ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING

SECOND LANGUAGE ACQUISITION OF *ANY*-TYPE NEGATIVE POLARITY ITEMS (NPIs) IN ENGLISH BY TURKISH ADULT LEARNERS

REYHAN AĞÇAM

MASTER OF ARTS

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ABSTRACT

SECOND LANGUAGE ACQUISITION OF *ANY*-TYPE NEGATIVE POLARITY ITEMS (NPIs) IN ENGLISH BY TURKISH ADULT LEARNERS

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A Negative Polarity Item is a word or phrase that can appear in a context which includes a negative. The English *any*-type Negative Polarity Items are the ones upon which the present study is concentrated. Its main purpose was to investigate the second laguage acquisition of the items in concern by Turkish adult learners. Two groups of students attending the English Language Teaching Department of Çukurova University, Adana were the participants of our study. They were given an oral sentence-completion task and their responses were transcribed. The data obtained from the task in question have been analyzed with respect to the frequencies of correct responses, NPIs as well as errors occurred through the experiment. The outcomes of the study have indicated that the more proficient the learners, the more frequently they produced NPIs. In addition, it is noteworthy that both groups produced incorrect responses to approximately two third of the items which involved them to use NPIs in embedded clauses when the matrix clauses contained a negative while they showed an impressive success in their performance of responding the items when no negative appeared in the matrix clause.

Key Words : Second Language Acquisition, *Any*-type Negative Polarity Item, Matrix Clause, Embedded Clause

ÖZET

İNGİLİZCE'DEKİ *HİÇ*- OLUMSUZLAMA ÖĞELERİNİN TÜRK YETİŞKİNLER TARAFINDAN EDİNİMİ

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Olumsuzlama öğesi, olumsuz öğe içeren bağlamlarda karşımıza çıkan sözcük ya da sözcük grubudur. Bu çalışma, İngilizce *hiç*- olumsuzlama öğeleri üzerine yoğunlaşmıştır. Amacı söz konusu öğelerin yetişkin Türk öğrenciler tarafından edinilmesini incelemek olan çalışmanın katılımcıları Çukurova Üniversitesi İngilizce Öğretmenliği Bölümü'nde okumakta olan iki grup öğrenciydi. İleri ve orta düzey İngilizce öğrencilerinden yarım bırakılmış cümleleri sözlü olarak tamamlamaları istenmiş ve verdikleri yanıtlar kaydedilmiştir. Elde edilen veriler; verilen doğru cevaplar, olumsuzlama öğeleri ve hataların sıklıkları doğrultusunda çözümlenmiştir. Sonuçlar, ileri düzey İngilizce öğrencilerinin olumsuzlama öğelerini daha sık kullandıklarını göstermektedir. Çalışma ayrıca, ana cümlenin olumsuz öğe içerdiği ve yan cümlede olumsuzlama öğelerinin kullanılması gerektiği durumlarda her iki grubun da kendilerine yönlendirilen soruların büyük çoğunluğuna yanlış yanıt verdiklerini, ana cümlenin olumsuz öğe içermediği durumlarda ise son derece iyi bir performans sergilediklerini ortaya koymuştur.

Anahtar Sözcükler : İkinci Dil Edinimi, *Hiç*- Olumsuzlama Öğesi, Ana Cümle, Yan Cümle

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LIST OF ABBREVIATIONS

L1	= First Language
L2	= Second Language
ESL	= English as a Second Language
GSL	= German as a Second Language
TSL	= Turkish as a Second Language
SG	= Singular
PL	= Plural
ACC	= Accusative Case Marker
DAT	= Dative Case Marker
GEN	= Genitive Case Marker
ABL	= Ablative Case Marker
LOC	= Locative Case Marker
AP	= Adjectival Phrase
NP	= Noun Phrase
VP	= Verb Phrase
POSS	= Possessive
PAST	= Past Tense Marker
PRES	= Present Tense Marker
PROGG	= Proggressive Marker
FUT	= Future Tense Marker
SLA	= Second Language Acquisition
NPI	= Negative Polarity Item
NEG	= Negative
MNS	= Matrix clause containing a Negative and NPI is in the Subject position in the embedded clause
MNO	= Matrix clause containing a Negative and NPI is in the Object position in the embedded clause
ENS	= Negative pronoun is in the Subject position in the Embedded Clause
ENO	= NPI along with a negative or an NPI is in the Object position in the Embedded Clause
PLE	= Proficiency Level of English
ADV	= Advanced (Learner)

INT = Intermediate(Learner)

OR = Other Response

T1 = Error Type 1

T2 = Error Type 2

T3 = Error Type 3

T4 = Error Type 4

T5 = Error Type 5

T6 = Error Type 6

T7 = Error Type 7

T8 = Error Type 8

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CHAPTER I

INTRODUCTION

Throughout the history, mankind migrates to other countries for various reasons such as famine, drought, wars and natural disasters. Particularly, in the years following the discovery of the lands such as the continent of America and the main events such as the Industrial Revolution, people began to leave their countries and move to the countries they hoped to spend rest of their lives under better conditions. It is known thousands went abroad after the World War I and II for the purposes varying from surviving to founding a kingdom. Especially in 1950s , industrialized countries with low birth rate embarked on recruiting workers from different countries. A great number of people living in the countries in economic crisis crusaded to those countries. In spite of the fact that conditions have significantly changed since then, it can not be said that there is a decline in the number of immigrants. In contrast, the number of people migrating to other countries, particularly to the developed ones, has dramatically increased. In 2006, the United Nations published a report on the results of a survey as regards the distribution of the immigrant population across the world. The report yielded that approximately 75% of the international immigrants lived in 28 countries. It also revealed that there had been approximately 200 million immigrants around the world and that the population of those who lived in a country other than the one where they were born reached 191 million in 2005. This means that 28,79 % of the world population of the time were to speak a language in addition to their first language.

Now, it is assumed that the number of the immigrants keeps increasing, which means that more and more people, eagerly or reluctantly, learn an additional language. Among them, those migrating to the countries at an early age can easily acquire the spoken languages of the countries in question. However, this is not true of adult immigrants most of whom fail to acquire certain structures in the target language despite hearing them many times, which causes serious problems even in their daily lives. This situation has increased the interest in the second language learning and teaching. Many linguists have conducted research on second language acquisition (SLA, hereafter) to investigate what is happenning in the acquisition process, factors effecting

the process, troubles second language learners have in their attempt to acquire the second language, the possible reasons for those troubles as well as to examine hypotheses developed for SLA. Research counducted in this field are of great importance in SLA teaching and learning. Namely, they adress problematic parts of the process and attempt to find solutions to them. By this means, they aim to create optimum conditions where successful learning is most likely to take place. What can be drawn from these is that methods and techniques employed in SLA teaching are largely determined by the results of SLA research.

As mentioned earlier, SLA studies are typically conducted on the difficulties second language learners mostly face in the acquisition process. Due to the presence of parametric variations across languages, it is quite normal for a learner whose native language differs a great deal from the one s/he needs to acquire to have problems in acquiring certain structures of that particular language. One of the areas of such kind is the acquision of negative polarity items (NPIs, hereafter). NPIs are words or expressions that require a negative element in their context (Hoeksema, 2006).

Linebarger (1987) defines them as 'the items that can be licensed by negatives or can occur only in limited contexts, such as questions, comparatives and the antecedent of a conditional'. Similarly, Lawler (2007) states that:

> NPI is a term applied to lexical items, fixed phrases, or syntactic construction types that demonstrate unusual behaviour around negation. NPIs might be words or phrases hat occur only in negative polarity contexts (*fathom, in weeks*) or have an idiomatic sense in such contexts (*not too bright, drip a drop*); or they might have a lexical affordance that only functions in such contexts (*need/dare not reply*); or a specific syntactic rule might be sensitive to negation, like Subject-Verb Inversion with Adverb Fronting in '*Never/*Ever/*Frequently have I seen such a thing.'* .... The grammatical occurrence of NPIs in an utterance is prima facie evidence that it contains some sort of negation, and this allows NPIs to function as 'indicators' for various types of semantic opposition and syntactic structure.... They can also occur in questions (*Have you ever been there?*), hypothetical clauses (*Tell me if he ever arrives*) and comparatives (*He's better than we ever expected*).

Taking into consideration the possibility of confusion between the so-called free choice *any* and the NPI *any,* Rothschild (2006) clarifies the difference between them giving the following sentences.

(1)

a. *Any* person with back troubles should try acupuncture.

b. *Any*one is welcome.

c. I did not see *any* birds.

He emphasizes that *any* in (1a) and (1b) is Free Choice *any* since it can be paraphrasable with ‘every’ and that it functions as an NPI in (1c) because replacing ‘any’ with ‘every’ produces an ungrammatical sentence.

Seuren (1974) proposes that all environments could be reduced to negative clauses in a properly abstract deep structure by pointing out (2a) can be rephrased with (2b).

(2)

a. Few children ate any popcorn.

b. Not many children ate any popcorn.

However, Linebarger (1980) rejects this viewpoint claiming that it is impossible to reduce all clauses to negative environments. He notes that ‘*Not all children ate any popcorn*’ would be regarded as a grammatical sentence in English if Seuren were right and that the presence or absence of negation is not sufficient to license polarity items.

1.1. C-commanding

Reinhart (1983) defines constituent command (c-command, henceforth) as a relationship between nodes in parse trees. It is based on the idea of "siblings and all their descendants" in family trees.

In the following tree:

Q c-commands *R, S*, and *T*.

P does not c-command any nodes.

R c-commands *Q*.

S c-commands *T*.

T c-commands *S*.



C-commanding means the structural relationship that holds between element A and element B in the constraint (Bulut, 1996).

X binds Y if
1. X c-commands Y and
2. X and Y have the same index.

(Stabler, 1992 p. 152)

Bulut (1996) states that X is bound by Y if and only if X is c-commanded by Y and coindexed with Y and that X is free if it is not c-commanded and coindexed. In English, *any*-type NPIs must be c-commanded by negatives. Likewise, Turkish *hiç*-type NPIs needs c-commanding of negatives. The following examples illustrate these.

(3) English

a. The dog is <u>not</u> eating <u>*anything.*</u>
Y X

b. *The dog is eating <u>*anything.*</u>
X

c. The dog is eating *nothing*.

(4) Turkish

a. Köpek *hiçbir şey* ye -m- iyor.
X Y

'The dog is not eating anything.'

'The dog is eating nothing.'

b. *Köpek *hiçbir şey* yi-yor.
X

'*The dog is eating anything.'

(3a) and (4a) are grammatical in that NPIs are c-commanded by negatives in both sentences. (3c) is also grammatical despite the fact that it lacks negative since the negative pronoun *nothing* does not need to be c-commanded by any negatives. On the other hand, (3b) and (4b) are considered ungrammatical since they contain no negatives expected to c-command NPIs *anything* and *hiçbir şey,* respectively.

1.2. The Use of English *any*-type NPIs and Turkish *hiç*-type NPIs

Sentences in which the NPI *anyone* occurs with a c-commanding negative are grammatically correct in English, as in (5a).

(5) English NPI

a. Marcia did not wait for anyone.
b. *Marcia waited for anyone.
c. *Anyone did not wait for Marcia.
d. Marcia waited for no one.
e. Nobody waited for Marcia.

(5b) is not acceptable due to the absence of a negative. (5c) is not acceptable, either because the NPI *anyone* is not allowed to occur in subject position in a sentence. In other words, it can occur in object position as long as it is c-commanded by a negative (e.g., *never* and *not*) and it can not appear in subject position regardless of the presence of a negative in the same clause.

English licenses the negative pronoun *nobody* (or *no one*) to occur in subject position as well as in object position, as exemplified in (5d) and (5e). Thus, it can be said that there is a subject/object asymmetry in simple sentences in English.

As for Turkish, we have a problem which arises from the fact that there is only one Turkish counterpart of the English NPI *anyone* and the negative pronoun *no one*: *(hiç) kimse.* The same is true of the NPI *anything* and *nothing*; that is, both the NPI *anything* and the negative pronoun *nothing* are expressed by the word *hiçbir şey*. The following table summarizes this.

Table 1.1. English NPIs and Negative Pronouns and Turkish NPIs

English	**Turkish**
Anyone No one	(hiç) kimse
Anything Nothing	hiçbir şey

(6) Turkish

a. Meryem *(hiç) kimse*-(y)i gör-me-di.
Anyone/no one-ACC see-NEG-Past-3SG

a1. 'Meryem did not see anyone.'

a2. '*Meryem saw anyone.'

a3. 'Meryem saw no one.'

a4. '*Meryem did not see no one.'

b. *Meryem *(hiç) kimse*-(y)i gör-dü.
Anyone/no one-ACC see-Past-3SG

b1. '*Meryem saw anyone.'

b2. 'Meryem saw no one.'

c. *(Hiç) kimse* Meryem'i gör-me-di.
Anyone -ACC. See-NEG-Past-3SG

c1. 'No one saw Meryem.'

c2. '*No one did not see Meryem.'

c3. '*Anyone did not see Meryem.'

c4. '*Anyone saw Meryem.'

d. **(Hiç) kimse* Meryem'i gör-dü.
Anyone -ACC. See-Past-3SG

d1. '*Anyone saw Meryem.'

d2. ' No one saw Meryem.'

An English-speaking TSL learner may not easily judge on the grammaticality of (6) inasmuch as there are two possible translations for it. Translating into (6a1) or (6a3), s/he is likely to consider it acceptable in Turkish but s/he is not when translating it into (6a2) or (6a4) for the fact that English does not allow negative pronouns to co-occur with a negative in a sentence. In other words, the former permits double negation while the latter does not.

In consequence, whether they are interpreted as an NPI or a negative pronoun, the Turkish *(hiç) kimse* and *hiçbir şey* appear in both subject and object positions in simple sentences as long as they co-occur with a negative element c-commanding them. Therefore, (6a) and (6c) are considered grammatical whereas (6b) and (6d) are not.

In addition, Turkish requires that *(hiç) kimse* and *hiçbir şey,* irrespective of being negative pronouns or NPIs, be licensed by a negative in the same sentence, as illustrated in (7). Similarly, to occur in object position, English *any*-type NPIs need only be licensed by a negative within the sentence. For instance, despite being in the embedded clause, they can be c-commanded by the negative which appears in the matrix clause, as shown in (8a) and (8b). Finally, that the NPI *anyone* appears in subject position in a negated embedded clause produces an ungrammatical sentence regardless of the absence of a negative in the matrix clause.

(7) Turkish

a. Ali	[kimse-nin Anyone-GEN.	elma-(y)ı apple-ACC.	ye-me-diğ-in]i eat-NEG-Past- 3SG.POSS-ACC.	san-ıyor. think- PROGG- 3SG

'Ali thinks that no one ate the apple.'

b. Ali	[kimse-nin Anyone-GEN.	elma-(y)ı apple-ACC.	ye-diğ-in]i eat-Past-3SG POSS-ACC.	san-m-ıyor. think- NEG PROGG-3SG

'Ali does not think that anyone ate the apple.'

c. *Ali	[kimse-nin Anyone-GEN.	elma-(y)ı apple-ACC.	ye-diğ-in]i eat -Past-3SG POSS-ACC.	san-ıyor. think- PROGG-3SG

'*Ali thinks that anyone ate the apple.'

d. Ali	[kimse-nin Anyone-GEN.	elma-(y)ı apple-ACC.	ye-me-diğ-in]i eat-NEG-PAST- 3SG.POSS-ACC.	san-m-ıyor. think-NEG PROGG-3SG

'*Ali does not think that anyone did not eat the apple.'

'*Ali does not think that no one ate the apple.'

' Ali thinks that someone ate the apple.'

e. Ali	[Meryem'in -GEN.	hiçbir şey Any-thing	ye-me-diğ-in]i eat-NEG-PAST. 3SG.POSS-ACC.	san-m-ıyor. think-NEG PROGG-3SG

'*Ali does not think that Meryem didn't eat anything.'

'*Ali does not think that Meryem ate nothing.'

' Ali thinks that Meryem ate something.'

f. Ali	[Meryem'in -GEN.	(hiç)bir şey any-thing	ye-me-diğ-in]i eat-NEG-PAST. 3SG.POSS-ACC.	san-ıyor. think- PROGG-3SG

'Ali thinks that Meryem did not eat anything.'

g. Ali	[biri-nin	elma	ye-diğ-in]i	san-m-ıyor.
	Someone	apple	eat-PAST-3SG.POSS-ACC	think-NEG-PROGG-3SG

‘*Ali does not think that someone ate the apple.’

It is observed that Turkish and English differ in some parametric values with respect to negation. For instance, sentences (7d) and (7e) are not possible in English but they are in Turkish due to the fact that Turkish allows double negation in a sentence. Any sentence with double negation is regarded as a positive stament which is semantically correct in Turkish. In addition, (7g) is an ungrammatical sentence in English whereas it makes sense in Turkish because the former prohibits an indefinite pronoun from co-occurring with a negative in a sentence while the latter does not.

(8) English

a. Tom does not think [that Marcia is waiting for anyone].
b. Tom does not believe that [anyone is waiting for Marcia].

Sentences (7a), (7b) and (7d) are grammatical in that *kimse* occurs along with a negative appearing either in the matrix clause or in the embedded clause, or both. However, (7c) is not an acceptable sentence in Turkish because *kimse* is licensed neither in the embedded clause nor in the matrix clause. (8a) and (8b) are considered grammatical sententences since the NPI *anyone* is c-commanded by the negative ‘not’ in the same sentences.

English has some limitations on the use of elements to occur in subject and object positions in bi-clausal sentences. In this respect, we can mention four main patterns for the sentences in concern. When a negative appears in the matrix clause, negative pronouns are not allowed to occur in subject position in the embedded clause. Instead, an *any*-type NPI can be used in the position at stake. Sentences of such kind exemplify the MNS pattern, which encompasses the cases where the matrix clause contains a negative and an NPI occurs in the subject position in the embedded clause. As regards this, sentence (9b) is grammatical whereas (9a) is not.

(9)

a. *Mary does not think that *no one* is washing the apples.

b. Mary does not think that *anyone* is washing the apples.

Similarly, when the matrix clause includes a negative, negative pronouns can not appear in the object position in the embedded clause. In such a case, they are replaced with *any*-type NPIs, as in (10b). The pattern of this type is called MNO, which expresses the cases where the matrix clause contains a negative and an *any*-type NPI occurs in the object position in the embedded clause.

(10)

a. *Mary does not think that Jack is washing *nothing*.

b. Mary does not think that Jack is washing *anything*.

Another sentence pattern is called ENS that stands for 'embedded clause in which a negative pronoun is expected in the subject position'. Any sentence ignoring this rule is unacceptable in English, as in (11a).

(11)

a. *Mary thinks that *anyone* is washing apples.

b. Mary thinks that *no one* is washing apples.

As it is seen, the NPI *anyone* is not allowed to appear in the subject position of a sentence which lacks negative. However, it can be expected in the object position as long as the embedded clause in which it occurs contains a negative, as illustrated in (12a).

(12)

a. Mary thinks that the lion is *not* pushing *anyone.*

b. Mary thinks that the lion is pushing *no one.*

Likewise, a negative pronoun can appear in the object position in the embedded clause when it does not include any negatives, as in (12b).

As it is seen, there are some parametric differences betwen Turkish and English. In the present study, we investigate to what extent these differences affect the acquisition of the NPIs *anyone* and *anything* in English as a second language by Turkish adult learners.

1.3. Statement of the Problem

It is a fact that the number of the studies conducted in the SLA field has increased substantially for the last forty years; however, the same is not true of the research made on the second language acquisition of NPIs. For this very reason, the present study will be concentrated on the acquisition of two *any*-type NPIs in English as a second language. It will also cover the errors that are likely to be produced by Turkish ESL learners as a result of the parametric differences between the two languages. For instance, as previously mentioned, Turkish discriminates from English in that it allows double and multiple negations in a sentence [see sentences (5c) and (5e)]. In a situation of such kind, Turkish ESL learners are expected to form sentences containing double negation, which is unacceptable in English. Thus, this study intends to utilize the errors in concern, as well.

1.4. Aim of the Study

The main purpose of this study is to reveal whether there is a relationship between adult ESL learners' proficiency level of English, position and the use of NPIs in their speech. The study also aims at shedding light into the difficulties learners in concern have in the acquisition of the targeted items as well as their possible reasons.

1.5. Research Questions

In regard to the outcomes of this study, it is expected that Turkish native speakers will have difficulties in acquiring the English *any*-type NPIs, especially in the application of these items in some sentence patterns. Namely, Turkish allows for definite things to appear in a negative sentence whereas English does not, which probably causes a problem in their attempt to complete a sentence of which matrix clause contains a negative and which requires an NPI in the subject position. Similarly, they are likely to confuse when they are asked to complete a sentence in which a negative appears in the matrix clause and the embedded clause does not allow any more negatives. In such a case, they probably employ the negative pronouns 'nobody' or

'nothing' instead of NPIs 'anybody' or 'anything' owing to the fact that they have already adopted the rule 'two negatives correspond to a positive' in their native language.

Taken into account these, five research questions were addressed:

1. Is there any relationship between types of clauses and ESL learners' performance in the use of *any*–type NPIs?
2. Is there any relationship between the proficiency level of ESL learners and their performance in the use of *any*–type NPIs?
3. Are negative pronouns more widely used in subject or object position?
4. Are *any*–type NPIs or negative pronouns more productive in object positions in embedded caluses?
5. Is there any relationship between the position of *any*–type NPIs and ESL learners' performance in the use of the items in concern?

1.6. The significance of the Study

Not many studies have been conducted on the second language acquisition of the *any*–type NPIs. Therefore, the present study will focus on the acquisition of the English NPIs by Turkish adult learners and examine the strategies they develop for eliminating the effect of the parametric differences between their native language and the target language in the acquisition process. Finally, it will attempt to make possible explanations for the errors likely to occur.

1.7. Limitations of the Study

The present study is limited to the participants attending the English Language Teaching Department of Çukurova University, Adana. In addition, our results are only limited to the Oral Sentence Completion Task which was utilized in the data collection process. So, they can not completely be transferred to any other settings.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This chapter is intended to investigate the relevant constructions for the study. In this context, types of Turkish and English negation are presented. Following this, the characteristics of the Turkish *hiç*-type NPIs and the English *any*-type NPIs are discussed. There are mainly two types of NPIs with regard to their licensing domain: local domain and long distance domain. English and Turkish belong to the latter.

2.2. Turkish Negation

There are many ways of negating sentences in Turkish. We discuss three of these in this section: using negative markers such as *–mA, değil* and *yok,* using the negative connectives *ne.....ne,* using the expressions such as *hiç, kimse, asla* and *hiçbir şey.*

2.2.1. Negation with Negative Markers

In this section, negative markers *-mA, değil* and *yok* which are among the fundamental means of negating Turkish sentences are introduced.

2.2.1.1. *–mA*

-mA is the primary means used for negating verbal sentences and subordinate clauses in Turkish and it usually occurs once and can be either on the main clause verb or on the verb of the subordinate clause (Göksel and Kerslake, 2005), as illustrated below.

(1)

a. Bugün mektup yaz *-ma* -yacağ-ım. (Koç, 1990 p.232)
Today letter write-NEG-FUT-1SG

'I won't write a letter today.'

b. Elif [Emre'yi Emre-ACC. gör-*me*-yeceğ-in]-i See-NEG-FUT-3SG.POSS-ACC. san-dı. Think-Past-3SG

'Elif thought that she would not see Emre.'

c. [Onun He-GEN. gel-me-yeceğ-in]-I Come-NEG-FUT-3SG.POSS-ACC. hiçbir zaman *never* düşün-me-di-m. think-NEG-PAST-1SG

'It is not the case that I thought that he would not come.'

2.2.1.2. Değil

Göksel and Kerslake (2005) suggest that *değil* is the means of negating the linking type of nominal sentence and that it can combine with the suffixes that occur in nominal predicates, namely the copular markers, as examplified in (2a) and (2b). They also state that it can be used for negating sentences, as well. They also hold the opinion that the verb is typically conjugated with the imperfective marker –Iyor, less commonly with the future marker –yAcAk or the perfective marker –mIş, as shown in (2c).

(2)

a. Biz kötü insanlar değil-iz. (Hengirmen, 1998 p. 325)
We bad person-PL NOT-PRES-1PL

'We are not bad people.'

b. [Ev-de değil-sin] san-dı-k. (Göksel & Kerslake, 2005 p.313)
Home-LOC NOT-2SG think -PAST-1PL

'We thought that you were not at home.'

c. [Okul-a gid-ecek] değil-im.
School-DAT go-FUT NOT-1SG.

'I will not go to the school.'

However, it does not necessarily mean that *değil* negates all the sentences in which it occurs. Thus, it may not negate a sentence totally, as shown in (3a). Furthermore, it may function as a means of producing positive statements out of negative ones, as illustrated below.

(3)

a. [Her zaman müzik dinl-iyor] değil.
All the time music listen-PROGG NOT-3SG

'It is not the case that s/he listens to music all the time.'

b. [Ben bu kitab-ı oku-ma-mış] değil-im. (Kokmaz, 2003 p.575)
I this book-ACC read-NEG-PAST NOT-1SG

'It is not the case that I did not read this book.'

The subject of (3a) is someone who spends a certain period of time listening to music. What is emphasized here is that particular person does not spend all his/her time on the activity in concern. So, it may bear several meanings in its deep structure, as shown below.

(3a1) S/he *usually* listens to music.

(3a2) S/he *sometimes* listens to music.

(3a3) S/he *rarely* listens to music.

Sentences containing double negation are considered affirmative in Turkish. Therefore, (3b) is interpreted as 'I read this book.'

Göksel and Kerslake (2005) also suggest that it can be used as 'a means of ellipsis' by replacing a particular part of a sentence. Namely, *değil* may replace a negative predicate in a sentence that also contains it in affirmative form. As illustrated in (4), the verb of the sentence can be rephrasable with *değil.*

(4)

a. Bugün iş-e *git-me-di-m*, maç-a git-ti-m. (Kornfilt, 1997 p.126)
Today work-DAT go-NEG-PAST -1SG match-DAT go-PAST-1SG

'I did not go to work today, I went to the match.'

b. Bugün maç-a git-ti-m, işe *değil.*
Today match-DAT go-PAST-1SG work-DAT NOT

'I went to the match today, not to the work.'

2.2.1.3. Yok

The negative existential expression *yok* 'non-existent' is the negated form of *var* 'existent' (Göksel and Kerslake, 2005). In simpler terms, it is a means of expressing absence of thing(s) or people in Turkish. Also, it can fulfill the funtion of *değil,* as illustrated in the sample sentences below.

(5) Evde hiç mum *yok*.
'There are *not* any candles at home.'

(6) Siz toplantıda *yok*tunuz. (Hengirmen, 1998 p.245)
'You were *not* at the meeting.'

2.2.2. Negation with the Negative Connective *ne.... ne...*

Ne.....ne.. is a connective that negates sentences by linking at least two phrases of the same kind or by conjoining two clauses whether the predicate of the sentence affirmative or negative, as shown in (7).

(7)

a. Yeni şarkısı	*ne*	iyi	*ne*	kötü.
	Neither	AP: good	nor	AP: bad

'His new song is neither good nor bad.'

b. *Ne* Ahmet 'i *ne* Mehmet 'i gör-dü-m. (Kornfilt, 1997 p.127)
Neither NP-ACC nor NP-ACC see-PAST-1SG

'I saw neither Ahmet nor Mehmet.'

c. Kardeşim *ne* mekup yaz-ıyor *ne* telefon ed-iyor. (Hengirmen, 1998)
neither letter write-PRES-3SG nor call-PRES-3SG

'My brother neither writes to me nor calls me.'

2.2.3. Negation with *hiçbir* Expressions

The Turkish *hiçbir* may preceed a common noun and modify it in a sentence which contains one of the negative markers *–mA, değil* or *yok,* as exemplified in (8).

(8)

a. Hiçbir öğretmen toplantı yap-ma-dı.
No teacher meeting hold-NEG-Past-3SG

'No teacher held a meeting.'

b. Hiçbir şey iste-me-di. (Kornfilt, 1997 p.127)
Anything want-NEG-3SG

'S/he did not want anything.'

'S/he wanted nothing.'

c. Bugün hiç kimse ev-in-de değil. (Göksel & Kerslake, 2005 p.321)
Today no one Home-GEN-LOC NOT-PRES

'No one is at home today.'

d. Masa-nın üzerinde hiçbir şey yok-tu.
Table-GEN on any thing NOT-Past

'There wasn't anything on the table.

'There was nothing on the table.'

e. Okul-da hiç kimse beni anla-mı-yor. (Hengirmen, 1998 p.155)
School-LOC anybody me understand-NEG-PRES-3SG

'Nobody at school understands me.'

As can be seen, *hiçbir* expressions occur in sentences including one of the negative markers in Turkish. Some of them can also appear in affirmative questions. The following table illustrates this.

Table 2.1. *Hiç-* expressions occurring in affirmative questions

Turkish	English	Sample statements
Hiç	'never', 'ever', 'at all'	*Hiç* Yunanistan'da bulundunuz mu? 'Have you *ever* been to Greece?'
hiçbir + NP	'no/any...'	*Hiçbir şey* yedin mi? 'Have you eaten *anything*?'
hiç kimse	'anyone/no one'	Sınıfta *hiç* kimse var mı? 'Is there *anyone* in the classroom?'

2.2.3.1. Characteristics of *hiç*-type NPIs in Turkish

McKenzie (2006) contends that Turkish NPIs are useful as a scope diagnostic in that the negation-marked verb does not tell us much about scope but NPIs do.

(9)

Dört	çocuk	*hiçbir*	filmi	izle-me-di.
Four	children	*any*	film-ACC	watch-NEG-Past-3SG

'Four children did not watch any films.'

In the absence of *hiçbir,* one is likely to understand from (9) that 'there was only one film on television and the children did not (want to) see that particular film'. However, when it appears in such a position that enables it to modify the noun 'films', the meaning of the sentence significantly differs from that of the former. Namely, in the case where the sentence contains the item in concern, it becomes reasonable to infer that 'there were more than one film on tv and the children did not (want to) see any of them.'

(10)

Ahmet	buraya	gel-me-di.
	Here-DAT	come-NEG-Past-3SG

'Ahmet has not come here.'

(11)

Ahmet	buraya	*hiç*	gel-me-di.
	Here-DAT	*never*	come-NEG-Past-3SG

'Ahmet has never come here.'

Even though sentences (10) and (11) seem identical in meaning, they are significantly different, in fact. In the former, the owner of the sentence intends to convey the message that 'Ahmet was not at a particular place where he had been expected to be'. As for the latter, it is stressed that 'Ahmet did *never and ever* go to that particular place'; thus, whether he had gone that place becomes of secondary importance. That is, it can be said that *hiç* strenghtens negativeness of a sentence which already contains a negative.

The *hiç*-type NPIs can have all the case markers in Turkish, as illustrated in the tables below.

Table 2.2. The Turkish NPI *hiç kimse* with Case Markers

Case marker	**NPI with case markers**	**Sample sentences**
Nominative	*hiç kimse*	*Hiç kimse* fikrini değiştiremedi. 'No one managed to change his mind.'
Accusative	*hiç kimse-yi*	*Hiç kimseyi* incitmek istemedim. 'I did not want to hurt anyone.'
Dative	*hiç kimse-ye*	*Hiç kimseye* hiçbir şey söylemedi. 'She said nothing to anyone.'
Locative	*hiç kimse-de*	Kitap *hiç kimsede* yoktu. 'No one had the book.'
Ablative	*hiç kimse-den*	*Hiç kimseden* yardım almadı. 'He did not get any assistance from anyone.'
Genitive	*hiç kimse-nin*	*Hiç kimsenin* sözüne bakmıyor. 'He is not caring what others say.'

Table 2.3. The Turkish NPI *hiçbir şey* with Case Markers

Case marker	**NPI with case markers**	**Sample sentences**
Nominative	*hiçbir şey*	*Hiçbir şey* söylemedi. 'He said nothing.'
Accusative	*hiçbir şey-i*	*Hiçbir şeyi* bu kadar önemsemedik. 'We have not cared about anything so much as this.'
Dative	*hiçbir şey-e*	*Hiçbir şey*e bakmadım. 'I looked at nothing.'
Locative	*hiçbir şey –de*	*Hiçbir şeyde* bu kadar dikkatsiz olmamıştı. 'He has not been so careless at anything as this.'
Ablative	*hiçbir şey-den*	*Hiçbir şeyden* korkmuyordu. 'He was not afraid of anything.'
Genitive	*hiçbir şey-in*	H*içbir şeyin* tadına bakmadı. 'He did not taste anything.'

(12)

Hiç kimse-yi	dinle-me-di.
Anyone-ACC.	Listen-NEG-Past-3SG

'He did not listen to anyone.'

As can be observed above, the Turkish NPIs can not stand alone in a sentence; thus, they can appear in both subject and object positions as long as the sentence in which they occur contains a negative. Finally, with respect to their licensing domain, they fall into the category of the 'long-distance domain', which means that they are allowed to occur in both positions regardless of the position of the negative within the sentence. In other words, that the negative appears in the matrix clause does not prevent any NPIs occurring in the embedded clause, as illustrated in (13).

(13)

[*Hiç kimse*-den	yardım	almak]	iste-me-di.
Anyone-ABL	assistance	get	want-NEG-Past-3SG

'He did not want to get any help from anyone.'

2.3. English Negation

There are several ways of negating English sentences ranging from placing the negative particle *not* in affirmative statements to using emphatic negatives. This section discusses the following ways frequently used in negating sentences in English: *not* placement, *some→any* suppletion, using emphatic negatives, and using the negative connectives *neither.....nor.*

2.3.1. Negation with *Not*

When syntactic negation applies to an entire sentence, it is expressed using the particle *not* (Bernini and Ramat, 1996)

(14)

a. Birds are barking on the tree.

b. Birds are *not* barking on the tree.

' It is not the case that birds are barking on the trees.'

What discriminates sentence (14a) and (14b) from each other is that the latter contains the negative particle *not* which negates it preceeding the main verb of the sentence. *Not* takes up positions within sentences depending on the sentence type in which it occurs. In a sentence containing a modal auxiliary, it follows the modal and preceeds the main verb. In the cases where the copula *be* is present, it is placed before the copula. When the auxiliary *have* occurs in the same sentence, *not* follows it. As for the sentences including periphrastic modal, it follows the first lexical element of the modal. When the sentence includes neither an auxiliary nor a copula, the auxiliary verb *do* which carries a tense marker is inserted into the sentence to preceed the negative particle *not.* The following table illustrates the cases outlined in this section.

Table 2.4. 'Not' Placement

Sentence Types	**Sample sentences**
Sentence containing a modal	Cats can swim well. Cats can *not* swim well.
Sentence containing the copula *be*	His brother is a fire fighter. His brother is *not* a fire fighter.
Sentence containing the have auxiliary verb	She has drunk water. She has *not* drunk water.
Sentence containing periphrastic modal	They are going to attend the meeting. They are *not* going to attend the meeting.
Sentence lacking the auxiliary or copula	He handed in his paper yesterday. He did *not* hand in his paper yesterday.

2.3.2. Negation with *Some→any* Suppletion

English does not permit negation to take place in a sentence more than once. Nor does it allow the use of definite things in a sentence including *not.* Hence, it is likely that ESL learners whose first language permits double and/or multiple negation and those the native language of whom allows definite things in subject or object position in a negated sentence produce sentences in which a negative pronoun co-occurs with the negative particle *not* and in which an indefinite pronoun appears in the subject position in the embedded clause when the matrix clause contains a negative, as examplified in the following table.

Table 2.5. Negating Sentences with *some→any* Suppletion

Affirmative Sentence	**Negative Sentence (Expected utterance)**	**Possible Errors**
I ate *some* cookies.	I did *not* eat *any* cookies.	*I did *not* eat *no* cookies.
I gave *some* cookies to *someone*.	I did *not* give *any* cookies to *anyone*.	*I did *not* give *no* cookies to *no one.*
I think that *someone* is eating the cookies.	I do *not* think that *anyone* is eating *anything*.	*I do *not* think that *someone* is eating *the cookies.*

As it is seen, English requires the auxiliary *do* carrying tense markers to preceed the negative 'not' and the main verb in order to negate statements lacking an auxiliary or a copula. As a following, the determiner *some* is replaced with its negative counterpart *any.*

2.3.3. Negation with Emphatic Negatives

Sentences with a *no* in the verb phrase or an indefinite pronoun beginning with *no-* in the verb phrase function semantically emphatic counterparts of the sentences containing *not* and the determiner *any* in the verb phrase (Bernini and Ramat, 1996).

(15)

a. There are *not any* students in the classroom.

b. There are *no* students in the classroom.

(16)

a. He has *not* eaten *anything* since last morning.

b. He has eaten *nothing* since last morning.

As seen, that the negative *not* and the determiner *any* could be replaced with the emphatic negative *no* makes it possible to reduce sentences (15a) and (16a) to (15b) and (16b), respectively.

2.3.4. Negation with the Negative Connective *neither ..... nor*

Like its Turkish counterpart *ne ..... ne, neither ..... nor* is a means of negating sentences by linking at least two phrases of the same kind, as shown in (17).

(17)

a. *Neither* women *nor* men liked this film. (Göksel & Kerslake, 2005)
NP NP

b. Mice can *neither* swim *nor* fly.
VP VP

2.4. Characteristics of *any*-type NPIs in English

Any-type Noun Phrases (NPs) in English can be used as NPIs and Free Choice, as illustrated in (18a) and (18b), respectively.

(18)

a. Mary isn't eating *anything.*

b. Mary can eat anything.

In (18a), anything is used as an NPI accompanying with the negative 'not' whereas anything in (18b) requires FC; so, it is not c-commanded by the negative in question. English, on the other hand, does not allow the NPI *anyone/anybody* to appear in the subject position in a simple sentence if the sentence includes the negative 'not', as shown in (19).

(19)

a. **Anybody* can not eat it.

b. *Anyone* can eat it.

(19a) is ungrammatical since *anyone* takes up the subject position in the sentence that contains a negative. As for (19b), it can be observed that Free Choice *anyone* occurs in the subject position becuse the sentence it occurs in does not include the negative 'not'.

2.5. Licensing Conditions on NPIs in Turkish and English

Licensing conditions on Turkish and English NPIs are introduced and compared in this section.

2.5.1. Licensing Conditions on NPIs in Turkish

With regard to their licensing conditions, the *hiç*-type NPIs in Turkish and the *any*-type NPIs in English bare some similarities. Fist of all, they can not stand alone in the absence of licensing negative elements as exemplified in (20) and (21).

(20) Turkish

a. Hasan *hiç kimse* ile konuş-ma-dı.
Anybody to talk-NEG-Past-3SG
'Hasan did not talk to anyone.'

b. *Hasan *hiç kimse* ile konuş-tu.
Anybody to talk-Past-3SG
'*Hasan talked to anyone.'

c. *Hiç kimse* Hasan ile konuş-ma-dı.
nobody to talk-NEG-Past-3SG
'Nobody talked to Hasan.'

d. **Hiç kimse* Hasan ile konuş-tu.
To talk-Past-3SG
'*Anybody talked to Hasan.'

Sentences (20b) and (20d) are ungrammatical since they lack negative elements that are expected to c-command the NPI *hiç kimse*.

2.5.2. Licensing Conditions on NPIs in English

The *any*-type NPIs in English, like the *hiç*-type NPIs in Turkish, can occur with negative markers, as illustrated in (21a) and (21c), respectively. (21b) and (21d) are unacceptable sentences in English inasmuch as the rule that '*any*-type NPIs can not appear in a sentence lacking a licensing negative' is ignored.

(21) English

a. Tom did not see anyone.

b. *Tom saw anyone.

c. Tome has never drunk anything.

d. *Tom has ever drunk anything.

(22)

a. *Jane loves anyone.

b. Jane does not love anyone.

c. *Anyone does not love Jane.

The sentences (22a) and (22c) are ungrammatical due to the absence of the negative ‘not’ to license the NPI *anyone* and becuse the NPI in concern appears in the subject position, respectively. As illustrated in (22b), it can be seen that the NPI *anyone* occurs in the object position where it is licensed by a negative; therefore, it is a grammatically correct sentence for English. Song (2003) contends that there is a subject/object asymmetry in English in terms of the distribution of NPIs and that the c-command condition on NPI licensing is stated to account for this contrast.

C-command licensing condition on NPIs in English

A negative polarity item X must be c-commanded by a negative.

C-command

Node α c-commands node β if the first node that dominates α dominates β, and α does not dominate β.

(Klima, 1964; Reinhart, 1983; Mahajan, 1990 and Kuno, 1995)

2.6. Licensing Domain of NPIs in Turkish and English

NPIs can be classified into two types with respect to the domain in which they are licensed: local domain NPIs and long-distance domain NPIs (Song, 2003). Turkish and English NPIs are the long-distance domain NPIs, as exemplified below.

(23)

a. Melek	[Can’ın	kimse	ile	buluş-tuğ-un]-u	san-m-ıyor.
	Can-GEN	anyone	with	meet-Past-3SG POSS-ACC.	think-NEG-PROGG-3SG

b. Melek	[kimse-nin	Can	ile	buluş-tuğ-un]-u	san-m-ıyor.
	Anyone-GEN		with	meet-Past-3SG	think-NEG-PROGG-3SG

(24)

a. Melek does not think [that Can has met anyone].

b. Melek does not think [that anyone has met Can].

Song (2003) suggests that the negative 'not' can license the NPI *anyone* regardless of the depth of the embedded clause in which it appears and the position of NPIs in the sentence and that there is no subject/object asymmetry in the embedded clause when the negative is in the matrix clause.

2.7. Previous Research

Not many studies have been conducted on the acquisition of English *any*–type NPIs by ESL learners of various languages. The majority of the studies which investigated the issue have been on the acquisition of them by the first language acquirers. Bellugi (1967) investigated the developmental stages of the acquisition of English negation by children and particularly the acquisition of English NPIs by observing three children's speech. Her subjects were Adam, Sarah and Eve who were of different ages. She found that Adam and Eve used the indefinite form *some* in both affirmative and negative sentences, as shown below.

(25) Adam's sentences (Bellugi 1967, p. 134)

a. I need *some* cookies.

b. *You don't want *some* supper.

(26) Eve's sentences

a. I want *some* grape juice.

b. *I didn't see something.

44-month-old Sarah, on the other hand, used *some* in affirmative sentences and *any* in negative sentences. On the basis of these data, Bellugi concluded that Sarah was aware of the syntactic relationship between *any* and negation. Sarah was also reported to have employed double negation patterns in her speech (e.g., I did*n't* do *nothing*). In Adam's speech, *any*-type NPIs appeared in object position and negative pronoun *nobody* in subject position. When he was 47 months old, it was observed that *any*-type NPIs disappeared from his speech. Instead, he began to use double negation particularly

employing negative pronouns such as *nobody* and *nothing* (e.g., I do*n't* wanna see *nobody*.) Moreover, multiple negation patterns were seen in his speech when he was 54 months old. The following table summarizes this.

Table 2.6. Characteristics of the Utterances made by Bellugi's Subjects

Age	**Utterance**
38 months	*any*-type NPIs in object position negative pronoun in subject position
47 months	disapperance of *any*-type NPIs double negation
54 months	Sentences with multiple negation

Kim (1995) conducted a study on the relationship between a *Wh*-phrase and a quantifier phrase. Giving a pretest to English speaking children, she provided each a picture showing a chair and directed a question involving *nobody* answer. She concluded that English speaking children could produce answers with *nobody* at the age of 4.

Song (2000) conducted a study to see whether English-speaking children were aware of the c-command condition on English NPIs. In that regard, she attempted to learn whether they could produce NPIs in negative sentences, whether there is a difference between their utterances and those of adults' and whether their responses show a subject-object asymmetry. The study in concern made use of an elicited production task consisting of 40 pictures –20 to elicit affirmative sentences and 20 to elicit negative sentences. 18 English-speaking children whose ages ranged from 3;1 to 5;6 and 12 adults took part in the study. The former set of pictures were used as distractors and the negative sentences were divided into two subsets –ten sentences where a negative pronoun is expected to occur in subject position and ten in which an NPI or a negative pronoun is expected to appear in object position.

She found that children rarely used the NPI *anything* in subject position; instead, they displayed a strong tendency to use sentences beginning with 'nothing is...' (e.g., *Nothing is on the desk.*) A great majority of the adults preferred 'there is noting...' structure as well as sentences containing 'not' and NPI *anything*. Children, on the other hand, exhibited a strong preference for negative pronoun *nothing* in object position (e.g.,

He is touching nothing.) The study at stake also revealed that children could produce NPIs licensed by a negative element; for instance, they were observed to have used *anything* in object position with a c-commanding 'not' and to have avoided using it in subject position. Finally, they showed a strong preference for the negative pronoun *nothing* over the NPI *anything.* As for adults, they preferred the NPI *anything* to the negative pronoun *nothing* in object position.

Song (2003) conducted a similar study with three ESL groups (advanced, intermediate and beginning) each of which was composed of twenty-five adults who were born and raised in Korea until at least age 18 and lived in the United States of America at the time of the study in question. Her main purpose was to investigate whether ESL learners with the knowledge of clausemate condition and local domain on NPI licensing in Korean were aware of the c-command condition on NPIs and long-distance domain for NPIs in an embedded clause in English when the matrix clause contained a negative.

The participants were given an oral production task where they were showed 19 pictures involving affirmative statements and 40 more pictures under which introducing parts of the relevant structures (MNS, ENS, MNO and ENO patterns, discussed in the previous chapter) were provided. They were asked to complete those sentences. In doing so, she wanted to reveal whether clause, position of NPI responses and English proficiency level of the subjects had an effect on NPI responses and whether NPIs or negative pronouns were more productive in object position in a negated embedded clause as well as in which position negative pronouns were preferred most in an embedded clause.

She found a significant difference across groups with respect to the use of NPIs. Based on the responses of the subjects, she states that the less fluent the ESL learners, the less frequently they poduced NPIs. She also reports that ESL learners of beginning and intermediate levels did not produce NPIs in subject and object positions when the matrix clause contained a negative, which means that they exhibited a strong preference for local licensing over long-distance licensing.

Serindağ (2000) investigated a study involving a total of 70 students attending various classes at German Language Teaching Department of Çukurova University, Adana with the aim of comparing negation in Turkish and German. The participants were given Turkish sentences and asked to translate them into German where they were expected to make errors. Three of the sentences the participants were asked to translate into German are given below.

(27)

a. Hasta	*hiçbir şey*	yemek	iste-m-iyor.
	Anything		want-NEG-PROGG-3SG

'The patient does not want to eat anything.'

b. Bu insana	*hiçbir zaman*	güven-me-m.
	Never	trust-NEG-PRES-1SG

'I never trust this person.'

c. Ona	*hiç kimse*	yardım ed-e-me-z.
	Nobody	help-MOD-NEG-PRES-3SG

'Nobody can help him/her.'

He reported that the great majority of the participants successfully translated the Turkish *hiçbir şey, hiçbir zaman* and *hiç kimse* into the German counterparts *nichts, nie(mals)* and *niemand,* respectively. He believes those who were under the influence of Turkish structure 'nothing / never / nobody + negative verb' provided translations involving double negation which are impossible in German. Their translations for (27) are illustrated below.

(27)

a1. *Kranke will	nicht	*nichts*	essen.	
	Not	nothing		
b1. *Ich kann	dies man	niemals	*nicht*	trauen.
		Never	not	
c1. **Niemand*	kann ihm	*nicht*	helfen.	
Nobody		not		

He also states that the Turkish negative connectives *ne ..... ne* and the German *weder ..... noch* bare similarities with respect to their use in sentences. Namely, both connectives make sentences lacking negative particles negative and they are not allowed to co-occur with any negatives within a sentence.

(28)

Ne	bir kitap	*ne*	bir gazete okur.	
Neither		nor		
Er liest	*weder*	ein Buch	*noch*	eine Zeitung. (German)
	Neither		nor	

'He reads neither a book nor a newspaper.'

He points out that two third of the participants failed to translate or wrongly translated *'Bu para ne burada ne Almanya'da geçer'*. The followings are the translations they provided for this sentence.

(29) *Dieses Geld geht nicht *weder* hier *noch* in Duetschland.
Not neither nor

*Dies Geld ist *weder* hier oder in Deutschland nicht gültig.
Neither not

*Dieses Geld gilt *weder* hier *noch* in Deutschland nicht.
Neither nor not

He states that the participants are exposed to the Turkish negative connectives with negatives in oral and written language, which he believes explains the reason why they utter translations including double negation. All in all, he advocates that their native language influences their productions in the target language. Hence, he is of the opinion that semantic variations across languages should be emphasized in the second language classrooms and students should be provided as many opportunities as possible to practice new language items.

CHAPTER III

METHODOLOGY

3.1. Introduction

A descriptive research design is adopted as the methodology for this study. In this chapter, the research design, participants of the study, data collection instruments and procedure are introduced. As a following, data analysis conducted through SPSS and scoring are discussed.

3.2. Research Design

This study is based on a descriptive research in design in which the participants' (intermediate and advanced levels) acquisition of the English *any*–type NPIs in bi-clausal sentences is discussed by means of the statistical results collected through interviews. The differences between groups in terms of their preference for using *any*–type NPIs and negative pronouns as well as for the positions of the NPIs within the sentences are described and outlined.

3.3. Participants

This study involves the participants selected from the students attending English Language Teaching Department of Çukurova University, Adana through stratified purposive sampling. Their proficiency levels of English were measured with the Michigan Placement Test which was administered in October, 2007. A total of two groups took part in the study. The first group consisted of 18 students with advanced level of English and the second consisted of 15 with intermediate level of the language in concern. In order to exclude any mother tongue effect from the study, subjects were selected among those who had never lived in a country where English was spoken as a native language. The participants were randomly selected regardless of their gender and age inasmuch as neither constituted a variable in the study. The following table illustrates the number and age of the participants.

Table 3.1. Number and Mean Age of the Participants

Profiency level in TL	**Number**	**Age**
Intermediate	15	19;0
Advanced	18	18;2

3.4. Instruments and Data Collection

As a data collection instrument, an oral elicited production task was developed. It was designed to elicit the relevant structures which were outlined in the previous chapter and exemplified below.

(1)

a. The rabbit thinks that **the Teddy Bear** is sleeping in the bed. (distractor)
b. I believe that **nobody** is washing apples. (ENS)
c. I believe that the rabbit is **not** washing **anything**.(ENO)
   I believe that the rabbit is washing **nothing**. (ENO)
d. I don't believe that **anybody** is washing apples. (MNS)
e. I don't believe that the rabbit is washing **anything**. (MNO)

3.4.1. Materials and Procedure

Data collection of the study involves an oral sentence completion task consisting of two phases (pretest phase and main test phase). In the pretest phase, participants were provided a set of 19 pictures to elicit affirmative sentences for the purpose of familiarizing them with the task in question.

The task included verbs such as *sit, stand, kick, throw, push, climb,touch, eat* and *wash* and nouns such as *rabbit, monkey, bear, apple, bed, chair* and *box.*

In the main test phase, where each interview lasted an average of 15 minutes, they were asked to look at 40 pitures and to complete sentences given under each picture. The first group was presented as distractors. The second was divided into two sets: twenty pictures where an NPI or a negative pronoun was expected in subject position in an embedded clause and twenty where an NPI or a negative pronoun was expected in object position in a clause of the same kind. Each set consisted of two

subsets: ten sentences including *not* in the matrix clause and ten lacking *not* in the matrix clause. All kinds of relevant responses were illustrated in (1).

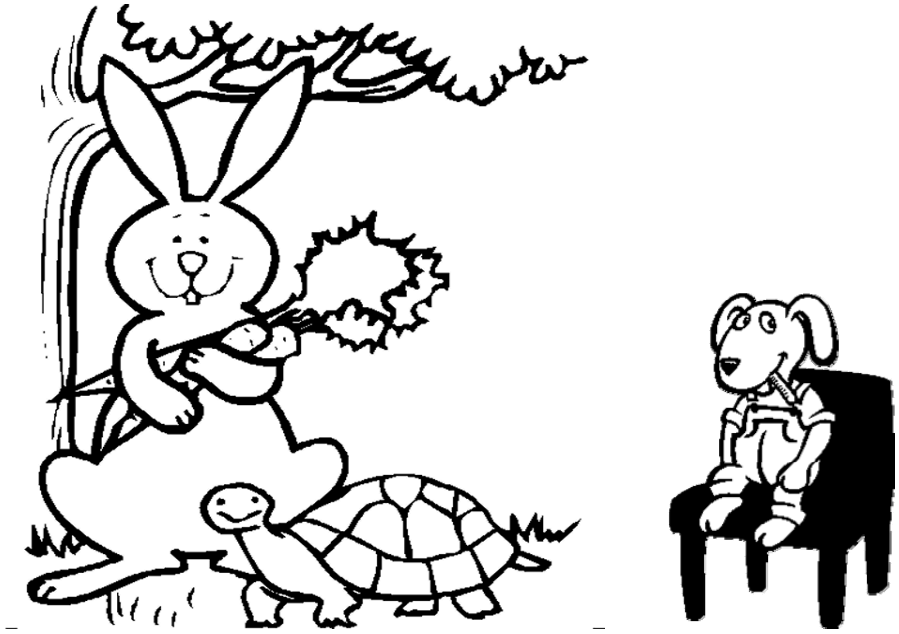
The followings depict the simple instructions used at the beginning of the task.

Instructions: 'I am going to show you some pictures. Under each picture, there is a sentence the introduction part of which is provided. You are going to suppose that there is a friend of yours who can not see the pictures we are looking at. S/he wants to know what kind of pictures they are. I am going to direct you a question about each picture. You can tell him/her about them by answering the questions'

The participant and the investigator looked at each picture together and as described above, the participant was asked to complete the sentence provided under the picture in question. An interaction between the paticipant and the investigator was expected as follows:

(A) Interaction for ENS pattern

The participant and the investigator looked at the sample picture together.



The dog believes that _____

Figure 3.1. Sample picture for ENS

Investigator: S/he wants to know who is climbing the tree right now.
This dog may know.
Tell him/her what the dog believes.
Participant : The dog believes that _____
Investigator: Good. / You are really good.

(B) Interaction for MNS pattern

The participant and the investigator looked at the sample picture together.



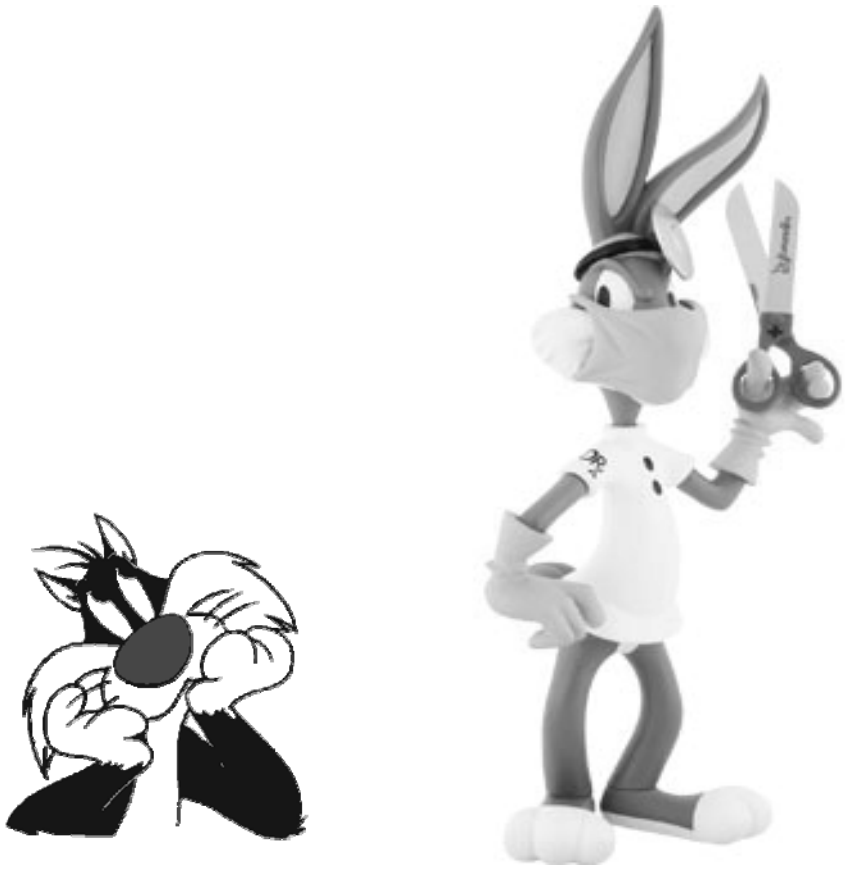
The girl doesn't believe that _____

Figure 3.2. Sample picture for MNS

Investigator: S/he wants to know who is hugging the bear right now.
This girl may now.
Tell him/her what the girl believes.
Participant : The girl doesn't believe that _____
Investigator: Good. / You are really good.

(C) Interaction for ENO pattern

The participant and the investigator looked at the sample picture together.



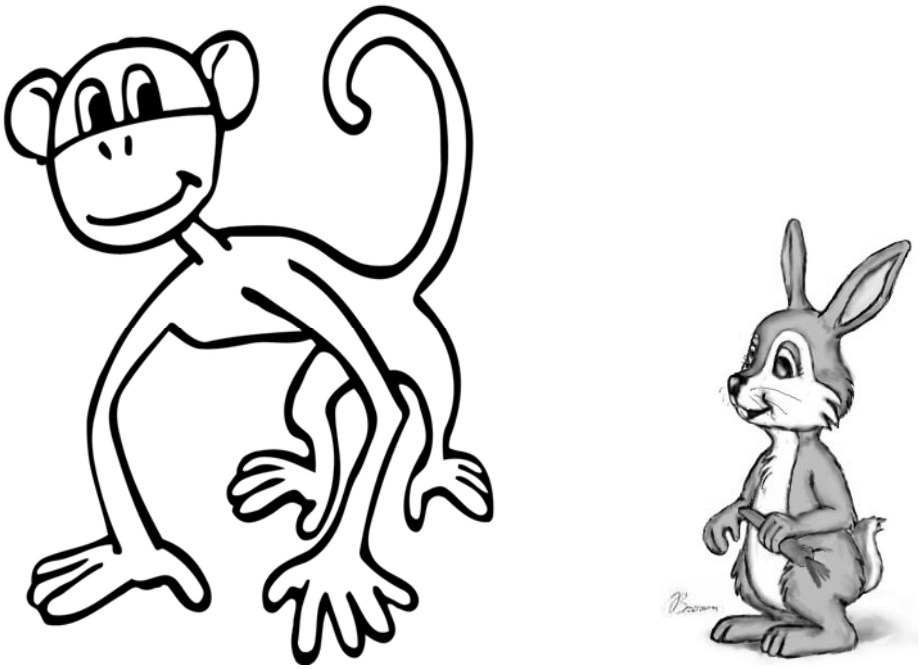
The cat believes that _____

Figure 3.3. Sample picture for ENO

Investigator: S/he wants to know what the rabbit is cutting right now.
This cat may know.
Tell him/her what the cat believes.
Participant : The cat believes that _____
Investigator: Good. / You are really good.

(D) Interaction for MNO pattern

The participant and the investigator looked at the sample picture together.



The rabbit doesn't think that _____

Figure 3.4. Sample picture for MNO

Investigator: S/he wants to know who(m) the monkey is chasing right know.
This rabbit may know.
Tell him/her what the rabbit thinks.

Participant : The rabbit doesn't think that _____

Investigator: Good. / You are really good.

Participants were not interrupted while they were producing sentences. When they were thought of having difficulty in understanding a targeted item, it was repeated or paraphrased, respectively. The following anectodes are of this kind.

(2) The participant and the investigator looked at the picture showing an old couple sitting in a box.

Investigator: Your friend wants to know who is sitting on the box right now. This boy may know. Tell him/her what the boy believes.
Participant : The boy believes that *an old couple are sitting in the box.*
Investigator: (Stressing the word 'on') Tell him/her who is sitting on the box?
Participant : *Oh, I see. The boy believes that nobody is sitting on the box.*
Investigator: Good. / You are really good.

(3) The participant and the investigator looked at the piture showing a young girl leaning against a lion.

Investigator: Your friend wants to know who the lion is pushing right now. This rabbit may know. Tell him/her what the rabbit thinks.
Participant : The rabbit thinks that *a girl is pushing the lion.*
Investigator: (Replacing *who* with *whom* and stressing the new item) Tell him/her whom the lion is pushing.
Participant : *Ok. The rabbit thinks that the lion is pushing no one.*
Investigator: Good. / You are really good.

3.5. Data Analysis

All responses elicited from the participants were transcribed. Nineteen test items involving affirmative sentences were set aside. With respect to the position the negatives take up within sentences and the location where NPIs or negative pronouns are expected to appear, forty test items were divided into four subsets, as illustrated below.

(4)

a. First subset is made up of MNS pattern –where a negative occurs in the matrix clause and an NPI is expected to appear in subject position in the embedded clause.

b. Second subset consists of MNO pattern –where a negative occurs in the matix clause and an NPI is expected to appear in object position in the embedded clause.

c. Third subset contains ENS pattern –where a negative pronoun is expected to occur in subject position in the embedded clause.

d. Fourth subset consists of ENO pattern –where a negative pronoun or an NPI accompanying with a negative is expected to occur in object position in the embedded clause.

Table 3.2. Samples for the Relevant Responses

		Positions of NPIs and negative pronouns	
		Subject	**Object**
Location of a negative	**Matrix clause**	MNS e.g. The dog does not believe that *anyone* is climbing the tree.	MNO e.g. The monkey does not think that the rabbit is holding *anything.*
	Embedded cclause	ENS e.g. The dog believes that *nobody* is climbing the tree.	ENO e.g. The monkey thinks that the rabbit is holding *nothing*. The monkey believes that the rabbit is *not* holding *anything*.

Each response was classified based on the types of expected patterns, as exemplified in Table 3.2. The following table includes the relevant patterns and provides an example for each pattern. All other responses were counted as wrong.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Introduction

In this section, data obtained from the experiment investigating the relationship between NPI responses and proficiency in English as well as the relationship between the responses in question and positions where they are expected are analyzed and discussed.

4.2. Relationship between Responses and Proficiency in English

33 ESL learners (18 of advanced level and 15 of intermediate level) took part in the study. Each participant was directed 40 questions which were divided into 4 main categories. Each category consisted of one type of bi-clausal sentences that are outlined below.

1. MNS : Cases where the matrix clause contains a negative and an NPI is expected in the subject position in the embedded clause
   e.g. Adam does **not** think that **anyone** is painting the fence.

2. MNO : Cases where the matrix clause contains a negative and an NPI is expected in the object position in the embedded clause
   e.g. Adam does **not** think that Jack is painting **anything.**

3. ENS : Cases where a negative pronoun is expected in the subject position in the embedded clause
   e.g. Adam thinks that **no one** is painting the fence.

4. ENO : Cases where an NPI accompanied by a negative or a negative pronoun is expected in the object position in the embedded clause
   e.g. Adam thinks that Jack is **not** painting **anything.**
   Adam thinks that Jack is painting **nothing.**

Table 4.1. summarizes the case processing by supplying the number of the participants as well as the percentage of their responses.

Table 4.1. Responses for MNS, MNO, ENS and ENO

Participants' proficiency level of English (PLE) * responses for the relavant patterns	**Cases**					
	Valid		**Missing**		**Total**	
	N	Percent	N	Percent	N	Percent
PLE * responses for MNS	330	100,0%	0	,0%	330	100,0%
PLE * responses for MNO	330	100,0%	0	,0%	330	100,0%
PLE * responses for ENS	330	100,0%	0	,0%	330	100,0%
PLE * responses for ENO	330	100,0%	0	,0%	330	100,0%

As can be seen above, in total, 330 responses were elicited from the participants. To determine whether there was a direct correlation between the participants' proficiency level of English (PLE, hereafter) and the responses they provided for the test items, Chi-square Tests were performed for each category. In this respect, we attempted to seek an answer to one of our research questions which was 'is there any relationship between PLE and NPI responses' and what we have found indicated that there is, which is discussed in detail through the following sections.

4.2.1. Relationship between Responses and PLE in MNS

In MNS category, the participants were expected to complete sentences of which matrix clauses contained the negative 'not' by using NPIs in subject position in the embedded clauses, as in (1).

(1)

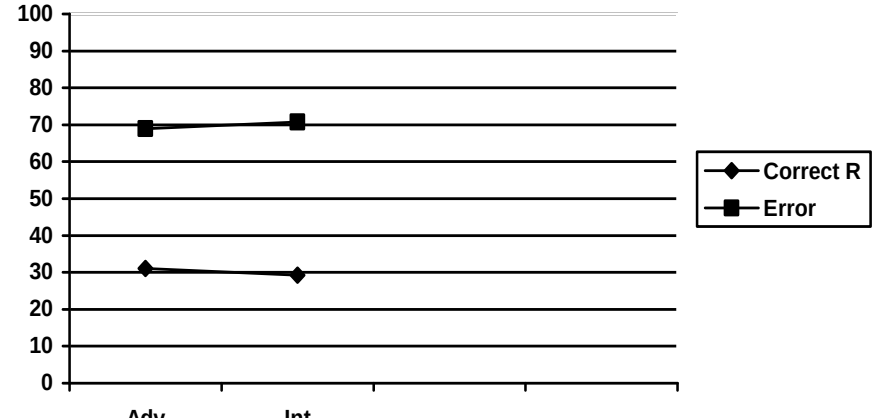
The boy does not think that ***anybody*** *is sitting on the box*.

The following table indicates the participants' correct responses for MNS pattern as well as the errors they poduced and Figure 4.1 represents the statistical outcomes in percentage.

Table 4.2. Crosstab for MNS

			Responses for MNS		
			Correct	**Incorrect**	**TOTAL**
Proficiency level	**Advanced**	Students' responses	57	123	180
		Expected responses	55,1	124,9	180,0
	Intermediate	Students' responses	44	106	150
		Expected responses	45,9	104,1	150,0
TOTAL		Students' responses	101	229	330
		Expected responses	101,0	229,0	330,0

Both the advanced and the intermediate groups' incorrect responses outnumbered their correct responses in the cases where the negative 'not' occurred in the matrix clause and an NPI was expected in the subject position in the embedded clause. 123 of 180 items were responded incorrectly by the advanced group whereas the intermediate group provided 106 incorrect responses to 150 items posed to them. This is schematically represented in the following figure.



Correct R.	31,1 %	29,3 %
Errors	68,9 %	70,7 %

Figure 4.1. Percentage of Students' Correct Responses and Errors in MNS

As the figure illustrates, only 31,1 % and 29,3 % of the items in concern were correctly responded by the advanced and the intermediate learners, respectively. In simpler terms, regardless of their proficiency level in English, the learners failed to give

correct responses over two third of the items in MNS. The Chi-Square Tests were performed to investigate whether their proficiency levels had an influence on their performance in responding the MNS items. Table 4.3 illustrates the results obtained from the test.

Table 4.3. Effect of clause when NPI occurs in subject position when the matrix clause contains negative

	Value	**df**	**Asymp. Sig. (2-sided)**	**Exact Sig. (2-sided)**	**Exact Sig. (1-sided)**
Pearson Chi-Square	,210(b)	1	,647		
Continuity Correction(a)	,114	1	,735		
Likelihood Ratio	,210	1	,647		
Fisher's Exact Test				,719	,368
Linear-by-Linear Association	,209	1	,647		
N of Valid Cases	330				

a Computed only for a 2x2 table
b 0 cells (,0%) have expected count less than 5. The minimum expected count is 45,91.

In the light of the numerical data provided in Table 4.3, no relationship has been found in responses across PLE; thus, the responses do not differ by the participants' proficiency in the target language.

4.2.2. Relationship between Responses and PLE in MNO

In MNO, the ESL learners were required to use NPIs in object position in the embedded clauses since the negative 'not' appeared in the matrix clause, as in (2).

(2)

The girl does **not** think that *the rabbit is washing* ***anything.***

Table 4.4 presents the statistical outcome of the participants' productions in MNO.

Table 4.4. Crosstab for MNO

			Responses for MNO		TOTAL
			Correct	Incorrect	
Proficiency level	Advanced	Students' responses	65	115	180
		Expected responses	55,6	124,4	180,0
	Intermediate	Students' responses	37	113	150
		Expected responses	46,4	103,6	150,0
TOTAL		Students' responses	102	228	330
		Expected responses	102,0	228,0	330,0

As shown in the table, the advanced group were able to provide 65 correct responses to 180 items while the intermediate group 37 to 150. This indicates that ESL learners with advanced proficiency were more successful than those with intermediate proficiency in the cases where the matrix clause included a negative and an NPI was expected in the object position in the embedded clause.

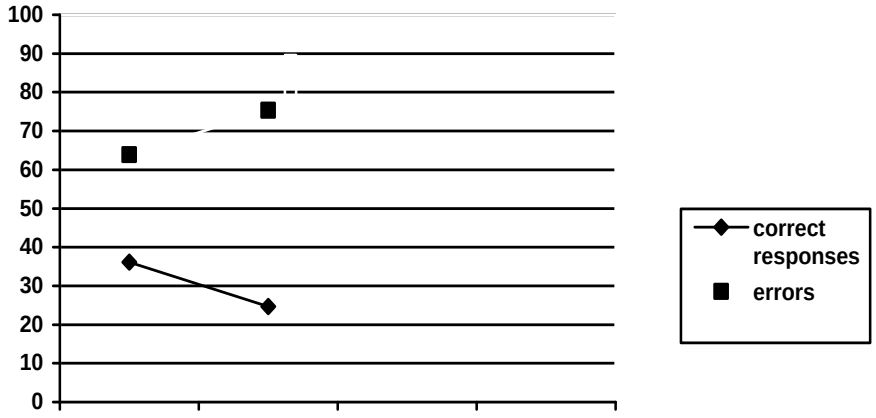
Whether the participants' PLEs caused them to display such a performance was also investigated through the medium of the Chi-Square Tests of which results are introduced in the following table.

Table 4.5. Effect of clause when NPI occurs in object position when the matrix clause contains negative

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5,018(b)	1	,025		
Continuity Correction(a)	4,496	1	,034		
Likelihood Ratio	5,072	1	,024		
Fisher's Exact Test				,031	,017
Linear-by-Linear Association	5,003	1	,025		
N of Valid Cases	330				

a Computed only for a 2x2 table
b 0 cells (,0%) have expected count less than 5. The minimum expected count is 46,36.

The results of the Chi-square Tests have shown that responses given for MNO pattern have a connection with the participants'proficiency in the target language. The following is the frequency table of responses for the pattern in question.



	Adv	Int
Correct R	36,11 %	24,67 %
Errors	63,89 %	75,33 %

Figure 4.2. Percentage of Students' Correct Responses and Errors in MNO

As the figure illustrates, responses to the items in MNO have changed depending on PLEs of the participants. That is, the less proficient the learner, the more errors s/he produces.

4.2.3. Relationship between Responses and PLE in ENS

The participants were involved to complete each sentence using a negative pronoun in subject position in the embedded clause because no negative occurred in the matrix clause, as in (3).

(3)

The dog believes that ***no one*** *is climbing the tree.*

Correct responses and errors elicited from the participants are summarized in the following table.

Table 4.6. Crosstab for ENS

			Responses for ENS		TOTAL
			Correct	Incorrect	
Proficiency level	Advanced	Students' responses	180	0	180
		Expected responses	173,5	6,5	180,0
	Intermediate	Students' responses	138	12	150
		Expected responses	144,5	5,5	150,0
TOTAL		Students' responses	318	12	330
		Expected responses	318,0	12,0	330,0

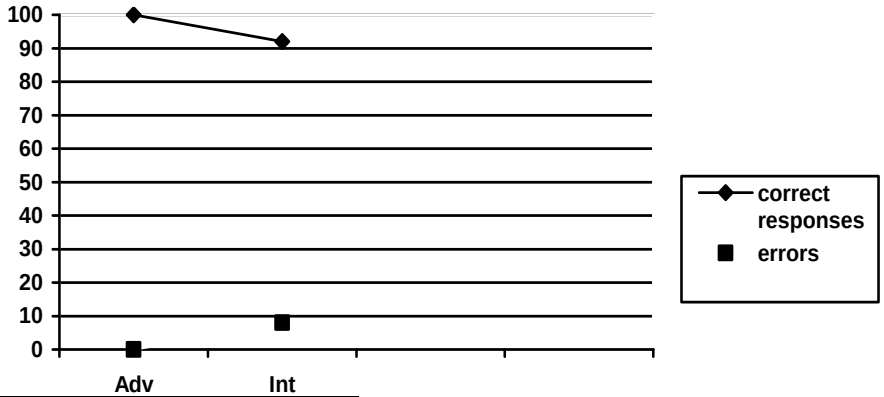
As the table illustrates, the majority of the test items involving a negative pronoun in the subject position in the embedded clause when no negative appeared in the matrix clause received correct responses. The advanced group made no errors while the intermediate group produced 12 errors for 150 items posed to them.

The following table represents the results of the tests administered to reveal whether there was a relationship between PLE and responses of the groups in ENS.

Table 4.7. Effect of clause when negative pronoun occurs in subject position when the matrix clause does not contain negative

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	14,943(b)	1	,000		
Continuity Correction(a)	12,748	1	,000		
Likelihood Ratio	19,468	1	,000		
Fisher's Exact Test				,000	,000
Linear-by-Linear Association	14,898	1	,000		
N of Valid Cases	330				

On the basis of the outcomes the test has yielded, it is clear that there is a direct correlation between participants' PLEs and responses. The following figure illustrates the percentage of students' responses in ENS.



	Adv	Int
Correct R	100 %	92 %
Errors	0 %	8 %

Figure 4.3. Percentage of Students' Correct Responses and Errors in ENS

What can be concluded from this schematical representation is that the more proficient the learner, the less errors s/he produces in the cases where a negative pronoun is expected in subject position in the embedded clause.

4.2.4. Relationship between Responses and PLE in ENO

Sentences of which matrix clauses included no negative were completed by the ESL learners who were expected to use either an NPI licensed by a negative or a negative pronoun in the object position in the embedded clauses, as in (4a) and (4b).

(4)

a. The girl thinks that *the rabbit is **not** putting **anything** on the table.*
b. The girl thinks that *the rabbit is putting **nothing** on the table.*

Table 4.8 illustrates the participants' correct responses in ENO pattern and the errors they poduced.

Table 4.8. Crosstab for ENO

			Responses for ENO		
			Correct	Incorrect	TOTAL
Proficiency level	Advanced	Students' responses	177	3	180
		Expected responses	171,3	8,7	180,0
	Intermediate	Students' responses	137	13	150
		Expected responses	142,7	7,3	150,0
TOTAL		Students' responses	314	16	330
		Expected responses	314,0	16,0	330,0

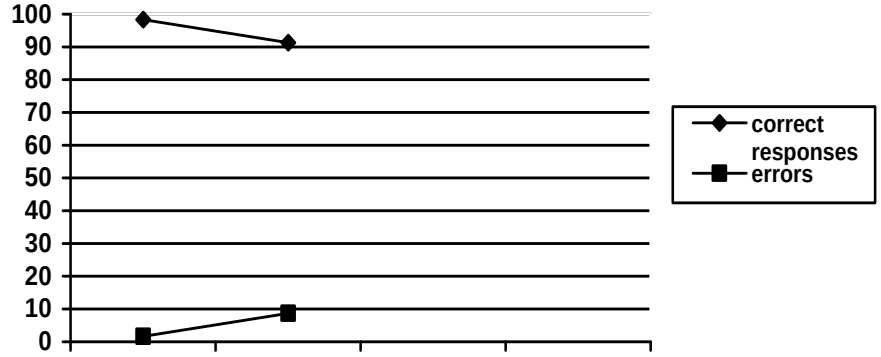
As indicated in Table 4.8, ESL learners of intermediate level were less successful than the advanced group who produced 3 incorrect responses to 180 items posed to them. The Chi-Square Tests were applied to figure out whether this resulted from the difference in their proficiency levels in English. The following table illustrates the results drawn from the tests.

Table 4.9. Effect of clause when NPI or a negative pronoun occurs in object position when the matrix clause does not contain negative

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8,690(b)	1	,003		
Continuity Correction(a)	7,239	1	,007		
Likelihood Ratio	9,117	1	,003		
Fisher's Exact Test				,004	,003
Linear-by-Linear Association	8,664	1	,003		
N of Valid Cases	330				

a Computed only for a 2x2 table
b 0 cells (,0%) have expected count less than 5. The minimum expected count is 7,27.

There is a significant difference between the performance of the advanced group and that of the intermediate group. Thus, the number of incorrect responses decreased as the proficiency level of the learners increased. Figure 4.4 schematically represents the responses given for ENO pattern.



	Adv	Int
Correct R	98,33 %	91,33 %
Errors	1,67 %	8,67 %

Figure 4.4. Percentage of Students' Correct Responses and Errors in ENO

As shown in the figure, incorrect responses were mostly produced by the intermediate group, which enables us to claim that there is a strong relationship between the participants PLEs and performances in ENO.

4.2.4.1. Relationship between PLE and the use of NPI / Negative Pronoun in ENO

In completing the sentences the introduction part of which contained no negative, the participants were required to make a choice between using a negative pronoun and an NPI c-comanded by a negative that were expected in object position in the embedded clause, as illustrated in (4). Table 4.10 summarizes the responses for this category.

Table 4.10. PLE, negation and reponses

	Cases					
	Valid		Missing		Total	
	N	Percentage	N	Percentage	N	Percentage
PLE * Negation	314	95,2 %	16	4,8 %	330	100 %
PLE * Responses	330	100 %	0	,0 %	330	100 %

314 of 330 test items involving ENO pattern received correct responses, which means that most of the participants successfully used a negative pronoun or an NPI with a c-commanding negative in the embedded clause. It is seen that advanced group constituted 56 % of those who responded correctly and that 73 % of those who provided correct responses and who belonged to the advanced group produced negative pronouns in the object position.

Table 4.11. PLE and Students' Preferrences for Object Position in ENO

		Neg. pronoun in object position	NPI in object position	Total
PLE	Advanced	140 (79%)	37 (21%)	177
	Intermediate	88 (64%)	49 (36%)	137
Total		228 (73%)	86 (27%)	314

The majority of the participants displayed a strong preferrence for negative pronouns over NPIs co-occurring with negatives in object position in embedded clauses. More specifically, negative pronouns were employed 140 and 88 times by advanced and intermediate ESL learners, respectively. As for NPIs along with the negative 'not' in the embedded clauses, they were used by 86 ESL learners (37 advanced and 49 intermediate) in the same position.

4.3. Results for the Correlation between Pattern Pairs

T-tests were performed to determine whether there were correlations among patterns and the type of correlations if there were any. Table 4.12 and 4.13 statistically presents the test results.

Table 4.12. Differences across sentence pattern pairs

Pairs	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Standard Deviation	Standard Error mean	95% Conf. Interval of the Difference				
				Lower	Upper			
MNS * MNO	,00	,477	,026	-,05	,05	-,115	329	,908
ENS * ENO	,01	,291	,016	-,02	,04	,755	329	,451
MNO * ENO	-6,4	,505	,028	-,70	-,59	-23,123	329	,000
MNS * ENS	-,66	,494	,027	-,71	-,60	-24,178	329	,000

Table 4.13. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	MNS * MNO	330	,466	,000
Pair 2	ENS * ENO	330	-,044	,427
Pair 3	MNO *ENO	330	,029	,601
Pair 4	MNS * ENS	330	,024	,669

Moving from the test results for the pair MNS and MNO, there is a positive correlation between the patterns in question. Thus, there is no statistically significant difference found between them. This is also valid for the pair ENS and ENO since a negative correlation was determined between them. Finally, no correlation was found between MNO and ENO, and MNS and ENS, which means that the difference between the patterns at stake is statistically significant.

4.4. Comparison of the Groups

The raw numbers for students' correct responses are presented in the following table.

Table 4.14. Students' Correct Responses

	MNS	**MNO**	**ENS**	**ENO**
Advanced	56/180 31,11 %	65/180 36,11 %	180/180 100 %	177/180 98,33 %
Intermediate	44/150 29,33 %	38/150 25,33 %	138/150 92 %	136/150 90,66 %

In the light of the data illustrated in Table 4.14, it is seen that the participants of both groups were less successful in the settings where the matrix clause contained a negative. Namely, the advanced group were able to produce 56 correct responses to 180 items posed to them and the intermediate group 44 to 150 in MNS, in which a negative appeared in the matrix clause and an NPI was expected in subject position in the embedded clause. Similarly, the advanced group provided 65 correct responses to 180 items and the intermediate group 38 to 150 in MNO environments, where the matrix clause contained a negative and an NPI was expected in object position in the embedded clause.

As for the cases where the negative 'not' occurred neither in the matrix clause nor in the embedded clause, it was observed that the participants were quite successful. In particular, that the advanced group produced no errors was noticable. The intermediate group, on the other hand, provided 12 incorrect responses to 150 items in the cases where the matrix clause did not include a negative and a negative pronoun was expected in subject position in the embedded clause (ENS). Likewise, in the settings

requiring an NPI c-commanded by a negative or a negative pronoun in object position in the embedded clause (ENO), it is noticed that ESL learners' performances varied across their proficiency in English. For instance, the advanced learners made 3 errors whereas the intermediate learners failed to respond 14 items correctly. The following figure schematically shows the data in concern.

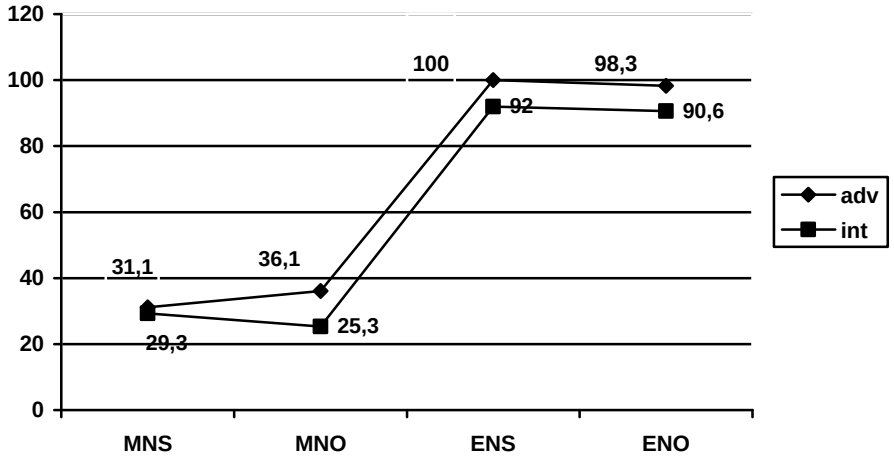


Figure 4.5. Percentage of Students' Correct Responses

As the figure indicates, irrespective of their proficiency in English, the groups produced a considerable number of errors in the cases where the matrix clause contained a negative. To express in percentage terms, the advanced group's success rate was 31,1% and the intermeditae group's was 29,3 in MNS. As for MNO, the difference in percentage of success between the groups was statistically significant. Through the pattern in question, the advanced group provided correct responses to 36,1% of the items and the intermediate to 25,3%.

The overall picture for the cases where the matrix clause did not include a negative was quite optimistic. A high percentage of the items in ENS and ENO received correct responses from both groups. In ENS, as stated earlier, the advanced group correctly responded all the items and the intermediate group failed to respond 12 items correctly, which corresponds to a success rate of 92%.

The tableau drawn for ENO was not significantly different from the one for ENS. It was observed that the number of incorrect responses slightly increased. The groups

were counted successul, though in that they were able to provide correct responses to the majority of the test items. To express numerically, the advanced group hit a success rate of 98,3% and the intermediate group 90,6% through the pattern in concern.

4.4.1. Comparison of the Groups' Performance

The groups were juxtaposed through the medium of the t-test as well as the Independent Samples Test (IST) in order to see whether there is a statistically significant difference across them with respect to their responses for various patterns. The results are presented in the following table.

Table 4.15. Group Statistics for Students' Responses

Patterns for Expected Responses	Proficiency level of ESL learners	Number	Mean	Standard Deviation	Standard error mean
MNS	Advanced	180	,32	,466	,035
	Intermediate	150	,29	,457	,037
MNO	Advanced	180	,36	,482	,036
	Inremediate	150	,25	,433	,035
ENS	Advanced	180	1,00	,000	,000
	Intermediate	150	,92	,272	,022
ENO	Advanced	180	,98	,128	,010
	Intermediate	150	,91	,282	,023

With regard to responses for MNS pattern, no significant difference has been found between the advanced group and intermediate group, indicating that their proficiency in English does not effect their responses for the pattern in concern, as shown in Table 4.15. As for MNO, ENS and ENO patterns, the difference found between PLE and responses is statistically significant. This reminds us that responses of the participants depended on their PLE, which was the result the Chi-Square Tests yielded.

Table 4.16. Group comparisons based on the mean difference across sentence patterns

Responses	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
MNS	,843	,359	,457	328	,648	,02	,051	-,077	,124
			,458	319,585	,648	,02	,051	-,077	,124
MNO	20,878	,000	2,250	328	,025	,11	,051	,014	,214
			2,273	326,150	,024	,11	,050	,015	,214
ENS	74,647	,000	3,944	328	,000	,08	,020	,040	,120
			3,600	149,000	,000	,08	,022	,036	,124
ENO	38,904	,000	2,978	328	,003	,07	,024	,024	,116
			2,805	199,844	,006	,07	,025	,021	,119

The outcomes of the Independent Sample Test are entirely consistent with what have been obtained from the T-tests. Thus, the groups have significantly differed in their responses for MNO, ENS and ENO while the difference across them in MNS is not considered statistically significant.

4.5. Analyses of Other Responses and Errors

In this section, responses other than expected responses are described and outlined. In our study, eight types of errors and one other response which were previously produced in Song's (2003) study occurred. The errors are illustrated in (I) through (VIII) and the latter in (IX).

I. Error Type 1 : Cases where a negative pronoun is used in subject or object position when the matrix clause contains a negative

e.g. *The rabbit does**n't** think that the lion is pushing **nobody.**

*The monkey does**n't** think that **nobody** is eating the bananas.

*The bear does**n't** believe that the rabbit is cutting **nothing.**

II. Error Type 2 : Cases where a negative pronoun co-occurs with a negative in the embedded clause

e.g. *The dog thinks that the lion is**n't** kicking **nothing**.

*The bear believes that the monkey is**n't** chasing **nobody.**

III. Error Type 3 : Cases where an NPI licensed by a negative is used in subject or object position in the embedded clause when the matrix clause contains a negative

e.g. *The bear does**n't** believe that the rabbit is**n't** cutting **anything.**

*The bear does**n't** think that **anyone** is**n't** wearing red shoes.

IV. Error Type 4 : Cases where an NPI occurs in the embedded clause when the sentence does not contain a negative

e.g. *The rabbit thinks that the lion is pushing **anyone**.

*The cat thinks that the bear is throwing **anything.**

V. Error Type 5 : Cases where an indefinite pronoun 'somebody' or 'something' replaces an NPI or a negative pronoun

e.g. *The boy does**n't** think that **someone** is sitting on the box.

*The bear does**n't** think that the monkey is chasing **someone.**

VI. Error Type 6 : Cases where an NPI is replaced with a definite thing when the matrix clause contains a negative

e.g. *The boy does**n't** think that **the old couple** are**n't** sitting on the box.

*The rabbit does**n't** think that the lion is pushing **the girl.**

*The boy does**n't** think that **the people** are sitting on the box.

*She does**n't** think that the rabbit is washing **apples.**

VII. Error Type 7 : Cases where an NPI occurs in subject position and preceeds a negative in the embedded clause

e.g. *The bear does**n't** believe that **anyone** is**n't** wearing the blue cap.

VIII. Error Type 8 : Cases where neither the matrix nor the embedded clause contains a negative or NPI, or a negative appears in the wrong position, and so on

e.g. *The bear does**n't** believe that **neither** is wearing the blue cap.

*She thinks that the rabbit is washing **the apples.**

IX. Other Response (OR) : Cases beginning with "there is.." structure that is followed by a negative pronoun or an NPI along with a negative.

e.g. The rabbit thinks that **there isn't anybody** who is hugging the Teddy Bear.

The dog believes that **there is no one** wearing a pair of red shoes.

The rabbit does**n't** think that the Teddy Bear is being hugged by **anyone**.

Let us examine the errors produced by the participants and discuss their distribution across sentence patterns as well as possible reasons.

4.5.1. Error Analysis for MNS

In MNS sentences, the participants were expected to produce an NPI in subject position in the embedded clause when the matrix clause included a negative (e.g. The monkey doesn't think that ***anybody*** *is eating the bananas*). In this section, the numbers and types of errors produced by the participants and the results of the Chi-Square Tests are discussed. In general, groups were observed to have failed to provide correct responses over two third of the items in the pattern at stake, as presented in the following table.

Table 4.17. PLE and Errors in MNS

			Errors in MNS						Total
			T1	T3	T5	T6	T7	T8	
Proficiency level	Advanced	Responses	64	1	53	0	2	3	123
		Expected responses	48,3	,5	58,5	11,3	1,1	3,2	123,0
	Intermediate	Responses	26	0	56	21	0	3	106
		Expected responses	41,7	,5	50,5	9,7	,9	2,8	106,0
Total		Responses	90	1	109	21	2	6	229
		Expected responses	90,0	1,0	109,0	21,0	2,0	6,0	229,0

T1 : Cases where a negative pronoun is used in subject or object position when the matrix clause contains a negative

T3 : Cases where an NPI licensed by a negative is used in subject or object position in the embedded clause when the matrix clause contains a negative

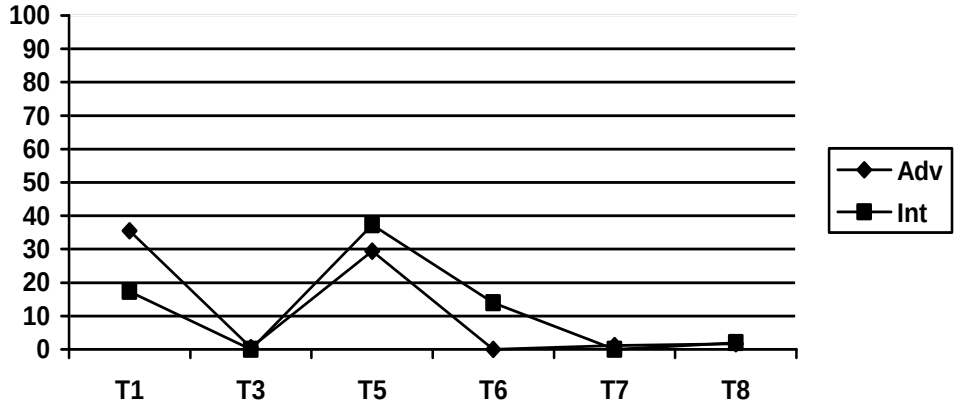
T5 : Cases where an indefinite pronoun 'somebody' or 'something' replaces an NPI or a negative pronoun when the matrix clause contains a negative

T6 : Cases where an NPI is replaced with a definite thing when the matrix clause contains a negative

T7 : Cases where an NPI occurs in subject position and preceeds a negative in the embedded clause when the matrix clause contains a negative

T8 : Cases where neither matrix nor the embedded clause contains a negative or NPI, or a negative appears in the wrong position, and so on

As illustrated in the table, six types of errors (T1, T3, T5, T6, T7 and T8) were counted in the cases where the matrix clause contained a negative and an NPI was expected in subject position in the embedded clause (See the examples in 4.2). The advanced group produced 123 errors for 180 MNS items and the intermediate group 106 for 150. The figure below provides the percentages for error types across groups.



	T1	T3	T5	T6	T7	T8
Adv	35,55 %	0,55%	29,44%	0%	1,11%	1,66%
Int	17,33%	0%	37,33%	14%	0%	2%

Figure 4.6. Error Types in MNS

The most frequent error produced by the advanced group was T1, which was the second most frequent error the intermediate group made (Adv: 35,55% and Int: 17,33%).

e.g. *The monkey does not think that ***no one*** *is kicking the ball.*

With regard to T5, the ESL learners in both groups used the indefinite pronoun *somebody* or *someone* instead of the NPI *anyone* or *anybody* (Adv: 29,44% and Int:37,33%).

e.g. *The boy does not believe that ***somebody*** *is sleeping in the bed.*

Interestingly, the advanced group never produced T6 which was the third frequent error made by the intermediate group (Adv: 0% and Int: 14%).

e.g. *The girl does not think that *the rabbit is putting* ***the carrot*** *on the table.*

With respect to T8, it was produced three times by each group (Adv: 1,66% and Int: 2%).

e.g. *The monkey thinks that ***anybody*** *is brushing his or her teeth.*

That T1 and T5 were the errors most frequently occurred in MNS was noticable but not surprising. In other words, the participants were expected to employ a negative pronoun instead of an NPI in subject position in the embedded clause when the matrix clause contained a negative not only because Turkish, their first language (L1, hereafter) allows double negation in a sentence but because the English NPI *anyone* and the negative pronoun *no one* are expressed by the same word in their L1 (*hiçkimse*), as illustrated below.

(5)

a. Maymun	[hiç kimse-nin	diş-in-i	fırçala-dığı-nı]	düşün-m-üyor.
Monkey	nobody-GEN	teeth-GEN-ACC	brush-PRES-GEN-ACC	think-NEG-PRES-3SG

The monkey doesn't think that **anybody** is brushing their teeth **(expected response).**

'*The monkey doesn't think that **nobody** is brushing their teeth. **(T1)**

b. Tavşan	[maymun-un	biri-ne	vur-duğ-un]u	düşün-m-üyor.
Rabbit	monkey-GEN-DAT	somebody-	hit-PRES-GEN-ACC	think-NEG-PRES-3SG

The rabbit doesn't think that the monkey is hitting **anybody (expected response).**

*****The rabbit doesn't think that the monkey is hitting **somebody. (T5)**

As regards T5, that they replaced the NPI *anyone* with the indefinite pronoun *someone* was expected, too. This probably results from the fact that their L1 permits the indefinite pronouns to co-occur with a negative in a sentence. Finally, it was not all that surprising the intermediate group produced T6 so frequently inasmuch as multiple negation is also possible in their L1. All in all, it is seen the participants' responses were immensely affected by their L1.

The following table illustrates the results of the Chi-Square Tests applied to see whether there was a relationship between the groups' PLE and error types in MNS.

Table 4.18. Effect of PLE on errors when NPI is expected in subject position

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39,080(a)	5	,000
Likelihood Ratio	48,649	5	,000
Linear-by-Linear Association	20,069	1	,000
N of Valid Cases	229		

a 6 cells (50,0%) have expected response less than 5. The minimum expected count is ,46.

Moving from the results outlined in Table 4.18, types of errors largely depend on the participants' proficiency level of English; hence, there is a direct relationship between the error types and participants' proficiency in the target language. Namely, the more proficient the learner, the more T1 s/he produces and the less proficient the learner, the more T5 and T7 s/he produces.

4.5.2. Error Analysis for MNO

This section presents the number and types of errors produced for the cases which required an NPI in object position in the embedded clause when the matrix clause contained a negative (e.g. The bear does not think that *the monkey is holding* ***anything***.)

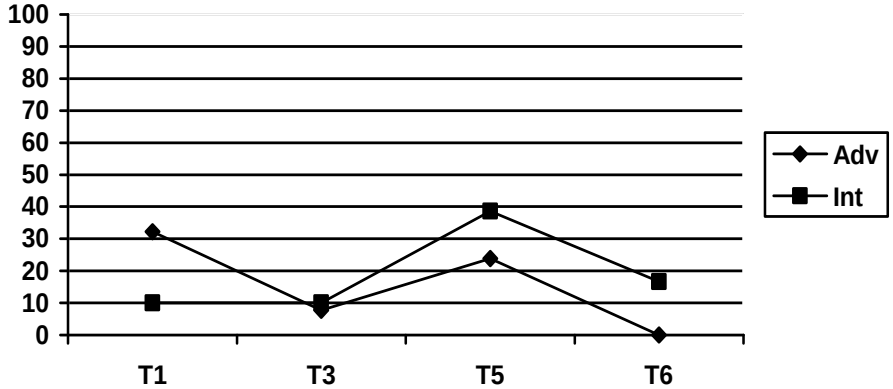
It also outlines the test results for the relationship between PLE and error occurring in MNO. Table 4.19 indicates the distribution of error types across groups.

Table 4.19. PLE and Errors in MNO

			Errors in MNO				Total
			T1	T3	T5	T6	
Proficiency level	Advanced	Responses	58	14	43	0	115
		Expected responses	36,8	14,6	50,9	12,6	115,0
	Intermediate	Responses	15	15	58	25	113
		Expected responses	36,2	14,4	50,1	12,4	113,0
Total		Responses	73	29	101	25	228
		Expected responses	73,0	29,0	101,0	25,0	228,0

T1 : Cases where a negative pronoun is used in subject or object position when the matrix clause contains a negative
T3 : Cases where an NPI licensed by a negative is used in subject or object position in the embedded clause when the matrix clause contains a negative
T5 : Cases where an indefinite pronoun 'somebody' or 'something' replaces an NPI or a negative pronoun when the matrix clause contains a negative
T6 : Cases where an NPI is replaced with a definite thing when the matrix clause contains a negative

As in MNS pattern, the participants were unable to correctly respond most of the items directed to them. Namely, the advanced group produced 115 errors for 180 items and the intermediate 113 for 150. The following figure shows the results in percentage.



	T1	T3	T5	T6
Adv	32,22%	7,77%	23,88%	0%
Int	10%	10%	38,66%	16,66%

Figure 4.7. Error Types in MNO

When looked at the overall picture for MNO, it is noticed that the participants tended to use a negative pronoun instead of an NPI and to replace the NPI *anyone* or

anybody with the indefinite pronoun *someone* or *somebody* in object position in the embedded clause when the negative 'not' appeared in the matrix clause.

e.g. *The bear doesn't believe that *the monkey is touching* ***something.***

The groups in concern substantially differ in type of error they most frequently produced. T1 that was the most frequently made by the advanced group was the least common error the intermediate group produced in MNO (Adv: 32,22% and Int: 10%).

e.g. *She doesn't think that *the rabbit is washing* ***nothing.***

As regards the most frequent error produced by the latter, it was T5 which was the second among the ones produced by the former (Adv: 23,88% and Int: 38,66%).

e.g. *The cat thinks that *the bear is throwing* ***something.***

With respect to T3, the groups produced errors of such kind in similar frequencies (Adv: 7,77% and Int: 10%).

e.g. *The rabbit doesn't think that *the lion is****n't*** *pushing* ***anyone.***

The most interesting result yielded in this pattern is that the intermediate group's second most frequent error (T6) was never produced by the advanced group (Adv: 0% and Int: 16,66%).

e.g. *The monkey thinks that *the rabbit is****n't*** *holding* ***anything.***

In consequence, the participants mostly produced errors of the first and fifth types, which reminds us of the results for MNS. Therefore, the possible reasons for the errors occurred in MNS are true of the ones for those in MNO. Thus, the participants attempted to produce utterances in their second language by applying certain constructions of their L1.

Table 4.20. Effect of PLE on errors when negative pronoun is expected in subject position

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52,577(a)	3	,000
Likelihood Ratio	63,956	3	,000
Linear-by-Linear Association	43,468	1	,000
N of Valid Cases	228		

0 cells (,0%) have expected count less than 5. The minimum expected count is 12,39.

Table 4.20 illustrates the results of the tests that were performed to investigate the relationship between the groups' PLE and error types in MNS. It has been revealed that the participants' proficiency in English influenced the types of error they produced, which means that there is a relationship between the learners' PLE and error types.

4.5.3. Error Analysis for ENS

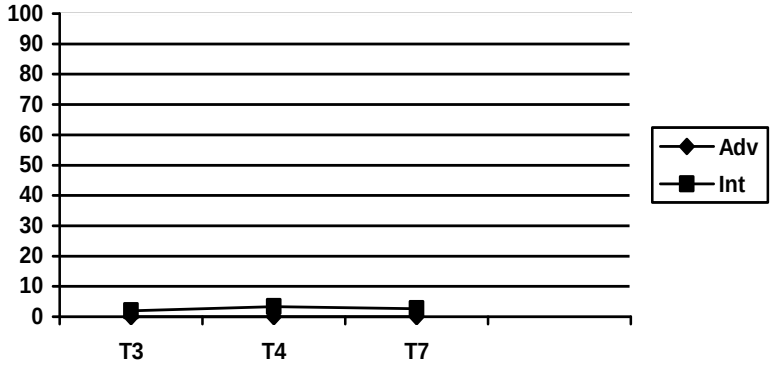
In this section, errors and error types in the cases where the participants were expected to use a negative pronoun in subject position in the embedded clause are discussed (e.g. The boy thinks that ***no one*** *is sitting on the box*). The table below offers the results.

Table 4.21. PLE and Errors in ENS

			Errors in ENS			Total
			T3	T4	T7	
Proficiency level	Advanced	Responses	0	0	0	0
		Expected responses	,0	,0	,0	,0
	Intermediate	Responses	3	5	4	12
		Expected responses	3,0	5,0	4,0	12,0
Total		Responses	3	5	4	12
		Expected responses	3,0	5,0	4,0	12,0

T3 : Cases where an NPI licensed by a negative is used in subject or object position in the embedded clause when the matrix clause contains a negative
T4 : Cases where an NPI occurs in the embedded clause when the sentence does not contain a negative
T7 : Cases where an NPI occurs in subject position and preceeds a negative in the embedded clause when the matrix clause contains a negative

In ENS, the advanced group were able to respond all the items posed to them correctly while the intermediate group produced 12 errors for 150 items. Figure 4.8 provides percentages for the errors in concern.



Adv	0%	0%	0%
Int	2%	3,33%	2,66%

Figure 4.8. Error Types in ENS

As illustrated in the figure, the most frequent error made by the intermediate group was T4, where an NPI was used instead of a negative pronoun in the subject position when neither the matrix clause nor the embedded clause contained a negative (Int: 3,33%).

e.g. *The dog thinks that ***anyone*** *is hugging the Teddy Bear.*

Other errors produced by the intermediate group were T7, where an NPI occurred in subject position and preceeded a negative in the embedded clause (e.g. The bear believes that ***anybody*** *is* ***not*** *sitting in the chair*), and T3, in which an NPI was used along with a negative in the embedded clause when the matrix clause already contained a negative (Int. T3: 2% and T7: 2,66%).

e.g. *The boy does ***not*** think that ***anyone*** *is****n't*** *sleeping in the bed.*

Table 4.22. Effect of PLE on Errors when a negative pronoun is expected in subject position

	Value
Pearson Chi-Square	.(a)
N of Valid Cases	12

a No statistics are computed because PLE is a constant.

Since the advanced group had no error in this pattern, it is impossible to say whether there is a relationship between proficiency levels of the groups and types of errors produced by them.

4.5.4. Error Analysis for ENO

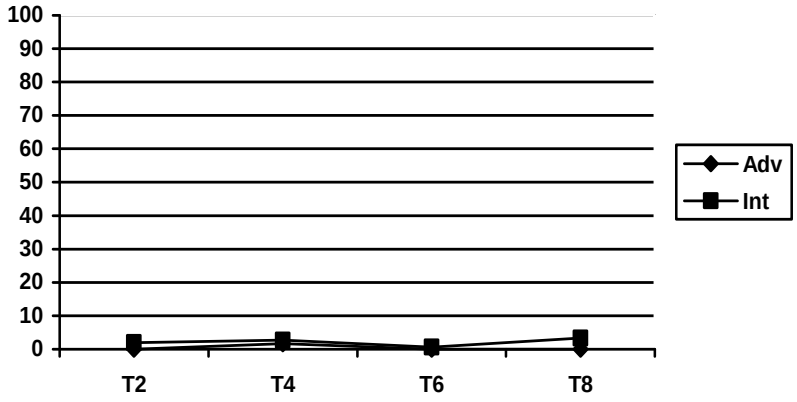
ENO pattern required the groups to produce an NPI along with a negative or a negative pronoun in object position in the embedded clause (The monkey thinks that ***no one*** *is brushing their teeth*). In this section, the number and types of errors produced in ENO are provided; additionally, we discuss the test results for the relationship between PLE and errors in the pattern in concern. Table 4.23 illustrates the distribution of error types across groups.

Table 4.23. PLE and Errors in ENO

			Errors in ENO				Total
			T2	T4	T6	T8	
Proficiency level	Advanced	Responses	0	3	0	0	3
		Expected responses	,6	1,3	,2	,9	3,0
	Intermediate	Responses	3	4	1	5	13
		Expected responses	2,4	5,7	8,0	4,1	13,0
Total		Responses	3	7	1	5	16
		Expected responses	3,0	7,0	1,0	5,0	16,0

T2 : Cases where a negative pronoun co-occurs with a negative in the embedded clause
T4 : Cases where an NPI occurs in the embedded clause when the sentence does not contain a negative
T6 : Cases where an NPI is replaced with a definite thing when the matrix clause contains a negative
T8 : Cases where neither matrix nor the embedded clause contains a negative or NPI, or a negative appears in the wrong position, and so on

As shown in the table, both groups performed well in ENO. The advanced group produced only 3 errors and the intermediate 12, which means that the former outperformed the latter through the pattern in question. Figure 4.9 summarizes this in percentage.



Adv	0%	1,66%	0%	0%
Int	2%	2,66%	0,66%	3,33%

Figure 4.9. Error Types in ENO

As indicated in the figure, the only error type the advanced group produced was T4, where an NPI was used without a c-commanding negative in object position in the embedded clause (e.g. *The monkey thinks that *the rabbit is cutting **anything***). The error in concern was made by the intermediate group more frequently (Adv: 1,66% and Int: 2,66%).

In addition, the participants in this group produced T2 (e.g. *The rabbit believes that *the lion isn't pushing **nobody***), T6 (e.g. *The dog believes that *the lion is kicking **anyone***) and T8 (e.g. *The girl believes that *the rabbit is putting **anything** on the table*) which were never made by those in the advanced group (T2: 2%, T6: 0,66% and T8: 3,33%). Outcomes drawn from the Chi-Square Test are given in the following table.

Table 4.24. Chi-Square Test Results for the Effect of PLE on errors in ENO

	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	4,747(a)	3	,191
Likelihood Ratio	5,882	3	,118
Linear-by-Linear Association	,692	1	,405
N of Valid Cases	16		

a 7 cells (87,5%) have expected count less than 5. The minimum expected count is ,19.

The results have indicated that the subjects' proficiency level in the target language affect the types of errors produced in ENO.

CHAPTER V

CONCLUSION

5.1. Introduction

As mentioned in Chapter 1, Turkish and English differ in some parametric values. Moving from the differences between the two languages, we investigated whether they had any effect on the English *any*-type NPIs by Turkish adult learners. In that regard, we attempted to reveal whether there was a correlation between the ESL learners' proficiency level in English, position of *any*-type NPIs and the use of *any*-type NPIs in their speech. In addition, the errors produced by the learners in concern were examined with the purpose of seeing whether the proficiency level of ESL learners affected types of errors they produced and of revealing possible reasons for those errors.

5.2. Evaluation of the Research Questions

In accordance with the Turkish grammar, a sentence may contain more than one negative particle; for instance, it permits an NPI to be c-commanded by two negatives in the same sentence. However, such a sentence is not considered grammatical in English because it does not own the rule 'two negatives correspond to a positive'. On the other hand, in Turkish, definite things as well as indefinite pronouns may co-occur with a negative in a sentence whereas they are not in English. Based on these main differences between the languages in question, we formulated five research questions, the first of which is as follows:

1. Is there any relationship between types of clauses and ESL learners' performance in the use of *any*-type NPIs?

The results of the study have indicated that there is a direct correlation between types of clauses and the number of correct answers provided to the test items. It was observed that the participants performed better in completion of the sentences formulated in ENS and ENO patterns when compared with MNS and MNO patterns. Thus, they were more successful in completing the sentences where a negative pronoun was expected in subject position and where an NPI along with a negative or a negative pronoun was expected in object position. In other words, whether the matrix clause

contained a negative effected their performance considerably. Namely, 229 of 330 MNS items and 228 of 330 MNO items were responded incorrectly by the advanced and the intermediate groups, respectively. In the cases where the matrix clause included no negative, they produced only a few errors (12 in ENS and 16 in ENO), which means that their success in the task varies across sentence patterns. As a consequence, there is a direct correlation between types of clause and participants' performance in the use of *any*-type NPIs.

The second research question of the study is:

2. Is there any relationship between the proficiency level of ESL learners and their performance in the use of *any*-type NPIs?

On the basis of the outcomes of the study, proficiency level of the participants affects their success in producing *any*-type NPIs. Completing sentences formulated in all patterns, the advanced group outperformed the intermediate group. Particularly, in the cases where the matrix clause included the negative 'not', the groups significantly differed. In MNO, for instance, the advanced group provided 65 correct responses to 180 items and the intermediate group 37 to 150. In addition, when compared with the intermediate group, the advanced group exhibited a better performance in the cases where no negative occurred in the matrix clause.

The third question is stated below.

3. Are negative pronouns more widely used in subject or object position?

The study has revealed that 12 errors were made in ENS that was composed of 330 items, which means that a great majority of the participants successfully used negative pronouns in subject position in the embedded clauses. It has also indicated that 73% of the negative pronouns occurred through the study were preferred in subject position. As a result, they are more widely used in subject position.

The following is the fourth question of our study:

4. Are *any*-type NPIs or negative pronouns more productive in object position in embedded clauses?

The study indicated that negative pronouns were used more often in object position in embedded clauses. Namely, 79% of the advanced group and 64% of the intermediate group preferred negative pronouns in the position at stake, which means

that negative pronouns are more productive in object position in clauses of such kind. Inasmuch as there is no difference between an *any*-type NPI and a negative pronoun with regard to their meanings in Turkish, this situation can not be explained by any parametric differences across the participants' L1 and L2. It probably results from that the negative pronouns occurred more frequently than NPIs within the input they received. In this repect, if we had the opportunity to observe the settings where they were exposed to English, we could provide more concrete explanations for this.

The last research question was formulated as follows:

5. Is there any relationship between the position of *any*-type NPIs and ESL learners' performance in the use of NPIs?

No relationship was found between the positions *any*-type NPIs took up within sentences and the participants' success in producing them; thus, whether they were expected in subject or object positions did not affect ESL learners' performance in using them.

5.3. Implications for English Language Teaching

SLA research is conducted mainly for the purpose of facilitating second language acquisition helping L2 learners overcome difficulties they face in the process. Studies recently done in the field have indicated that only a small minority of L2 learners achieve native like proficiency in languages they attempt to acquire. Among SLA researchers, there is a growing consensus on the opinion that the more aware the L2 learner and teacher, the more successful the acquisition. Building on the belief in concern, our study has aimed to reveal whether there is a relationship between Turkish ESL learners' performance in using *any*-type NPIs and their profiency in English as well as the positions of the items in question. It has also investigated types of errors expected to occur.

Due to parametric differences between Turkish and English, a majority of the errors were produced in the cases where the matrix clause contained a negative. Namely, they used negative pronouns and indefinite pronouns instead of *any*-type NPIs. As regards the outcomes of our study, this probably results from the fact that Turkish permits double and multiple negations neither of which is possible in English. Likewise,

that an indefinite pronoun can co-occur with a negative in a sentence in Turkish and English does not allow such a thing might be counted as a reason.

5.3.1. Suggetions for Teaching

ESL teachers might help especially Turkish young learners in overcoming difficulies they are likely to face in the acquisition of NPIs 'anything' and 'anybody'. Namely, taking into consideration that the learners in question are still unable to discriminate the fact from the fiction, they might come up with stories for making them internalize the rule 'indefinite pronouns and negative pronouns can not appear in a sentence which contains the negative *not*', as in the sample story. Note that such a story can be told in their L1 in case they have difficulty in undestanding when told in the target language.

> "Once upon a time, ***not, no one*** and ***someone*** were close friends. They often came together and had fun. ***Not*** got on well ***someone***'s and ***no one***'s siblings ***something*** and ***nothing***, too. One day, they met ***anyone*** and ***anything*** and became friends with them. However, new comers began to be jealous of their friendship; so, they decided to separate ***not*** from them. They told ***not*** lies about others. Unfortunately, ***not*** believed those lies and developed hatred for ***someone, something, no one*** and ***nothing***. In the end, ***not*** became good friends with ***anyone*** and ***anything***. Since then, it has not wanted to see any of its old friends."

All in all, we assume that results of the present study are of significance to SLA field in that they, when taken into consideration, contribute to success in L2 classrooms helping L2 teachers gain a better understanding of the problems their students face in their attempt to learn the language in concern.

5.4. Further Research

As far as we know, no research concentrating merely on the second language acquisition of the English *any*-type NPIs by Turkish adult learners has been conducted. In this study, we have reported on the outcomes of an experiment involving an oral sentence-completion task. As mentioned in Chapter 1, results of our study can not be generalized to any other settings because it is limited in scope, participants and data

collection instrument. Namely, the participants were selected from Turkish adult learners of ESL who had never lived in countries where English is the spoken language. We can not learn from the data they provided that how those who have lived in countries of such kind acquire the items in concern. Hence, a similar study could be counducted with them, in addition, to investigate whether Turkish adult learners of ESL who have lived in a country of which spoken language is English and those who haven't differ in terms of the acquisition of these items and its findigs could be compared with ours.

Since neither age nor gender is a variable in this study, it is impossible for us to say whether they have an effect on the acquisition of the items in question. So, the same study could be conducted with young and adult ESL learners as well as two groups consisting of male and female learners of ESL.

As mentioned above, our study focuses on *any*-type NPIs in English; this is another factor that prevents us transferring its results to the acquisition of other types of NPIs. Therefore, further studies could be focusing on varios types of NPIs such as idiomatic NPIs.

The present study has indicated that the participants with different proficiency levels of English exhibited a poor performance in the production of *any*-type NPIs in bi-clausal sentences, particularly in the sentences the matrix clause of which contained the negative 'not'. However, we can not go beyond making assumptions about the reasons of this situation. That is why, another study investigating the reasons for the failure in concern might offer concrete explanations for it.

We hope that the findings of this study will be useful in linguistics as well as SLA methodoly.

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APPENDIX A: Expected Responses for MNS Pattern

INSTRUCTIONS: "I am going to show you some pictures. Under each picture, there is a sentence the introduction part of which is provided. You are going to suppose that there is a friend of yours who can not see the pictures we are looking at. S/he wants to know what kind pictures of they are. I am going to direct you a question about each picture. You can tell him/her about them by answering the questions."

A. Interaction between an investigator and a participant for MNS pattern in bi-clausal sentences in English.

1. Investigator : Your friend wants to know who is eating bananas now.
   This monkey may know. Tell him/her what the monkey thinks.
   Participant : The monkey doesn't think that anyone is eating bananas.
   Investigator : Good. / You are really good.

2. Investigator : Your friend wants to know who is sitting on the box right now.
   This boy may know. Tell him/her what the boy thinks.
   Participant : The boy doesn't think that anyone is sitting on the box.
   Investigator: Good. / You are really good.

3. Investigator : Your friend wants to know who is brushing their teeth right now.
   This girl may know. Tell him/her what the monkey thinks.
   Participant :The monkey doesn't think that anyone is brushing their teeth.
   Investigator: Good. / You are really good.

4. Investigator: Your friend wants to know who is sitting in the chair right now.
   This bear may know. Tell him/her what the bear believes.
   Participant : The bear doesn't believe that anyone is sitting in the chair.
   Investigator: Good. / You are really good.

5. Investigator: Your friend wants to know who has a blue cap right now.
This bear may know. Tell him/her what the bear thinks.
Participant : The bear doesn't think that anyone is wearing the blue cap.
Investigator: Good. / You are really good.

6. Investigator: Your friend wants to know who is kicking the ball right now.
This monkey may now. Tell him/her what the monkey believes.
Participant : The monkey doesn't believe that anyone is kicking the ball.
Investigator: Good. / You are really good.

7. Investigator: Your friend wants to know who is seeping in the bed right now.
This boy may know. Tell him/her what the boy thinks.
Participant : The boy doesn't think that anyone is sleeping in the bed.
Investigator: Good. / You are really good.

8. Investigator: Your friend wants to know who is hugging the Teddy Bear.
This rabbit may know. Tell him/her what the rabbit believes.
Participant : The rabbit doesn't believe that anyone is hugging the Teddy Bear.
Investigator: Good. / You are really good.

9. Investigator: Your friend wants to know is wearing a pair of red shoes right now.
This bear may know. Tell him/her what the bear believes.
Participant : The bear doesn't believe that anyone is wearing a pair of red shoes.
Investigator: Good. / You are really good.

10. Investigator: Your friend wants to know who is climbing the tree right now.
This dog may know. Tell him/her what the dog believes.
Participant : The dog doesn't believe that anyone is climbing the tree.
Investigator: Good. / You are really good.

APPENDIX B: Expected Responses for MNO Pattern

INSTRUCTIONS: "I am going to show you some pictures. Under each picture, there is a sentence the introduction part of which is provided. You are going to suppose that there is a friend of yours who can not see the pictures we are looking at. S/he wants to know what kind of pictures they are. I am going to direct you a question about each picture. You can tell him/her about them by answering the questions."

B. Interaction between an investigator and a participant for MNO pattern in bi-clausal sentences in English.

1. Investigator: Your friend wants to know who(m) the monkey is chasing now. This bear may know. Tell him/her what the bear thinks.
   Participant : The bear doesn't think that the monkey is chasing anyone.
   Investigator: Good. / You are really good.

2. Investigator: Your friend wants to know who(m) the lion is pushing right now. This rabbit may know. Tell him/her what the rabbit thinks.
   Participant : The rabbit doesn't think that the lion is pushing anyone.
   Investigator: Good. / You are really good.

3. Investigator: Your friend wants to know what the rabbit is washing right now. This girl may know. Tell him/her what the girl thinks.
   Participant : She doesn't think that the rabbit is washing anything.
   Investigator: Good. / You are really good.

4. Investigator: S/he is wondering what the rabbit is holding right now. This monkey may know. Tell him/her what the monkey thinks.
   Participant : The monkey doesn't think that the rabbit is holding anything.
   Investigator: Good. / You are really good.

5. Investigator: Your friend wants to know what the rabbit is putting on the table. This girl may know. Tell him/her what the girl believes.
Participant : The girl doesn't believe that the rabbit is putting anything on the table.
Investigator: Good. / You are really good.

6. Investigator : Your friend wants to know what the rabbit is cutting right now. This bear may know. Tell him/her what the bear believes.
Participant : The bear doesn't believe that the rabbit is cutting anything.
Investigator : Good. / You are really good.

7. Investigator : Your friend wants to know what the lion is kicking right now. This dog may know. Tell him/her what the dog thinks.
Participant : The dog doesn't think that the lion is kicking anything.
Investigator: Good. / You are really good.

8. Investigator: Your friend wants to know what the bear is throwing right now. This cat may know. Tell him/her what the cat thinks.
Participant : The cat doesn't think that the bear is throwing anything.
Investigator: Good. / You are really good.

9. Investigator: Your friend wants to know what the monkey is touching right now. This bear may know. Tell him/her what the bear believes.
Participant : The bear doesn't believe that the monkey is touching anything.
Investigator: Good. / You are really good.

10. Investigator: Your friend wants to know who(m) the monkey is hitting right now. This rabbit may know. Tell him/her what the rabbit thinks.
Participant : The rabbit doesn't think that the monkey is hitting anyone.
Investigator: Good. / You are really good.

APPENDIX C: Expected Responses for ENS Pattern

INSTRUCTIONS: "I am going to show you some pictures. Under each picture, there is a sentence the introduction part of which is provided. You are going to suppose that there is a friend of yours who can not see the pictures we are looking at. S/he wants know what kind of pictures they are. I am going to direct you a question about each picture. You can tell him/her about them by answering the questions."

C. Interaction between an investigator and a participant for ENS pattern in bi-clausal sentences in English.

1. Investigator: Your friend wants to know who is eating the bananas right now. This monkey may know. Tell him/her what the monkey thinks.
   Participant : The monkey thinks that nobody is eating the bananas.
   Investigator: Good. / You are really good.

2. Investigator: Your friend wants to know who is sitting on the box right now. This boy may know. Tell him/her what the boy thinks.
   Participant : He thinks that no one is sitting on the box.
   Investigator: Good. / You are really good.

3. Investigator: Your friend wants to know who is brushing their teeth right now. This monkey may know. Tell him/her what the monkey thinks.
   Participant : The monkey thinks that nobody is brushing their teeth.
   Investigator: Good. / You are really good.

4. Investigator: Your friend wants to know who is sitting in the chair right now. This bear may know. Tell him/her what the bear believes.
   Participant : The bear believes that no one is sitting in the chair.
   Investigator: Good. / You are really good.

5. Investigator: Your friend wants to know who has a blue cap right now.
This bear may know. Tell him/her what the bear thinks.
Participant : The bear thinks that no one has the blue cap.
Investigator: Good. / You are really good.

6. Investigator: Your friend wants to know who is kicking a ball right now.
This monkey may know. Tell him/her what the monkey believes.
Participant : The monkey believes that nobody is kicking the ball.
Investigator: Good. / You are really good.

7. Investigator: Your friend wants to know who is sleeping in the bed right now.
This boy may know. Tell him/her what the boy thinks.
Participant : The boy thinks that no one is sleeping in the bed.
Investigator: Good. / You are really good.

8. Investigator: Your friend wants to know who is hugging the Teddy Bear now.
This rabbit may know. Tell him/her what rabbit lion believes.
Participant : The rabbit believes that nobody is hugging the Teddy Bear.
Investigator: Good. / You are really good.

9. Investigator: Your friend wants to know who is wearing a pair of red shoes now.
This bear may know. Tell him/her what the bear thinks.
Participant : The bear thinks that no one is wearing red shoes.
Investigator: Good. / You are really good.

10. Investigator: Your friend wants to know who is climbing the tree right now.
This dog may know. Tell him/her what the dog believes.
Participant : The dog believes that no one is climbing the tree.
Investigator: Good. / You are really good.

APPENDIX D: Expected Responses for ENO Pattern

INSTRUCTIONS: "I am going to show you some pictures. Under each picture, there is a sentence the introduction part of which is provided. You are going to suppose that there is a friend of yours who can not see the pictures we are looking at. S/he wants to know what kind of pictures they are. I am going to direct you a question about each picture. You can tell him/her about them by answering the questions."

D. Interaction between an investigator and a participant for ENO pattern in bi-clausal sentences in English.

1. Investigator: Your friend wants to know who(m) the monkey is chasing now. This bear may know. Tell him/her what the bear thinks.
   Participant : The bear thinks that the monkey is not chasing anyone.
   Investigator: Good. / You are really good.

2. Investigator Your friend wants to know who(m) the lion is pushing right now. This rabbit may know. Tell him/her what the rabbit thinks.
   Participant : The rabbit thinks that the lion is not pushing anyone.
   Investigator: Good. / You are really good.

3. Investigator: Your friend wants to know what the rabbit is washing right now. This girl may know. Tell him/her what the girl thinks.
   Participant : She thinks that the rabbit is not washing anything.
   Investigator: Good. / You are really good.

4. Investigator: Your friend wants to know what the rabbit is holding right now. This monkey may know. Tell him/her what the monkey thinks.
   Participant : The monkey thinks that the rabbit is not holding anything.
   Investigator: Good. / You are really good.

5. Investigator: Your friend wants to know what the rabbit is putting on the table.
This girl may know. Tell him/her what the girl believes.
Participant : The girl believes that the rabbit is not putting anything on the table.
Investigator: Good. / You are really good.

6. Investigator: Your friend wants to know what the rabbit is cutting right now.
This bear may know. Tell him/her what the bear believes.
Participant : The bear believes that the rabbit is not cutting anything.
Investigator: Good. / You are really good.

7. Investigator: Your friend wants to know what the lion is kicking right now.
This dog may know. Tell him/her what the dog thinks.
Participant : The dog thinks that the lion is not kicking anything.
Investigator: Good. / You are really good.

8. Investigator: Your friend wants to know what the bear is throwing right now.
This cat may know. Tell him/her what the cat thinks.
Participant : The cat thinks that the bear is not throwing anything.
Investigator: Good. / You are really good.

9. Investigator: Your friend wants to know what the monkey is touching right now.
This bear may know. Tell him/her what the bear believes.
Participant : The bear believes that the monkey is not touching anything.
Investigator: Good. / You are really good.

10. Investigator: Your friend wants to know who(m) the monkey is hitting right now.
This rabbit may know. Tell him/her what the rabbit thinks.
Participant : The rabbit thinks that the monkey isn't hitting anyone.
Investigator: Good. / You are really good.

APPENDIX E: Expected Responses for Distractors

INSTRUCTIONS: "I am going to show you some pictures. Under each picture, there is a sentence the introduction part of which is provided. You are going to suppose that there is a friend of yours who can not see the pictures we are looking at. S/he wants to know what kind of pictures they are. I am going to direct you a question about each picture. You can tell him/her about by answering the questions."

E. Interaction between an investigator and a participant for sentences used as distractors in bi-clausal sentences in English.

1. Investigator: Your friend wants to know who is washing the car right now. This dog may know. Tell him/her what the dog thinks.
   Participant : The dog thinks that the man is washing the car.
   Investigator: Good. / You are really good.

2. Investigator: Your friend wants to know who is wearing a pair of red shoes. This bear may know. Tell him/her what the bear believes.
   Participant : The bear believes that a girl is wearing the red shoes.
   Investigator: Good. / You are really good.

3. Investigator: Your friend wants to know who has a blue cap right now. This rabbit may know. Tell him/her what the rabbit thinks.
   Participant : The rabbit thinks that the mouse has a blue cap.
   Investigator: Good. / You are really good.

4. Investigator: Your friend wants to know who is sitting in the chair right now. This girl may know. Tell him/her what the girl believes.
   Participant : The girl believes that the monkey is sitting in the chair.
   Investigator: Good. / You are really good.

5. Investigator: Your friend wants to know what the dog is touching right now.
This cat may know. Tell him/her what the cat believes.
Participant : The cat believes that the dog is touching a doghouse.
Investigator: Good. / You are really good.

6. Investigator: Your friend wants to know what the bear is pushing right now.
This monkey may know. Tell him/her what the monkey believes.
Participant : The monkey thinks that the bear is pushing a wheelbarrow.

7. Investigator: Your friend wants to know what the monkey is holding right now.
This bear may know. Tell him/her what the bear thinks.
Participant : The bear thinks that the monkey is holding a banana.
Investigator: Good. / You are really good.

8. Investigator: Your friend wants to know who is climbing the tree right now.
This dog may know. Tell him/her what the dog believes.
Participant : The dog believes that a monkey is climbing the tree.
Investigator: Good. / You are really good.

9. Investigator: Your friend wants to know what the lion is hitting right now.
This rabbit may know. Tell him/her what the rabbit thinks.
Participant : The rabbit thinks that the lion is hitting a tiger.
Investigator: Good. / You are really good.

10. Investigator: Your friend wants to know what the rabbit is cutting right now.
This monkey may know. Tell him/her what the monkey thinks.
Participant : The monkey thinks that the rabbit is cutting the monster's hair.
Investigator: Good. / You are really good.

11. Investigator: Your friend wants to know who is sitting on the box right now.
This bear may know. Tell him/her what the bear thinks.
Participant : The bear thinks that a girl is sitting on the box.
Investigator: Good. / You are really good.

12. Investigator: Your friend wants to know what the rabbit is putting on the table.
This dog may know. Tell him/her what the dog thinks.
Participant : The dog thinks that the rabbit is putting flowers on the table.
Investigator: Good. / You are really good.

13. Investigator: Your friend wants to know who is brushing their teeth right now.
This girl may know. Tell him/her what the girl thinks.
Participant : The girl thinks that a woman is brushing her teeth.
Investigator: Good. / You are really good.

14. Investigator: Your friend wants to know who is kicking a ball right now.
This bear may know. Tell him/her what the bear believes.
Participant : The bear believes that a boy is kicking the ball.
Investigator: Good. / You are really good.

15. Investigator: Your friend wants to know who is eating a banana right now.
This bear may know. Tell him/her what the bear thinks.
Participant : The bear thinks that a monkey is eating a banana.
Investigator: Good. / You are really good.

16. Investigator: Your friend wants to know who is hugging the Teddy Bear now.
This boy may know. Tell him/her what the boy thinks.
Participant : The boy thinks that a girl is hugging the Teddy Bear.
Investigator: Good. / You are really good.

17. Investigator: Your friend wants to know who(m) cat is chasing right now.
This girl may know. Tell him/her what the girl thinks.
Participant : The girl thinks that the cat is chasing a mouse.
Investigator: Good. / You are really good.

18. Investigator: Your friend wants to know who is standing on the egg right now.
This dog may know. Tell him/her what the dog thinks.
Participant : The dog thinks that a bird is standing on the egg.
Investigator: Good. / You are really good.

19. Investigator: Your friend wants to know who is sleeping in the bed right now. This girl may know. Tell him/her what the girl thinks.

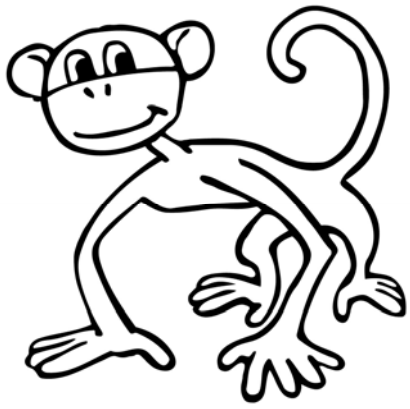
Participant : The girl thinks that a bear is sleeping in the bed.

Investigator: Good. / You are really good.

APPENDIX F : Pictures for MNS – ENS

Picture 1





I: Your friend wants to know who is eating bananas now.
This monkey may know.
Tell him/her what the monkey thinks.

P: The monkey doesn't think that _____ (MNS)
The monkey thinks that _____ (ENS)

Picture 2



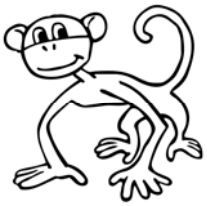


I: Your friend wants to know who is sitting on the box right now. This boy may know.
Tell him/her what the boy thinks.

P: The boy doesn't think that _____ (MNS)
The boy thinks that _____ (ENS)

Picture 3







I: Your friend wants to know who is brushing their teeth right now. This monkey may know. Tell him/her what the monkey thinks.

P: The monkey doesn't think that _____ (MNS)
The monkey thinks that _____ (ENS)

Picture 4



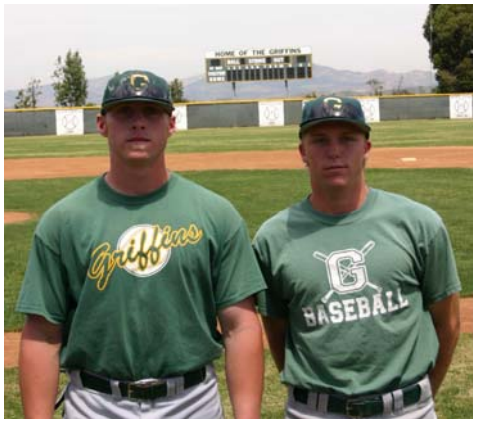


I: Your friend wants to know who is sitting in the chair right now. This bear may know. Tell him/her what the bear believes.

P: The bear doesn't believe that _____ (MNS)
The bear believes that _____ (ENS)

Picture 5



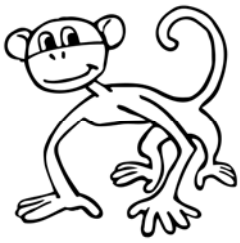


I: Your friend wants to know who has a blue cap right now. This bear may know. Tell him/her what the bear thinks.

P: The bear doesn't think that _____ (MNS)
The bear thinks that _____ (ENS)

Picture 6





I: Your friend wants to know who is kicking the ball right now. This monkey may now. Tell him/her what the monkey believes.

P: The monkey doesn't believe that _____ (MNS)
The monkey believes that _____ (ENS)

Picture 7





I: Your friend wants to know who is seeping in the bed right now. This boy may know. Tell him/her what the boy thinks.

P: The boy doesn't think that _____ (MNS)
The boy thinks that _____ (ENS)

Picture 8





I: Your friend wants to know who is hugging the Teddy Bear. This rabbit may know. Tell him/her what the rabbit believes.

P: The rabbit doesn't believe that _____ (MNS)
The rabbit believes that _____ (ENS)

Picture 9

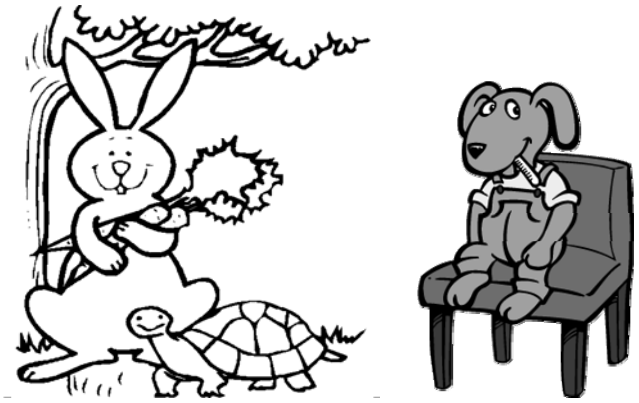




I: Your friend wants to know who is wearing a pair of red shoes. This bear may know.
Tell him/her what the bear believes.

P: The bear doesn't believe that _____ (MNS)
The bear believes that _____ (ENS)

Picture 10



I: Your friend wants to know who is climbing the tree. This dog may know.
Tell him/her what the dog believes.

P: The dog doesn't believe that _____ (MNS)
The dog believes that _____ (ENS)

APPENDIX G : Pictures for MNO –ENO

Picture 1





I: Your friend wants to know whom the monkey is chasing right now. This bear may know.
Tell him/her what the bear thinks.

P: The bear doesn't think that _____ (MNO)
The bear thinks that _____ (ENO)

Picture 2

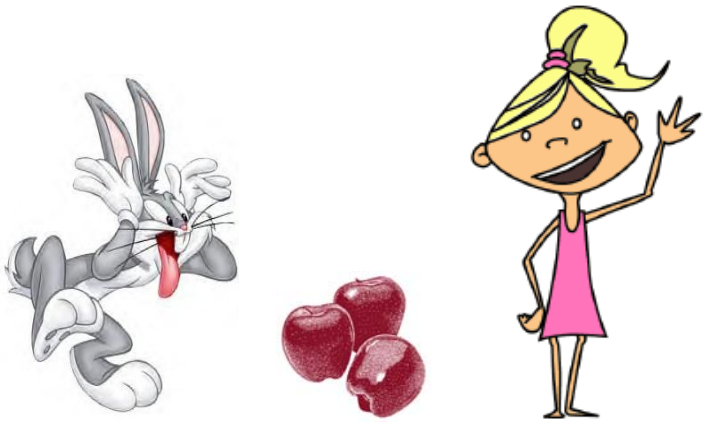




I: Your friend wants to know who(m) the lion is pushing right now. This rabbit may know.
Tell him/her what the rabbit thinks.

P: The rabbit doesn't think that _____ (MNO)
The rabbit thinks that _____ (ENO)

Picture 3

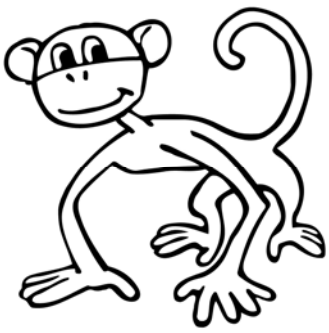


I: Your friend wants to know what the rabbit is washing right now. This girl may know.
Tell him/her what the girl thinks.

P: The girl doesn't think that _____ (MNO)
The girl thinks that _____ (ENO)

Picture 4

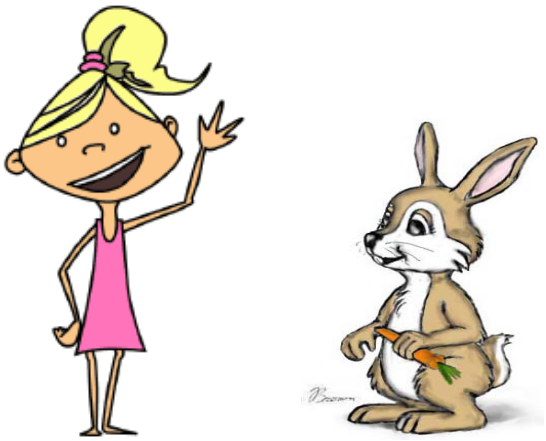




I: Your friend wants to know what the rabbit is holding right now. This monkey may know.
Tell him/her what the monkey thinks.

P:The monkey doesn't think that _____ (MNO)
The monkey thinks that _____ (ENO)

Picture 5



I: Your friend wants to know what the rabbit is putting on the table right now. This girl may know. Tell him/her what the girl believes.

P:The girl doesn't believe that _____ (MNO)
The girl believes that _____ (ENO)

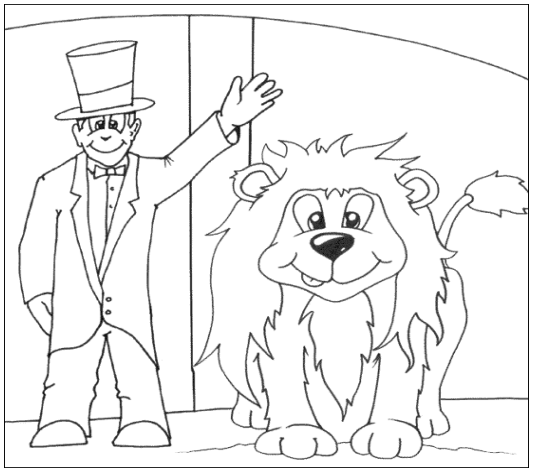
Picture 6



I: Your friend wants to know what the rabbit is cutting right now. This bear may know. Tell him/her what the bear believes.

P:The bear doesn't believe that _____ (MNO)
The bear believes that _____ (ENO)

Picture 7





I: Your friend wants to know who(m) the lion is kicking right now. This dog may know.
Tell him/her what the dog thinks.

P:The dog doesn't think that _____ (MNO)
The dog thinks that _____ (ENO)

Picture 8





I: Your friend wants to know what the bear is throwing right now. This cat may know.
Tell him/her what the cat thinks.

P:The cat doesn't think that _____ (MNO)
The cat thinks that _____ (ENO)

Picture 9



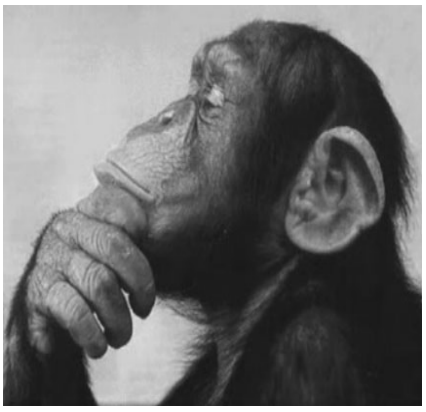


I: Your friend wants to know what the monkey is touching right now (except itself). This bear may know. Tell him/her what the bear believes.

P:The bear doesn't believe that _____ (MNO)
The bear believes that _____ (ENO)

Picture 10



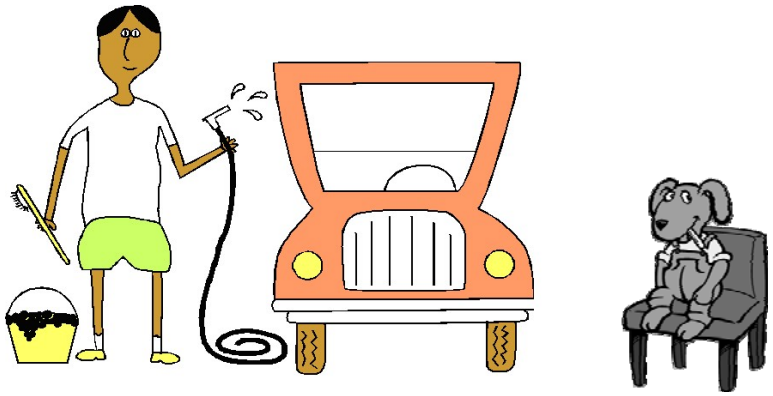


I: Your friend wants to know who(m) the monkey is hitting ight now. This rabbit may know. Tell him/her what the rabbit thinks.

P:The rabbit doesn't think that _____ (MNO)
The rabbit thinks that _____ (ENO)

APPENDIX H : Distractors

Picture 1



I: Your friend wants to know who is washing the car right now. This dog may know. Tell him/her what the dog thinks.

P: The dog thinks that _____

Picture 2



I: Your friend wants to know who is wearing a pair of red shoes right now. This bear may know. Tell him/her what the bear believes.

P: The bear believes that _____

Picture 3





I: Your friend wants to know who is wearing a blue cap right now. This rabbit may know. Tell him/her what the rabbit thinks.

P: The rabbit thinks that _____

Picture 4





I: Your friend wants to know who is sitting in the chair right now. This girl may know. Tell him/her what the girl believes.

P:The girl believes that _____

Picture 5

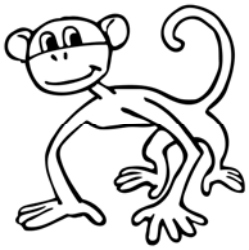




I: Your friend wants to know what the dog is touching right now. This cat may know. Tell him/her what the cat believes.

P:The cat believes that _____

Picture 6

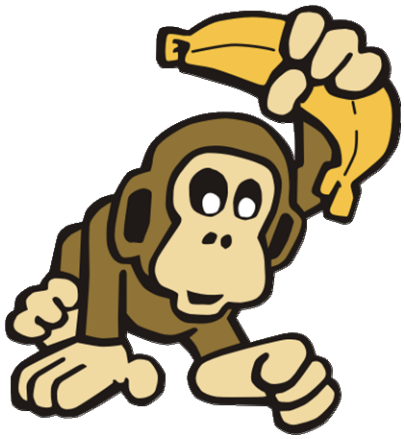




I: Your friend wants to know what the bear is pushing right now. This monkey may know. Tell him/her what the monkey thinks.

P:The monkey thinks that _____

Picture 7

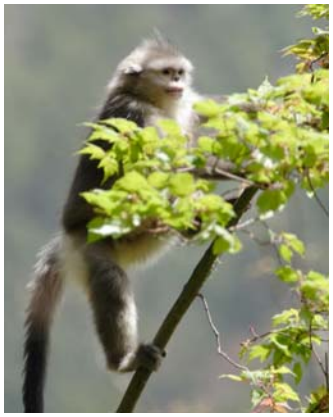


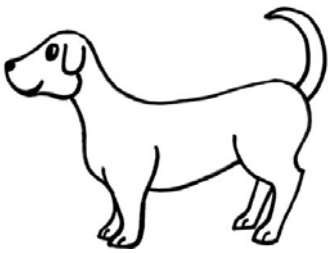


I: Your friend wants to know what the monkey is holding right now. This bear may know.
Tell him/her what the bear thinks.

P:The bear thinks that _____

Picture 8





I: Your friend wants to know who is climbing the tree right now. This dog may know.
Tell him/her what the dog believes.

P:The dog believes that _____

Picture 9



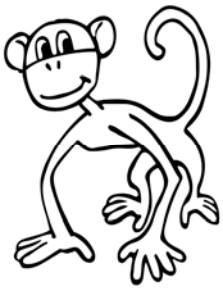


I: Your friend wants to know who(m) the lion is pushing right now. This rabbit may know.
Tell him/her what the rabbit thinks.

P:The rabbit thinks that _____

Picture 10





I: Your friend wants to know what the rabbit is cutting right now. This monkey may know.
Tell him/her what the monkey thinks.

P:The monkey thinks that _____

Picture 11





I: Your friend wants to know who is sitting on the box right now. This bear may know. Tell him/her what the bear thinks.

P: The bear thinks that _____

Picture 12







I: Your friend wants to know what the rabbit is putting on the table. This dog may know. Tell him/her what the dog thinks.

P: The dog thinks that _____

Picture 13



I: Your friend wants to know who is brushing their teeth right now. This girl may know. Tell him/her what the girl thinks.

P: The girl thinks that _____

Picture 14



I: Your friend wants to know who is kicking the ball right now. This bear may know. Tell him/her what the bear believes.

P:The bear believes that _____

Picture 15





I: Your friend wants to know who is eating the banana right now. This bear may know. Tell him/her what the bear thinks.

P:The bear thinks that _____

Picture 16





I: Your friend wants to know who is hugging the Teddy Bear right now. This boy may know. Tell him/her what the boy thinks.

P:The boy thinks that _____

Picture 17



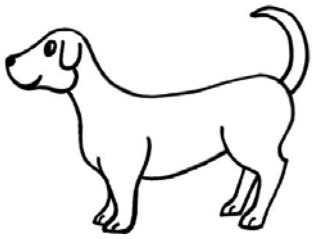


I: Your friend wants to know who(m) the cat is chasing right now. This girl may know. Tell him/her what the girl thinks.

P:The girl thinks that _____

Picture 18





I: Your friend wants to know what the rabbit is holding right now. This dog may know. Tell him/her what the dog thinks.

P:The dog thinks that _____

Picture 19





I: Your friend wants to know who is sleeping in the bed right now. This girl may know. Tell him/her what the girl thinks.

P:The girl thinks that _____

CURRICULUM VITAE

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