

# Meaningful Drills and Contextualized Reading Passages to Understand Relative Clauses

Dr. Abass Eltahir Mustafa

English Language Institutes, Jazan University, K.S.A.

E-mail: [abbaseltahir30@yahoo.com](mailto:abbaseltahir30@yahoo.com)

Abdelbadie Ahmed (Corresponding author)

English Language Institute, Jazan University, K.S.A.

E-mail: [abdelbadie1966@gmail.com](mailto:abdelbadie1966@gmail.com)

Received: April 30, 2023

Accepted: June 18, 2023

Published: June 26, 2023

doi:10.5296/elr.v9i1.21026

URL: <https://doi.org/10.5296/elr.v9i1.21026>

## Abstract

The current study tries to test the assumption that the use of meaningful drills and contextualized reading comprehension passages lead to better understanding of relative clauses. The study is based on the idea that meaning and contexts are necessary for learning to take place. It also aims to empirically test the effect of meaningful drills proposed by Christina Paulston on the acquisition of relative clauses. A sample of (30) first year undergraduate students of English took part in this study. The participants were divided equally into experimental and control group. The sample performances were matched based on their scores in the pre and posttest. After doing the pretest the experimental students received a short handout with relative clauses presented in short reading passages to read for themselves. Students of the experimental group had to identify and discover for themselves the occurrences of relative clauses in the reading passages. The reading passages are followed by meaningful drills on relative clauses. Three weeks later, the students in both groups took a posttest on relative clauses. Based on the tests results the authors have concluded that inserting context and meaning leads to better understanding of the grammar pattern being investigated.

**Keywords:** meaningful drills, relative clauses, contextualized reading passages

## 1. Introduction

As teachers of English the authors of this paper believe that the use of classroom activities must be considered as an essential part of any language teaching program. Accordingly, it is of great significance to state that drills were for a long time used in foreign language classrooms to enhance the acquisition of certain grammar items. The main purpose of using this teaching technique was to internalize new language patterns through oral repetition. However, the authors fully recognize that the teaching of language nowadays is no longer a question of repeating language structures to be internalized, memorized and then retrieved when needed for everyday use. This does not mean that we must discard drilling from today's classroom practice. Rather, the authors think that if used appropriately, drilling can lead to better results in language teaching. The current paper is an attempt to investigate the possible effects of presenting relative clauses in contextualized passages that are followed by meaningful drills on the comprehension of this grammar pattern.

In the first part of the paper the authors aim to trace the relevant literature pertaining to drills in order to review the various views favoring the use of these teaching activities.

The second part of the paper tries to empirically show whether presenting relative clauses in contextualized passages followed by meaningful drills can lead to better understanding of these grammar patterns. Moreover, the paper attempts to stress the importance of meaning and context as fundamental parts of teaching grammar.

### *1.1 Statement of the Problem*

The use of classroom activities has become an essential part of any language teaching program. The current paper is an attempt to investigate the possible effects of using meaningful drills and contextualized reading passages in understanding relative clauses.

The paper tries to experimentally show whether presenting relative clauses and meaningful drills and contextualized passages can lead to better understanding of this grammar pattern. Moreover, the paper attempts to stress the importance of meaning as a fundamental part of any classroom instructional activities.

### *1.2 Review of Literature*

Schulz (1977) suggests meaningful exercises for reading comprehension which could be effectively employed to enhance meaningful classroom interaction. The authors believe that some of the questions in Schulz's modal could be adopted to show whether the use of meaningful drills and contextualized passages results in a better understanding of relative clauses in terms of giving correct answers to the drills.

The suggested exercises in Schulz's modal emphasize the significance of contextualizing the questions in reading comprehension passages by using items that refer to known referents in the learners' surroundings. Thus, the questions are meaningful as they relate to learners' real-life situations. The authors hope that the meaningful content of the exercises does not only better the understanding of relative clauses but also improve the communicative ability of the learners in real life situations. That is, out of class communication.

It's of great significance in this paper also to throw light at Paulston's classification of drills. Paulston (1970) distinguishes between three types of language drills: mechanical, meaningful, and communicative. Briefly, Paulston's idea is that learners move gradually through three stages. In the first stage learners form habits through the practice of mechanical drills and then to meaningful activities before allowing learners to use language for communication. However, drawing the differences between these three types of drills is not the concern of this paper. Instead the authors focus only on meaningful drills and their role in acquiring grammar forms. So, the term drills are used in this paper to mean meaningful drills. These drills address grammar forms in a meaningful context. According to Paulston (1970) like other types of drills, meaningful drills are also used for pattern practice. However, the forms in these drills are presented in meaningful contexts. It is this meaningful context that helps learners to understand the questions. Accordingly, learners are able to provide the right answers as they understand the questions. It's clear that full understanding of questions is the characteristic feature of meaningful drills. This classification of drills as Wong and Van Patten (2003) point out was supported by the proponents of communicative language teaching model. Since the communicative model permits language instructors to provide learners with opportunities of self-expression, the practice of pattern drills is still required to help learners reach the stage of self-expression. The proposed approach of Littlewood (1980) for instance, maintains the learners' need for what is called "pre communicative" knowledge before going to the stage of communication.

Tracing back the history of drills, Wong and Van Patten (2003) point out that drills were initially used in 1940 as part of an army language program. The program made use of audio-lingual method which was commonly used in the field of language instruction during 1950s and 1960s. The essence of the method is that language is best acquired through habit formation that is developed through the use of drilling. Evidences for the use of drills in classroom practice are a lot. Brooks (1960) for instance, stresses the need for drilling at an early stage of language learning. Then, as the learning process continues and learners master more structural and lexical patterns, drills are changed to be discussion and then finally to a more advanced stage of learners' ability to express their own views and intentions. The same view was stated by Politzer (1968) who emphasizes the significance of pattern practice as a means of moving learners from repetition stage of language learning to what he calls "self-expression" (p. 315).

There seems to be no consensus in the literature as to the learning benefits of using drills in language classrooms. In their study Wong and Van Patten (2003) for instance, see no value for using drills in language learning stressing that these activities have no advantages to language learning and may even hinder the acquisition of language. Based on their literature review of what they call "utility of drills" Wong and Van Patten call for elimination of drills from foreign language teaching practice (p. 403). Once more Littlewood (2013) links the use of drills to the nature of classroom practice. According to Littlewood, if the focus, for instance, is on communicative aspect of learning then there is no need for using drills as the involvement of the learners in communication is quite enough. Once more Schulz (1977) seems to agree with this view claiming that the practice of pattern drills may improve learners'

linguistic competence but not communicative competence.

Again, going back to the conclusion of Wong and Van Patten that drills are not to communicate meaning. The authors think that such conclusion is expected because it is very evident that their discussion focuses only on mechanical drills, paying no attention to communicative and meaningful drills. A view that was later supported by Aski (2005) who offers alternative activities to mechanical drills to facilitate the acquisition of grammar forms. Aski recommends Wong and Vanpatten's "structured input activities" to replace mechanical drills in learning grammar forms.

A completely different view was adopted by Miura (1972) who believes that mechanical drills are effective in learning sentence patterns. However, Miura contended that mechanical drills are to be used just as a bridge that leads to the practice of more meaningful drills. A more recent study conducted by Khetaguri and Albay (2016) concludes that mechanical drills contribute to the improvement of speaking skills in drill-based instruction as compared to text-based instruction. The same conclusion was also reached by Aini, Khoyimah and Santoso (2020) who prove that repetition drills are effective in improving the speaking abilities of students.

Khodamoradi and Khaki (2012) who were testing the superiority of meaningful drills over mechanical drills concluded that the use of meaningful drills leads to better acquisition of language forms. This conclusion is highly significant as it shows the usefulness of meaningful drills in understanding language patterns. It also runs counter to the conclusion of Wong and Vanpatten's conclusion discussed earlier in this paper.

Another evidence for the prevalence of drills in classroom practice the authors trace in the literature is the view of Nunan (1999) who takes a slightly different view by favoring the use of "structure drills as a means of internalizing grammar" (p. 218). Though Nunan calls for the inclusion of drills in classroom practice, he doesn't see them as the best way to start free communication.

There has been relatively much agreement as to the role of drills in classroom practice when one looks at the literature. Like Nunan (1999) who doesn't deny the presence of drills as part of classroom instruction but not the only means that would prepare learners for communication. The need for meaningful and communicative classroom activities was also emphasized by Rivers (2018) and others.

The authors would like to emphasize that all the aforementioned studies show that significant improvements were made to make drills meaningful and communicative but not to discard drills from classroom practices. Actually, in an experimental study Oller and Obrecht (1968) go even far more to note that meaningful and communicative activities must be a "central point of pattern drills" from early stages of language learning (p. 165). However, the authors of this paper believe that Obrecht's opinion should not be taken as an extreme change of view but it could serve as a deep and further emphasis on the role of drills in classroom practice.

We now turn our attention to research in which the relationship between drills and linguistic input is examined. Before proceeding to see this relationship, the authors would like to draw

the readers' attention to the definition of input given by Wong and Van Patten (2003) that seems to conceive input as meaningful, contextualized language that learners might encounter. Based on this definition, when faced with input the learners' primary goal is to understand what they see or hear. Accordingly, it can be said that input is meaningful and communicative. It also goes without saying that input can come from various sources including teachers in classrooms. However, Wong and Van Patten do not consider drills as a source of input. They based this conclusion on the idea of Paulston that drills may include a lot of meaningless words. The authors don't need to go deeper into the research that denies the role of drills as a source of input for language learners as this is not the concern of this paper.

### *1.3 Objectives of the Study*

The current paper attempts to:

- 1) Show the impact of using meaningful drills and contextualized passages in understanding relative clauses,
- 2) Stress the importance of using meaning and context in classroom activities,

### *1.4 Hypotheses of the Study*

The authors of the paper hypothesize that:

- 1) Presenting relative clauses in contextualized reading passages followed by meaningful drills leads to better understanding of this grammar pattern.
- 2) Presenting relative clauses in contextualized passages followed by meaningful drills doesn't lead to better understanding of such grammar patterns

### *1.5 Questions of the Study*

- 1) What are the effects of using meaningful drills and contextualized reading passages on understanding relative clauses?
- 2) What is the importance of including meaning and context in classroom activities?

### *1.6 Significance of the Study*

If the use of meaningful drills and contextualized passages lead to better understanding of relative clauses, the authors of the current paper hope that this finding will help teachers of English realize the importance of using meaningful drills and contextualized passages in teaching other grammar patterns.

It is also hoped that the findings of the study increase the awareness of syllabus designers to include more meaningful drills in the syllabus.

## **2. Method**

The methods employed by the researchers depend on the nature of the study and the type of data that is required. Hence, an empirical method was selected by the researchers. The correlational research was also used in the study to establish the existence of a relationship

between using contextualized reading passages in combination with meaningful drills and the comprehension of relative clauses. To reach this objective an experiment was conducted with a researcher designed tests which were given to the sample. The tests were meant to check students understanding of relative clauses. The tests are meaningful as the relative clauses are contextualized in assigned short reading passages. A design of pre and posttest with respect to meaningful drills and contextual passages was used to measure students' comprehension of relative clauses. Thus, Students were pre and post tested to show their understanding of relative clauses before and after the use of meaningful drills and contextualized reading passages.

### *2.1 Instruments*

The pre and post-tests used in the study were composed of three parts which all deal with relative clauses. The three parts contained 15 items which aimed at assessing the participants' understanding of relative clauses. For research purposes understanding of relative clauses was measured in terms of scores obtained by the participants in a researcher-prepared tests. Reading comprehension passages in the pre and post tests were only used to provide contexts for the grammar pattern being investigated, that is, relative clauses. Both defining and non-defining relative clauses were included in the two tests. Thus, the two tests have a direct link to the objectives of the study. The reading passages which represent the content of the pre- and post-tests were taken from the handout given to the experimental group students. The handouts contain patterns of relative clauses presented in contextualized reading passages and followed by meaningful drills

### *2.2 Population of the Study*

The population of this study was represented by undergraduate students of English at University of Gezira, College of Education, Sudan.

### *2.3 Sample of the Study*

The sample of this research paper is made up of (30) undergraduate students of English. The sampling students were randomly selected from students of level three. They're students who have completed two years of studying English as a foreign language. The purpose of choosing the sample from the same level is not only to compare their comprehension of relative clauses, but also to check the impact of using contextualized reading passages and meaningful drills on understanding of students of similar linguistic level.

### *2.4 Face Validity of the Tests*

The two tests were distributed among teachers of English at Jazan University to make sure that they are valid. Teachers of English have maintained that the wording of questions is correct and the general appearance of the two tests is acceptable.

### *2.5 Content Validity of the Tests*

To ensure the content validity of the two tests the researchers and teachers of English at Jazan University in Saudi Arabia made sure that the two tests cover the full range of relative clauses.



More elaborately, the two tests involve the two types of relative clauses i.e. defining and non-defining relative clauses.

### *2.6 Reliability of the Tests*

Two groups of (20) students of English were selected to test the reliability of the pre and posttests, with (10) students for each group. The repeatability method (test-retest method) was employed to measure the reliability of the two tests. The two tests were administered twice to the same groups under similar conditions and within two weeks interval between the two administrations of the two tests. The resulting tests scores were correlated, and this correlation co-efficient provided a measure of stability, that is, it indicated the stability of the tests results over the given period of time.

### *2.7 Limitations of the Study*

A major limitation of this study was how to make the students in the experimental group voluntarily read the suggested contextualized passages and do the answers of meaningful drills. To overcome this problem the authors of this paper continuously encouraged the experimental sample to read the suggested materials by showing them the benefits of learning grammar patterns in contextualized passages. Further, the authors also tried to make the proposed reading materials relatively short, so that students are motivated to join the reading program.

### *2.8 Procedure for Learning Relative Clauses*

A special reading program was organized to make the participants learn relative clauses from assigned reading passages. A good learning opportunity of relative clauses was created through the use of contextualized reading passages followed by meaningful drills. The experimental group students were enlightened as to the objective of reading given handouts that contain short reading passages which are followed by meaningful drills. The program aimed at understanding relative clauses presented in contextualized reading passages. The program lasted for two weeks. To control the effect of extraneous variables, namely, the effect of teaching, the researchers made sure that students participating in the study have no instruction in relative clauses during this study.

### *2.9 Data Analysis*

The scores of the experimental group in the pre- and post-tests were compared to the scores of the control group to show the effect of using contextual reading passages and meaningful drill on understanding relative clauses.

The correlation and the T. test were chosen as measures for interpretation of participants' performance in the pre- and post-tests. Paired samples statistics were made to compare the performance of the experimental and control group in the two tests. Tables were also employed to display the scores of experimental and control groups in the pre- and post-tests.

## **3. Results**

Since the authors are concerned with the effect of using contextualized reading passages and

meaningful drills in understanding relative clauses before and after the voluntary reading program of the assigned contextualized reading passages followed by meaningful drills, the two tests revealed the following results concerning the understanding of relative clauses.

It is remarkable that there is no significant difference in the comprehension performance of the experimental and control group in the pre-test. The minimum score of the experimental group students in the pre-test is (4), and the minimum result of the control group is (3).

The descriptive statistics shows that the mean scores of the two groups are relatively similar.

The comprehension performance of the experimental and control group in the pre-test is shown in Table 1.

Table 1. Descriptive statistics of the pre-test

Grammar item: (relative clauses)	Mean	N	Standard deviation	Standard error mean
Control group	7.4000	15	2.06328	.53274
Experimental group	7.0000	15	1.41421	.36515

As indicated in Table 1 the mean score of the pre-test of the control group is (7.4) with the standard deviation (2.06) and the mean score of the experimental group is (7.0000) with the standard deviation (1.4). The T. test shows that there is no high statistical difference in the means of the control group in comparison with that of the experimental group, since T is .807, df is 14 and the level of significance is .433. The T. test results of the control and experimental group in the pre-test are displayed in Table 2.

Table 2. Paired samples T. test

Pair 1	Paired differences			T	df	Level of significance
	Mean	Standard deviation	Standard error mean			
Control group Experimental group	.400	1.920	.496	.807	14	.433

Table 3. Paired samples correlations

Pair 1	Number	Correlation	Significance
Control group pre-test and experimental group pre-test	15	.441	.100

The comparison of the scores of the control and experimental group in the pre-test is shown



in Table 4.

Table 4. Comparing students' comprehension performance in the pre-test

Total score of the control group	Total score of the experimental group
111	105

With regard to the performance of the control and experimental group in the post-test, it is clearly evident that there is a significant improvement in the comprehension performance of the experimental group. The total score of the experimental students has increased in the post-test. Table 5 below compares the students' comprehension performance of relative clauses in the post-test

Table 5. Comparing students' comprehension performance in the post-test

Total score of the control group	Total score of the experimental group
113	170

The minimum result of the experimental group has also increased from (4) in the pre-test to (9) in the post-test. Further' the positive change in the mean value of the results of experimental group from (7.0000) in the pre-test to (11.33) in the post-test indicates that students of the experimental group performed well in the post-test after they had practiced reading relative clauses in contextualized reading passages followed by meaningful drills. It is also worth mentioning that none of the results of the experimental students declined in the post-test.

With respect to the performance of the control group, it is obvious that students of the control group got less scores in the post-test in comparison with the scores of the experimental group. This indicates that there is no improvement in the comprehension performance of the control group with respect to relative clauses.

The comprehension performance of experimental and control group in the post-test is illustrated in Table 6.

Table 6. Descriptive statistics of both groups in the post-test

Grammar item: (relative clauses)	Mean	N	Standard deviation	Standard error mean
Control group	7.53	15	1.959	.506
Experimental group	11.33	15	1.447	.374

As shown in Table 7 the mean score of the control group in the post-test is (7.53) with standard deviation (1.959) and the mean of the experimental group is (11.33) with standard deviation (1.447). The T. test shows statistically significant differences between the two means, since T is -5.994, df 14, and the level of significance is .001. The t. test results for the control and experimental group in the post-test are presented in Table 7.

Table 7. Paired samples t. test

Pair 1	Paired differences			T	df	Level of significance
	Mean	Standard deviation	Standard error mean			
Control group						
Experimental group	-3.800	2.455	.634	-5.994	14	.001

Table 8. Paired samples correlations

Pair 1	Number	Correlation	Significance
Control group post-test and experimental group post-test	15	-.017	.953

#### 4. Discussion

This paper attempts to find out whether using meaningful drills and contextualized reading passages are significant for the acquisition of relative clauses. To reach this objectives, two groups of students were matched in terms of their performance in researchers' prepared grammar tests.

Having practiced reading of a given handout made up of short reading passages followed by meaningful drills, the statistical analysis of the post-test shows a better performance of the experimental group as compared to that of the control group. The experimental participants easily identified relative pronouns as well as defining and non-defining relative clauses. This piece of evidence is highly significant for supporting the hypothesis that presenting relative clauses in contextualized reading passages followed by meaningful drills leads to better comprehension of this grammar pattern.

Since the participants successfully discovered the occurrences of relative clauses in contextualized reading passages, the findings also show that using meaning and context in grammar instruction is highly significant. This seems to be in line with the idea of teaching grammar in context which has many proponents. Celce-Murcia (1985) among others, for instance, stresses the importance of context and meaning in teaching grammar. Stern (1983) also recommends the use of context for effective teaching of grammar.

#### 5. Conclusion

In this paper, the authors have attempted basically to throw light on the effect of using

context and meaning on the acquisition of English grammar. The paper have reached much evidence which indicate that using context in a form of short reading passages helps learners acquire the grammar of a foreign language. The experiment conducted by the authors provides evidence for this. The paper also concludes that the practice of meaningful drills results in a better understanding of English grammar.

### Acknowledgement

The authors would like to extend their sincere gratitude to Dr. Elawad Ahmed for his continuous support and suggestions.

### References

- Aini, N., Khoyimah, N., & Santoso, I. (2020). Improving students speaking ability through repetition drill. *PROJECT (Professional Journal of English Education)*, 3(1), 26–35. <https://doi.org/10.22460/project.v3i1.p26-35>
- Aski, J. M. (2005). Alternatives to mechanical drills for the early stages of language practice in foreign language textbooks. *Foreign Language Annals*, 38(3), 333–343. <https://doi.org/10.1111/j.1944-9720.2005.tb02220.x>
- Brooks, N. (1960). *Language and Language Learning*. New York: Harcourt.
- Celce-Murcia, M. (1985). Making informed decisions about the role of grammar in language teaching. *Foreign Language Annals*, 18(4), 297–301. <https://doi.org/10.1111/j.1944-9720.1985.tb01807.x>
- Khetaguri, T., & Albay, M. (2016). The use of drills in the development of speaking skills. *International Journal of Social Sciences & Educational Studies*, 3(1), 54–58. <https://doi.org/10.1111/jpr.12097>
- Khodamoradi, A., & Khaki, N. (2012). The effect of mechanical and meaningful drills on the acquisition of comparative and superlative adjectives. *International Journal of Linguistics*, 4(4), 264. <https://doi.org/10.5296/ijl.v4i4.2735>
- Littlewood, W. T. (1980). Form and meaning in language-teaching methodology. *Modern Language Journal*, 441–445. <https://doi.org/10.1111/j.1540-4781.1980.tb05220.x>
- Littlewood, W. (2013). Developing a context-sensitive pedagogy for communication-oriented. *language Teaching*, 68(3), 3–25. <https://doi.org/10.15858/engtea.68.3.201309.3>
- Miura, A. (1972). Meaningful Drills to Supplement Mechanical Drills. *The Journal-Newsletter of the Association of Teachers of Japanese*, 7(2/3), 2–5. <https://doi.org/10.2307/488869>
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston. Heinle and Heinle.
- Oller, J. W., & Obrecht, D. H. (1968). *Pattern drill and communicative activity: A psycholinguistic experiment*. <https://doi.org/10.1515/iral.1968.6.1-4.165>
- Paulston, C. B. (1970). Structural pattern drills: A classification. *Foreign Language Annals*,

4(2), 187–193. <https://doi.org/10.1111/j.1944-9720.1970.tb02033.x>

Politzer, R. (1968). The Role and Place of the Explanation in the Pattern Drill. *International Review of Applied Linguistics*. <https://doi.org/10.1515/iral.1968.6.1-4.315>

Rivers, W. M. (2018). *Teaching foreign language skills*. University of Chicago Press.

Schulz, R. A. (1977, May). From Manipulation to Communication. *Forum*, 9(3), 8–18.

Stern, H. H., Stern, H. H., & Stern, H. (1983). *Fundamental concepts of language teaching: Historical and interdisciplinary perspectives on applied linguistic research*. Oxford university press.

Wong, W., & Van Patten, B. (2003). The evidence is IN: Drills are OUT. *Foreign Language Annals*, 36(3), 403–423. <https://doi.org/10.1111/j.1944-9720.2003.tb02123.x>

## Appendix A

### Pre test

### Pre test

Name of the Student: \_\_\_\_\_

### Part 1: Fill in the blanks with the correct relative pronouns. 0.5x10= 5 Marks

Who	which	where	when	whose
-----	-------	-------	------	-------

He was the man \_\_\_\_\_ created some of the most popular cartoon characters of all times \_\_\_\_\_ influenced the lives of generations of children all over the world. Walter Elias Disney was born in Chicago \_\_\_\_\_ he grew up in a poor family. He was a boy \_\_\_\_\_ didn't have an easy childhood. The hobby \_\_\_\_\_ meant a lot to him was drawing. He left home \_\_\_\_\_ he was 16 and went to Kansas City \_\_\_\_\_ he started working as a cartoonist for an art studio.

In 1923 he went to Hollywood \_\_\_\_\_ his studio created Mickey Mouse. During 1930s many other popular characters appeared, \_\_\_\_\_ included Minnie Mouse, Pluto, Goofy, and Donald Duck. Snow White was his first full-length animated film \_\_\_\_\_ huge success was followed by other classics.

### Part 2: Read the passage and answer the following questions. 1x5=5 Marks

Timothy the tortoise was about 160 years old when he died at his home near Exeter in November 2005. Timothy whose early life was spent at sea was thought to be the oldest resident in Britain at the time. He was found by a British naval officer, Captain John Courtenay Everard, on a Portuguese ship in 1854. Everard who was a relative of the Earl of Devon adopted him and he became the mascot on a succession of British ships for nearly forty years. In 1892 he went to live at Bowderham castle which is the historic home of the Earls of Devon, and in 1935 he was given a permanent home in the castle's rose garden.

Throughout his long life, Timothy showed a keen instinct for survival. During the Second World War, for example, he felt the vibrations from the bombs that the Germans were dropping on Exeter and made his own air-raid shelter under some steps. He was also very healthy, never needing to see a vet until the last year of his life. At the time of his death, Timothy was owned by Lady Gabrielle Courtenay who is the aunt of the current Earl of Devon. Lady Devon also lives at Bowderham where Timothy was given a family funeral and was buried in the grounds of the castle.

**Choose the correct sentence between the two sentences. Notice the use of commas.**

1. A. Timothy whose early life was spent at sea was thought to be the oldest resident.  
B. Timothy, whose early life was spent at sea, was thought to be the oldest resident.
2. A. Everad, who was a relative of the Earl of Devon, adopted him.  
B. Everad who was a relative of the Earl of Devon adopted him.
3. A. He went to live at Bowderham castle which is the historic home of the Earls of Devon.  
B. He went to live at Bowderham castle, which is the historic home of the Earls of Devon.
4. A. Timothy was owned by Lady Gabrielle, who is the aunt of the current Earl of Devon.  
B. Timothy was owned by Lady Gabrielle who is the aunt of the current Earl of Devon.
5. A. Lady Devon also lives at Bowderham where Timothy was given a family funeral.  
B. Lady Devon also lives at Bowderham, where Timothy was given a family funeral.

**Part 3: Read the passage and underline five defining relative clauses. 1x5 =5 Marks**

Charles Dickens was an English writer who lived from 1812 -1870. The books he wrote have been translated into many different languages. Dickens whose family was very poor had to start work when he was very young. In England at that time, people who could not pay their debts were sent to prison. This happened to Dickens' father whose first name was John. So Dickens who was only a boy had to visit his father in prison.

Later Dickens' books were based on people he had known and places he had lived in. For example, in David Copperfield he wrote about the prison visits he paid to his father. In Oliver twist he described children who were poor and he wrote about orphans-children whose parents had died.

Dickens who was also a good actor often read his stories himself to audiences in England and America.

He married a woman whose name was Catherine and whose father was, in fact, Dickens' first publisher.

## Appendix B

### Post test

#### Posttest (15 Marks)

##### Part 1: Read the passage and circle the correct relative pronouns. (4 Marks)

Ibn Battuta was a great traveler **who/which** was born in 1304, in Morocco. In 1325, he started on an adventure **who/that** lasted for nearly 30 years. First, he joined a group of people **who/which** were going to Saudi Arabia. Then, he continued on a journey **who/that** was amazing for a person at that time. He travelled around Africa, the Middle East and parts of Europe, and he went to India, China and South-east Asia. He travelled much further than Marco Polo, the famous Italian traveler **who/which** lived at about the same time. Ibn Battuta described the people **that/which** he met and the places **who/that** he explored in his book called *Rihla* (The Journey). If you are someone **who/which** loves stories of travel and adventure, you should read this book.

##### Part 2: Read the passage and underline all the defining relative clauses. (7 Marks)

Charles Dickens was an English writer who lived from 1812 -1870. The books he wrote have been translated into many different languages. Dickens whose family was very poor had to start work when he was very young. In England at that time, people who could not pay their debts were sent to prison. This happened to Dickens' father whose first name was John. So Dickens who was only a boy had to visit his father in prison.

Later Dickens' books were based on people he had known and places he had lived in. For example, in *David Copperfield* he wrote about the prison visits he paid to his father. In *Oliver Twist* he described children who were poor and he wrote about orphans-children whose parents had died.

Dickens who was also a good actor often read his stories himself to audiences in England and America.

He married a woman whose name was Catherine and whose father was, in fact, Dickens' first publisher.

##### Part 3: Read the following passage and answer the questions. (4 Marks)

Once upon a time there was a fairy which was wise and beautiful. She was friends with a girl whose parents were very busy. They met in a forest in Tarragona where the girl liked to play near a house which was abandoned. One afternoon in winter when it was very cold the child who didn't go to school got lost. She started to cry near a lake which turned into silver. The fairy which was worried about the girl appeared near the lake where the girl was crying and took her home. Only the fairy and the girl know the reason why the lake turned into silver.

##### Circle the correct sentence between the two sentences. Notice the use of commas.

1. A. there was a fairy which was wise and beautiful.

- B. there was a fairy, which was wise and beautiful.
2. A. She was friends with a girl, whose parents were very busy.  
B. She was friends with a girl whose parents were very busy.
3. A. The fairy, which was worried about the girl, appeared near the lake.  
B. The fairy which was worried about the girl appeared near the lake.
4. A. the child who didn't go to school got lost.  
B. the child, who didn't go to school, got lost.

### **Copyrights**

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).