 7- The chair ~~which~~ ^{which} was broken is now mended.
- 8- And the girl ~~whom~~ ^{whom} you see at the door is my sister.
- 9- The noise ~~which~~ ^{which} you hear is only our dog fighting.
- 10- The girl ~~whose~~ ^{whose} mother I was talking to, has left the room.
- 1- My brother Dick, ~~whom~~ ^{whom} you saw yesterday, is coming to tea.
- 2- The author, ~~who~~ ^{who} has been to Paris, has just returned.
- 3- She is the most beautiful woman ~~whom~~ ^{whom} has appeared on this stage.
- 4- It was the last king of Ruritania, ~~whose~~ ^{whose} name few people can remember.
- 5- Buy it back from the man ~~whom~~ ^{whom} you sold it to.
- 6- Bethoven, ~~whose~~ ^{whose} music you have just been listening to, was one of the world's finest composers.
- 7- The clock struck thirteen ~~which~~ ^{which} made everyone laugh.
- 8- See the page 33 for a map of the area, ~~which~~ ^{which} we also printed in our last number.
- 9- Where is the man ~~who~~ ^{who} sold me these sun-glasses?
- 10- Oxford University, ~~which~~ ^{which} is one of the oldest in the world, has many colleges.

29
Twenty-ni

Read the following situations carefully and rewrite the sentences using Relative Pronoun; who, that, whose, which, whom.

- 1-Example: The man is good at his job. He repaired my radio.
The man who repaired my radio is good at his job.
- 2-Example: She told me her address. I wrote her address on a piece of paper.
She told me her address which I wrote down on a piece of paper.
- She showed me a photograph of her son. Her son is a policeman.
She showed me a photograph of her son who is a policeman.
- We decided not to swim in the sea. The sea looked rather dirty.
We decided not to swim in the sea that ~~was~~ ^{looked} rather dirty.
- The new stadium will be opened next month. The stadium holds 90.000 people.
The new stadium which holds 90.000 people will be opened next month.
- The storm caused a lot of damage. Nobody had been expecting the storm.
The storm caused a lot of damage which nobody had been expecting.
- I went to see doctor. The doctor told me to rest for a few days.
The doctor told me to rest for a few days ~~when~~ ^{who} I went to see.
- The women prayed aloud all night. This kept us awake.
The women prayed aloud all night ~~whose~~ ^{which} kept us awake.
- A friend of mine helped me to get a job. His father is the manager of a company.
A friend of mine helped me to get a job ~~that~~ ^{whose} father is the manager of a company.
- The population of London is now falling. London was once the largest city in the world.
The population of London is now falling ~~which~~ ^{was} once the largest city in the world.
- I looked up the moon. The moon was very bright that evening.
I looked up the moon ~~that~~ ^{which} was very bright that evening.
- The man over there is an artist. I don't remember his name.
There is an artist ~~which~~ ^{whose} I don't remember his name.
- Mr. Edwards has gone into hospital for some tests. His health hasn't been good recently.
Mr. Edwards has gone into hospital for some tests ~~that~~ ^{whose} hasn't been good recently.
- The man was sitting at the desk. I had come to see this man.
I had come to see this man ~~who~~ ^{whom} was sitting at the desk.
- You sent me a present. Thank you very much for it.
Thank you very much ~~which~~ ^{which} you sent me a present.
- I'm looking after some children. They are terribly spoilt.
I'm looking after some children ~~whose~~ ^{who} are terribly spoilt.
- The firm is sending me to York. I work for this firm.
I work for the firm ~~which~~ ^{that} is sending me to York.
- She climbed to the top of the Monument to see the wonderful view.
She had been told about this view.
- There wasn't any directory in the telephone box. I was phoning from this box.
I was phoning from this telephone box ~~that~~ ^{which} wasn't any directory.
- I was waiting for a man. He didn't turn up.
He didn't turn up ~~when~~ ^{which} I was waiting for a man.
- Romeo and Juliet were two lovers. Their parents hated each other.
Romeo and Juliet were two lovers ~~that~~ ^{whose} their parents hated.

He wanted to come at 2 a.m. ^{which} this didn't suit me all

They gave me four very bad tyres. One of them burst before I had driven four miles.
They gave me four very bad tyres. ~~which~~ ^{which} one of them burst before I had driven four miles.

This is the story of a man. His wife suddenly loses her memory.
This is the story of a man ~~whom~~ ^{whose} his wife suddenly loses her memory.

His car crashed into a queue of people. Four of them were wounded.
His car crashed into a queue of people. ~~whom~~ ^{whom} four of them were wounded.

A man brought in a small girl. Her hand had been cut by flying glass.
A man brought in a small girl ~~whom~~ ^{whose} hand had been cut by flying glass.

He introduced me to his students. Most of them were from abroad.
He introduced me to his ~~students~~ ^{students} ~~whom~~ ^{whom} most of them were from abroad.

Tom had been driving all day. He was tired and wanted to stop.
Tom was tired and wanted to stop ~~which~~ ^{who} he had been driving all day.

This is Mrs. Jones. Her son won the championship last year.
This is Mrs. Jones ~~whom~~ ^{whose} her son won the championship last year.

Mr. Smith said she was too busy to speak to me. I had come specially to see him.
Mr. Smith said she was too busy to speak to me ~~whom~~ ^{whom} I had come specially to see him.

My father didn't know anything about mountains. She thought it would be quite safe to climb alone.
My father didn't know anything about mountains. ~~she~~ ^{she} thought it would be quite safe to climb alone.

The fire lit a fire. It soon dried out our clothes.
The fire lit a fire. It soon dried out our clothes.

His boss didn't drink. He saw ~~what~~ ^{who} was the matter and wasn't sympathetic.
His boss didn't drink that he saw ~~what~~ ^{who} was the matter and wasn't sympathetic.

They rowed across the Atlantic. This had never been done before.
They rowed across the Atlantic ~~which~~ ^{which} this had never been done before.

Ann said that there were far too many notices. Ann's children could swim very well.
Ann said that there were far too many notices ~~whom~~ ^{whom} whose children could swim very well.

He paid me 1 pound for washing ten windows. Most of them hadn't been washed for at least a year.
He paid me 1 pound for washing ten windows. ~~that~~ ^{that} most of them hadn't been washed for at least a year.

And this time he was with Lucy. He was particularly anxious to impress Lucy.
And this time he was with Lucy ~~whom~~ ^{whom} he was particularly anxious to impress Lucy.

Mr. Johnson often met his friends in the Cheshire Cheese. His house was quite near.
Mr. Johnson often met his friends in the Cheshire Cheese ~~whose~~ ^{whose} house was quite near.

The matter was reported to the chief of Police. He ordered us all to be arrested.
The matter was reported to the chief of Police ~~that~~ ^{that} the matter was reported to the chief of Police.

She refuses to use machines. This makes her work more arduous.
She refuses to use machines ~~which~~ ^{which} this makes her work more arduous.

Anne Boleyn was Henry VIII's second wife. ~~whom~~ ^{whom} Henry executed her in 1536.

The headmaster spoke to the boys. ~~whom~~ ^{whom} their work was below standard.

I went to Munich ~~which~~ ^{which} I had always wanted to visit.

That

Julius Casesar came to Britain in 55 B.C. He was a powerful Roman general.

Julius Casesar came to Britain in 55 B.C. who was a powerful Roman general.

Trotter was born in Omsk in 1982. He came to London three years ago.

Trotter was born in Omsk in 1982 who came to London three years ago,

the tree fell on to a party of fishermen. All of them were injured.

the tree fell on to a party of fishermen whose all of them were injured.

The gentleman is the Finance Minister. You trod on his foot.

The gentleman is the Finance Minister which you trod on his foot.

This is a photograph of our friends. We went on holiday with them.

This is a photograph of our friends which we went to holiday with them.

We ate some fish. They must have been very ancient.

We ate some fish that they must have been very ancient.

I missed the train. I usually catch this train.

There were a lot of people at the party. I had met only a few of them before.

There were a lot of people at the party which I had met only a few of them before.

When people applied for the job. None of them were suitable.

When people applied for the job whose none of them were suitable.

II

Read the following sentences again and fill-in-the-blanks using Relative Pronoun;

he, that, whose, which, whom

Example: The girl married my brother is a famous folk singer.

The girl who married my brother is a famous folk singer.

His wife a woman loves a joke.

His wife a woman who loves a joke.

The magazine which you lent me is very interesting.

The pope whom many people had never heard before, spoke on the radio last night.

She has a girl friend whose father is a famous businessman.

I don't know a man who eats paper.

He is the famous scientist, about whom many books have been written.

Air, which we breathe, is made up of many gases.

Whoever wants to find a man who will lend me money.

The men whose work in hospitals are to be admired.

Charles XIV, that whom we mentioned last week, became King in 1643.

She met Prince Henry's mother, from whom she got the news of Henry's marriage.

The knife that we cut the bread with is very sharp.

Who is the name of that man whose wife has run away and left him.

The chief of police whose work is very important takes care of the public safety.

Swimming, which students dislike very much is good for them.

Who was Nicholas II, to whom you were referring was the last czar of Russia.

The letter which we received today had no stamp on it.

The woman whose mind is made up is more obstinate than a mule.

The shop that we buy our cakes from is shut.

- 1- Shakespeare, ~~who~~ [✓] is the World's greatest dramatist, was born in a little cottage.
- 2- The old soldier ~~whose~~ [✓] legs were shot away, sits begging on the pavement.
- 3- The streets ~~which~~ [✓] leads to the school is very wide.
- 4- Chess, ~~that~~ [✓] which is a very old game, is difficult to play.
- 5- Grass, ~~that~~ [✓] which cows and horses love, is always green.
- 6- She is one of the people ~~which~~ [✓] that I really like.
- 7- The man ~~whom~~ [✓] you spoke to in the street is my English teacher.
- 8- This is the lady ~~whose~~ [✓] purse has been stolen.
- 9- People ~~who~~ [✓] who live in glass houses shouldn't throw stones.
- 10- I don't like the house ~~where~~ [✓] that he lives in.
- 11- Here comes the girl ~~whom~~ [✓] that I am hiding from.
- 12- The book ~~that~~ [✓] I was reading yesterday was a detective story.
- 13- The policeman ~~whose~~ [✓] whose helmet you knocked off is at the door.
- 14- The London train, ~~that~~ [✓] which should arrive at 2.30, is late.
- 15- Budapest, ~~that~~ [✓] which is on the Danube, is a beautiful city.
- 16- Mme Curie, ~~who~~ [✓] who discovered radium, is one of the greatest women in our age.
- 17- The chair ~~which~~ [✓] that was broken is now mended.
- 18- And the girl ~~whom~~ [✓] who you see at the door is my sister.
- 19- The noise ~~which~~ [✓] that you hear is only our dog fighting.
- 20- The girl ~~whose~~ [✓] whose mother I was talking to, has left the room.
- 21- My brother Dick, ~~whom~~ [✓] whom you saw yesterday, is coming to tea.
- 22- The author, ~~who~~ [✓] who has been to Paris, has just returned.
- 23- She is the most beautiful woman ~~who~~ [✓] who has appeared on this stage.
- 24- It was the last king of Ruritania, ~~whose~~ [✓] whose name few people can remember.
- 25- Buy it back from the man ~~whom~~ [✓] whom you sold it to.
- 26- Beethoven, ~~whose~~ [✓] whose music you have just been listening to, was one of the world's finest composers.
- 27- The clock struck thirteen, ~~that~~ [✓] which made everyone laugh.
- 28- See the page 33 for a map of the area, ~~that~~ [✓] which we also printed in our last number.
- 29- Where is the man ~~who~~ [✓] who sold me these sun-glasses?
- 30- Oxford University, ~~which~~ [✓] which is one of the oldest in the world, has many colleges.

13
thirteen

Read the following situations carefully and rewrite the sentences using Relative Pronoun; who, that, whose, which, whom.

1-Example: The man is good at his job. He repaired my radio.
The man who repaired my radio is good at his job.

2-Example: She told me her adress. I wrote her adress on a piece of paper.
She told me her adress which I wrote down on a piece of paper.

She showed me a photograph of her son. Her son is a policeman.

She showed me a photograph of her son ~~that~~ who is policeman.....

We decided not to swim in the sea. The sea looked rather dirty.

We ~~decided not to swim in the sea~~ that ~~which~~ looked rather dirty.

The new stadium will be opened next month. The stadium holds 90,000 people.

The ~~new stadium~~ which will be opened next month ~~that~~ holds 90,000 people.

The storm caused a lot of damage. Nobody had been expecting the storm.

I went to see doctor. The doctor told me to rest for a few days.

~~The doctor~~ who ~~told me to rest for a few days~~ I went to see.

The women prayed aloud all night. This kept us awake.

~~The women~~ who ~~prayed aloud all night~~ kept us awake.

A friend of mine helped me to get a job. His father is the manager of a company.

~~A friend of mine~~ whose father helped me to get a job.

The population of London is now falling. London was once the largest city in the world.

I looked up the moon. The moon was very bright that evening.

~~The moon~~ which was very bright that evening.

The man over there is an artist. I don't remember his name.

~~The man~~ whose name I don't remember is an artist.

Mr. Edwards has gone into hospital for some tests. His health hasn't been good recently.

~~His health~~ which hasn't been good recently ~~that~~ was gone into hospital.

The man was sitting at the desk. I had come to see this man.

~~The man~~ who I had come to see was sitting at the desk.

You sent me a present. Thank you very much for it.

~~Thank you very much for it~~ which you sent me a present.

I'm looking after some children. They are terribly spoilt.

The firm is sending me to York. I work for this firm.

She climbed to the top of the Monument to see the wonderful view.
She had been told about this view.

There wasn't any directory in the telephone box. I was phoning from this box.

I was waiting for a man. He didn't turn up.

Romeo and Juliet were two lovers. Their parents hated each other.

- He wanted to come at 2 a.m. This didn't suit me all.
- They gave me four very bad tyres. One of them burst before I had driven four miles.
- This is the story of a man. His wife suddenly loses her memory.
- The car crashed into a queue of people. Four of them were wounded.
- A man brought in a small girl. Her hand had been cut by flying glass.
- He introduced me to his students. Most of them were from abroad.
- Tom had been driving all day. He was tired and wanted to stop.
- This is Mrs. Jones. Her son won the championship last year.
- Mr. Smith said she was too busy to speak to me. I had come specially to see him.
- Mary didn't know anything about mountains. She thought it would be quite safe to climb alone.
- We lit a fire. It soon dried out our clothes.
- 1. His boss didn't drink. He saw what was the matter and wasn't sympathetic.
- 2. They rowed across the Atlantic. This had never been done before.
- 3. Ann said that there were far too many notices. Ann's children could swim very well.
- 1. He paid me 1 pound. for washing ten windows. Most of them hadn't been washed for at least a year.
- 1. And this time he was with Lucy. He was particularly anxious to impress Lucy.
- Dr. Johnson often met his friends in the Cheshire Cheese. His house was quite near.
- The matter was reported to the chief of Police. He ordered us all to be arrested.
- She refuses to use machines. This make her work more arduous.
- Anne Boleyn was Henry VIII's second wife. Henry executed her in 1536.
- The headmaster spoke to the boys. Their work was below standard.
- I went to Munich. I had always wanted to visit Munich.

m. who was tired and wanted to stop had been driving all day

Julius Caesar came to Britain in 55 B.C. He was a powerful Roman general.

Julius Caesar... who... was a powerful Roman gen. came to Br

Mr. Trotter was born in Omsk in 1982. He came to London three years ago.

Mr. Trotter... who... came to Lon. n. three years ago... was born in Omsk

The tree fell on to a party of fishermen. All of them were injured.

The gentleman is the Finance Minister. You trod on his foot.

This is a photograph of our friends. We went on holiday with them.

We ate some fish. They must have been very ancient.

I missed the train. I usually catch this train.

There were a lot of people at the party. I had met only a few of them before.

When people applied for the job. None of them were suitable.

T II

Read the following sentences again and fill-in-the-blanks using Relative Pronoun;

who, that, whose, which, whom

Example: The girl married my brother is a famous folk singer.

The girl who married my brother is a famous folk singer.

His wife a woman that loves a joke.

The magazine which you lent me is very interesting.

In hospitals they wake patients at 6 a.m. is much too early.

The pope whom many people had never heard before, spoke on the radio last night.

My father have a girl friend whose father is a famous businessman.

I know a man who eats paper.

There is the famous scientist, about whom many books have been written.

Air, which we breathe, is made up of many gases.

I want to find a man who will lend me money.

Women who work in hospitals are to be admired.

King Charles XIV, whom we mentioned last week, became King in 1643.

I met Prince Henry's mother, from whom he got the news of Henry's marriage.

The knife with we cut the bread with is very sharp.

What is the name of that man whose wife has run away and left him.

The chief of police whose work is very important takes care of the public safety.

Grammar, which students dislike very much is good for them.

Nicholas II. to whom you were referring was the last czar of Russia.

The letter that we recieved today had no stamp on it.

A woman whose mind is made up is more obstinate than a mule.

The shop where we buy our cakes from is shut.

that

- 21- Shakespeare, *who* is the World's greatest dramatist, was born in a little
- 22- The ~~old~~ soldier *whose* legs were shot away, sits begging on the pavement.
- 23- The streets *which* lead to the school is very wide.
- 24- Chess, *which* is a very old game, is difficult to play.
- 25- Grass, *which* cows and horses love, is always green.
- 26- She is one of the people *that* I really like.
- 27- The man *whom* you spoke to in the street is my English teacher.
- 28- This is the lady *whose* purse has been stolen.
- 29- People *who* live in glass houses shouldn't throw stones.
- 30- I don't like the house *which* he lives in.
- 31- Here comes the girl *whom* I am hiding from.
- 32- The book *which* I was reading yesterday was a detective story.
- 33- The policeman *whose* helmet you knocked off is at the door.
- 34- The London train, *which* should arrive at 2.30, is late.
- 35- Budapest, *which* is on the Danube, is a beautiful city.
- 36- Mme Curie, *who* discovered radium, is one of the greatest women in our a
- 37- The chair *which* was broken is now mended.
- 38- And the girl *whom* you see at the door is my sister.
- 39- The noise *which* you hear is only our dog fighting.
- 40- The girl *whose* mother I was talking to, has left the room.
- 41- My brother Dick, *whom* you saw yesterday, is coming to tea.
- 42- The author, *who* has been to Paris, has just returned.
- 43- She is the most beautiful woman *who* has appeared on this stage.
- 44- It was the last king of Ruritania, *whose* name few people can remember.
- 45- Buy it back from the man *whom* you sold it to.
- 46- Bethoven; *whose* music you have just been listening to, was one of the wor
- 47- The clock struck thirteen *which* made everyone laugh. finest composers.
- 48- See the page 33 for a map of the area, *which* we also printed in our last n
- 49- Where is the man *who* sold me these sun-glasses?
- 50- Oxford University, *which* is one of the oldest in the world, has many coll

The copies of the texts written by Native Speakers

Mornings on buses going to work, afternoons over tea, evenings in pubs and restaurants, and sometimes long nights in the gloom of anguished pessimism, people turn from news and statistics to ask each other, "Why?" Small boys terrorise old ladies, a 14-year-old rapes a young mother at knife-point, three schoolgirls go on a binge of shoplifting, a young man from a loving home repeatedly steals cars, abusing his parents when they try to help, drug-related crime increases... So in most discussions one of us will invoke a Lost Authority, in the (mistaken) belief that somebody, somewhere must have the power, the answer, that will return to society the Good we have lost.

It would be a mistake to pick up this book in the hope of finding a theoretical exposition of the current Home Office line, although its philosophy is, in the oldest and best sense, conservative. It is not an analysis to be read for comfort. Most people will glance up from its pages again and again, finding what one thought of as "normal" relationships called into question, through this thoughtful and original exploration of deviancy.

The family that has experienced the delinquency of one child, perhaps in contrast to others in their brood who manifested only "normal" behaviour, will find curious answers to the perennial wounded cry, "Why us?" For the authors step, with delicate precision, towards a theory of individual and social sickness which (mercifully) goes further than normal

The good, the bad and the sinful

criminological/sociological terminology. If there is no comfort in the case histories of strangers, there is an odd consolation in the universality of our helplessness, and our desperate need for the Good Authority.

Tom Pitt-Aikins and Alice Thomas Ellis argue that there are two sorts of Authority: the bad (Hitler and a thousand bungling bureaucracies, for a start), and the Good. The latter is complexly defined. It is more than benign and wise control by parent/teacher/boss/state/self (although all those matter). It is also, crucially, to do with the individual's relationship to his or her own past, and the recognition of patterns within the past which distort behaviour.

On a simple level, Pitt-Aikins and Thomas Ellis express simple truths anyone will recognise — for example, that a baby who is firmly held with

LOSS OF THE GOOD AUTHORITY

The Cause of Delinquency
by Tom Pitt-Aikins
and Alice Thomas Ellis
Viking £14.95 pp264

Bel Mooney

loving confidence is a lot happier than the screaming infant in the hands of a panicky person. On a deeper level the analysis moves boldly — and refreshingly — into the realm of the spiritual. *Sin* in this book is not a taboo word, nor, for that matter is *grace*. The combination of such terminology with the kind of common case history one might expect in a book on delinquency is curious indeed.

Curious too that an experienced consultant in adolescent and family

psychiatry should collaborate with a novelist. The odd "conversation" form of the text follows that of a previous work in the same area, *Secrets of Strangers*. The writers alternate their initialled views, some running to pages, some just a paragraph. It can be irritating: not a recorded dialogue, but a set of highly self-conscious statements, which sometimes seems like a Greek chorus at odds with itself.

After a while the benefits become clear. One voice is that of the practitioner, rooted in the everyday reality of deviance, and seeking for new ways of dealing with it. The other voice is that of the "outsider", the observer, the novelist who must, of necessity obey Auden's dictum and "suffer dully all the wrongs of man". In this perception — of the absolute imperative of empathy — the two voices come together. It is then that

the book seems most like a meeting of minds. Thomas Ellis also provides, from time to time, a refreshing scepticism about some of Pitt-Aikins assumptions; she is at once the voice of the woman on the Clapham Omnibus saying "Come off it!", and the nun who *knows* that reality is the beads in her rosary.

In the epilogue the dynamic of the two voices shifts again, and Thomas Ellis acts as interpreter of Pitt-Aikins's radical treatment of the question of what can be done to halt the tide of delinquency. He offers a set of precepts which challenge some of the liberal sacred cows of the last 20 years — easy divorce, for example. In the end, the message is awesomely simple. Only a fool denies that structure (or good authority) is essential to any form of communal living, be it in primitive tribe or on a housing estate. It is also essential within the individual, a sign of maturity. When that authority is lost or subverted, chaos does indeed come again — to society and to the single soul.

Taken from: The Sunday Times
Book Review, 6 August 1989
Page: G3

Every type of good, clean, comfortable accommodation is available to the motorist touring Britain – at prices to suit every pocket. There are plenty of large, modern hotels whose standards range from medium-priced to super-luxurious. Or motorists may prefer to stay in an ever-increasing number of motels, some offering hotel-type rooms and others with separate chalets, but all with plentiful space for cars.

What about staying in a castle or stately home? Or for pleasant, intimate accommodation with plain, good food, the inns all over the countryside provide a real taste of Britain.

For people on a restricted budget there are guest houses which provide either full board or bed and breakfast and offer clean bedrooms and good fare at modest charges.

Bed and breakfast – or B&B – is a good way of spending a comfortable night in a private home at a very reasonable price. B&B is simple, usually with a shared bathroom, and a full breakfast included in the price. Evening meals are sometimes available at extra charge. Look out for the Bed-and-Breakfast sign displayed outside each establishment. B&B accommodation may be booked through Tourist Information Centres, though advance reservations are not always necessary.

You will find that some farms also provide similar accommodation – and there's nothing like a good farmhouse breakfast! A comprehensive list of farmhouse accommodation is given in the BTA booklet *Britain: Stay on a Farm*.

Commended

The British Tourist Authority has established a scheme commending selected hotels, guest houses (including farm guest houses) and restaurants in country areas for the outstanding welcome and quality of service offered to visitors.

For a memorable stay in a really good hotel or guest house, look for the blue-and-silver BTA plaque which shows that it has been commended. Some 330 such establishments are listed in the *BTA Commended (Country Hotels, Guest Houses & Restaurants)* guide, available free of charge from BTA overseas offices.

Self catering

You can, of course, do your own catering by renting a flat, house,

stay. Generally, all household requisites are supplied and a deposit is payable before occupying the premises. Or why not rent a motorhome, or hire a caravan when you arrive? Contact your nearest BTA office for a copy of the *Vehicle Hire* booklet which lists many companies offering trailer and motor caravans for hire.

Campers will find vast numbers of thoughtfully-planned sites throughout the country. The BTA publishes a comprehensive booklet *Britain: Camping and Caravan Parks*, which includes details of amenities; this can be obtained from BTA offices abroad or from bookshops in the UK.

How to Book

Wherever you go in Britain, you will find Tourist Information Centres (TICs). These can help and advise you about all types of accommodation, particularly hotels, guest houses and bed-and-breakfast, and can often make reservations for you.


In many TICs you can book local accommodation for a small fee (about 70p) by calling at the office. In London you can book accommodation at the TICs at Victoria Station and London Airport (Heathrow).

A number of TICs operate a country-wide accommodation scheme. This is known as "Book-A-Bed-Ahead" (BABA) in England and Scotland, and as "Bed Booking Service" in Wales. If you visit a TIC which offers this service, you will be able to reserve a bed in the town which is your destination for that night or the following night. This relieves you of an important worry during a touring holiday.

Some 100 TICs in England, in important centres and tourist towns, offer this facility, as well as many in Scotland and Wales. The administrative arrangements differ slightly between countries – in England you will be asked to pay a fee of £1.75. In Scotland and Wales there is no booking fee. You will, however, be required to pay in advance 10% of the cost of the first night's accommodation, which will be deducted from your final bill. Throughout Northern Ireland, TICs will book accommodation for you without charge.

You can obtain a list of TICs indicating which of them offer the



arrival in Britain. On the map overleaf TICs operating the BABA system are shown by the symbol .

You will also find that most of the major hotel chains run telephone booking services. As with the Tourist Information Centres, one advantage of using these is that if the service finds the accommodation of your choice is already fully booked, alternative accommodation will be offered to you.

Where to stop

If you are using motorways, you will find motorway service centres at regular intervals. These provide somewhere to park and to refuel the car. Most of them have shops where you can buy newspapers and magazines, sweets, soft drinks, books, souvenirs and toys.

Most service centre cafeterias provide straightforward meals and refreshments (without alcohol) at reasonable prices.

If, however, you have time in hand and would like to leave the motorway to seek a more varied meal in a traditional British hotel or restaurant, you can do this with little interference to your journey. You can leave the motorway at almost any exit and within a short time enjoy the comparatively quiet countryside and the hospitality of an English inn.

Providing you limit your diversion from the motorway to about three

Holiday home at Cilgerran, Wales.

hostelry and return afterwards to the motorway without any trouble.

On country roads you will find that many pubs serve sandwiches, pies and 'ploughman's lunch' – a healthy serving of bread, cheese and pickles. Many of them serve full meals and some boast first-class restaurants.

Most British towns have a variety of eating establishments – ranging from the humble 'cafe' where the fare is simple, but plentiful and modestly-priced, to the 3-, 4- and 5-star hotels with varied menus, good service, wine lists, and, of course, charges commensurate with the food and facilities they offer.

In between are all sorts of restaurants, with many specialising in British national dishes, including, of course, the ever-popular fish and chips. Then there are the 'fast food' and chain restaurants which serve steaks, hamburgers, and other quick meals.

Many motels and modern hotels have coffee shops or 'butteries' which are open through most of the day – in some cases for all 24 hours. They serve a limited range of meals, but are usually cheaper than the main restaurants in the same hotels.

So in town or city you are not likely to have much difficulty in finding a restaurant to suit both your taste and

ken From:
ps and Guides of
itain

TREE TEMPLES

123

MOHAMMAD VAZEERUDDIN

For Dadaji, an Indian philosopher and teacher, tree planting is much more than improving the environment. It is a religious act.

MACHAWA VILLAGE IN the State of Gujarat in India is a remote and sleepy village which came to life when three hundred thousand people not only from the neighbouring villages but also from neighbouring states descended on it.

Simple village people dressed in their colourful best, carried saplings in toy palanquins and planted them with the same gaiety and piety as characterise the submersion of idols during some festivals. What is the secret of their commitment? Who inspired them and how?

Pandurang Shastri Athavale, lovingly known as Dadaji, is a believer in action rather than in speeches. He visited the dusty village a year ago and suggested that it would be truly transformed if it was greened.

No sooner was that suggestion known to his followers than they got to work. About 600 of them went to the village in September 1983, worked for a mere nine days and turned a plot of 125 acres into a bed of trees. That was the beginning. By 1988 the movement had grown stronger and tree plantation had become a way of worshipping god for a very large number of people. The villagers who had brought their own food from their respective homes, sat under the trees, enjoyed community eating and celebrated the resurrection of tree culture.

I could understand planting trees for the good of our environment, but what is the point of linking trees with divinity? Therefore, I decided to talk with Dadaji. Maybe my face showed my scepticism, for he soon smiled one of his beatific smiles and said, "Everyone who has so far expatiated on the need for tree plantation stressed its aesthetic, utilitarian and ecological aspects. The words, when uttered, sounded like music to the ears of the listeners, but once the speech was over all was forgotten. Therefore, I tried a new tack. I have told people that tree plantation is

vital as an acknowledgement of human debt to God. Planting trees is a demonstration of devotion. We should learn to love trees and animals as manifestations of Divine power. The only thing worth promoting is labour based on faith in God, and reverence for fellow beings, and the only way of promoting such an idea is to inculcate a love of Nature in people".

Dadaji's talk has a note of utter simplicity. He has a profound feeling for things of the earth. "Why do people go to the temples?" Dadaji asked me suddenly and answered the question himself, "Because of the belief that God dwells therein. Similarly if there were 'tree temples', people could visit them regularly. Therefore, I have sought to deify trees. Only if trees are deified can they be expected to be paid proper attention and tended with care. Otherwise, people will plant saplings and forget all about them and thus let them wither before they can grow. Therefore, my message to the people is that they should learn to love trees as representatives of God".

Dadaji has founded three such divine forests in Gujarat.

The journalist in me asserts itself, "How can there be a temple without a priest?"

"We select 365 persons every year, both from the villages concerned and from outside. Each one of them officiates as the priest each day at the tree temples. Little wonder that the survival rate of the plants has been 100 per cent.

"What can we learn from trees?" I asked.

"There is a great deal which trees can teach us. You go on a picnic and sit under the shade of a tree, pluck fruits from it and eat them but do not bother even to give thanks for it all. Humans on the other hand expect gratitude even for the smallest favours. Therefore, the only source from which we can learn to render selfless service is trees. We must plant trees, particularly fruit trees and

Taken from:
Resurgence;
Soil, Soul and
Society
Page: 36-37



he fruits to the poor who need most. If the rich today have e objects of criticism they have elves to blame for it. Remember, s nothing in the Indian tradition can be said to be hostile to . The great Indian warrior Arjuna alled *Dhananjaya* (creator of) because of his husbanding of

natural resources. But today, in many cases, wealth has gone into the wrong hands, into the hands of those who do not know how to use it properly. They are willing to invest it in ten year bonds, as though they are certain they will live long enough to realise them, but they are not ready to invest their wealth in projects that can ensure their peace

and happiness and that of coming generations."

If the ecology movement needs a new religion Dadaji is offering the first commandment, "Thou shall plant trees". ✧

M. Vazeeruddin is a journalist working for The Tribune in India.

INTRODUCTION

Conrad begins (and ends) Marlow's journey into the heart of darkness on the Thames, on the yawl *Nellie*, with a short prologue which, with subtle use of imagery and brilliant evocation of atmosphere, introduces Marlow and prepares us for the major events of his story. For an 'exotic adventure' it starts with a remarkable sense of stillness and calm which in fact envelops the whole story, with occasional interruptions of the narrator to describe Marlow or to record a brief interpolation by one of his companions, and with the brief return to the yawl at the end. On the Thames 'the day was ending in a serenity of still and exquisite beauty' and the 'old river ... rested unruffled'; Marlow himself is 'at perfect, motionless in the 'pose of a Buddha' and the crew of the barges all 'seemed to stand still'; the five men on board have to wait for the turn of the tide settled themselves comfortably on deck, setting the scene for Marlow to begin, which he does as the night falls. This is our first introduction to dark-

ness. Conrad pays great attention to the effects of light. In the opening scene, the sky is 'a benign immensity of unstained light' and the darkness is over Gravesend and the city of London, 'a mournful, brooding motionless'; and the familiar ground of London acquires a sinister and unreal nature as the sun falls: 'from glowing and changed to a dull red without rays and without heat, as if it were about to go out suddenly, stricken to death by the touch of that brooding over a crowd of men', as Marlow suddenly enters into the carefully prepared silence: 'And this also ... is the silence of the dark places of the earth' (though it was not the deep darkness of what later seemed to Marlow the centre of

7.

Taken From: *Heart of Darkness*

by Joseph Conrad

The Penguin English Library

INTRODUCTION

the earth but 'the very end of the world, a sea the colour of lead, a sky the colour of smoke ...').

Marlow uses similar language to describe the Thames to that which he uses for the other great river of the story, the Congo, and unites them by suggesting that all rivers and seas run into one another: from the 'end of the world' the Thames 'stretched before us like the beginning of an interminable waterway', 'leading to the uttermost ends of the earth ... into the heart of an immense darkness'. In the same way as he connects all seas and rivers, Marlow connects all mankind. He prepares us for the disturbing atavism he experiences when watching the natives howl and dance on the banks of the Congo and the 'claim of distant kinship affirmed in a supreme moment' he felt when his Negro helmsman died, with a preamble reminding us that our own civilized country, where nature is 'the shackled form of a conquered monster', was once a darkness 'monstrous and free' and we were once the savages. In this preamble Marlow establishes in us a feeling of inherent solidarity with the Congo natives as well as with the civilized colonialists (whom we cannot help but associate with), a feeling strengthened by him taking the Roman invader's point of view - feeling sorry for the 'decent young citizen in a toga' and the 'men going at it blind', rather than for the savage Britons.

This conflict of sympathies is felt by Marlow at the beginning of his journey into Africa when, after his experiences of isolation among the white men in the 'whited sepulchre' of Brussels and on board ship, he sees the shore boats paddled by shouting, sweating blacks who, 'wanted no excuse for being there' and who were 'a great comfort' for Marlow to look at.

His first close contact with the natives is at the Company Station and his first impression is one of horror at their misery and wretchedness. These are powerful scenes, heightened in their effect by a sinister background of aggressive, futile activity by the colonialists - the pointless blasting of the cliff (reminding us of the French man-of-war's 'insane' and 'incomprehensible' shelling of the apparently non-existent native 'enemies' along the coast), the vast, purposeless hole, and the decaying machinery. The so-

8

INTRODUCTION

called criminals, collared and chained, whose ribs and joints were visible 'like knots in a rope', and the 'black shadows of disease and starvation' who have withdrawn to the inferno-like green gloom of the trees to die are contrasted with the 'reclaimed', or separated black, the native in charge of the criminals who is 'the product of the new forces at work' and who, with his 'rascally grin', is oblivious to the sufferings of his charges, and proud only of his 'exalted trust'; a similar sort of 'reclaimed' native is the station manager's overfed 'boy' who is allowed by the manager to openly treat the white men with provoking insolence and who, significantly, is the one to announce 'in a tone of scathing contempt - "Mistah Kurtz - he dead"'. Above all, however, the blacks are contrasted with the whites: the extraordinary accountant with his starched collars, white cuffs and well-groomed hair, and the other pioneers of progress with less backbone. These whites continually fall sick and, because of their greed for ivory and promotion, engage in perpetual intrigue against each other and are responsible for the futile blasting of the cliff, a parody of the 'work'. They are possessed, it seems to Marlow as he stands on the hillside overlooking the 'inhabited devastation', by 'a flabby, pretending, weak-eyed devil of a rapacious and pitiless folly'.

In the story Conrad further exploits the imagery of black and white, 'light' and 'dark', in a number of ways. Darkness is night, the unknown, the impenetrable, the primitive, the evil. Yet when he reaches Africa the colours of skin invert the accepted associations of the contrast. 'White' is above all ivory, the beautiful luxury of civilized man which is the root of all evil in the darkness, and which obsesses the white men until they, like Kurtz, come to resemble it; and we recall the 'whited sepulchre' of Brussels, as it becomes clear why Marlow is 'prejudiced' against the city and cannot help but think of it in those terms.*

Marlow begins his tale with an account of how he 'got out there' which is very much an account of how Conrad himself went to the Congo in 1890. Like Marlow, he returned to London after six years' sailing in the Far East, initially as First Mate, then as Captain,

9

Dull jewels in the crown

FOR better or for worse, London Weekend Television's 21st birthday celebrations last weekend did what they were meant to do — they described the changing shape of a commercial television company which began amid the optimism of the late Sixties, grew up in the uncertain Seventies and is clinging on through the distinctly anxious Eighties.

From the earliest days of LWT comedy came repeats of *Doctor in Charge* and *Please Sir*, shows which may not seem all that funny in hindsight, but which exhibited a youthful boisterousness not often to be found in these wearier, warier times. By 1976, LWT was making *Bouquet of Barbed Wire*, and we were apparently thought to be ready for tales of incest and what, at the time, felt like serious social drama. No it didn't — it felt like *Mills & Boon* with dirty bits, and it still did last Saturday.

It was, last Sunday, interesting to see an old *Upstairs, Downstairs* episode, even if the acting wasn't quite what we remember it to be, and even if LWT selected an episode so far into the series that you needed to have been there first time around to make sense of it. Also last Sunday — tucked away so late you got the feeling it was only done to stop Melvyn Bragg sulking — we had a retrospective *South Bank Show*, complete with interviews from Olivier, Bennett, Pinter, Francis Bacon and others, and reminding us what a consistent force the programme has been in the cause of making art accessible to those who might in other circumstances reach for a gun.

And from the present? From the present we had *The Best of Blind Date* and *Aspel in the Best Company*, God help us. Unfair to

Aspel maybe, because as chat shows go his goes better than many, including its thrice-weekly rival on BBC1. But a chat show it is, and what *Blind Date* is, is anybody's guess. It seemed odd that LWT, the ITV company which makes the most noise as it blunders through the undergrowth in search of a younger, brighter, richer audience, should have chosen those of all its shows to mark the present. The optimism and the pessimism of LWT's first decades seemed positively dangerous by comparison.

There were dangerous moments during the celebrations, though. There was, for instance, the threat that Nigel Dempster might ask a serious question during his part of the seemingly aimless ramble around London which surrounded LWT's *Live Celebration* (Sunday). That came to nought, though, as did the danger that Daniel J Travanti, of Hill Street Blues fame, might get the name of the voice behind Roger Rabbit right, during the *Prince's Trust Royal Gala* which LWT produced as the jewel in its birthday crown. Travanti introduced him as Richard Fleischer, and the poor man had to point out that his name was Charles. A small thing, but symptomatic of a night in which nothing seemed more typical of ITV than its current lack of clarity.

It is also Thames's 21st birthday, although the London weekday company is going about its celebrations in a markedly subdued manner. In fact I only noticed two programmes, both on ITV on

The Sunday Times

TV REVIEW

by Patrick Stoddart



● John Hurt as the Naked Civil Servant

Thursday, to mark the occasion. One of them was a repeat of *The Naked Civil Servant* — the biography of the outrageous gay, Quentin Crisp, easily one of the dozen most daring milestones in television drama, and proof positive that ITV can, when it chooses, match the BBC at its best. Or perhaps that should be in the past tense, because I see little evidence that the newly-nervous, franchise-chasing, line-towing ITV companies of the late Eighties would exhibit such nerve.

The other item was a Thames presentation of the Royal Ballet success *Still Life at the Penguin*

Cafe, shown as part of a celebratory summer season. This was by no means Thames's first venture into the arts, but it was still a comparative oddity from the company which once made *Naked Civil Servant* and *World at War*, and which now seems more interested in such things as *Interceptor* (ITV, Wednesday) — a *Treasure Hunt* sequel in which contestants run away from a man in a helicopter and black leather who will take the prize money out of their backpacks if he catches them. A Freudian would probably tell you that in Thames's darkest dreams, the man in black is replaced by a woman in a blue suit.

If Thames seriously wanted to remind the world what good works it has performed over the years, it could have done worse than re-run the films of Frank Cvitanovich, the preposterously-talented Canadian documentary maker whose work for the British company has included everything from an elegiac piece about a Yorkshire farmer and his shire horses, to a bittersweet portrait of John Osborne as a child. Curiously though, it is not Thames which is mounting a full-scale Cvitanovich retrospective but Channel 4.

Under the Sun (BBC2, Thursday) showed people hopefully emerging from a nightmare. An American couple, sometimes dogged by the KGB, filmed Estonian Jews enjoying the early fruits of glasnost and celebrating their first Passover in so long that nobody seemed quite sure how the ritual was meant to go. It

was a sad business, watching people who know their new freedoms are based on the whims of a single man, and whose memories go back to the time when other Estonians helped Germans to kill them.

But compared with the people of Romania, they seemed a well-dressed, liberated lot. Everyman (BBC1, Sunday) sneaked into the land that Gorbachev forgot, to film the forced labourers building a 7,000-room palace for President Ceausescu while others tore great tracts through the country's most beautiful towns to jerry-build apartment blocks for displaced country people. Meanwhile, the food shops are empty, secret policemen parade the streets, and the people betray each other out of fear. Romania, a place where Westerners go on holiday, was shown as the most terrible place on earth.

The most terrible man on earth, at least according to those he tried to destroy, was the publisher of *Confidential* (ITV, Wednesday), the scandal sheet which, in the late Fifties, changed the way Hollywood stars conducted their private lives every bit as effectively as Aids has done 30 years on. The story of the magazine formed the first episode of a four-part series called *Scandal*, designed to add a little titillation to the hot summer nights, and it looks like succeeding. We were, of course, scandalised by the lengths the rag went to to expose the stars' sexual peccadillos, and the way the studios traded dirt on Rory Calhoun to get *Confidential* to drop its exposé of the dazzlingly promiscuous Rock Hudson. But if anybody who watched *Confidential* denies that they got the same thrill out of the experience that people did from reading the rag itself, I simply wouldn't believe them.

Lightning Rush strikes twice

EVERTON 2

Southall; McDonald, Ratcliffe, Watson, Van den Hauwe; Nevin, Steven, Well (sub: McCall 58min), Sheedy (sub: Wilson, 77min); Cottee, Sharp.

LIVERPOOL 3

Grobbelaar; Nicol, Hansen, Ablett, Staunton (sub: Venison 91min); Houghton, McMahon, Barnes; Beardsley, Aldridge (sub: Rush 72min).

Aldridge (4min) 0-1; McCall (89min) 1-1; Rush (95min) 1-2; McCall (101min) 2-2; 104min) 2-3.

Weather: warm and close. Ground: firm. Referee: J Worrall (Warrington).

Attendance: 82,800.

by Brian Glanville

IF it was just that Liverpool scored too soon; a well-timed goal by Aldridge only four minutes — but they strolled about when they should have consolidated; and that was only the beginning of it. On it went to Nicol, who played a hero's part. His long ball devastated the Everton defence, and McMahon turned it on for Aldridge to gallop through and give Southall not the ghost of a hope. A substantial consolation for that penalty he missed in last year's final.

Against the luminous clarity of Liverpool's football, Everton continued to find themselves in periodic trouble. In midfield, as many had anticipated, the slight pair of Steven and Bracewell were losing the battle against the physically stronger and always perceptive Whelan and McMahon.

In defence, something else which had been foreseen, Ratcliffe's loss of pace exposed the Everton centre. There was a significant moment soon after the half-hour when he could find no other way to stop a surge by Barnes than crudely to obstruct him. He should certainly have gone into the book.

Barnes was always the threat. His long cross after 17 minutes gave Aldridge the chance of a flying header, which went not far outside. Five minutes later Barnes should have done better with Houghton's cross than nod it gently into Southall's arms. Later, after he had exploited a superb pass by Whelan, Barnes sent a centre whizzing low across the face of a vulnerable goal.

But one goal, however well deserved, is a slender advantage, and with a goalkeeper as eccentric as Grobbelaar, there is always the chance of a chance. So it proved, shortly before half-time, when the keeper made a bizarre hash of an unexceptional cross by McDonald. He lost the ball. Sharp got it, but with Grobbelaar marooned, Sheedy could only bang it against Hansen.

Sheedy took it and Nicol, who had misheaded the ball last week, which skidded off the top of his head. Nicol, however, was luckier than Hansen, and McMahon booted the ball over the line. Soon came that spectacular score. It was the kind of goal which

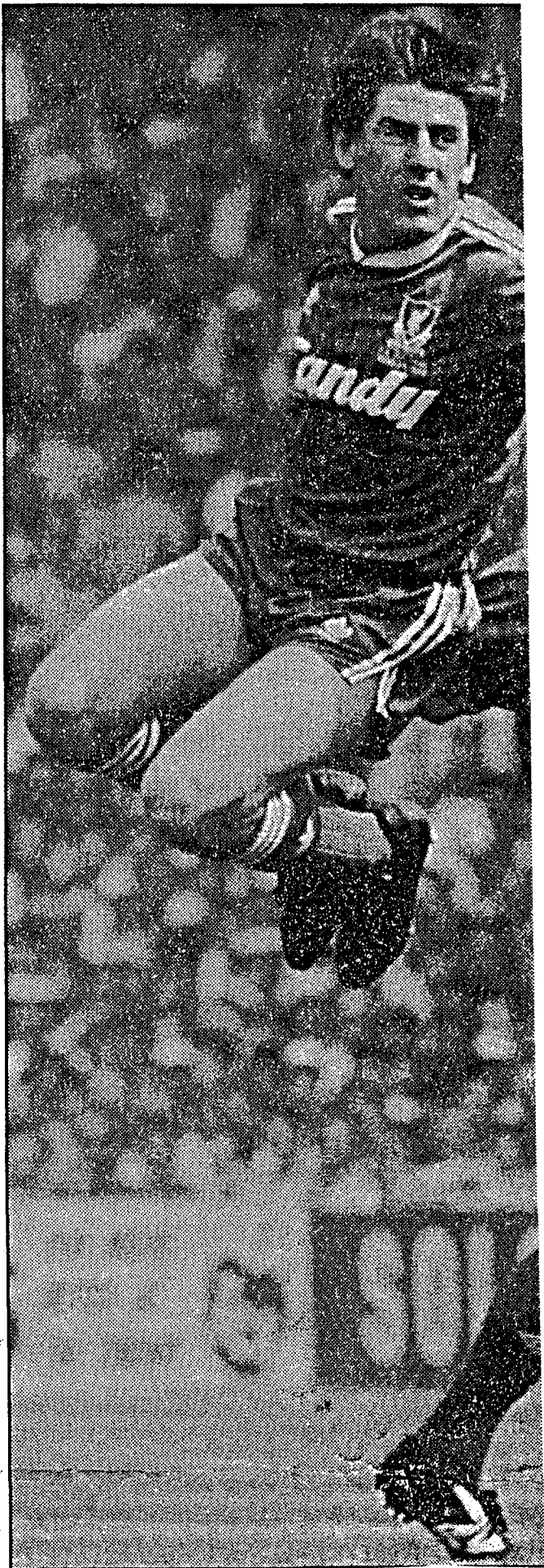
only Liverpool, of all English teams, seem capable of scoring. Sheedy, in a moment of carelessness, gave the ball away to Beardsley, but that was only the beginning of it. On it went to Nicol, who played a hero's part. His long ball devastated the Everton defence, and McMahon turned it on for Aldridge to gallop through and give Southall not the ghost of a hope. A substantial consolation for that penalty he missed in last year's final.

Against the luminous clarity of Liverpool's football, Everton continued to find themselves in periodic trouble. In midfield, as many had anticipated, the slight pair of Steven and Bracewell were losing the battle against the physically stronger and always perceptive Whelan and McMahon.

In defence, something else which had been foreseen, Ratcliffe's loss of pace exposed the Everton centre. There was a significant moment soon after the half-hour when he could find no other way to stop a surge by Barnes than crudely to obstruct him. He should certainly have gone into the book.

Barnes was always the threat. His long cross after 17 minutes gave Aldridge the chance of a flying header, which went not far outside. Five minutes later Barnes should have done better with Houghton's cross than nod it gently into Southall's arms. Later, after he had exploited a superb pass by Whelan, Barnes sent a centre whizzing low across the face of a vulnerable goal.

But one goal, however well deserved, is a slender advantage, and with a goalkeeper as eccentric as Grobbelaar, there is always the chance of a chance. So it proved, shortly before half-time, when the keeper made a bizarre hash of an unexceptional cross by McDonald. He lost the ball. Sharp got it, but with Grobbelaar marooned, Sheedy could only bang it against Hansen.





High flying: Beardsley appears to be walking on air as Liverpool go for the double

Chris Smith

team as a whole, who seemed content at times to stroll about, Houghton was almost a side in himself. His was the pass which gave Barnes another shot. The ball was deflected off McDonald, and had Southall plunging desperately to his right-hand post, giving away a corner.

Liverpool took off Aldridge, and sent on Rush, hero of so many Wembley finals before he left for Juventus. Everton replaced the disappointing Sheedy with Wilson, a player scarcely dynamic enough.

Suddenly and astonishingly, Everton were in the game; Liverpool were on the ropes. When Grobbelaar lost a corner from Steven, Whelan had to boot the ball away. Staunton was struggling against Nevin, and that was where, so dramatically, the equaliser would come from, in the last minute. A low cross from the wriggling, elusive Nevin, a futile dive by Grobbelaar, the ball spinning across the goalmouth to be put in by the man who had made so much difference: McCall. Belatedly,

Liverpool sent on Venison for Staunton.

Now goals would come in abundance; two of them for Rush. The first, five minutes into extra time, came when, with a superb spin, he took a ball from McMahon on the left and drove it past Southall. Just before the changeover, he scored again with a free header.

Between these two, McCall had equalised for Everton, exploiting a weak clearance with a powerful right-footer from the edge of the box.

Liverpool had raised their game at last, and in the second period of extra time Southall had to save from Houghton, Rush, Barnes and Beardsley. But complacency nearly cost Liverpool the Cup.

□ Referring to the pitch invasions, Glen Kirton of the FA said that the perimeter fencing, removed for the occasion, would be back for the England v Chile match: "The crowd's behaviour was just within the bounds of acceptability. Every match from now on we will look at on merit."

Taken From: The Sunday Times

Sport

21 May 1989

Page: A 32

Taken From: Book For Farmers
 Bayer A.G.,Leverkusen/Germany
 Page: 52 - 55

Diseases caused by viruses

Foot-and-mouth disease As already mentioned in the introduction, the cause of this disease is a virus, which produces the characteristic clinical signs - blisters on the muzzle, tongue, interior of the mouth, udder and coronets. As often happens in virus diseases, there are several strains of the foot-and-mouth disease virus, which are grouped into African, Asiatic and European types. As a rule the disease is caused by only one type at a time but mixed infections may occur, usually when the disease has persisted for some time. Foot-and-mouth disease is spread chiefly by the contents of the blisters on bursting, and by the milk, urine, nasal discharge and other secretions and excretions, which convey the infection directly from a sick animal to those that are healthy (direct transmission).

slow rumination and the escape of saliva from the mouth in long, ropy strands like the last of the white dropping from a broken egg. Within 2-3 days blisters filled with a clear yellow fluid appear. These spread rapidly over the whole mucous membrane of the mouth and then burst allowing their contents to escape, and leaving behind them raw areas which are very painful and occasionally bleed. At the same time small blisters develop on the coronets; the animal is unwilling to rise and can move only with much pain. On the udder the blisters are usually found on the teats but the whole udder is swollen and tender. The milk looks yellowish and develops a bitter taste. There is a fall in milk production. Secondary bacterial infection of the blisters is not uncommon. One of the most common sequels to the disease is "thimbling" (loss of the horny hoof).

A serious complication of foot-and-mouth disease in cattle is the effect on the heart and other muscles. The muscle cells are destroyed and take on a yellowish look ("tiger heart"). If such animals recover at all they are usually poor doers and therefore uneconomic to keep.

In pigs the disease differs only slightly; the animals are very lame, remain lying down or move about on their knees; they often scream when they are forced to move. Blisters appear on the coronets, on the snout, in the mouth and on the tongue.

In sheep and goats the disease may be so mild as to pass unnoticed. Suspicion may first be aroused only by the occurrence of abortion and lameness in a large proportion of the flock.

The danger arising from this disease on account of its very rapid spread and serious economic effect calls for immediate control measures. As soon as there is any suspicion of foot-and-mouth disease, the herd should be placed in

The disease affects cattle, sheep, goats, pigs and some species of wild animals. The latter play an important part in the spread of the disease. Occasional cases of infection have been described in man.

There is also a whole series of means by which infection may be spread indirectly: clothing, tools, vehicles, food troughs, harness, hides, bristles, horsehair, wool, milk, meat, dung, hay and straw that has been used for bedding sick animals. The virus can also be spread by other animals that are not themselves susceptible to the disease, such as dogs, cats, fowls, horses, donkeys etc.

An animal that has recovered from an attack of foot-and-mouth disease may become a chronic carrier of the disease.

The period elapsing between infection and the appearance of obvious disease (incubation period) is about 2-4 days. The first sign of disease is a rise in temperature, which, being of short duration, often passes unnoticed. After this the disease shows itself in loss of appetite,



Foot-and-mouth-disease.
Ruptured blisters

quarantine and the appropriate veterinary authority notified, who will then give the necessary instructions for control. (In almost all countries slaughter policy is enforced.) Fluid from the blisters is examined to establish the diagnosis and to identify the type of virus involved. The object of the control measures is to prevent the spread of the disease. Vaccination affords the best means of protection in countries where a slaughter policy is not carried out.

Unless otherwise instructed by the veterinary surgeon concerned, and in so far as this is possible, sick animals should be housed and treated symptomatically. For the treatment of the raw areas there is available in the range of Bayer products a MARFANIL-PRONTALBIN powder or NEGASUNT. It prevents secondary infection and so promotes healing. This local treatment should be supported by regular injections of VIGANTOLE comp. (DETANOL, ZYLPHON), the high vitamin A content of which accelerates the repair of the skin. CATOSAL/COFORTA or ARICYL/ROBACYL are recommended to improve the animal's general condition.

The control of foot-and-mouth disease would not be complete without strict attention to hygiene. Restriction of visits to an infected farm and frequent disinfection of floors and equipment with a 2% solution of caustic soda help to prevent the further spread of the disease, protect neighbouring herds from attack and can considerably reduce the economic loss caused by this disease.

THE SOUNDS OF SILENCE - Simon and Garfunkel

Hello, darkness, my old friend.
 I've come to talk with you again
 Because a vision softly creeping
 Left its seeds while I was sleeping
 And the vision that was planted in my brain
 Still remains
 Within the sound of silence.

In restless dreams I walked along
 Narrow streets of cobblestone
 'Neath the halo of a street lamp
 I turned my collar to the cold and damp
 When my eyes were stabbed by the flash of a neon light
 That split the night
 And touched the sounds of silence.

And in the naked light I saw
 Ten thousand people, maybe more:
 People talking without speaking;
 People hearing without listening;
 People writing songs that voices never share
 And no one dare
 Disturb the sound of silence.

"Fools" said I, "You do not know
 Silence like a cancer grows.
 Hear my words that I might teach you;
 Take my arms that I might reach you."
 But my words like silent rain drops fell (Hm - m- m)
 And echoed
 In the wells of silence.

And the people bowed and prayed
 To the neon gods they made.
 And the sign flashed out its warning
 In the words that it was forming
 And the sign said, "The words of the prophets are written on the subway walls
 and tenement halls
 And whispered
 In the sounds of silence."

Taken From: "Oldies but Goodies" song book
 Compiled by 1987 Fulbright English Teaching Seminar
 Istanbul
 Page():1

CLIMBING THE HIMALAYAS

Speaker: Arlene Blum

Interviewer: Susan Stamberg

Announcer: Noah Adams

(Music)

B: In a way, it's one of the simplest, most peaceful ways you could...one could⁴⁰ ever spend time. Y'know,⁴¹ you're just walking along looking at the incredibly beautiful peaks rising around you, and the green terraced fields, and the...the local people peacefully working away.⁴² It...it's much simpler and easier than driving here to the studio through the traffic was.

SS: (*laughs*) If Arlene Blum sounds serene, it may be because

she's just returned from a trip on high—very high: a twenty-four-hundred-mile trek⁴³ through the Himalayas of Bhutan, Nepal, and India. Blum is a mountaineer. Three years ago⁴⁴ she led the first successful American ascent of Annapurna, one of the world's highest peaks. Now she's helped to found a group called Explorers' Treks, which will lead adventurers on trips to the Himalayas this fall.⁴⁵ Blum finds inspiration in the exploits of Alexandra David-Neel, one of history's most extraordinary explorers.⁴⁶

Her specialty was Tibet, and she explored Tibet for forty years. I...I think one of her most notable accomplishments was her journey to Lhasa. She had always wanted to go there, and it was closed to Westerners, and finally, when she was fifty-five years old, she disguised herself as a Tibetan beggar woman, and in this disguise walked two thousand miles across high snowy passes⁴⁷ and glaciers and blizzards...

mmh!

uh...to Lhasa, and her knowledge of Tibetan was so good that no one ever guessed that this was really a...a Western man.

mm. This was around the turn of the century,⁴⁸ right?

was about 1920.

uh. But...uh...you have taken on the...uh...the wonderful task of trying to follow her footsteps, and...and...

uh...lead expeditions to—what sorts of places?⁴⁹

AB: Well, we're going to be doing expeditions to a number of the places she visited. Uh...for example, there's an explorers' trek that will go to Darjeeling, where she first met with the Dalai Lama around 1910, and to Kalimpong, where the caravans to Tibet began, and also to several...several other destinations in Nepal.

SS: Hmm. Nothing is going to be as extensive as the...the...uh...walking that you and Hugh Swift from Berkeley did...uh...across Bhutan, Nepal, and the...uh...Himalayan regions of India. I read somewhere that you walked and climbed a distance that was greater than going from Maine to the tip of Florida.⁵⁰

AB: Yeah, it was, I think, one of the longest walks (*laughs*) that...that anyone's done, and you know, walking from east to west across the Himalayas⁵¹ you're never going levelly...

SS: Mm-hmm.

AB: ...because...uh...the rivers run north to south, cutting through the mountains, so the whole time you're going up to a ridge⁵² and down to a river, you s-⁵³...you cross a nineteen-thousand-foot pass, and your reward is you have to go down to a two-thousand-foot river (*laughter*), and then there's another fifteen-thousand-foot pass, and we've been walking up and down for...for nearly ten months.

: Uhh! Incredible! And were⁵⁴...was it just the two of you, or did you have...uh...people helping and carrying?

: Well, there were two of us, and again for that trip we had several groups of people come from the States and join us for a couple of weeks and walk along with us.⁵⁵ And those people had such a good time, I got wonderful letters from them afterwards saying how important these two weeks of ...or three weeks of⁵⁶ walking in the Himalayas was to them, and some people said it had changed their whole lives...

: Hmm.

: ...and in fact it was partly because the people who joined us for the Himalayan traverse⁵⁷ had such a good experience that we decided to organize the explorers' trek... +

: Uh...huh.

: ...this next fall.

: Uh-huh. Did it get lonely...uh...when it was just the two of you doing all that trekking?

: Well, it wasn't really the two of us, because th-...there were the local people, and...and that was a lot of the reason I was there...was⁵⁸ to get to know them and...and try to understand something about their lives, because it's...it's really hard to define, but there's something very special in the Himalayas, and I think it's the way the people li-⁵⁹...the people live. They're...they're at peace in a way that...that's very hard to define, but it's...it's very attractive to us Westerners.

SS: Mm-hmm. Did you find yourself feeling different when you were there?

AB: A lot calmer (*laughs*), a lot more tranquil, and...a...lot..⁶⁰...there...there was time to...to think, to...to...appreciate the beauty around me, and,...umm...oh, there're chal-⁶...the sort of challenge you encounter there is...is a physical challenge of walking up a hill, finding your way to the top of a...of a small mountain...uh...crossing a stream, while I find back here, there're too many things going on at once. It's very hard ever to sort of⁶² say, "I've reached the top of the mountain, I've accomplished something,"...

SS: Mm-hmm.

AB: ...and...and feel satisfaction, 'cause⁶³ it seems like we always have a...a next task, and a next job to do.

SS: Mountaineer Arlene Blum.⁶⁴

NA: And for this evening, that's "All Things Considered."

July 26, 1982

Taken From: Are You Listening?
Recorded Selections from the English
Teaching Forum for listening practice
USIS, 1985
Page: 123 - 127

Monday July 22, 1839

It is bad enough trying to teach in a voluntary school in these cruel hard times without the daily assault on my ears from that oleaginous fellow who drives the hackney carriage in which I travel to my employment each day. Ever since the Whig Government voted that Parliament should donate £20,000 to public education in 1832 I have been hopeful that conditions would improve.

Alas, these seven years have passed and we still have no new building, for these monies cannot be spent on anything else. Every time I describe, on my journey to school, the inequities in modern education, my carriage driver heaps scorn upon my protests. His name is Bunne, to be correct Kenneth Bunne, formerly a Baker before he forsook that calling to drive a hackney carriage, in preparation, as he would put it, for a career in politics.

His endless prattle wearies me . . . "Teachers, governor? I'd string them all up . . . Hanging's too good for them . . . I had that Lord Melbourne in the back of my cabriolet once". There is no end to his tedious and banal homespun philosophies, for which he craves an audience, and, in me, has found a captive one each morning and evening.

Tuesday

Good news, I do believe. Lord Melbourne's Government has, by means of an order in council, increased to £39,000 the sum to be spent on public education. A Committee of Council on Education is to be established with a view to creating a national system of education. One intention is to found a state normal school, a training college for elementary school teachers.

I am overjoyed at the prospect, though I fear the religious question may complicate matters. I understand that there will be three conditions attached to any money which may be disbursed for school buildings. First the structure of the school must be kept in good repair, second it must be open to inspection, but third, and this is the source of my joy, there must be trusts established which guarantee the education of children from poor families.



'I fear Bunne's fantasies are becoming the better of him' - a vision of education in the year 2000

ride in to school, eager to share the good tidings with the children, proclaiming to Bunne that future generations will see this year of 1839, which began so unpromisingly, as a turning point in the history of English education. Predictably, the unctuous fellow dampens my enthusiasm with his own vision of the future. Were he charged with responsibility for public education, a thought which chills me to the marrow, he would treat each school as a business, he tells me. Those that made a profit would flourish, those that made a loss could perish. This he justifies on the grounds that this philosophy worked admirably in the market where he used to sell loaves when he was a Baker.

Wednesday

There is more good news. The Government is to introduce next year a Bill into Parliament which will redirect many ancient endowments of the grammar schools into elementary schools. Much of this money has been wasted on poor quality classical education and I am convinced that we in the elementary schools could spend it more efficaciously.

Furthermore, the Government will

parishes which seek to build a new school. Many of the landed gentry are said to be prepared to act as benefactors with speed and generosity. It does begin to look more propitious, almost as if public education could be established through several such initiatives, rather than just one.

Even this does not please Bunne. During my ride home he relates at length his own proposals. The very giving of funds, he argues, would make schoolmasters indolent. What is more, he prates, warming to his task, the children would also become idle if schools and schooling were freely provided from the public purse. They ought, in any case, to be given stringent tests by the age of seven at the latest. Indeed his friend Boy Son believes that pupils must be severely chastised should they make errors in such tests. My argument that returning to the rough practices of the 18th century would be undesirable falls on stony ground.

Thursday

Bunne will sometimes make strange claims during our journeys. His most recent is that he has had audiences with Her Majesty the Queen and in private

her thoughts on the education of her subjects. The Queen has only been on the throne for two years, of course, and it was my impression that she was completely under the influence of Melbourne, but Bunne claims she has confided in him her disappointment at the ignorance of her subjects. She seeks to have a set of values attached to her name and Bunne asserts that he will one day be charged with implementing them. This cannot entirely be true, because others swear that he was given a liberal thrashing with her handbag on the one occasion when he offered an opinion.

Nevertheless, when I proposed the essentials of what, in my opinion, should be taught to young children, Bunne dissented, propounding that he was much impressed with what Napoleon had achieved in France, and would himself, given the chance, prescribe exactly what every child in England should learn. I confirmed my gratitude that he drove a hackney carriage rather than directed the learning of Her Majesty's subjects, but he is unabashed by any contrary opinion. Indeed he has written to the author Charles Dickens, telling of his admiration for his new novel *Oliver Twist* which was published last year. He

seeks to know if the character of Fagin was based on any real person as he would want such a person to advise him on teaching methods and the place of private enterprise in competition with public educational provision.

276

Friday

I fear Bunne's fantasies are becoming the better of him. His latest is that he has secured access to a time machine which will propel him 150 years into the future. Such is his hostility to the birth of public education, he tells me as we drive home from school, that, unable to prevent its genesis he must travel ahead in time and suffocate its future. Once he has begun the decline of publicly funded education, according to the plan he has conceived, he will then eliminate it completely by winning first the post of Conservative Party chairman and later that of Prime Minister. I cannot for one moment believe, as he avers, that he will not be driving me to school next Monday as he will have transported himself into the late 20th century, the year 1989 if my arithmetic is correct. In any case by that time public education would surely have become so securely established that even the demented Bunne could not dismantle it. The very idea is preposterous, is it not?

172

Master Wragg

Taken From: The Times Educational Supplement

July 28 1989

Number: 3813

Page: 48

Mary Evans Picture Library