Learning English relative clauses by Iraqi pre- intermediate learner:

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Abstract:

The current quantitative descriptive study tests how Iraqi EFL students employ relative pronouns in English. A multiple-choice survey was administered to forty college students in Iraq. Items in the survey teach students about English relative pronouns. repercussion results showing that learners had some issues with relative pronouns. These disagreements were evident in the different mistakes made in terms of word choice, order, avoidance, addition, and omission in clauses.The conclusion suggested that learners' abuse of relative clauses may also be related to the mother tongue, in addition to overgeneralisation and rule ignorance. It can be the result of inadequate practice with grammar and a lack of exposure to English rules. Iraqi EFL learners' acquisition of English relative clauses in this study. Additionally, it assesses if Iraqi EFL students are using Keenan and Cormier's (1977) Noun Phrase Accessibility Hierarchy (NPAH) to acquire relative clauses. This study examines the possibility that the relative clauses in the reproduction and the participants' proficiency level are related. Sixty undergraduates studying English finished an exam on sentence combinations. The majority of the data showed that Iraqi EFL students can write very strong relative clauses. Despite their relative adequacy, advanced learners outperformed intermediate learners in terms of performance. The results also show that the NPAH effect does not improve Iraqi EFL learners' performance, irrespective of their level of competence.Keywords: acquisition, error analysis, relative pronouns. The student the NPAH Saliency: presumptive pronoun, definite, indefinite, proportional clauses.

1.Introduction:

Several empirical studies in the field of second language (L2) acquisition (see Muñoz and Singleton 2011, Larsen-Freeman 2018) offer that many of factors, including the learner's first language (L1), age, overstaying of exposure to L2, talent, and motivation, do have an impact on the learner's performance. The privileges between L1 and L2, for paradigm, are numerously referred to as fenders or defy link to L2 acquisition (Ionand Montrul 2010).In this regard, behaviorists have proposed that similar grammatical structures between L1 and L2 are easier to acquire (as they are acquired first), while different grammatical structures between L1 and L2 are normally more difficult to acquire (given that they are acquired later) (Selinker and Gass 2008). However, growing research from many L2 settings has found that certain grammatical constructions are more difficult to acquire

than others, irrespective of the differences between L1 and L2. For example, Alasfour (2018) pointed out that passive voice, definite articles, and relative clauses are among the main challenging constructions that L2 learners make more mistakes with, as compared to other constructions.

In this research, we shed light on L2 acquisition of relative clauses among L2 Arabic learners of English and L2 English learners of Arabic. This investigation allowed us to determine whether relative clauses are a main concern in L2 settings across the board. The results of this investigation will also have significant implications for language teaching and learning as more focus should be placed on the teaching of relative clauses in L2 settings and whether curricula must be designed in a way that takes into consideration the learner's L1. Additionally, this investigation allowed us to weigh up the power of the main L2 theories (the Noun Phrase Accessibility Hierarchy, Keenan and Comrie 1977, and the Markedness Differential Hypothesis, Eckman 1977) to account for the mistakes that L2 learners of Arabic and English make. The following discussion was structured as follows. Section 2 provided a description of relative clauses in Arabic and English with special focus on their similarities and differences. Section 3 discussed the main theories proposed to account for the acquisition of relative clauses. Section 4 explained data collection and analysis. Section 5 included the main discussion. Section 6 was the conclusion.

2. Statement of the Problem

In the realm of learning second language rules, research on relative clauses has shown clear results. Three research strands can be used to define studies on the acquisition of L2 relative clauses: the first looks at the "implicational" universals of language; the second looks into how education affects RC teaching; and the third looks into cross-linguistic influences on L2 relative clauses. In 1977, Keenan and Cormier fancifully proposed a universal The implicational relativization hierarchy (subject>direct object>indirect object>object of preposition>genitive>object of comparative) also shows how simple relativization is. Many studies on L2 relative clause acquisition have incorporated the Keenan and Cormie noun phrase accessibility hierarchy hypothesis for second language acquisition (Dought 1991; Ekman et al., 1988; Gassy, 1979, 1980, 1982; Hamilton, 1994; Hyltenstam, 1984; Pavese, 1986; Tarallo & Myhill, 1983). Data are collected by Gass (1979) on (1) free composition.

3. Research Questions.

1.How Saliency have any significant effect on Iraq inhighy-school EFL learners' learning English relative clauses?

2.How using saliency in general and input enhancement in particular make any significant difference on the learning of relative clauses among the EG Iraqi learners and the CG learners?

3.How Iraqi EFL learners' English relative clauses show agreement between the relative pronoun and the relativized noun in the relative clause or the head noun in the matrix clause?

4.How Iraqi EFL learners learn not to use resumptive pronouns in English subject, object, indirect, oblique and genitive relative clauses with definite and indefinite head nouns?

5.Significance of the Study:

Two groups of 20 intermediate level Iraqi language learners will form the participants of this research. The selection of participants will be based on the principle of availability (convenient sampling). Both groups are given explicit training about pronouns. The difference is that the control group will receive the usual method of teaching connected sentences, but the experimental group will receive special examples highlighting the elements under study. For example, the relative pronoun will be presented prominently. In addition, this group; They will receive error correction.An immediate post-test and a delayed post-test will be taken from both groups , 5.,(2) sentence construction, and(3) grammatical assessment from English language learners at coloratura native language. The accessibility hierarchy can be use to gnerative the elbowroom to which second language learners would meeting difficulties with relative clauses. extra, Schechter (1974), Hylten (1984), and Paves (1986) detected parallel results.

5. Method

This study uses a descriptive qualitative research design

5.1 Materials

Testing the hypotheses of the present study, the researcher intends to use a mixed method of data collection. A part of study has a quasi-experimental design and the other qualitative method of data collection, observation. The researcher here describes the participants who participate in this study, the setting in which the study was handled, the instruments through which the data were collected, the gradual procedures of the study, and the

method based on which the data was examined in this chapter. The present research investigates at whether the rought is for lraqi EFL learners , identify relative clauses. Students corer in philology at the College in the study. The study also tries to baring which brand of relative clause constructions students best, at perceives. The study aim to indicate the grade to that,learn aid students know of relative clauses.

5.2.Participants:

Fourty interceded EFL learners, with the age range of 13-18 years old, studying in an English language institute will be selected from a group of 100 students based on their performance on a placement test (Oxford Quick Placement Test, OQPT) to select intermediate students. Moreover, due to the results of the pre-test only students who have not yet learned how to form relative clauses will be selected. After determining the Participants' solitude in terms of of knowledge of
English relative clauses and level, they will be assigned to two groups: the control group and the experimental group.

5.3. Procedure

This chapter used information related to English clauses and scores of SC and GJ questionnaires of learners, which were scored based on Likert scale. In this research, there were 40 learners. In the first stage of the research, descriptive statistics given to you, and inferential statistics were bestrewed in the second part
is spss26 and Excel.

6. Results

6.1. Descriptive Statistics.

A.Section1: OPT Test

The OPT scores' descriptive statistics with students shown in the experimental and control groups.

1. groups Pre- and post-test in following diagram. The mean scores of learners are equal to 46.83 - 48.34 in the control , experimental groups respectively, the mean total is equal to 47.59.
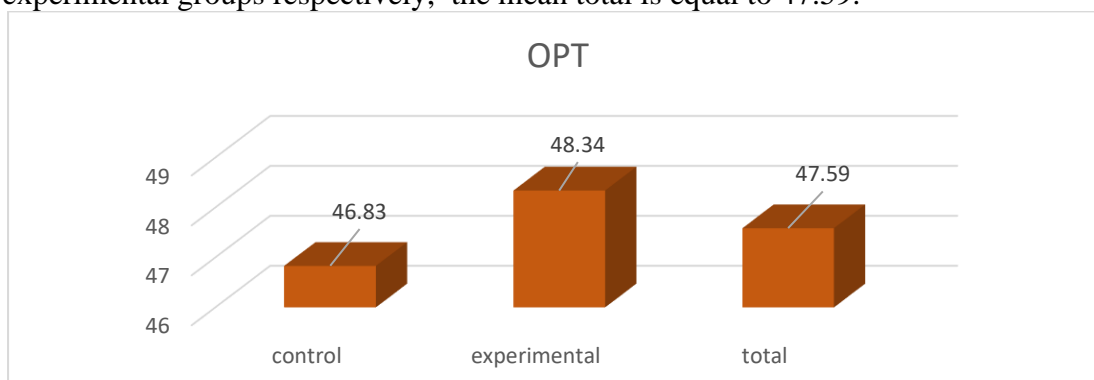

Figure 4.1 Descriptive Statistics of Learners' OPT Scores

2. The pre- and post-test descriptive statistics of the learners' SC scores in the two experimental and control groups. The experimental group mean scores in the pre- and post-test are 5.30 , 5.50, respectively, while the control group's mean scores are 5.45 and 7.35.
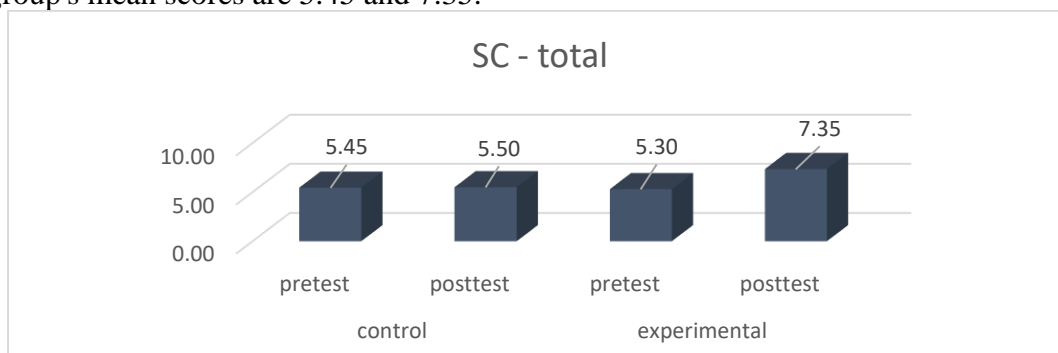

Figure 4.2 Descriptive Statistics of Learners' SC Scores

3.In the pre- and post-test, learners' facts is descriptive their SC scores are shown in the following draws,a job, by gender in the two control and experimental groups. Male learners own mean scores in the pre- and post-tests of the control group 5.09 and 5.55, respectively, while in the experimental group own mean scores of 5.67 and 7.33. The mean scores of female learners in the experimental group are equal to 7.36, while the mean scores of female learners in the control group equal to 5.89 and 5.44 in the pre- and post-test, respectively.
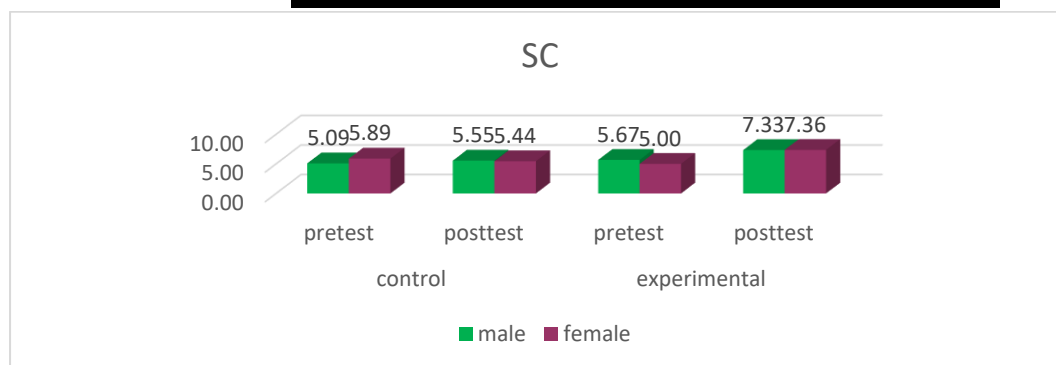
Figure 4.3 Male & Female Learners' SC Scores

4- appearance the following, descriptive statistics of learners' English Clauses scores are shown in the two experimental and control groups. The pre- and post-test mean scores to the control group's learners are 22.15 and 22.90, respectively, while the empirical group's learners' mean scores are 23.15 and 26.90, respectively.
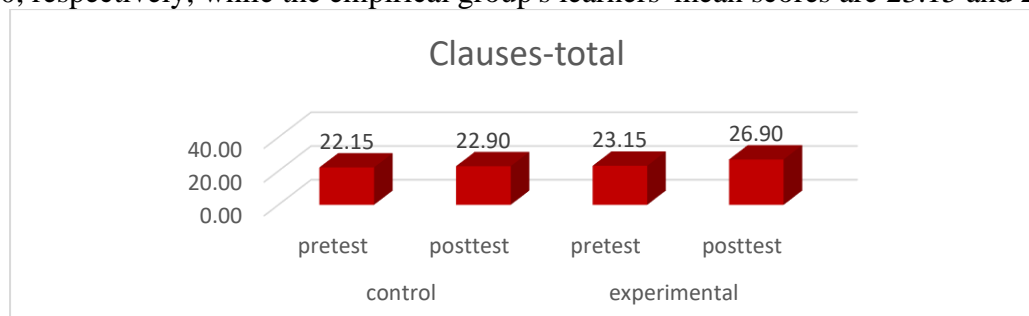

Figure 4.4 Descriptive Statistics of Learners' English Clauses Scores

6. Learners' descriptive statistics English clause scores are displayed, broken down by gender. The following the diagram displays the pre- and post-test consequence in the two experimental and control groups: male learners in the control group have pre- and post-test mean scores from 21.73 and 24.09, respectively, and male learners in the experimental group have mean scores from 24.00 and 26.44, respectively. As a result, female learners in the control group have pre- and post-test mean scores from 21.44 and 22.67, respectively, and female learners in the experimental group only have mean scores from 22.45 and 27.27, respectively.
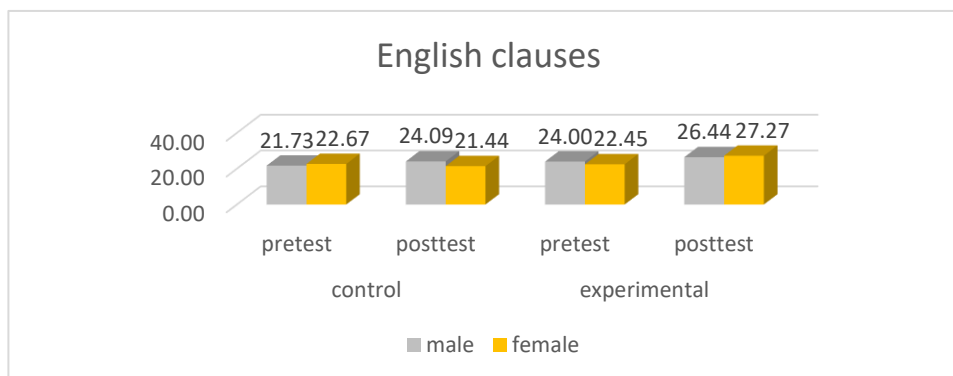

Figure 4.5 Male & Female Learners' English Clauses Scores

7. Learner descriptive statistics The following diagram offore the GJ scores in the two experimental and control groups in the pre- and post-test. In the pre- and post-test, the control group's mean scores are 20.44 and 20.67, respectively, while the experimental group's mean scores are 19.18 and 23.91, respectively.
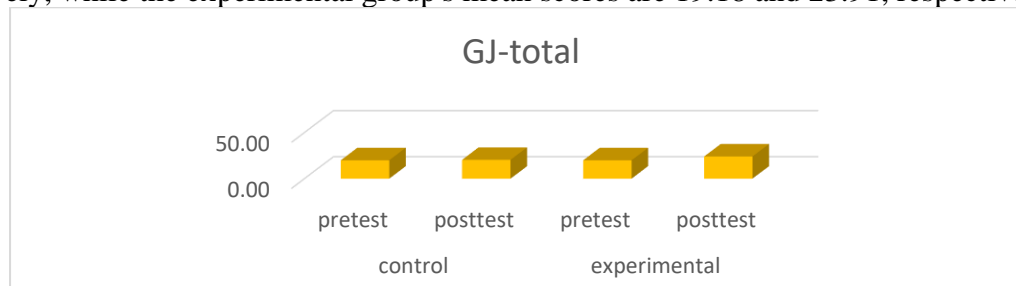

Figure 4.6 Descriptive Statistics of Male & Female Learners' GJ Scores

2.GJ learners shown disaggregated by gender in the two control and experimental groups in the pre-and-post-test in the following diagram. The mean scores of male learners in the control group are equal to 19.55 and 20.09 in the pre-and-post-test respectively, while the mean scores of male learners of experimental group are equal to 20.78 and 24.22 respectively. On the other hand, the mean scores of female learners of control group are equal to 20.44 and 20.67 in the pre-and-post-test respectively, while the mean scores of female learners of experimental group are equal to 19.18 and 23.91 respectively.
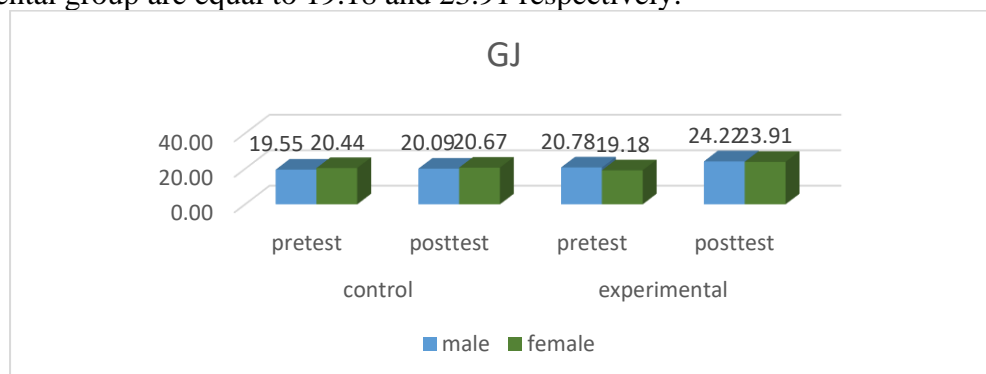

Figure 4.7 Male & Female Learners' GJ Scores

3. In this research, there are 40 learners, 50% of them are male and 50% are female.
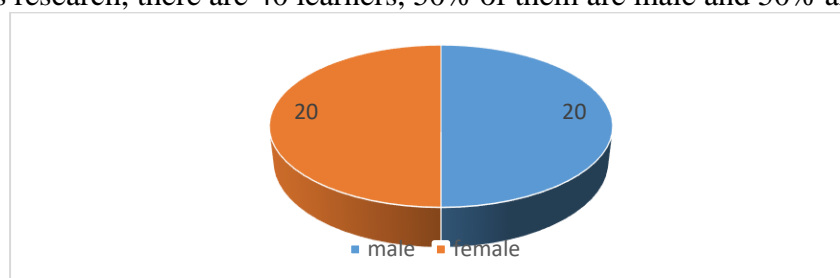

Figure 4.8 Descriptive Statistics of Disaggregated by Gender of Learners

	control		control					control		control		
posttest	pretest	posttest	pretest	Clauses			posttest	pretest	posttest	pretest	
1	21	21	24	28	1		1	8	6	7	2	1
1	27	25	24	21	1		1	8	6	7	9	1
1	34	27	18	18	1		1	8	4	10	2	1
1	19	23	23	25	1		1	10	7	8	8	1
1	25	18	18	18	1		1	7	7	3	9	1
1	20	28	25	23	1		1	9	6	3	6	1
1	31	27	26	18	1		1	5	7	4	2	1
1	37	23	27	18	1		1	6	6	5	5	1
1	24	24	28	18	1		1	5	2	3	4	1
2	23	24	28	26	1		2	7	7	9	7	1
2	27	23	24	26	1		2	3	8	2	2	1
2	27	20	19	23	2		2	5	3	7	2	2
2	26	18	19	19	2		2	7	2	9	10	2
2	26	19	24	26	2		2	5	3	2	2	2
2	31	18	19	22	2		2	7	7	9	4	2
2	27	22	20	21	2		2	10	5	6	8	2
2	35	21	23	20	2		2	8	5	2	3	2
2	28	27	20	27	2		2	10	2	5	7	2
2	22	28	21	28	2		2	9	8	7	7	2
2	28	27	28	18	2		2	10	5	2	10	2
experimental		control					experimental		control		
posttest	pretest	posttest	pretest				posttest	pretest	posttest	pretest	
26.90	23.15	22.90	22.15	total			7.35	5.30	5.50	5.45	total
26.44	24.00	24.09	21.73	male			7.33	5.67	5.55	5.09	male
27.27	22.45	21.44	22.67	female			7.36	5.00	5.44	5.89	female

SC

	control					control		control		
	posttest	pretest	Clauses			posttest	pretest	posttest	pretest	
1	44	47	1			20	24	14	19	
1	58	57	1			25	21	24	15	
1	55	34	1			25	19	14	22	
1	38	56	1			20	19	27	23	
1	57	41	1			23	21	22	21	
1	40	37	1			30	15	23	25	
1	46	49	1			30	18	14	17	
1	34	32	1			25	26	14	15	
1	41	34	1			20	24	27	17	
2	43	47	1			16	21	23	16	
2	46	32	1			29	18	19	25	
2	39	45	2			25	16	13	24	
2	44	54	2			29	26	23	26	
2	39	58	2			30	21	22	18	
2	41	34	2			17	14	17	13	
2	44	58	2			25	23	15	20	
2	58	58	2			21	17	18	20	
2	32	32	2			15	20	27	23	
2	52	39	2			28	12	26	27	
2	50	34	2			28	23	25	13	
	control					experimental		control		
	experimen	control	total			posttest	pretest	posttest	pretest	total
	45.05	43.90	total			24.05	19.90	20.35	19.95	total
	45.89	42.36	male			24.22	20.78	20.09	19.55	male
	44.36	45.78	female			23.91	19.18	20.67	20.44	female

GJ

SJ
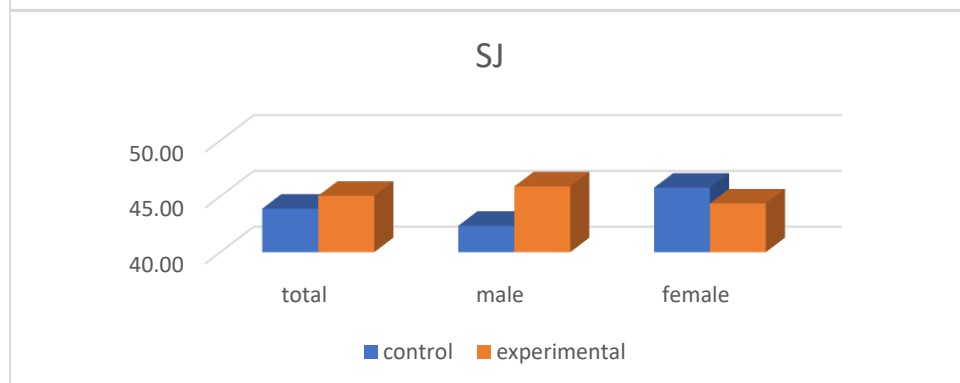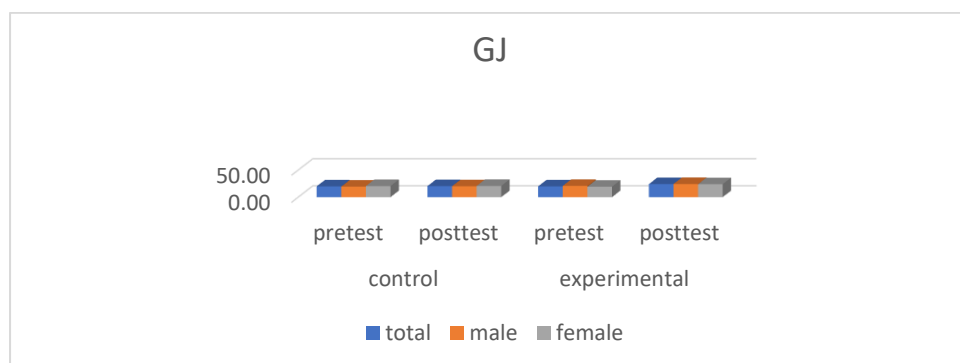
B- Inferential Statistics
6.2 Test of Normality
 the optima statistical method for the teach,   statistical methods, account statistics for audition, and ethic logical conclusions on research hypotheses, is the most important step before onest compile action. For this target, knowledge ,data scuttle is important. Test of distribution normality, to match allotting, and and For this, valid Kolmogorov-Smirnov test is suitable.These are the statistical notion until the Kolmogorov-Smirnov

normal testH_0: Therer a normal prorate all the data.H_1: Data are not distributed normally..if the test's significance level is less than.050 (sig<0.05), the statistical null hypothesis (H_0) is rejected, indicate that the data are not normal. The null hypothesis that the data distribution is normal can be accepted in illumination of the table's results and the truth that the sig or P-Value is greater than 0.05.

Table 4.1

Descriptive Statistics of Learners' SC and GJ

One-Sample Kolmogorov-Smirnov Test

		Con-pre SC	Con-post SC	Exp-pre SC	Exp-post SC	Con-pre GJ	Con-post GJ	Exp-pre GJ	Exp-post GJ
N		20	20	20	20	20	20	20	20
Normal Parameters[a,b]	Mean	19.9500	20.3500	19.9000	24.0500	5.4500	5.5000	5.3000	7.3500
	Std. Deviation	4.35860	5.07081	3.87842	4.85012	2.98196	2.74341	2.00263	2.03328
Most Extreme Differences	Absolute	.108	.178	.112	.178	.176	.169	.187	.132
	Positive	.101	.154	.088	.110	.176	.169	.125	.126
	Negative	-.108	-.178	-.112	-.178	-.148	-.158	-.187	-.132
Test Statistic		.108	.178	.112	.178	.176	.169	.187	.132
Asymp. Sig. (2-tailed)[c]		.200[d]	.099	.200[d]	.098	.104	.137	.066	.200[d]
Monte Carlo Sig. Sig. (2-tailed)[e]		.776	.094	.732	.093	.099	.136	.063	.471
	99% Confidence Interval — Lower Bound	.765	.086	.721	.086	.092	.127	.057	.458
	Upper Bound	.786	.101	.744	.101	.107	.144	.069	.484

a. it is a normal test distribution.

b. specified from data.

c. Correction , Lilliefors Significance..

d. This instantiated the true significance's lower bound..

e. Lilliefors' method, with starting seed 10,000 Monte Carlo samples2129180967.

1. An Independent T-test was appoint in if learners in the control and experimental groups was difference SCs. Initially descriptive presention statistics, their variance equality is explore.

Table 4.2

Group Statistics of the Control's Learners' SC and Experiment's Groups

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
SC pre	control	20	5.4500	2.98196	.66679
	experimental	20	5.3000	2.00263	.44780
SC post	control	20	5.5000	2.74341	.61345
	experimental	20	7.3500	2.03328	.45465

According to the information in the above table, in the pre-test, the mean scores of learners' SC are equal to 5.45 and 5.50 in the control and experimental groups respectively. Whereas, in the post-test, the mean scores of learners' SC are equal to 5.30 and 7.35 Levene's Test was used as the equality of variances is one of the Independent T-test's implicit assumptions.. for this purpose.

Table 4.3

Independent T-Test of Learners' SC

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SC pre	Equal variances assumed	7.460	.010	.187	38	.853	.15000	.80320	-1.47600	1.77600
	Equal variances not assumed			.187	33.242	.853	.15000	.80320	-1.48367	1.78367
SC post	Equal variances assumed	4.118	.049	-2.423	38	.020	-1.85000	.76356	-3.39575	-.30425
	Equal variances not assumed			-2.423	35.035	.021	-1.85000	.76356	-3.40006	-.29994

Since pre-test consequence is equal to sig=0.010, which is less than 0.05, the second row of the table is used and assumption the variances of the two groups , copulatively equal can be acceptable. It can be finished that the two groups differ dramatically from one another.

and p-value of 0.853, which is major than 0.05. Less than 0.05, in sig=0.049, is the Sig in the post-test. , Therefore, the second row of the table is ,appoint as it is not applicative to agree the assumption changes bien the two groups together is equal. Between the two groups, there is a noticeable difference., adumbrates the second the table's row and the p-value of 0.021, which is less than 0.05.. the mean scores besides the top and bottom borders of the test, it can be stated that the weighted mean of post-test scores in the experimental group is higher than the control group.

1.1. Initially the descriptive statistics are offor, their equality of variance is probe in order to sight if there are each differences in the GJ of Students in the two groups experimental and control. unattachedT-test was occasion.

Table 4.4

Group Statistics of Learners' GJ in the Control and Experimental Groups

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
GJ pre	control	20	19.9500	4.35860	.97461
	experimental	20	19.9000	3.87842	.86724
GJ post	control	20	20.3500	5.07081	1.13387
	experimental	20	24.0500	4.85012	1.08452

According to the information in the above table, in the pre-test, the mean scores of learners' GJ are equal to 19.95 and 20.35 in The experimental and control groups respectively. Whereas, in the post-test, the mean scores of learners' GJ are equal to 19.90 and 24.05 consequently. Levene's The test was appoint so One of the assumption is the equality of variances. of the Independent T-test for this purpose.

Table 4.5

Independent T-Test of Learners' GJ

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

				t	df	Sig.	Mean Diff	Std. Error	Lower	Upper
GJ pre	Equal variances assumed	.606	.441	.038	38	.970	.05000	1.30460	-2.59102	2.69102
	Equal variances not assumed			.038	37.494	.970	.05000	1.30460	-2.59219	2.69219
GJ post	Equal variances assumed	.426	.518	-2.358	38	.024	-3.70000	1.56903	-6.87633	-.52367
	Equal variances not assumed			-2.358	37.925	.024	-3.70000	1.56903	-6.87653	-.52347

6.3. the test of confidence level:

At greater than 0.05, the Sig in the post-test is the equivalent from sig=0.548. the assumption of equal variances for the two groups addition is not applicative, so the second row of the table is used. As the assumption of equal variances of the two groups cannot be consented, the second row of the table is used. for the p-value is less than 0.05 and the second row of the table offoer a significant difference between. There emerges be a significant difference between the two groups rudiment on the second row of the table and the p-value of 0.024, which is less than 0.05. rudiment on the medial scores besides the test's upper and lower destined, it can be allusion that the experimental group's weighted mean post-test scores are larger to these of the control group
3- To, an independent T-test was used. limlited if learners in the two experimental and control groups ' English The clauses differ from the other. At First, descriptive statistics was provided, and their variance equality was then investigated.

Table 4.6

Group Statistics of Learners' English Clause in the Control and Experimental Groups

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
pre clause	control	20	22.1500	3.74552	.83752
	experimental	20	23.1500	3.46828	.77553
post clause	control	20	22.9000	3.46258	.77426
	experimental	20	26.8500	4.77135	1.06691

According to the information in the above table, in the pre-test, the mean scores of learners' English Clause are equal to 22.15 and 22.90 in the control and experimental groups respectively. Whereas, in the post-test, the mean scores of learners' English Clause are equal to 23.15 and 26.85 respect Levene's test, criterion of variance equality, is One of the Independent T-test's on assumptions. was used for this purpose.

Table 4.7

Independent T-Test of Learners' English Clause

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pre clause	Equal variances assumed	.516	.477	-.876	38	.386	-1.00000	1.14144	-3.31073	1.31073

		F	Sig.	t	df	Sig.	Mean	Std. Error	Lower	Upper
	Equal variances not assumed			-.876	37.777	.387	-1.00000	1.14144	-3.31118	1.31118
post clause	Equal variances assumed	.671	.418	-2.996	38	.005	-3.95000	1.31824	-6.61864	-1.28136
	Equal variances not assumed			-2.996	34.667	.005	-3.95000	1.31824	-6.62709	-1.27291

the pre-test implication is more than 0.05. or sig=0.477 Congruous variances aupposes for the two groups and the first row of the table is used. We can accept that there is no significant difference between the two groups establish on the p-value of 0.386, which is bigger than 0.05, and the first row of the table. The first row of the table is sort of used, and the post-test Sig is equivalent to sig=0.418, which is greater than 0.05 and the assumption of equal variances form the two groups. At the p-value of 0.024, which is less than 0.05, and the first row of the table's guide of a significant difference between the two groups, it appear likely that. instituted on the medium scores and the test's lower and upper limit, it can be infer that the experimental group's weighted mean post-test scores are, more than those of the control group.4-In order to check the existence of differences in the GJ of male and female learners, an Independent T-test was used. Initially, descriptive statistics are presented and then their equality of variance is examined.

Table 4.8

Group Statistics of Learners' GJ Based on Gender

Group Statistics

	sex	N	Mean	Std. Deviation	Std. Error Mean
GJ pre	male	20	20.1000	3.62593	.81078
	female	20	19.7500	4.56387	1.02051
GJ post	male	20	21.9500	5.07289	1.13433
	female	20	22.4500	5.52959	1.23645

Male and female learners' mean GJ scores on the pre-test are 19.75 and 20.10, respectively, in the above table. The learners' GJ mean scores are equal to 21.95 and 22.45 once was achieve. statehood , of the assumptions of the separate T-test
 for this purpose.

Table 4.9

Independent T-Test of Male & Female Learners' GJ

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
GJ pre	Equal variances assumed	.762	.388	.269	38	.790	.35000	1.30339	-2.28857	2.98857
	Equal variances not assumed			.269	36.152	.790	.35000	1.30339	-2.29300	2.99300
GJ post	Equal variances assumed	.757	.390	-.298	38	.767	-.50000	1.67795	-3.89684	2.89684
	Equal variances not assumed			-.298	37.721	.767	-.50000	1.67795	-3.89766	2.89766

the confidence level test:

The pre-test effect is sig=0.388, greater than 0.05, supporting the hypothesis. which the two groups' different are equal. The p-value of 0.790, which is more than 0.05 and proposition there is no cognizable difference between learners who are male and female, is the main focus of the table's first row the test The table's first row is used. as the conclusion. As sig equals sig=0.390, which is more than0.05, the hypothesis of equal differences between the two groups can be consent. the table's first row and the p-value of 0.767,which is more than 0.05, allusion that there is no kind differences students.

5- To allusion if yonder was which differences between the SCs of male and female students, an independent T-test was second-hand. The equality of variance is testing the offore of the descriptive statistics.

Table 4.10

Group Statistics of Learners' SC Based on Gender

Group Statistics

	sex	N	Mean	Std. Deviation	Std. Error Mean
exp pre SC	Male	11	6.0000	1.67332	.50452
	Female	9	4.4444	2.12786	.70929
exp post SC	Male	11	6.9091	2.02260	.60984
	Female	9	7.8889	2.02759	.67586

The information in the above table allustion, which the mean SC scores of the male and female learners are equal to 6.00 and 4.44 in the pre-test. In knot, learners' SC mean scores of the post-test equal 6.91 and 7.89 likewisw. Because the variances' equality is one of the assumptions of the separate T-test, Levene's Test was appoint. for this purpose.

Table 4.11

Independent T-Test of Male & Female Learners' SC

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
exp pre SC	Equal variances assumed	1.493	.237	1.832	18	.084	1.55556	.84899	-.22811	3.33922
	Equal variances not assumed			1.787	15.059	.094	1.55556	.87042	-.29907	3.41018
exp post SC	Equal variances assumed	.049	.826	-1.077	18	.296	-.97980	.91009	-2.89182	.93223
	Equal variances not assumed			-1.076	17.206	.297	-.97980	.91032	-2.89867	.93907

the first row from table, which offore the pre-test effect equal sig=0.237, which is more than 0.05, the clue that the two groups' variances are equal is supported. There is no distinctions difference between male and female students, as indicated by the p-value of 0.0084, which is more than 0.05.Hypothesizing that of the two groups variance are equal, the post-test Sig equals sig=0.826, which is more than 0.05 and buttress the assumption, the table's first row is opt. There is no graspable difference between learners that male and female, according to the table's first row and the p-value of 0.296, which is more than 0.05.6-An independent T-test was appoint to realisation differences in the English clauses of learners it was male and female. First, the realization of equality of variance is acquire descriptive statistics.

Table 4.12

Group Statistics of Learners' English Clause Based on Gender

Group Statistics

	sex	N	Mean	Std. Deviation	Std. Error Mean
pre clause	male	20	22.7500	3.73990	.83627
	female	20	22.5500	3.54631	.79298
post clause	male	20	25.1000	4.85473	1.08555
	female	20	24.6500	4.39228	.98214

The pre-test mean scores for English Clause for male and female learners are equal to 22.55 and 2.75, respectively, according on the information in the past table., even whether the mean scores of the learners' English Clause on the post-test equal 24.65 and 25.10.

Table 4.13

Independent T-Test of Male & Female Learners' English Clause

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pre clause	Equal variances assumed	.121	.730	.174	38	.863	.20000	1.15246	-2.13303	2.53303
	Equal variances not assumed			.174	37.893	.863	.20000	1.15246	-2.13324	2.53324
post clause	Equal variances assumed	.001	.973	.307	38	.760	.45000	1.46391	-2.51353	3.41353
	Equal variances not assumed			.307	37.625	.760	.45000	1.46391	-2.51450	3.41450

the confidence level test:

As the variances of the two groups are hypothesizes to be, the pre-test premium of sig=0.730, which is more than 0.05, the table is suitable. Based on the first row of the table and the p-value of 0.863, which is greater than 0.05, there is no discernible disparities between learners who identify as male or female. Based on the premise that the variances of the two groups are equal, the post-test Sig worth of sig=0.973, which is more than 0.05, allusion the options are panl For a p-value of 0.760, above 0.05, it is suggested that the data are favorable

4.2 Hypothesis Testing

This section on the paired-sample t-test to check research enigma. in auditions where each subject is looking twice in two disaffiliated gatherings, the t-test with paired samples is an analysis used. The variable magnitude in these auditions is the inquiry in the pre and post contexts. Rather than makeing the hypothesis that there is a variance between the values in a paired data design, the null hypothesis is that there is no difference between the values. values of the means of two paired samples from the population

The hypotheses of the paired samples t-test are as follows:

H0: The mean values of the two paired samples identical .

H1: The mean values of the two congruentlye samples aren't the same.

4.2.1 The First Hypothesis Analysis (Research Question One)

In this section, the hypothesis is examined that:H0: Saliency has no appreciable effect on the on Iraqi in unvirsity EFL learners' learning English relative clauses.H1: Saliency has significant effect on the on Iraqi in high-school EFL learners' learning English relative clauses.The Paired-Sample t-Test is used since the variables are normal. to examine the first hypothesis of the research.

Table 4.14

Paired-Sample t-Test of English Clauses

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	exp pre clause	23.1500	20	3.46828	.77553
	exp post clause	26.8500	20	4.77135	1.06691

According to the above table, in the experimental group, the mean of English Clauses is equal to 23.15 and 26.85 respectively in the pre-and-post-test.

Table 4.15
Paired Samples T-Test of English Clauses

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	exp pre clause - exp post clause	-3.70000	6.07064	1.35744	-6.54115	-.85885	-2.726	19	.013

the table above, In other words, the null hypothesis is unaccepted , the test's significance level is less than 0.05, or 0.013., saliency affects the relative clause scores of learners. According to the mean scores, it can be stated that it has improved. Furthermore, (2.0623-1.8561)/1.8561*100=11.11% syntactic complexity of the experimental group has increased.

4.2.2 The Second Hypothesis Analysis (Research Question Two)
In this section, the hypothesis is examined that:
H0: Using saliency in general and input enhancement in particular make no   significant difference on the learning of relative clauses among the Iraqi EG learners and the CG learners.H1: Using saliency in general and input enhancement in particular make significant difference on the learning of relative clauses among the Iraqi EG learners and the CG learners.because the variables are normal, Independent t-Test is used to examine the first hypothesis of the research.

A-SC:
Table 4.16 Paired-Sample t-Test of SC

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	exp pre SC	5.3000	20	2.00263	.44780
	exp post GSCJ	7.3500	20	2.03328	.45465

the above table, in the experimental group, the mean scores of SC is indicated before and after saliency. The mean scores are equal to 5.30 and 7.35 respectively in the pre-and-post-test.

Table 4.17
Paired Samples T-Test of SC

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	exp pre SC-exp post GSCJ	-2.05000	2.83725	.63443	-3.37787	-.72213	-3.231	19	.004

the table abovethe null hypothesis is notaccepted , the test's significance level is less than 0.05, or 0.004., in other words, saliency affects the SC scores of learners. According to the mean scores, it can be stated that it has improved. Furthermore, (7.35-5.30)/5.30*100=38.67% syntactic complexity of the experimental group has increased.

B-GJ:

Table 4.18

Paired-Sample t-Test of GJ

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	exp pre GJ	19.9000	20	3.87842	.86724
	exp post GJ	24.0500	20	4.85012	1.08452

According to the above table, in the experimental group, the mean scores of GJ is indicated before and after saliency. The mean scores are equal to 19.90 and 24.05 respectively in the pre-and-post-test.

Table 4.19

Paired Samples T-Test of GJ

Paired Samples Test

		Paired Differences							
					95% Confidence Interval Of The Difference				Sig. (2-Tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Exp Pre GJ Exp Post GJ	--4.15000	6.35175	1.42029	-7.12271	-1.17729	-2.922	19	.009

the table above, because the test's significance level is less than 0.05 (0.009), the null hypothesis is unaccepted., saliency affects the GJ scores of learners. According to the mean scores, it can be stated that it has improved. Furthermore, (24.05-19.90)/19.90*100=20.85% syntactic complexity of the experimental group has increased.

4.2.3 The Third Hypothesis Analysis (Research Question Three)

In this dissector, the let hypothesis is achieving, that:

H0: Iraqi EFL learners' English relative clauses do not show agreement between the relative pronoun and the head noun in the matrix clause.

H1: Iraqi EFL learners' English relative clauses show agreement between the relative pronoun and the head noun in the matrix clause.

4.2.4 The Forth Hypothesis Analysis (Forth Research Question)

This section investigates the following hypothesis:

H0: Iraqi EFL learners do not use resumptive pronouns in English subject, object, indirect, oblique and genitive relative clauses with definite and indefinite head nouns.

H1: Iraqi EFL learners use resumptive pronouns in English subject, object, indirect, oblique and genitive relative clauses with definite and indefinite head nouns.

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