

The Use of Relative Clauses in Shaw's *Major Barbara*: Implications of Teaching Grammar

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Abstract

This Study tries to shed some light on the usage of relative clause (subject ,direct object and indirect object , object of preposition , possessive , and object of comparison , restrictive, non- restrictive and reduced) as rich and complex syntactic in modern English Literature through the study of English play to know the most and least frequent types of relative clauses (RCs) used and to prove that modern English language attempts to use the easier type of relative clauses to combine sentence. The study investigates the frequency, categorization and percentage of each occurrence of relative clauses in George Bernard Shaw's play Major Barbara written by George Bernard Shaw. There are some questions in the play: Is there a high frequency of relative clauses on the upper level hierarchy more frequent than the lower level? is there a lower frequency of occurrence for relative clauses on the level of Keenan's hierarchy? And in the light of Shaw's play Major Barbara what are the implications of such analysis and in an EFL context? The results of the study in the play indicates that the subject relative clauses (RC) in the play occurred 118 times which (70.238%), direct object RC occurred (34) times which (20.833%), object of preposition RC occurred (5) times (2.971%), possessive RC occurred (6) times (3.571%) and object of

comparison didn't occur at all (0%). This means that the subject relative clauses and the direct object are the dominant types of relative clauses respectively. This proves that the subject relative clauses and the direct object RC are considered the upper level of hierarchy and are more frequently used in the modern English Literature. The other kinds of the relative clauses such as indirect object, object of preposition, possessive and object of comparison are considered the lower level and are less frequently used in the modern English Literature. Besides, the results indicate that the modern English play writing attempt to use the easier types of relative clauses, the subject and the direct object to combine sentence.

Key words: direct object, indirect object, object of preposition, relative clauses, subject.

1- Introduction

The relative clause is a frequently used kind of subordination. English, especially written English, uses subordination. Arabic on the other hand, uses coordination (Khalil, 2000). The relative clauses are an important and rich syntactic in English. Since no studies have been conducted previously on the use of relative clauses, their frequency and their various kinds in English literature, this study sheds light on this area of research.

Relative clauses constitute a problematic area for Arab EFL learners as they are rich syntactic structure in English and they can hinder effective communication because they are semantically and syntactically complex. This study tackles the usage of relative clauses in

modern English literature through discourse analysis of a modern English namely *Major Barbara* by George Bernard Shaw and to prove that modern language attempts to use the easier types of relative clauses to sentence to combine sentences relative clauses are categorized into nine categories: Subject (SU) relative clauses, divided object (DO), indirect object (IO), object of preposition (OP), genitive, object of comparison, restriction, nonrestrictive and reduced contact clauses, each of which has a level of difficulty . it is assumed that the easier construction (formation) is more frequently used.

2-Problem

Relative clauses especially those on the lower level of Keenan and Comrie's (1977) hierarchy constitute learning difficulties. No study has attempted to elaborate the occurrence and frequency of these difficult structures in extended discourse like that of a play.

3-Aims

This study has the following aims: -

1-Examining the frequency and categorization of relative clauses in a modern English play, namely *Major Barbara*

2-Shedding light on the most and the least frequent types of relative clause used, and proving that there is a lower frequency of occurrence for relative clauses on the lower level of Keenan's Hierarchy while the relative clauses on the upper level hierarchy are more frequent than those on the lower one.

3- Investigations the impact of such analysis and categorization on the practice of teaching grammar in EFL context.

4- Definitions

Relative clauses are dependent clauses that modify nouns.

They are introduced by a set of relative pronouns (that, which, who, whom, and whose). They are called adjective clauses because they have the same function as a adjectives but they come after the head noun as post nominal modifiers (Crown, 2008:420). Kharma and Bakir (2003:332) and Jacob (1995:367) define the relative clauses as a sentence like construction that the head noun and provides information about the set of entities denoted by the head - noun, e.g., the meteor that she saw was quite large.

Crown (2008, P: 420-421) said that the relative clauses are dependent clauses that modify nouns. They are introduced by a set of relative pronouns: that, which, who, whom, and whose. They are called adjective clauses because they have the same function as a adjectives but they come after the head noun (post nominal modifiers). Besides, relative clauses are formed by means of wh-movement.

" this rule move the NP in the relative clauses that corresponds to the noun phrase in the main clause to the front of the relative clauses, leaving a gap at the place from which it was

moved. The NP formed by wh-movement is replaced by a relative pronoun " e.g. The movie (that we saw the movie) was really scary. (Crown, 2008:421).

English relative clauses can be classified into six types of restrictive clauses as follows: subject relative clauses, direct object relative clauses (DO), Crown (2008:421), Quirk (1985:1248) and Quirk (1973:356) pointed out that English relative clauses can be classified into restrictive and non-restrictive depending on the function of the relative pronoun as subject, object, complement or prepositional complement. A restrictive relative clause is a clause that restricts the reference of the noun phrase modified and adds necessary information to it. For example, my brother "who live in Herbron, is a teacher. But a non – restrictive relative clause is a clause that doesn't restrict the noun's reference and it adds additional and unnecessary information about the modified noun (the head noun).

It is indicated by the commas around it. For example, the pretty girl, who is a typist, is Mary Smith.

Keenan and Comrie's (1972:81) stated that languages differ in the formation of their relative clause on the basis of three dimensions. The differences among languages with respect to the distraction relative clause cause problems for ESL and EFL learners. The three dimensions are: -

1-The position of the relative clauses with respect to the head noun.

2-How relative clause are marked.

3-The presence or the absence of a pronominal reflex.

Keenan and Comrie's (1977: 81) suggest a theoretical model known as noun phrase Accessibility Hierarchy (NPAH). Their model showed that the higher positions on the hierarchy are easier to be relativized than the lower ones. Below are six position of the hierarchy model: subject NP, object NP, indirect object NP, oblique object NP, genitive NP, and object NP of a comparison. Their hierarchy state that in universal grammar, subject NPs are easier to relativize than indirect object NPs, ... etc. The most difficult position is the object of a comparison and it is rather rarely used.

Concerning the characteristics of relative clauses, Quirk (1983:315) stated that relative pronoun is capable of showing concord with its antecedent and indicating its function with the relative clauses as a constituted of an element of clauses structure (S, O, C, A). This mean that the relative pronoun function respectively as subject, object, complement and adverbial (including its role as prepositional complement) in the relative clause with personal and non- personal antecedents e.g.

	Who spoke to him..... Subject
	Who(m) he met object

The person	Who(m) he spoke to prepositional complement
	To whom he spoke Prepositional complement
	Toward whom the dog ran (adverbial)
	Whom the dog ran toward (adverbial)

The relative clauses modified the NP (noun phrase) of the base string forming with it an expanded noun phrase which can then occur in any function in a matrix string in which the original noun phrase could occur.

The words *who*, *when*, *whose* *which*, and *that* are called relative clause: *who* (subject and whom (object) are used when the NP refers to people, *which* is used for things, *whose* is used for possession and *that* can be used for all NPs and it can be used for things and people as subject and object in defining relative clause. This mean *that* can be used for instead of *who(m)* and *which* in defining relative clause (Robert, 1964: 206-214).

5-Litraure Review about the Problems in Relative Clauses Encountered by Arab Learners

Tushyeh (1985) stated that adult EFL learners encounter problems in the production of relative clauses and make errors in using them. He found that language transfer is an important factor in the acquisition of relative clauses by adult EFL learners.

Kharma (1987) conducted a study about the difficulties encountered by Arab learners in the formation of relative clauses. The collected data from the free essay writing of university students, from Arabic to English translation and multiple choice tests in addition to multiple choice test at the secondary school level.

Then, he collected the student errors to arrive at the source of errors. He found that all the persistent errors and all errors types can be ascribed to the negative transfer (or interference) from Arabic. Another point is that all errors made in the formation of relative clauses are errors of form not use and they do not affect communication.

Tadros (1979) found that Arab speaking students at Khartoum university made errors in forming relative clauses in English. He analyzed interference errors in the written English of students through his study that involves 472 scripts obtain from 236 students at Khartoum university. These errors are attributed to interference from Arabic.

Khalil (1985) in his article “ Interlingual and Interlingual Errors in Arab Freshman English ‘ explained that Arab learners commit errors in forming relative clauses. He collected data from 150 final examination composition papers written by Arab learners enrolled in the first semester as freshman students taking the English courses 103 and 104 at Bethlehem university. He identified sense types of errors: The copula, embedded questions, pronoun retention, prepositions articles, semantic, and stylistic errors.

Shachter (1974) collected data from free compositions written by Arab, Chinese, Persian and Japanese EFL learners. She gathered all the relative clauses from three compositions and analyzed them in respect of the three dimensions of Keenan and Comrie (1972). She found that Arab and Persian learners and the Chinese learners find relative clauses formation in English similar to their native language forms to English and produced more relative clauses.

Khalil (2000: 109-113) classified the errors committed by Arab EFL learners in the use of relative clauses into nine types: relative pronoun omission, relative personal pronoun miss election, subject retention, object pronoun retention, whose miss election, *who-which*, miss election, who miss election and wrong number concord. He attributed most of these errors to Arabic interference.

Besides, he attributed other errors such as *who-whom* miss election to errors induced by the teacher situation. When teacher tell their learners that *who* and *whom* have the same meaning, they overgeneralize this rule and use *who* or *whom* in the wrong linguistic context.

Crown (2008:440:442) stated that EFL students make errors in producing English relative clauses in their L1s differs from that of English. For example, the beginning of the relative clauses in language such as, Arabic, Turkish and Farsi in marked by a single subordinator.

Subject and object presumptive pronouns are considered persistent transfer errors made by EFL learners. For example, *I has learned that I shouldn't do things that (they) hurt them.

*The man who we saw (him) yesterday is my father.

6- Problems that Arab EFL Learners Have with Relative Clauses.

According to the empirical studies conducted by Khalil (2000), Tushyeh (1983), Tardose (1974) and Shachter (1974), the most common errors committed by Arab EFL learners are:

1- . The Repetition of the Object of the Relative Clause (resumptive pronoun), e.g.,

*This is the man whom we met *him yesterday.*

2. Subject Pronoun Retention (repetition of the subject pronoun in relative clauses), e.g.,

The girl who **she* is beautiful came.

3-The Use of the Relative and Possessive Pronoun Instead of Whose, e.g.,

The man who his blood was tested that.

4-Relative Pronoun Misselection (*which* – *who*)

This is the teacher *which* teaches us English.

5. Confusion of *who* and *whom*

The friend *whom* is clever failed the test.

6. Omission of the Relative Pronoun When It Describes an Indefinite Noun.

Ali is a man * doesn't come late.

7. Omission of the Relative Pronoun

I want to speak about something * happened to me.

8. Omission of the Relative Antecedent, e.g.,

I don't agree with * *who* says that the sun goes round the earth.

9-Wrong Number Concord (Agreement)in Relative clauses, e.g.,

The life of orphans who * hasn't got enough love is a difficult one.

10-The Use of Coordination Instead of Subordination, e.g.,

She is an eccentric woman * and she always dresses as a bride.

11-Wrong Placemen of the Relative Clause, e.g.,

The boys were in the house * who were my friends.

7- Results and Discussion

The data for this study Taken from the modern play "Major Barbara" the well-known playwright Gorge Bernard Shaw in the table below, there is a presentation of the frequency,

categorization and percentage of relative clauses in Gorge Bernard Shaw's play "*Major Barbara*".

Table 1

The Frequency, Categorization and Percentage of Occurrence of Each Type of Relative Clauses in G. B. Shaw's Play *Major Barbara*

Percentage %	Total	ActIII	ActII	Act I	Kind of RC and function	
15/118=12.7%	15	6	2	7	Restrictive RC Subject /Contact Form	Subject
57/118=48.3%	57	25	22	10	Restrictive RC Subject /Full form	
26/118=22%	26	7	14	5	Non-Restrictive RC Subject /Contact Form	
20/118=16.94%	20	10	5	5	Non-Restrictive RC Subject /Full Form	
118/168=70.238%	118				Total	
12/35=34.28%	12	4	6	2	Restrictive RC Direct Object /Contact Form	Direct Object
20/35=57.14%	20	8	8	4	Restrictive RC Direct Object /Full Form	
1/35=2.85%	1	0	1	0	Non-Restrictive RC Direct Object /Contact Form	
2/35=5.71%	2	0	1	1	Non-Restrictive RC Direct Object /Full Form	
34/168=20.833%	35				Total	
0/4=0%	0	0	0	0	Restrictive RC Indirect Object /Contact Form	

$\frac{3}{4}=75\%$	3	2	0	1	Restrictive RC Indirect Object /Full Form	Indirect Object
$\frac{0}{4}=0\%$	0	0	0	0	Non-Restrictive RC Indirect Object /Contact Form	
$\frac{1}{4}=25\%$	1	0	1	0	Non-Restrictive RC Indirect Object /Full Form	
$\frac{4}{168}=2.380\%$	4				Total	
$\frac{0}{5}=0\%$	0	0	0	0	Restrictive RC Object of Preposition /Contact Form	Object of Preposition
$\frac{3}{5}=60\%$	3	0	1	2	Restrictive RC Object of Preposition /Full Form	
$\frac{0}{5}=0\%$	0	0	0	0	Non-Restrictive RC Object of Preposition /Contact Form	
$\frac{2}{5}=40\%$	2	0	1	1	Non-Restrictive RC Object of Preposition /Full Form	
$\frac{5}{168}=2.976\%$	5				Total	
$\frac{3}{6}=50\%$	3	2	1	0	Restrictive RC Possessive	Possessive
$\frac{3}{6}=50\%$	3	0	2	1	Non-Restrictive RC Possessive	
$\frac{6}{168}=3.571\%$	6				Total	
	0	0	0	0	Object of Comparison	Object of Comparison
$\frac{0}{0}=0\%$	0				Total	

According to the table provided, the subject relative clause is the most frequent kind of relative clauses in George Bernard Shaw's Play Major Barbara. This kind has 118 occurrences which constitute 70.238%. It is divided into 4 subsections and they are exemplified from the three acts of the play as follows:

1. Restrictive RC Subject /Contact Form, *e.g.*, I do beg you to let me alone for once, and tell me about this horrible business of my father wanting to set me aside for another son.

2. Restrictive RC Subject /Full Form. I am not one of *those men who keep their morals and their business in watertight compartments.* (MB. Act I).

3- Non-Restrictive RC Subject /Contact Form. *Homer, speaking of Autolycus,* uses the same phrase. (MB. Act I).

4. Non-Restrictive RC Subject /Full Form. Your *Christianity, which enjoins you to resist not evil, and to turn the other cheek,* would make me a bankrupt. (MB. Act I).

The category Restrictive Relative Clauses as Subject /Full Form, this category was found as the most frequent of all its kinds in the play under investigation (M.B). It counted 57 occurrences which constituted 48.3%. On the other hand, the Non-Restrictive RC as Subject /Contact Form makes up to 26 occurrences which constitute 22%. The third category is Non-Restrictive RC Subject /Full Form. This category occurred 20 times which constituted 16.94%. The last category is Restrictive RC Subject /Contact Form.

This category was the least to occur in Bernard Shaw's Play "Major Barbara". It occurred only 15 times. This occurrence constitutes 12.7%. In fact, the previous discussion provides us with the view that the dominant type is Restrictive RC Subject /Full Form followed by Non-Restrictive RC Subject /Contact Form, then the Non-Restrictive RC Subject /Full Form, and finally is the Restrictive RC Subject /Contact Form. With regards to Direct Object which is considered the second major type of RCs, the following findings were detected:

The Direct Object occurrence was 35 times. This constitutes 20.833%, out of the occurrences of RCs in Bernard Shaw's Play Major Barbara. The Direct Object is divided into 4 categories:

1. Restrictive RC Direct Object /Contact Form

Ever since they made her a major in the Salvation Army *she has developed a propensity to have her own way.* (MB. Act I).

2. Restrictive RC Direct Object /Full Form. I have a very *strong suspicion that you went to the Salvation Army to worship Barbara and nothing else.* (MB. Act I).

3. Non-Restrictive RC Direct Object /Contact Form. *So the five thousand, I should think. is to save his soul.* (MB. Act II).

4. Non-Restrictive RC Direct Object /Full Form

It is only in the middle classes, Stephen, that people get into a state of dumb helpless horror when they find that there are wicked people in the world. (MB. Act I).

First, restrictive RC direct object /full form occurred 20 times which constitute 57.14%. This type is considered the dominant one in Direct Object category. The second type is restrictive RC direct object /contact form which comes next in occurrence. It makes up 12 occurrences which constitute 34.28%. The non-restrictive RC direct object /contact form appeared only once in the play and makes up 2.85%. However, the non-restrictive RC direct object /full form occurred twice which constitute 5.71%. The third main type of RCs that is discussed in the study is the indirect object. It is divided into 4 subsections as follow:

1. Restrictive RC Indirect Object /Contact Form. *The girl we gave the massage to is not here.*
2. Restrictive RC Indirect Object /Full Form. *Barbara was going to make the most brilliant career of all of you. And what does she do? Joins the Salvation Army; discharges her maid; lives on a pound a week; and walks in one evening with a professor of Greek whom she has picked up in the street. (MB. Act I).*
3. Non-Restrictive RC Indirect Object /Contact Form. *The student, Alice baked a cake for, is my roommate.*
4. Non-Restrictive RC Indirect Object /Full Form. *They stung into vivacity, to which their meal has just now given an almost jolly turn. (MB. Act II).*

This type was rare and infrequently used in the play "Major Barbara" in occurrence. The total occurrence of it was only 4 times which constitute 2.380%. The restrictive RCs indirect object /full form occurred 3 times which constitute 75%, whereas non-restrictive indirect object /full form occurred only once in act II which constitutes 25%. On the other hand, the restrictive and non-restrictive RC indirect object /contact form didn't appear in the play (MB) at all.

All in all, the occurrence of indirect object category is really rare as it appeared only 4 times throughout all the acts of the play (MB). This is a clear indicator that the indirect object is not frequently used in the play which may be due to its difficulty or it is neglected (or avoided).

Oblique object is the fourth main type of relative clauses categories. The oblique is another infrequently used category. It is divided into 4 subsections:

1. Restrictive RC Object of Preposition /Contact Form. *The mattress he slept on had several broken springs.*
2. Restrictive RC Object of Preposition /Full Form. *Ever since they made her a major in the Salvation Army she has developed a propensity to have her own way and order people about which quite crows me sometimes.* (MB. Act I).

3. Non-Restrictive RC Object of Preposition /Contact Form. *I know the place, you spoke about.*

4. Non-Restrictive RC Object of Preposition /Full Form. *She sits down; and he goes to the armchair, into which he throws himself.* (MB. Act I).

The Oblique category occurred 5 times which constitute 2.976%. The restrictive RC object of preposition/full form occurred 3 times which constitute 60%. The nonrestrictive RC object of preposition/full form occurred twice. This occurrence constitutes 40%. The two categories restrictive and non-restrictive RCs as object of preposition/contact forms didn't appear (occur) at all in all the acts of the play (MB).

The fifth type is the Possessive Relative Clause. This type is divided into two categories: Restrictive and Non-restrictive Possessive RCs. They appeared 6 times in the data taken from the table from the play, and constitute 3.571%. Each one of the restrictive and non-restrictive RCs of possessive appeared 3 times which constitute 50% for each. Here are examples from the play Major Barbara on both types:

1. Restrictive relative clause as possessive. *The oceans of blood, not one drop of which is shed in a really just cause!* (MB. Act II).

2. Non-restrictive relative clause as possessive. *There may have been some reason for it when the Undershafts could only marry women in their own class, whose sons were not fit to govern great estates. (MB. Act I).*

Concerning the object of comparison relative clauses, there was a complete absence in the data under investigation (didn't occur at all). *The only person that I was shorter than was Fritz.*

If we look at the aforementioned table, we found that there a high frequency of relative clauses as subordination device (168 times). The result also lend further support to that the relative clause on the upper level hierarchy are more frequently than the lower level. we found that the relative clauses as subject were more frequently used in the data occurred (118) time which constitute 70.238%. Then comes the direct object which constitutes 20.833%. of the total relative clauses. This proves that the subject and the direct object relative clauses are considered the upper level of hierarchy and are more frequently used than the other kinds of the relative clauses.

Besides, the result gives as confirmation that there is a lower frequency on the lower level of occurrence for relative clauses on the level of Keenan hierarchy. The results in the aforementioned table confirm the aims of the study that there is a lower frequency on the lower level of occurrence for relative clauses such as the indirect object, object of

preposition, possessive and object of comparison relative clauses. the indirect object occurred (4) times which constitutes 2.380%.

Object of preposition occurred (5) times which constitutes 2.976%. After that comes the possessive RCs occurred (6) times which constitute 3.571%. finally comes the object of comparison which didn't appear at all (had no occurrence). these less frequently used types of relative clauses are less used even by native speakers of English language especially object of comparison relative clauses which are rarely used or never occur in their natural speech one additional thing to be closely added in this study is that the result didn't agree with Keenan and Comrie's (1977) noun phrase Accessibility Hierarchy as the indirect object relative clause was not frequently used type, it occurred only one time in the play which constitute of all relative clauses. So it can be classified as belonging to the lower level of noun phrase Accessibility Hierarchy.

8-Conclusion

All kinds of relative clauses categories according to Shaw's Plays *Major Barbara* are divided into three categories in terms of frequency of occurrence: The first category is the most frequently used and the most accessible types of all relative clauses categories which include the subject relative clause (70.238%) and the direct object (20.833%).

The second category is the less frequently used or less accessible kind of relative clauses which include the possessive relative clause (3.571%). The object of preposition (2.976%). The third category is the object of comparison relative clause which is considered the least accessible type and is a very rarely used kind.

This type didn't occur at all in the play. there is a high frequency of relative clauses as subordination devices. The results of the study are of a great importance that we know the most frequently used kinds of relative clauses that the native speakers of English use and the less frequent kinds which they use rarely and sometimes don't use at all such as the object of comparison relative clause. So, we can concentrate on the most frequent types of relative clauses and teach them to our students. The teaching of grammar might be contextualized. The best way to contextualize grammar is to teach it through plays that suit the level of the students because plays contain dialogues that represent everyday language in real life situations.

Teachers give artificial examples to their students, instead there might be authentic material which are elicited from texts written by native speakers. There might be a concentration on the most frequent types of relative clauses in the teaching process such as subject, direct object and indirect object relative clauses.... etc we must use the most

frequent and most commonly used types of the relative clauses throughout the teaching process.

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Appendixes

Appendix A: "Major Barbara" 1. Subject Relative Clause

Act I

Relative Clauses Sentences	No	Kind and function of RC
A person sitting on it [it is vacant at present] would have, on his right, Lady Britomart's writing table.	1	Restrictive RC Sub./Contact Form
Barbara was going to make the most brilliant career of all of you. And what does she do? Joins the Salvation Army; discharges her maid; lives on a	2	Restrictive RC Sub. /Full Form

pound a week; and walks in one evening with a professor of Greek whom she has picked up in the street, and who pretends to be a Salvationist.		
I know your quiet, simple, refined, poetic people like <u>Adolphus--quite content with the best of everything!</u>	3	Restrictive RC Sub./Contact Form
They cost more than your <u>extravagant people, who are always as mean as they are second rate.</u>	4	Non-Restrictive RC Sub. /Full Form
He can do nothing for us: he says, naturallyenough, that it is absurd that he should be asked to provide for the children of <u>a man who is rolling in money.</u>	5	Restrictive RC Sub. /Full Form
A little brute at King's who was always trying to get up revivals, spoilt my Bible--your first birthday present to me--by writing under my name	6	Restrictive RC Sub. /Full Form
To do Andrew <u>justice, that was not the sort of thing he did.</u>	7	Non-Restrictive RC Sub. /Full Form
I do beg you to let me alone for once, and tell me about this horrible business of my <u>father wanting to set me aside for another son</u>	8	Restrictive RC Sub. /Contact Form
Ever since that, the cannon business has always been left to an adopted <u>foundling named Andrew Undershaft.</u>	9	Restrictive RC Sub. /Contact Form
I will not have all the <u>responsibility thrown on my shoulders.</u>	10	Restrictive RC Sub. /Contact Form
<u>Lomax, a young man about town,</u> is like many	11	Non-Restrictive RC Sub./Contact

other young men about town.		Form
He is affected with a frivolous sense of <u>humor</u> which plunges him at the most inopportune moments into paroxysms of imperfectly suppressed laughter.	12	Restrictive RC Sub. /Full Form
The lifelong struggle of a benevolent temperament and a high conscience against impulses of inhuman ridicule and fierce impatience has set up a <u>chronic strain which has visibly wrecked his constitution.</u>	13	Restrictive RC Sub. /Full Form
He is a most implacable, determined, tenacious, intolerant person who by mere force of character presents himself as--and indeed actually is--considerate, gentle, explanatory, even mild and apologetic, capable possibly of murder, but not of cruelty or coarseness.	14 15 16	Non-Restrictive RC Sub. /Contact Form Restrictive RC Sub. /Full Form Restrictive RC Sub. /Contact Form
By the operation of <u>some instinct which is not merciful enough to blind him with the illusions of love,</u> he is obstinately bent on marrying Barbara.	17	Restrictive RC Sub. /Full Form
<u>Homer, speaking of Autolycus,</u> uses the same phrase.	18	Non-Restrictive RC Sub./Contact Form
<u>Morrison, pale and dismayed,</u> breaks into the room in unconcealed disorder	19	Non- Restrictive RC Sub. /Contact Form
His gentleness is partly that of a <u>strong man who has learnt by experience that his natural grip hurts ordinary people</u>	20 21	Restrictive RC Sub. /Full Form Restrictive RC Sub. /Full Form

That is Charles <u>Lomax, who is engaged to Sarah</u>	22	Non-Restrictive RC Sub. /Full Form
That is <u>Sarah, your second daughter.</u>	23	Non-Restrictive RC Sub./Contact Form
No: he says it's <u>bad form to be a dissenter.</u>	24	Restrictive RC Sub. /Contact Form
we blew twenty-seven dummy soldiers into fragments with a <u>gun which formerly destroyed only thirteen.</u>	25	Restrictive RC Sub. /Full Form
I am not one of <u>those men who keep their morals and their business in watertight compartments</u>	26	Restrictive RC Sub. /Full Form
Your <u>Christianity, which enjoins you to resist not evil, and to turn the other cheek, would make me a bankrupt</u>	27	Non-Restrictive RC Sub. /Full Form
Come, Dolly. Come, Cholly. [<u>She goes out with Undershaft, who opens the door for her. Cousins rises</u>].	28	Non-Restrictive RC Sub. /Full Form
And then <u>the father, who has nothing to do but pet them and spoil them,</u> comes in when all her work is done and steals their affection from her.	29	
Act II		
R relative Clauses Sentences	No	Kinds and functions of RC
<u>Those who come from this central gable end into the yard</u> have the gateway leading to the street on their left	1	Restrictive RC Sub. /Full Form

<p><u>The man, a workman out of employment,</u> is young, agile, a talker, a poser, sharp enough to be capable of anything in reason except honesty or altruistic considerations of any kind.</p>	<p>2</p>	<p>Non-Restrictive RC Sub./Contact Form</p>
<p>If <u>they were rich people, gloved and muffed and well wrapped up in furs and overcoats,</u> they would be numbed and miserable;</p>	<p>3 4</p>	<p>Non-Restrictive RC Sub. /Contact Form Non-Restrictive RC Sub. /Contact Form</p>
<p>She used to beat me. No matter: you come and listen to the converted painter, and you'll hear how she was <u>a pious woman that taught me prayers at er knee</u></p>	<p>5</p>	<p>Restrictive RC Sub. /Full Form</p>
<p>Jenny <u>Hill, a pale, overwrought, pretty Salvation lass of 18,</u> comes in through <u>the yard gate,</u> leading Peter <u>Shirley, a half hardened, half worn-out elderly man, weak with hunger</u></p>	<p>6 7 8 9</p>	<p>Non-Restrictive RC Sub. /Contact Form Non-Restrictive RC Sub. /Contact Form Non-Restrictive RC Sub. /Contact Form Non-Restrictive RC Sub. /Contact Form</p>
<p>Holy God! I've worked ten to twelve hours a day since I was thirteen, and paid my way all through; and now am I to be thrown into the gutter and my job given to a <u>young man that can do it no better than me</u> because <u>I've black hair that goes white at the first change?</u></p>	<p>10 11</p>	<p>Restrictive RC Sub. /Full Form Restrictive RC Sub. /Full Form</p>
<p>You're ony a jumped-up, jerked-off, orspittle-turned-out incurable of an ole <u>workin man: who</u></p>	<p>12</p>	<p>Restrictive RC Sub. /Full Form</p>

<u>cares about you?</u>		
I know you. <u>You're the one that took away my girl.</u>	13	Restrictive RC Sub. /Full Form
<u>You're the one that set eragen me.</u>	14	Restrictive RC Sub. /Full Form
You Gawd forgive me again and I'll Gawd forgive you one on the <u>jaw that'll stop you prayin for a week.</u>	15	Restrictive RC Sub. /Full Form
Ain 't you satisfied--young whelps like you-- with takin the bread out o the mouths of your <u>elders that have brought you up and slaved for you</u>	16	Restrictive RC Sub. /Full Form
<u>Barbara, brisk and businesslike</u> , comes from the shelter with a note book, and addresses herself to Shirley. Bill, cowed, sits down in the corner on a form, and turns his back on them.	17	Non-Restrictive RC Sub. /Contact Form
<u>Bill, cowed</u> , sits down in the corner on a form, and turns his back on them.	18	Non-Restrictive RC Sub. /Contact Form
Perhaps it was <u>you that cut her lip.</u>	19	Restrictive RC Sub. /Full Form
I 'll put you down as [writing] <u>the man who-- struck--poor little Jenny Hill--in the mouth.</u>	20	Restrictive RC Sub. /Full Form
You see I was right about your trade. [<u>Bill, on the point of retorting furiously</u> , finds himself, to his great shame and terror, in danger of crying	21	Non- Restrictive RC Sub. /Contact Form

instead		
<u>Somebody that doesn't intend you to smash women's faces, I suppose.</u>	22	Restrictive RC Sub. /Full Form
<u>Somebody or something that wants to make a man of you.</u>	23	Restrictive RC Sub. /Full Form
<u>A man with a heart wouldn't have bashed poor little Jenny's face, would he?</u>	24	Restrictive RC Sub. /Contact Form
<u>It's your soul that's hurting you, Bill, and not me.</u>	25	Restrictive RC Sub. /Full Form
Come. [A drum is heard in the shelter; and <u>Bill, with agasp,</u> escapes from the spell as Barbara turns quickly.	26	Non- Restrictive RC Sub. /Contact Form
It picks the waster out of the public house and makes a man of him: it finds a <u>worm wriggling in a back kitchen, and lo! a woman!</u>	27	Restrictive RC Sub. /Contact Form
<u>A s Barbara's father, that is more your affair than mine.</u> I can feed her by teaching Greek: that is about all.	28	Non-Restrictive RC Sub. /Full Form
The power Barbara <u>wields here--the power that</u> <u>wields Barbara herself--is not Calvinism, not Presbyterianism, not Methodism--</u>	29	Restrictive RC Sub. /Full Form
Indifferent to <u>their own interests, which suits me exactly.</u>	30	Non-Restrictive RC Sub. /Full Form
[indicating <u>Peter Shirley, who has just came from the shelter and strolled dejectedly down the yard between them]</u> And this is an honest man!	31	Non-Restrictive RC Sub. /Full Form

<p><u>Snobby Price, beaming sanctimoniously, and Jenny Hill, with a tambourine full of coppers,</u> come from the shelter and go to the drum, on which Jenny begins to count the money.</p>	<p>32 33</p>	<p>Non-Restrictive RC Sub. /Contact Form Non-Restrictive RC Sub. /Contact Form</p>
<p><u>Barbara: [who has dried her eyes and regained her composure]</u></p>	<p>34</p>	<p>Restrictive RC Sub. /Full Form</p>
<p><u>The man that hit me.</u> Oh, I hope he's coming back to join us.</p>	<p>35</p>	<p>Restrictive RC Sub. /Full Form</p>
<p><u>Bill Walker, with frost on his jacket,</u> comes through the gate, his hands deep in his pockets and his chin sunk between his shoulders, like a cleaned-out gambler.</p>	<p>36</p>	<p>Non-Restrictive RC Sub. /Contact Form</p>
<p>this bloomin'forgivin an noggin an <u>jawrin that makes a</u></p>	<p>37</p>	<p>Restrictive RC Sub. /Full Form</p>
<p><u>man that sore that izlawf's a burdn to im.</u></p>	<p>38</p>	<p>Restrictive RC Sub. /Full Form</p>
<p>The coin fascinates Snobby Price, <u>who takes an early opportunity of dropping his cap on it].</u></p>	<p>39</p>	<p>Non-Restrictive RC Sub. /Full Form</p>
<p>It makes life bearable to millions of <u>people who could not endure their existence if they were quite sober.</u></p>	<p>40</p>	<p>Restrictive RC Sub. /Full Form</p>
<p>It makes life bearable to millions of <u>people who could not endure their existence if they were quite sober</u></p>	<p>41</p>	<p>Restrictive RC Sub. /Full Form</p>
<p>the bad blood of the fierce <u>little cowards at home who egg on others to fight for the gratification of their national vanity!</u></p>	<p>41</p>	<p>Restrictive RC Sub. /Full Form</p>

The longer I live the more proof I see that there is an Infinite <u>Goodness that turns everything to the work of salvation sooner or later.</u>	42	Restrictive RC Sub. /Full Form
He gives the time with his drum; and the band strikes up <u>the march, which rapidly becomes more distant as the procession moves briskly away</u>	43	Non-Restrictive RC Sub. /Full Form
Act III		
Relative Clauses Sentence	No	Kinds and Function of RC
I think it was <u>Dionysos who made me drunk.</u>	1	Restrictive RC Sub. /Full Form
In good society in England, Charles, men drivel at all ages by repeating <u>silly formulas with an air of wisdom.</u>	2	Restrictive RC Sub. /Contact Form
I want <u>a man with no relations and no schooling: that is, a man who would be out of the running altogether if he were not a strong man.</u>	3 4	Restrictive RC Sub. /Full Form Restrictive RC Sub. /Contact Form
You don't say so! What! no capacity for business, no knowledge of law, no sympathy with art, no pretension to philosophy; only a simple knowledge of <u>the secret that has puzzled all the philosophers,</u>	5	Restrictive RC Sub. /Full Form
You can't tell me the bursting strain of a ten-	6	Non- Restrictive RC Sub. /Full Form

inch <u>gun, which is a very simple matter</u> ; but you all think you can tell me the bursting strain of a man under temptation		
That points clearly to a political career. Get him a private secretaryship to <u>someone who can get him an Under Secretaryship</u> ; and then <u>leave him alone.</u>	7	Restrictive RC Sub. /Full Form
I don't. They do. You see, the one thing Jones won't stand is any rebellion from the man under him, or any assertion of social equality between <u>the wife of the man with 4 shillings a week less than himself and Mrs Jones!</u>	8	Restrictive RC Sub. /Contact Form
The result is a colossal profit, <u>which comes to me.</u>	9	Non- Restrictive RC Sub. /Full Form
Do you think I can be happy in this vulgar silly dress? <u>!! who have worn the uniform.</u>	10	Non- Restrictive RC Sub. /Full Form
<u>Lady Britomart, dressed for out-of-doors,</u> opens it before he reaches it	11	Non-Restrictive RC Sub. /Contact Form
Across the crest runs a platform of concrete, with <u>a parapet which suggests a fortification,</u> because there is a huge cannon of the	12 13	Non-Restrictive RC Sub. /Contact Form Restrictive RC Sub. /Full Form

<p>obsolete Woolwich Infant pattern peering across it at the town.</p>		
<p>The parapet has <u>a high step inside which serves as a seat.</u></p>	14	Restrictive RC Sub. /Full Form
<p>Barbara is leaning <u>over the parapet, looking towards</u> the town. On her right is the cannon; on her left the end of <u>a shed raised on piles, with a ladder of three or four steps</u></p>	15 16 17	Non-Restrictive RC Sub. /Contact Form Non-Restrictive RC Sub. /Contact Form Non-Restrictive RC Sub. /Full Form
<p><u>up to the door, which opens outwards and has a little wooden landing at the threshold, with a fire bucket in the corner of the landing.</u></p>	18	Non-Restrictive RC Sub. /Contact Form
<p>The parapet stops short of the shed, leaving <u>a gap which is the beginning of the path down the hill through the foundry to the town.</u></p>	19	Restrictive RC Sub. /Full Form
<p>Behind the cannon is a trolley carrying a huge conical <u>bombshell, with a red band painted on</u></p>	20	Non-Restrictive RC Sub. / Contact Form

<u>it.</u>		
Further from the parapet, <u>on the same side</u> , is	21	Non-Restrictive RC Sub. / Contact
a deck chair, <u>near the door of an office, which,</u>	22	Form
<u>like the sheds</u> , is of the lightest possible		Non-Restrictive RC Sub. /Full Form
construction		
Everything perfect, wonderful, real. It only	23	Restrictive RC Sub. / Contact Form
needs a <u>cathedral to be a heavenly city instead</u>		
<u>of a hellish one</u>		
<u>Stephen, who is quite close to it</u> , looks at it	24	Non-Restrictive RC Sub. /Full Form
rather		
scaredly, and moves away quickly to the		
cannon		
<u>Lomax, who appears in the doorway</u>	25	Non-Restrictive RC Sub. /Full Form
<u>New blood that is wanted in English business.</u>	26	Restrictive RC Sub. /Full Form
A bounce that expresses her downright	27	Restrictive RC Sub. /Full Form
H ow you can succeed in business when you	28	Restrictive RC Sub. /Full Form
are willing to pay all that money to a <u>University</u>		
<u>don who is obviously not worth a junior clerk's</u>		
<u>wage!</u>		
Lazarus is gentle romantic <u>Jew who care for</u>	29	Restrictive RC Sub. /Full Form
<u>nothing but string quarters and stall at</u>		

<u>fashionable theatres.</u>		
To give arms to <u>all men who offer an honest price for them,</u> without respect of persons or principles	30	Restrictive RC Sub. /Full Form
What do we do here when we spend years of work and thought and thousands of pounds of solid cash on a new gun or an aerial <u>battleship that turns out just a hairsbreadth wrong after all?</u>	31	Restrictive RC Sub. /Full Form
Well; de we do here when we spend years of work <u>at loss that bring it</u> nearer bankruptcy every year	32	Restrictive RC Sub. /Full Form
It is cheap work converting <u>starving men with a Bible in one hand and a slice of bread in the other.</u>	33	Restrictive RC Sub./ Contact Form
Your pious mob fills up ballot papers and imagines it is governing its masters; but the ballot paper that really governs is the <u>paper that has a bullet wrapped up in it</u>	34	Restrictive RC Sub. /Full Form
The history of the world is the <u>history of those who had courage enough to embrace this truth.</u>	35	Restrictive RC Sub. /Full Form
You lust for personal righteousness, for self-approval, for what you call a good conscience, for what Barbara calls salvation, for what I call <u>patronizing people who are not so lucky as yourself.</u>	36	Restrictive RC Sub. /Full Form
My bravest enemy. That is <u>the man who keeps me up to the mark</u>	37	Restrictive RC Sub. /Full Form

He turns to Lady <u>Britomart, who rises</u>	38	Non- Restrictive RC Sub. /Full Form
I t is not the sale of <u>my soul that troubles me</u>	39	Restrictive RC Sub. /Full Form
Now <u>the power that is made here</u> can be wielded by all men	40	Restrictive RC Sub. /Full Form
This <u>power which only tears men’s bodies to pieces</u> has never been so horribly abused as the intellectual power, the imaginative power, <u>the poetic, religious power that can enslave men’s souls</u>	41 42	Restrictive RC Sub. /Full Form Restrictive RC Sub./ Full Form
I want to arm them against the lawyer, the doctor, the priest, the literary man, the professor, the artist, and the <u>politician, who, once in authority,</u> are the most dangerous, disastrous,	43	Non-Restrictive RC Sub. /Full Form
but the moment our money ran short, it all came back to Bodger: <u>it was he who saved our people</u>	44	Restrictive RC Sub. /Full Form
I should have given you up and married <u>the man who accepted it</u>	45	Restrictive RC Sub. /Full Form
O h, did you think my courage would never come back? did you believe that I was a deserter? <u>that I, who have stood in the streets, and taken my people to my heart</u>	46	Non-Restrictive RC Sub. /Full Form
coming from the shed and stopping on the steps, obstructing <u>Sarah, who follows with Lomax</u>	47	Non-Restrictive RC Sub. /Full Form

I want a <u>house in the village to live in with Dolly</u>	48	Restrictive RC Sub./ Contact Form
2. Direct object Relative Clause, Act I		
Relative Clauses Sentence	No	Kind and Function of RC
To do Andrew justice, that was not the sort of <u>thing he did.</u>	1	Restrictive RC D. Object. /Contact Form
I t is only in the middle classes, Stephen, that <u>people get into a state of dumb helpless horror</u> when they find that there are wicked people in the world.	2	Non=Restrictive RC D. Object/Full Form
I t is not only the cannons, but the war loans that <u>Lazarus arranges under cover of giving credit for the cannons</u>	3	Restrictive RC D. Object. /Full Form
When my father remonstrated, Andrew actually told him to <u>his face that history tells us of only two successful institutions:</u>	4	Restrictive RC D. Object. /Full Form
I do not find it an unpleasant subject, my dear. It is the <u>only one that capable people really care for</u>	5	Restrictive RC D. Object. /Full Form
I have a very <u>strong suspicion that you went to the Salvation Army to worship Barbara and nothing else</u>	6	Restrictive RC D. Object. /Full Form
Ever since they made her a major in the Salvation	7	Restrictive RC D. Object. /Contact

<p><u>Army she has developed a propensity to have her own way</u></p>		<p>Form</p>
<p>2. Direct object Relative Clause, Act II</p>		
<p>Relative clauses sentence</p>	<p>No</p>	<p>Kind of function of RC</p>
<p>You lie! you have the bread and treacle in you that <u>you come here to beg</u></p>	<p>1</p>	<p>Restrictive RC D. Object. /Full Form</p>
<p>O h, I know: you're the <u>man that Jenny Hill was praying for inside just now</u></p>	<p>2</p>	<p>Restrictive RC D. Object. /Full Form</p>
<p>I t combs our air and makes us good little <u>blokes to be robbed and put upon</u></p>	<p>3</p>	<p>Restrictive RC D. Object. /Contact Form</p>
<p>Don't you be afeerd. You ain't such <u>prime company that you need expect to be sought after</u></p>	<p>4</p>	<p>Restrictive RC D. Object. /Full Form</p>
<p>Ah! it's <u>a pity you never was trained to use your reason, miss</u></p>	<p>5</p>	<p>Restrictive RC D. Object. /Contact Form</p>
<p>Holy God! I've worked ten to twelve hours a day since I was thirteen, and paid my way all through; and now am I to be thrown into the gutter and <u>my job given to a young man</u></p>	<p>6</p>	<p>Restrictive RC D. Object. /Contact Form</p>
<p>Relation is our business at present, because it is through relation alone that we can win Barbara</p>	<p>7</p>	<p>Restrictive RC D. Object. /Full Form</p>

It 's this Christian game o yours <u>that I won't av played agen me:</u>	8	Restrictive RC D. Object. /Full Form
So <u>the five thousand, I should think,</u> is to save his soul.	9	Non- Restrictive RC D. Object. /Contact Form
I t enables Parliament to do things at eleven <u>at night that no sane person would do at eleven in the morning</u>	10	Restrictive RC D. Object. /Full Form
Is it <u>Bodger's fault that this inestimable gift is deplorably abused by less than one per cent of the poor?</u>	11	Restrictive RC D. Object. /Contact Form
Now Rummy, bustle. Take in those mugs and <u>plates to be washed;</u> and throw the crumbs about for the birds.	12	Restrictive RC D. Object. /Contact Form
Barbara: will there be less drinking or more if <u>all those poor souls we are saving</u> come tomorrow and find the doors of our shelters shut in their faces?	13	Restrictive RC D. Object. /Contact Form
[with a <u>reasonableness which Cusins alone perceives to be ironical</u>] My dear Barbara: alcohol is a very necessary article	14	Restrictive RC D. Object. /Full Form
Think of my business! think of the widows and orphans! the men <u>and lads torn to pieces with shrapnel and poisoned with lyddite</u>	15	Restrictive RC D. Object. /Contact Form
Cusins rushes to <u>the drum, which he takes up and</u>	16	Non-Restrictive RC D. Object. /Full

<u>puts on.</u>		Form
2. Direct object Relative Clause, Act III		
Relative clauses sentence	No	Kind of function of RC
There is <u>nothing that any Italian or German could do that Stephen could not do.</u>	1	Restrictive RC D. Object. /Full Form
That's just it : all the <u>foundling I can find</u> are exactly like Stephen	2	Restrictive RC D. Object. /Contact Form
But I find now that you left me in the dark as to <u>matters which you should have explained to me years ago.</u>	3	Restrictive RC D. Object. /Full Form
And in return you shall have the support and applause of my newspapers, and the delight of <u>imagining that you are a great statesman</u>	4	Restrictive RC D. Object. /Full Form
You are very properly proud of having been industrious enough to make money; and it is greatly to <u>your credit that you have made so much of it.</u>	5	Restrictive RC D. Object. /Full Form
But when we took <u>your money he turned back to drunkenness and derision</u>	6	Restrictive RC D. Object. /Contact Form
I stood on <u>the rock I thought eternal</u>	7	Restrictive RC D. Object. /Contact Form
Well, you have made for yourself <u>something that you call a morality or a religion or what</u>	8	Restrictive RC D. Object. /Full Form

<u>not.</u>		
I n your <u>Salvation shelter I saw poverty, misery, cold and hunger</u>	9	Restrictive RC D. Object. /Contact Form
And you, Adolphus, ought to know better than to go about <u>saying that wrong things are true.</u>	10	Restrictive RC D. Object. /Full Form
I do not: all the poet in me recoils from being a good man. But there are <u>things in me that I must reckon with: pity--</u>	11	Restrictive RC D. Object. /Full Form
I have sold it to escape being imprisoned for refusing to pay taxes for hangmen's ropes and <u>unjust wars and things that I abhor.</u>	12	Restrictive RC D. Object. /Full Form
3-indirect object relative clauses Act I		
Relative Clauses Sentence	No	Kind and Function of RC
Barbara was going to make the most brilliant career of all of you. And what does she do? Joins the Salvation Army; discharges her maid; lives on a pound a week; and walk in one <u>evening with a professor of Greek whom she has picked up in the street.</u>	1	Restrictive RC D. Object. /Full Form
3-indirect object relative clauses Act II		
Relative Clauses Sentence	No	Kind and Function of RC
They stung into <u>vivacity, to which their meal has just now given an almost jolly turn.</u>	1	Non- Restrictive RC D. Object. /Full

		Form
3-indirect object relative clauses Act III		
Relative Clauses Sentence	No.	Kind and Function of RC
<u>I shall sell cannons to whom I please and refuse them to whom I please.</u>	1	Restrictive RC In. Object. /Full Form
	2	Restrictive RC In. Object. /Full Form
4. Object of Preposition Relative Clause. Act I		
Relative Clauses Sentence	No	Kind and Function of RC
She sits down; and he goes to <u>the armchair, into which he throws himself</u>].	1	Non-Restrictive RC Object of Prep. /Full Form
Ever since they made her a major in the Salvation Army she has developed a propensity to have her own way and order <u>people about which quite crows me sometimes</u>	2	Restrictive RC Object of Prep. /Full Form
And I quite appreciate the <u>very clever way in which you systematically humbug me</u> . I have found you out. Take care Barbara doesn't. That's all	3	Restrictive RC Object of Prep. /Full Form
4. Object of Preposition Relative Clause. Act II		
Relative Clauses Sentence	No	Kind and Function of RC
I 'm intelligent--fffff! it's rotten cold here [he dances a step or two]--yes: intelligent beyond	1	Restrictive RC Object of Prep. /Full

the <u>station o life into which it has pleased the capitalists to call me</u>		Form
Snobby Price, beaming sanctimoniously, and Jenny Hill, with a tambourine full of coppers, come from the shelter and go to the <u>drum, on which Jenny begins to count the money</u>	2	Non-Restrictive RC Object of Prep. /Full Form
4. Object of Preposition Relative Clause. Act III		
Relative Clauses Sentence	No	Kind and Function of RC
	0	
5. Possessive Relative Clause. Act I		
Relative Clauses Sentence	No	Kind and Function of RC
There may have been some reason for it when the Undershafts could only marry women in their own class, whose sons were not fit to govern great estates.	1	Non-Restrictive RC Possessive
5. Possessive Relative Clause. Act II		
Relative Clauses Sentence	No	Kind and Function of RC
[looking at <u>Bill, whose attitude has never changed, and whose expression of brooding wrath has deepened</u>] Oh, we shall cure him in no time. Just watch.	1 2	Non-Restrictive RC Possessive

the oceans of blood, not one drop <u>of which is</u> <u>shed in a really just cause!</u>	3	Restrictive RC Possessive
5. Possessive Relative Clause. Act III		
Relative Clauses Sentence	No	Kind and Function of RC
You must simply sell <u>cannons and weapons to</u> <u>people whose cause is right and just, and</u> <u>refuse them to foreigners and criminals.</u>	1	Restrictive RC Possessive
<u>A will of which I am a part.</u>	2	Restrictive RC Possessive
6. Object of Comparison Relative Clause. Act I		
Relative Clauses Sentences	No	Kinds and functions of RC
	0	
6. Object of Comparison Relative Clause. Act I		
Relative Clauses Sentences	No	Kinds and functions of RC
	0	
6. Object of Comparison Relative Clause. Act I		
Relative Clauses Sentences	No	Kinds and functions of RC
	0	

Appendix: Suggested Plan on How to Use Literature to Teach Grammar in the Classroom

The researcher suggests a plan on how to use literature to teach grammatical structures and practice them with communicative activities in a real context in the EFL classroom as follows:

1. The teacher displays a picture from the play if any. Otherwise, he can choose a picture and ask the students to describe it. Teacher writes the sentences the students say about the relative clauses on the board and comments briefly on them to make the students form an idea on how to form relative clauses.
2. The teacher can choose extracts or an extract, a scene or part of a scene from a play that suits the level of students and contains relative clause structures.
3. The teacher gives the students an idea about the selected piece of writing or text.
4. The teacher divides the students into groups and asks them to read the chosen text silently and underline the relative clauses and write them in their notebooks.
5. The teacher asks the students in groups to divide the relative clauses in the text into their types, subject, object, possessive.... etc.
6. The teacher can use the relative clauses that the students underline in the text and make many exercises on the relative clauses. For example, let's make some exercises from the play Major Barbara by George Bernard Shaw.

A. Fill in the spaces with the right relative pronouns: who, which, whose and whom.

1. I am not one of those men keep their morals and their business in watertight compartments.
- 2.. Cousins rushes to the drum, he takes up and puts on.

3. I shall sell cannons to I please and refuse them to whom I please.

4. looking at Bill, whose attitude has never changed, and expression of brooding wrath has deepened] Oh, we shall cure him in no time. Just watch.

B. Choose the correct answers a, b, or c

1. Stephen,is quite close to it, looks at it rather scaredly, and moves away quickly to the cannon. a. whose. b. who c. which

2. Cusins rushes to the drum, he takes up and puts on.

a. who b. whose c. which

C. Combine the following pairs of sentences with the right relative pronouns who, which, whose and whom so as to make one sentence.

1. The coin fascinates Snobby Price. He takes an early opportunity of dropping his cap on it.

.....

2. Stephen looks at it rather sacredly, and moves away quickly to the cannon. He is quite close to it.

.....

3. There may have been some reason for it when the Undershafts could only marry women in their own class. Their sons were not fit to govern great estates.

.....

D. Correct the relative pronouns in the following sentences.

1. There is nothing whom any Italian or German could do that Stephen could not do.

2. I shall sell cannons to who I please and refuse them to whom I please.

3. She sits down; and he goes to the armchair, into whose he throws himself].

4. A will of who I am a part.

E. Decide whether the following sentences are restrictive or non- restrictive relative clauses:

1. You must simply sell cannons and weapons to people whose cause is right and just
.....

2. Your Christianity, which enjoins you to resist not evil, and to turn the other cheek, would
make me a bankrupt.

3. I have a very strong suspicion that you went to the Salvation Army to worship
Barbara and nothing else.

7. Then, the teacher asks the students to act out the chosen extracts from the play in
groups (as role playing) according to the number of the actors in the chosen text.

So, teaching English grammar (structures) through literature such as plays will
be of great benefit for Arab EFL learners because plays capture the learners' attention and
motivate them throughout reading the text. Another example, plays provide the grammatical
items with rich context which can empower the students and give them the opportunity to use
these items such as the relative clauses in a real context that made them more memorable
and easy to understand.