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Problems and attitudes towards English relative clauses: A study of postgraduate Nigerian students of English

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Abstract

The paper examined the problems and attitudes of postgraduate Nigerian students of English towards relative clauses. The motivation for the study stems from the frequent errors committed by some Nigerian learners of English in the use of relative pronouns in forming relative clauses and especially in the formation of complex relative clauses, that is, relative pronouns preceded by prepositions (P + RP). Postgraduate students across five universities in Nigeria were used as subjects. The choice of this group is because they are expected at this stage to demonstrate an appreciable level of competence in English grammar having studied English at undergraduate level. One hundred subjects were purposively selected; twenty from each university. The data for analysis was collected using sentence combination task (SCT). The data collected was analysed using the simple percentage statistical method. The data analysed reveal that the subjects have difficulty with relative clauses. They encounter challenges ranging from wrong choice of relative pronouns and wrong ordering/positioning of relative pronouns to inability to form good relative clauses especially complex relative clauses using P + PR. The study also discovers that the subjects adopt the avoidance strategy attitude towards relative clauses.

Keywords: attitude, avoidance, postgraduate, relativization/relative clauses, SCT

Public Interest Statement

The finding of this study fills an important gap in the general understanding of relative clause strategies and the avoidance strategy attitude adopted by Nigerian L2 learners of English RCs, and has further provided an understanding of the grammatical purpose of relative clause construction. Learners of English as second language will find this study useful in understanding the challenges of L2 learners and devise means of addressing the challenges.

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Introduction

For learners and users of English in Nigeria to learn and master the language, it is important to understand certain aspects of the language. Relativisation is one of such aspects that learners and users of English in Nigeria need to understand. Relativisation is a process through which a sentence is embedded in another sentence when the two sentences refer to the same noun or noun phrase. It is one aspect of language learning that has constantly proven difficult for learners of English seeking to understand English clauses.

Mbah (2006) defines relativisation as “a process of reducing full sentence forms into relative clauses” Asuoha (2012) views it as ‘a helpful mechanism to distinguish grammatical relations.’ Similarly, Agbedo (2000) explains relativisation as a T-rule that turns a full-fledged sentence into a subordinate clause (embedded sentence) such that it becomes a modifier of an NP, in the matrix sentence. This embedded sentence is the relative clause, which is introduced variously by such relative pronouns as *who*, *whose*, *which*, *where*, *when*, *that* etc depending on the semantic properties of the NP being relativised. Aruya (2005) explains that “relativisation occurs when a relative clause is inserted to front of a noun phrase antecedent to a matrix clause.”

For the second language learner of English, the effective mastery and usage of subordinate clauses often times proves to be the most difficult task, especially when it involves the use of relative clauses. The level of competence and performance of the learners’ use of the English relative clauses most often reflect the learners’ knowledge level in the use of English. Akinremi (2009) corroborates this view asserting that “Hausa speakers utilized resumptive pronouns instead of gaps in most positions of relativization in English restrictive relative clauses at the earlier stages of English, but at the later stages, gaps are used appropriately.” What this implies is that the Hausa speakers performed based on their competence level, which improved as the competence level improved. In any case, most learners are not good at using relative clauses and so they deliberately employ the avoidance strategy and ‘escape’ using relative clauses even when they know how important relative clauses are in English expressions. The result of this avoidance of the use of relative clauses is usually the production of sentences that have loose structure, lack unity and coherence and have poor logic.

Relative clauses are very useful because they help learners and users to be more specific and make expressions more interesting. At the same time, they can be very confusing to many learners and users and they are often used incorrectly. For example, some users of English feel that relative pronouns are generally used to link sentences together in the manner conjunctions are used without giving consideration to certain exceptions in the usage. For example, a user of English was heard saying, “The man which you sent me to him.” The most common difficulties occur in understanding the structure of relative clauses, choosing the right pronoun (or adverb), using the correct punctuation, using a preposition with a relative pronoun and maintaining subject-verb agreement.

The formation of relative clauses presents itself as problematic to learners and users of English in Nigeria because of the complexity in the structure of relative clauses. As a result of the complex syntactic structure of relative clauses, identifying and learning the problems of the learners and users will provide an insight into a better appreciation and understanding of how to learn and teach relative clauses.

Literature Review

In a study, Deveci and Nunn (2018) carried out a study which attempts to identify how authors in humanities and social sciences use relative clauses in their research articles. They argued that “although relative clauses play a significant role on sentence complexity, they have received relatively limited attention from researchers in academic writing” (Deveci & Nunn, 17).

The study investigated what it describes as a relatively understudied area in academic writing—relative clauses in both their full and reduced forms as they are used by authors in the humanities and social sciences. Reduced relative clauses refer to the shortening of a relative clause which modifies a subject and not object of a sentence. Analyzing five journal articles, the study revealed that

relative clauses were common in the corpus, and that they were more frequently used in the discussion and conclusion as well as introduction and literature review sections, indicating the significance of this linguistic element in the developing argumentation of a paper in the analyzed scientific disciplines... relative clause reduction was more common than full relative clauses (Deveci & Nunn, 24).

This result goes on to further point out the fact the relative clauses are important in academic writing especially owing to their different structures and ability to help establish structure and ability to help establish an ‘authorial voice’ (Deveci & Nunn, 24). Their study gives credence to the importance of English relative clauses in expressions and for making communication more interesting and effective, which is the view expressed in this present study. Tse and Ken (2010) studied relative clauses in journal language descriptions. The objective was to explain the importance of relative clauses in the distribution of knowledge in the manner writers deploy them. The researchers explained that:

little has been said about the genres concerned with the distribution, rather than the production, of knowledge. These “carrier genres”, however, play an indispensable role in the mechanisms of delivering and promoting learning, from establishing the expectations of editors in journal instructions to contributors to endorsing a monograph in back-cover blurbs (Tse & Ken, 2-3).

Tse and Ken’s study was designed to contribute to this growing field of knowledge by examining the journal description (JD), which they stated, is a missive that accompanies every academic journal, but which until recently has managed to escape the scrutiny of text analysts (Tse & Ken, 3). Journal description is important because it helps in positioning a journal a favourable way in the academic world through a series of identifiable language choice used with positive lexis. Tse and Ken pointed out that an unexplored area, however, is the role of clause level resources in the goal of favourably positioning a journal. (Tse & Ken,3)

Cho and Lee’s (2016) corpus- based study presents how English relative clauses are used in science and engineering journal papers. Cho and Lee state that “Relative clauses ensure semantic clarity and textual variety but they cause difficulty to non-native speakers of English due to their diverse uses and functions.” The study investigates the frequency and

context in which relative clauses are used in three representative science and engineering journals: CELL, Journal of American Chemical Society, and IEEE journal of solid – state circuits. The study compared the use of relative clauses in these science and engineering journals with those used in papers of English for specific purposes. The result of the study reveals that the science and engineering journals have some features such as “the frequent use of relative clauses, the high frequency of non-restrictive relative clauses,... the high proportion of ‘preposition + which: and the extremely high use of ‘that’ over ‘which’ for restrictive clauses” (Cho & Lee, 61).

Cho and Lee’s study is a corpus- based study which presents how English relative clauses are used in science and engineering journal papers. Their study confirms the position of thispaper on the importance of relative clauses in enhancing clarity in expressions, and communication as a whole. It further reaffirms the claim that English clauses are difficult to understand for non-native speakers of English.

Methodology

The design adopted for this research is case study with a descriptive qualitative approach. In this study, the phenomena investigated in the tests administered are the students’ difficulties in using relative pronouns to form relative clauses, and the difficulties the learners face in learning relative clauses as well as the attitude of the learners to RCs. The primary data for the research was collected using test administered to the subjects in classroom situation without any treatment of the topic. This method is suitable for this research because the target is to get information about the learners’ problems and attitudes towards relative clauses. This study focused on the formation and use of complex relative clauses among postgraduate students of English as a second language in the selected Nigerian universities. The research approach is qualitative, and exploratory-descriptive. The study adopted the two main sources of data collection: primary and secondary sources. For the primary source, the study employedthe sentence combination task (SCT). Scholarly articles in relevant journals and books on English grammar and relative clauses in particular, provided the secondary source. Other relevant materials on language use and learning provided useful information for the study. Web-based internet resources were consulted for the study.

The sentence-combining task complements the GJT in understanding the use of the relative clauses among the subjects. There were ten sentences for the subjects to combine and form relative clauses. This was to determine the subjects’ knowledge of relative pronouns in the formation of relative clauses and also demonstrate the level of their understanding of relative clauses and their structure as well as their attitude towards RCs.

The data collected for this research was analysed using the simple percentage statistical analysis in order to determine the level of accuracy or correctness in the use and formation of complex relative clauses. One hundred respondents (twenty each) were purposively selected from five universities in Nigeria: University of Jos, Bayero University, Kano, University of Nigeria, Nsukka, Obafemi Awolowo University, Ile-Ife, and University of Abuja.

Data Presentation and DataAnalysis

The test required combining two sentences into one, making one a relative clause inside the other and making any other necessary or suitable changes.

- SCT (1)
- A. Yakubu and Maryam were seen together at church last Sunday.
 - B. The news of their reconciliation has yet to be made public.

Analysis of SCT 1

The data collected, sorted and analysed revealed that in trying to form a relative clause using the two sentences provided, one respondent (approx 1.1%) combined the sentences using “where.” The respondent used the relative pronoun “where” to focus on the location or position of the subject, Yakubu and Maryam rather the subject receiving the focus and determining the relative pronoun to be used in combining the sentences.

One respondent (approx 1.1%) used “that” to combine the sentences. The respondent is aware of the use of “that” as a relative pronoun for the formation of relative clause but fails to note that “that” is used in defining relative clauses only where “who” and “which” are possible and in this instance, “that” is inappropriate. The respondents introduced “that” immediately after the subject, Yakubu and Maryam to produce ‘Yakubu and Maryam that...’ Three respondents (approximately 3.3%) avoided the use of any relative pronoun in combining the two sentences to form a relative clause. The respondents combined the sentences using comma and semi-colon. For example, the respondents combined the two sentences in the forms: “.....at church last Sunday; thenews of their reconciliation...” and “... at church last Sunday, news of their reconciliation....”

Two respondents (approx2.2%) had no idea of how to combine the sentences and so did not attempt combining the sentences.

Three respondents (approx 3.3%) used “whom” to combine the sentences. The respondents are aware of the use of “whom” as a relative pronoun used for people, but failed to realize that it is inappropriate for the sentence to be combined especially that the use of “whom” does not reflect the possessiveness required in combining these sentences.

One respondent (approx 1.1%) used “of which” to combine the two sentences. The respondents introduced a complex RC with the use of a preposition accompanying a relative pronoun. Although “of which” is a formal way of forming complex RCs, the respondent in this case has used it inappropriately especially by introducing it in the form which the respondent used it: “...church last Sunday of which the news....”

One respondent (approx 1.1%) used “in which” to combine the two sentences. The use of a preposition accompanying a relative pronoun is used to introduce complex RCs. The respondents’ use of “in which” to combine the two sentences is inappropriate in the form used: “...last Sunday in which the ...” the combination of this sentence to form a relative clause in this case does not require the use of a preposition preceding a relative pronoun.

Six respondents (approx7%) used “who” to combine the sentences forming a relative clause. Four sentences were formed as restrictive relative clauses while two were formed as non-restrictive relative clauses. Though the respondents demonstrate the use of the relative pronoun “who” for persons, it is used inappropriately in the manner the respondents used it. “Yakubu and Maryam who.....” and “Yakubu and Maryam, who....” Though “who” is used for persons, it does not reflect the possessive pronoun required in combining these sentences.

Two respondents (approx 2.2%) used “which” to combine the sentences forming a relative clause. However, the respondents fail to demonstrate their competence in the use of the appropriate relative pronouns for persons. The use of “which” in combining the sentences as used by the respondents is an error, “which” is used for animals or things, and not for

persons as used: "Yakubu" and Maryam which are seen....."

Nine respondents (approx 10%) used "when" to combine the sentences forming a relative clause. What the respondents failed to realize is that the use of "when" as a relative pronoun is mostly after nouns like time, period, day, etc. Thus, "when" as used "...at church last Sunday when the news...." is inappropriate since the focus is on demonstrating the possessiveness of the subject.

Forty one respondents (approx 46%) did not use any relative pronoun in combining the sentences to form a relative clause. The respondents avoided relative pronouns and instead employed the use of conjunctions in combining the sentences. The conjunctions used include but, though, even though, although, while, meanwhile, because, and. The error here is that these conjunctions are not used in the formation of RCs. The sentences produced were in the form: "...last Sunday but their reconciliation use....," "...last Sunday though the news....," "...last Sunday and the news...." These are not relative clauses.

Only twenty respondents (approx 22.2%) rightly used "whose" to combine the sentences to form relative clauses. The use of "whose" shows the possessiveness the subject require in the formation of RCs using the two sentences as used by the respondents..."Yakubu and Maryam whose reconciliation news has yet to be made public were seen together at Church last Sunday." This is in fact the acceptable form in SBE.

- SCT (2) A He invented a new device.
B. The applicability of the new device has yet to be tested.

Analysis of SCT 2

One respondent (approx 1.1%) combined the two sentences using the relative pronoun "where." The use of "where" in the manner the respondent used it: "...a new device where the applicability of....." fails to point to the possessive link between the "device" and "applicability."

One respondent (approx 1.1%) could not determine the appropriate relative pronoun to use in combining the sentences.

Two respondents (approx 2.2%) used "where" to combine the sentences. "When" applies to time, period, etc. and its use in this sentence is inappropriate because it does not show the link between the "device" and the "applicability" of the device as shown in the respondents' use: "...a new device when the applicability....."

Six respondents (approx 7%) used "that" to combine the sentences. Though "that" is used for things, its use in this sentence is rather informal as shown in the respondents' use: "...a new device that its applicability....."

Five respondents (approx 6%) used "of which," a preposition preceding a relative pronoun. The use of "of which" would have been a very formal way of linking the sentences, but some of the respondents used it in a position which makes it inappropriate.....".....a new device of which the applicability...." However, some got it correct: "He invented a new device. The applicability of which has yet to be tested. This is acceptable in SBE.

Twelve respondents (approx 3.3%) failed to use any relative pronoun in combining the sentences. The respondents opted for the use of punctuation marks and sentence reconstruction without the use of relative pronoun as shown in the sentences constructed: "...a new device, it is yet to be tested for its applicability", "... the applicability of the new device invented is yet

to be tested." These new sentences formed are not the relative clause formation being tested by the research test.

Thirty respondents (approx 33.3%) avoided the use of relative pronouns to form the new sentences. The respondents adopted the use of conjunctions such as but, even though, though, although, and as seen in the sentences formed: "...a new device but the applicability..." "Although he invented a new device, its applicability..." "...invented a new device and the applicability..."

Twenty four respondents (approx 27%) combined the sentences using "which." The use of "which" by the respondents shows that the respondents are aware of the use of "which" as a relative pronoun used for things. The problem however, is the wrong positioning of "which" in the sentences formed: "... a new device which the applicability...." Nevertheless, 11 respondents out of the 24 used "which" in a much better position: "The applicability... which he invented...."

Nine respondents (approx. 10%) used "whose" to combine the sentences. The result of the combination produced: "... a new device whose applicability..." This construction is a formal construction which shows the respondents' awareness of the use of the relative pronoun "whose" for not just persons but also for things to reflect possession.

- SCT (3) A. The fire disaster is probably one of the worst in the history of this country.
B. Investigation into the cause of the fire disaster has not yet begun.

Analysis of SCT 3

One respondent (approx 1.1%) used "where" to combine the two sentences. Apparently, the respondents lacked the clear understanding of the use of "where" as a relative pronoun and how it should be used. This is reflected in the manner the respondents used it in combining the two sentences: "...worst in the history of this country where investigation into the causes...."

Four respondents (approx 4.4%) combined the two sentences using "whose." The choice of "whose" by the respondents is a reflection of lack of understanding of the use of "whose" as a relative pronoun. The manner the respondents used it: "...history of this country whose investigation into the causes...." This is not a clear and good expression.

Five respondents (approx 6%) used propositions accompanying relative pronouns, "in which" "with which" "of which" and "for which" to combine the sentences forming complex relative clauses. The use of these by the respondents demonstrates that the respondents are aware of the formation of relative clauses using P + Pr. However, the use of such in the manner the respondents used them is an indication a weak grasp of how to effectively use such pattern in forming relative clauses: "...history of this country in which/for which/ with which/ of which investigation into the clauses...."

Seven respondents (8% approx) combined the sentences using "that." Though the use of "that" can be used where "which" is possible, it is less formal in usage than the use of "which" in combining such sentences. The combination of the sentences is acceptable as used by the respondents: "Investigation into the causes of the fire disaster that is probably one of the worst in the history of this country has not yet begun."

Eight respondents (approx 9%) failed to use any relative pronoun in combining the two sentences. The respondents' inability to use relative pronouns to combine the sentences

demonstrates their apparent lack of competence in the knowledge and use of relative pronouns in sentence combination. The respondents opted for the use of punctuation marks - commas and full stops in combining the sentences: "The fire...this country. Investigation... yet to begin." "...this country, investigation...yet to begin". The pattern adopted by these respondents does not appear elegant. It fails to meet the required instruction of using relative pronouns in forming relative clauses.

Thirty of the respondents (approx. 33.3%) used conjunctions to combine the sentences. This is a reflection of the respondents' lack of competence in the use of relative pronouns and the formation of relative clauses. The respondents used the following conjunctions: and, although, yet, but, even as, however, even though. One respondent used "why because": "The fire disaster... nation's history why because investigation is yet to start, "The fire... country and investigation...," "The fire...country and investigation...," "The fire...country although investigation..." Basically, the respondents introduced the conjunctions at the end of the first sentence to join the second sentence making the sentence one, but that does not make one of the sentence a relative clause inside the other.

Majority of the respondents, thirty five respondents (approx 39%) used "which" to combine the sentences. This is a formal way of linking the sentences, but thirteen of the thirty five respondents had challenges in positioning the relative pronoun "which" in performing the task: "The fire disaster which its investigation..." however, twenty two respondents positioned the relative pronoun, "which" correctly: "Investigation into the cause of the fire disaster, which is probably one.... has not yet begun." The respondents also formed the clause as non-restrictive. This is acceptable in SBE.

- SCT (4)**
- A. Students will be fined.
 - B. Some students did not vacate their hostels and remove all their belongings by the date indicated in the secular recently issued by the office of the student affairs.

Analysis of SCT 4

One respondent used "when" (approx. 1.1%) to combine the two sentences. What this reflects is that the respondent lacks the knowledge of how to use "when" as a relative pronoun to form relative clauses. The pronoun-antecedent relationship in the sentence when combined is appropriately stated when the pronoun "who" is used rather than when it is used how the respondent has used in the respondents' sentence: "Students will be fined when..." The preferred expression should have read, "student who do not..."

Two respondents (approx 2.2%) combined the sentences using "whom." The respondents' response demonstrates that the respondents lack the knowledge of the use of "whom" as an object pronoun. This is seen in the manner the respondents combined the sentences: "Students whom..."

Eight respondents (approx. 8.9%) did not employ the use of any relative pronoun. They apparently do not have any idea of the appropriate pronoun to use in combining the sentences, and so do not attempt in combining the sentences.

Eight respondents (approx. 8.9%) used "if" to combine the sentences. The use of "if" by the respondents reflects that the respondents rather combined the sentences forming conditional sentences rather than relative clauses, one inside another as in the sentence:

"Students will be fined if ...". This demonstrates the respondents' poor understanding of how to use relative pronouns to form relative clauses.

Seven respondents (approx 7.8%) used "that" to combine the sentences. The respondents are aware of the use of "that" in the formation of relative clauses. However, the use of "that" is not as frequently used for people like the use of "who." The respondents combined the sentences using "that" in the form: "...students that do not...."

Twenty respondents (approx. 22.2%) used "because" to combine the sentences: "Students will be fined because...." The use of "because" by the respondents demonstrate that they are not competent in the use of relative pronouns in forming relative clauses. They rather have adverbial clauses in that manner.

A significant forty four respondents (approx 48.9%) used "who" in the form: "Students who do not ...affairs will be fined." This reflects that the respondents have a good understanding of the formation of relative clauses using the relative pronoun "who" thus forming a relative clause with one sentence inside another through the combination of the two sentences. This is acceptable in SBE.

- SCT (5) A. The best place is the Arewa Hotel.
B. People need to stay in a place.

Analysis of SCT 5

One respondent (approx. 1.1%) used "who" to connect the two sentences. Apparently, the respondents placed focus on "people" rather than "place" and that resulted in the wrong choice of relative pronoun. The resultant sentence after the combination: "The best place for people who need to stay...."

One respondent (approx 1%) combined the sentences using "when" thus placing focus on "time" rather than "place." The sentence generated was: "The best place is the Arewa Hotel when people need...."

Four respondents (approx 4.4%) employed the use of a preposition accompanying a relative pronoun thus forming a complex RC: "The best place is the Arewa hotel for which people...." This combination fails to reflect an appropriate formation of relative clauses using a relative pronoun showing "place". The second combination was the use of "of which:" "People need to stay in a place of which the best place...." The result of this combination does not reflect the focus of the sentence which is "place" and who produce an ungrammatical expression. The third sentence produced by the respondents used "in which" to combine the two sentences: "The best place in which people...." This combination is more appropriate than the use of "for which" and "of which" because it reflects "place" unlike the other complex RCs formed. However, it is rare in usage among most Nigerian learners of English compared to the use of "where."

Two respondents (approx. 2.2%) failed to combine the two sentences. Apparently, the respondents had no idea of the right relative pronoun to use in performing the task. This reflects how challenging it is for the learners to understand English relative pronouns and RCs formation.

Ten respondents (approx. 11.1%) combined the sentences using "that:" "The Arewa Hotel is the best that people...." This combination is one found to be used by a number of Nigerian learners of English, but the use of "that" is mostly informal.

Sixteen respondents (approx. 17.8%) combined the sentences using the relative pronoun “which” as in the sentence: “The best place which people need to stay....” This combination using “which” reflects a poor knowledge of the understanding of the use of “which” as a relative pronoun. In this usage, it has failed to demonstrate “place” as required when the sentences are appropriately connected.

Sixteen respondents (approx 17.8%) used “where” to combine the two sentences. Rightly so, these respondents reflect good understanding of the use of the relative pronoun “where” to show “place” as required by the sentence: “The best place where people need to stay....”

Forty respondents (approx. 44.4%) combined the sentences without the use of a relative pronoun. This reflects the challenge facing the respondents in understanding the use of relative pronouns by the respondents; it demonstrates the challenges experienced by Nigerian learners of English in the area of RC formation.

Findings

The result of the analysis from the data derived from the **Sentence Combination Task (SCT)** revealed the following:

- i. The subjects employed the avoidance strategy in their use of relative pronouns to combine the sentences provided. They instead used conjunctions and sentence reconstruction without the use of relative pronouns.
- ii. The subjects had difficulty forming relative clauses especially complex relative clauses, that is, relative clauses with clause-initial P + RP.
- iii. There were wrong choices of relative pronouns in combining sentences thus resulting in ungrammatical sentences.
- iv. Subjects had the problem of wrong positioning of relative pronouns in the sentences constructed.
- v. There were a number of tasks that were left not attempted which indicates the lack of understanding of the use of relative pronoun and how to use them to form relative clauses. It reflects that relative clause formation using relative pronouns is a difficult task for Nigerian learners of English as second language.

Conclusion

This study has carefully analysed data on relative clauses from postgraduate Nigerian students of English and examined their problems and attitude towards the construction of finite English relative clauses. The data analysed provide insights into the spectrum of problems encountered by these postgraduate Nigerian students of English in this area of English grammar. Relativisation is part of the resources of English grammar that allows us to construct expressions that are varied and interesting and complex, reflecting the complexity of the idea that PG students have to engage with. The study shows that the students certainly need more exposure in this area of English grammar in order to be more aware of how relative clauses are constructed. This is important because the students need to produce good expressions especially at the level of postgraduate studies and within the context of effective and efficient use of the English when ideas usually need to be combined to achieve a good degree of fluency and variety in expression. The identification of the problems is seen to be useful as a point of reference in terms of understanding errors made by the Nigerian

postgraduate students who are expected to have a highly appreciable level of the command of the English language.

Judging by the errors which the students made in the tests administered to them, the errors may be attributed to some problems such as: unfamiliarity with English relative pronouns; differences between English and mother tongues, poor handling of sentence structure, interlingual transfer; lack of competence in the grammar of English.

The findings of this study show that some Nigerian postgraduate students encountered a degree of difficulty in the use of relative pronouns and in the formation relative clauses. Their general attitude towards relative clauses is that of avoidance. They avoid relativisation by constructing sentences using conjunctions and punctuation marks. In addition, as the results of the tests show, the students under investigation encountered some degree of difficulty in constructing relative clauses in English. This is an indication of the weakness of the students' level in the grammar of English.

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Disclaimer:

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Authorship and Level of Contribution

This research is not co-authored and therefore all contributions are the submissions of the sole author and so no potential dispute or conflict.

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