

**T.C.**  
**BALIKESİR ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**  
**YABANCI DİLLERE ĞİTİM ANABİLİM DALI**

**A QUALITATIVE CASE STUDY OF NEGATION**  
**AMONG TURKISH EFL LEARNERS AT 5<sup>TH</sup> GRADE**

**YÜKSEK LİSANS TEZİ**

**Fatma Tuğçehan BİNGÖL**

**Balıkesir, 2019**

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**5.SINIFTA YABANCI DİL OLARAK**  
**İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLER ARASINDA**  
**OLUMSUZLAMA ÜZERİNE NİTEL BİR DURUM ARAŞTIRMASI**

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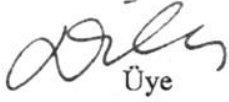
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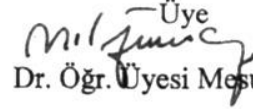
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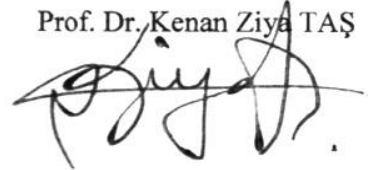
  
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## ÖZET

### 5. SINIFTA YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLER ARASINDA OLUMSUZLAMA ÜZERİNE BİR DURUM ARAŞTIRMASI

**BİNGÖL, FATMA TUĞÇEHAN**

**Yüksek Lisans, İngiliz Dili Eğitimi Anabilim Dalı**

**Tez Danışmanı: Prof. Dr. Mehmet BAŞTÜRK**

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Uygulamalı dilbilim çalışmaları, özellikle son yıllarda yapılan araştırmalar için her zaman merkezi bir konu olmuştur. Olumsuzluk önemli bir kavram olduğundan ve tüm dillerde var olmasından dolayı olumsuzluk çalışmaları önemli ölçüde artmıştır. Ancak, Türkiye'deki çalışmalarda olumsuzluk kullanımı ihmal edilmiştir. Bu nedenle, bu araştırmanın amacı, 5. sınıfta yabancı dil olarak İngilizce öğrenen öğrenciler arasında olumsuzlama sürecini incelemektir. Ayrıca, çalışma öğrencilerin İngilizce yeterlilik düzeyi ile konuşmalarında olumsuzluk kullanımı arasındaki ilişkiyi kıyaslamayı amaçlamaktadır ve son olarak öğrencilerin olumsuzlama edinim sürecinde ortaklaşa yaşadıkları zorluklara ışık tutmayı hedeflemektedir. Çalışma iki öğrenci grubu arasındaki benzerlik ve farklılıkları da karşılaştırmıştır. Araştırmaya 2018-2019 eğitim öğretim yılında İstanbul'da bir devlet okuluna giden 40 öğrenci katılmıştır. Veriler, eğitim geçmişi anketi, çeviri faaliyeti ve yarı yapılandırılmış görüşmeler dahil nitel ve tanımlayıcı çalışma tasarımı ile toplanmıştır. Bu çalışmada hem betimsel hem de nitel veri toplama araçları ve analizi kullanılmıştır. Katılımcıların dördü ile yapılan yarı yapılandırılmış görüşmelerden toplanan veriler nitel verileri sunarken, eğitim geçmişi anketi ve çeviri çalışması betimsel veri sağlamak amacıyla analiz edilmiştir.

Arařtırma sonuları, ğrencilerin sahip oldukları yeterlilik dzeyi arttıça, negatif cmleri daha doėru rettiklerini gstermiřtir. Bazı yardımcı fiillerle olumsuzlama kullanımı karřılařtırılmıř ve sonular hazırlık okuyan 5. sınıf ile genel 5. sınıflar arasında bazı benzerlikler ve farklılıklar ortaya koymuřtur. Ayrıca, sonuların analizi ile her iki grubun da yanlıř cevaplar rettiėi grlmřtir. Son olarak, cmlerin sonunda “hayır” veya “deėil” kullanma eėiliminde olan bazı ğrencilerin ilk dillerinden (L1) olumsuz transfer yaptıkları sonucuna varılmıřtır.

**Anahtar Kelimeler:** Olumsuzlama, Yabancı dil olarak İngilizce, Nitel alıřma

## **ABSTRACT**

### **A QUALITATIVE CASE STUDY OF NEGATION AMONG TURKISH EFL LEARNERS AT 5<sup>TH</sup> GRADE**

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Applied linguistic studies have always been as a central issue for researches especially in recent years. Negation studies have increased significantly because negation is a substantial notion of human language and exists in all the languages. However, in Turkey, negation has been neglected in studies. Thus, the basic purpose of this thesis is to observe the negation process of Turkish EFL students at 5th grade. Besides, the study intends to reveal whether there is a relationship between learners' proficiency level in English and the usage of negation in their speech and last it targets to build light into the difficulties learners have in common in the acquisition process of negation. The study compared the similarities and differences between two groups of students as well. 40 students (20 general - 20 English preparatory class) going to different state schools in İstanbul in the 2018-2019 academic year participated in this study. The data were collected through a qualitative and descriptive design, including a background questionnaire, a translation activity and semi-structured interviews. Both qualitative and descriptive data collection tools were applied and analysis were



made afterwards. While the data gathered from four of the participants with semi-structured interviews presented the qualitative data, the background questionnaire and translation study were analyzed to provide descriptive data for the study.

According to the analysis and results, it is understood that the higher level the students have, the more correctly they produced negative sentences. The usage of negation with some auxiliary verbs (be, can, have, has, do and does) was compared and the results revealed some similarities and differences among 5th grade preparatory class and 5th grade general class. In addition, through the analysis of the results, it has been seen that both groups produced incorrect responses and errors. Lastly, it is concluded that some of the students who inclined to apply “no” or “not” at the end of the sentences translated negatively from their first language (L1).

**Key Words:** Negation, Qualitative Study, English as a foreign language (EFL)

## **DEDICATION**

To my beloved daughter Nil Bilge BİNGÖL

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## **LIST OF ABBREVIATIONS**

- EFL:** English as a Foreign Language
- ELT:** English Language Teaching
- SPSS:** Statistical Package for Social Sciences
- UG:** Universal Grammar
- SLA:** Second Language Acquisition
- SLL:** Second Language Learner
- NPI:** Negative Polarity Item
- L1:** First Language
- L2:** Second Language
- S1:** First Student
- S2:** Second Student
- S3:** Third Student
- S4:** Fourth Student



# CHAPTER I

## Introduction

In this section, first the study is presented with its background. Second, statements of the problem are given. Then, the main aim and the importance of the study are discussed respectively. Next, the research questions are introduced. Afterwards, the limitations of this thesis are given respectively. Finally, the key terms with their definitions and an overview of the study are indicated.

### 1.1. Statement of The Problem

As English is a global language in communication all over the world today (Susanna, 2007), its expansion has rapidly increased the needs to gain better communication English throughout the world due to certain reasons. First, people learn English for advancement in professional life which is designed for English as an additional language speaker with a professional background, whereas the need to learn English as a foreign language (EFL) has increased as the people want to survive in the target language community easily. Second, English for their specific purposes has gained popularity as it is a sphere of teaching English language including Business English, Technical English, Scientific English, and English for medical professionals. Next, learners are interested in target culture, as English makes it easy to access and understand target culture. Last, at primary and secondary schools, a great number of students try to learn English because EFL is mandatory in most of the countries, so a number of member states have close to 100% of pupils learning this language at schools. Namely, there has been about one billion people learning EFL throughout the world, while a first language by around 375 million and a second language by around 375 million speakers in the world about 750 million people are believed to speak English as a second language speaker in the world (Graddol, 2011). Speaking English creates many opportunities to the people regardless of communication problems for their education, business or other reasons, that is why English has become an international language all over the world. The awareness to learn English is getting importance gradually.

As a consequence of that, the attention for second language learning and teaching

has accelerated. In Turkey, for instance, English has become the essential component of all levels of education from primary school to higher education. A great number of researchers carried out many studies about second language acquisition to understand the process of acquisition, determinants affecting the process, affairs second language learners may have while learning a second language, the probable justification for those affairs and lastly to analyze the assumptions evolved for SLA work.

“Research conducted in this field are of great importance in SLA teaching and learning. Namely, they address 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.” (Ağçam, 2008) “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 acquisition of negation process.” (Ağçam, 2008)

Knowledge of language has always been as a central issue for researches especially in recent years. Negation studies have increased significantly because negation is a substantial notion of human language and exists in all the languages. It takes attention for many reasons: First, all the languages in the world obtains negation. “Second, it exhibits a range of variation with respect to the way it can be expressed or interpreted. Third, it affects each other with many other structures in natural language and finally, due to its central position in the functional field of study, it enlightens various syntactic and semantic structures and the way these different grammatical components are connected.” (Zeijlstra,2004).

Even though there is a great deal of studies carried out in the SLA field, the acquisition process of negation has been neglected in studies. “There are analysis of Turkish Negative Polarity Items (NPIs) in terms of their place in the clausal structure of Turkish (Kelepir 2001; Aygen 1998) and studies on the licensing properties of Turkish NPIs (Kelepir 2000, 2001, 2003; Kural 1993; Zidani-Eroglu 1998) and their relevance with respect to scrambling and question particles (Besler 2000)” (Yanılmaz, 2009). However, after a deep investigation of literature about “negation”, it is

understood that studies carried out about the related issue on SLA mostly concentrated on “the negative polarity items” and “negation process in adult learning.” However, the number of studies on “negation types” and “negation process in young learners” has not been paid attention significantly. That is why, in this study, we will focus on the related issues.

### **1.2. Purpose of The Study**

As mentioned above, although a great deal of study has been conducted about the acquisition process of negation all over the world, this topic is not paid attention significantly for second language acquisition (SLA) studies held in Turkey. There are very few studies centered upon the acquisition of negation or negation process directly. Some of them are mentioned with second language acquisition process, some of them are mentioned with error analysis, but studies forthrightly concerning this topic subject are inadequate. Accordingly, this study will implement a useful insight for future studies.

This study aims to indicate developmental stages of negation among young learners and provide information about the usage of negation among 5<sup>th</sup> classes Turkish EFL learners. In other respects, this study intends to reveal whether there is a relationship between learners’ level of English and their usage of negation in their speech. Lastly, it targets to build light into the difficulties that learners have in common in the acquisition process of negation.

### **1.3. Significance of The Study**

Negation has been a significant topic for many researchers and a considerable amount of studies have been made beforehand all over the world. Many studies have been made and the results have reached many conclusions which proved valuable insights for second language acquisition process.

As English is given importance among students’ parents in Turkey, English is being taught from the grade 2 and lots of people take English into consideration in order to have a good career in their future and attends to English courses. Because of this fact, the number of the researches conducted in the SLA studies has increased

substantially for the last years. English is being taught from the grade 2 and is given importance among students' parents and even if there are many researches about negative polarity items, negation process of adults and young learners; there is a great lack of study in Turkey about the related items. There are just two studies have been made before, one is merely an investigation about "Negative Polarity Items (NPIs) in Turkish" (Yanılmaz, A., 2009) and other languages and the other is about the acquisition of NPIs by Turkish adult learners. (Ağçam, R., 2008) But there is no study about negation types and usages of negations by young learners. Because of that, this study will focus on the developmental stages and usages of negation among 5th classes Turkish EFL students. It will also point out the errors that can be produced by young learners in consequence of varieties among two languages.

The outcomes of the thesis will enlighten the questions about the acquisition and usage of negation that most studies did not search before in the sense of language transfer. Moreover, this research will be useful for teaching negation types and will be beneficial to pedagogical terms in education. Accordingly, the findings of the study may be beneficial to future researches which examines negation process among young learners. What is more, it might be helpful for English language teachers as they can make an inference from the findings.

This research is regarded to be important in different aspects as it shows not only the process of the acquisition of negation, but also the similarities and differences of negation usage according to different levels. "Therefore, the results obtained from the present implementation strategies, the weaknesses found, the difficulties faced and suggestions made by the teachers are supposed to give efficient information and implications for the specialists in their future researches or attempts." (Kambur, 2018)

## **1.4 Research Questions**

The basic stages of using negation items in English among 5<sup>th</sup> classes will be focused on this thesis, taking negation patterns as a reference point. The aim of the analysis is to find answers to the subsequent questions respectively:

1. How does negation develop in children's language development?
2. Which negation items are used more frequently and correctly?
3. Does the level of English affect the usage of negation?
4. In which ways does native language influence the process of negation development in child language?

## **1.5 Limitations**

In this study, a two-method design was applied by using both qualitative and descriptive study together. According to Cameron (2011) "there are many challenges to mixed method research; some of which are applied here". First the qualitative part of the research had limitations. For instance, the participants for the study was restricted to 40 students including just 20 girls and 20 boys. Only 4 students' voice recording were analyzed for the study. Second, this study was limited to 40 students' participation to the translation activity. Third, the translation activity was limited to 10 sentences and every item was controlled one time only. Because the pilot study showed that students got bored and started to give wrong answers if there were more sentences to translate. Next, it was designed by three teachers' cooperation on the vocabularies and structures according to school subjects. Moreover, the duration of the administration of the tools, voice recording/ translation activities was restricted to 40 minutes, a lesson time. Last, this study focused on the acquisition of sentential(sentence) negation among young learners. Not any adult learners have been investigated in this study. These are the limitations of the study. Despite the restrictions, this study has great importance on the subject of negation among 5<sup>th</sup> classes.

## 1.6 Definitions

The definitions of some of the key terms in this study are as follows:

**L1:** The native language of the learner.

**L2:** A second language is a language studied in a setting where that language is as Oxford (2003) says “the main vehicle of everyday communication and where abundant input exists in that language.”

**Second Language Acquisition (SLA):** The acquisition of any language different from the first language of the person.

**English as a Foreign Language (EFL):** The use or study of English in countries where English is not native or one of the official languages.

**English Language Teaching:** The practice and theory of learning and teaching English.

**Language Transfer:** The extension of a known language into the target language consciously or unconsciously in either way, positively or negatively.

**Negative Transfer:** If your first language effects or interferes the acquisition or use of second language, negative transfer comes out.

**Positive Transfer:** If your first language facilitates the acquisition and use of second language, then positive transfer comes out.

**English Preparatory Class:** “English preparatory class is a term where 5th year intensive English Language Curriculum is implemented The English Preparatory class and intensive English Language Preparatory Program helps students acquire the required level of English and through a learner-centered approach to teaching, the program equips students with English language and academic skills so that they could use their knowledge effectively in all aspects of life.” (Kambur, S., 2018)

## **1.7. Overview of the Study**

In the first chapter, the study is presented with its background. Second, statements of the problem are given. Then, the main aim and the importance of the study are discussed. Next, the research questions are introduced. Afterwards, the limitations of this thesis are given respectively. Finally, the key terms with their definitions and an overview of the study are indicated.

In the second chapter, the theoretical background of negation, meanings of negation, types of negation have been focused on. After the introduction of different examples for negation types, negation between Turkish and English is compared and contrasted briefly related to study. Finally, previous researches held with young and adult learners are expounded in detail.

In the third chapter, the methods, instruments, and procedures which are utilized to conduct the study are presented. Next, research design, participants, and the pilot study are explained in depth. Then, the study introduced the trustworthiness and validity of the tools for data gathering. Lastly, collected data has been analyzed perspicuously.

In the fourth chapter, the results and findings of data analysis are given in detail. Information about data collection tools and discussions are presented. Detailed information about qualitative and descriptive data have been explained and the analysis of semi-structured interviews are reported. Moreover, the analysis of descriptive data and reports the results of the translation activity are imparted. The comparison of the results is illustrated with patterns.

In the fifth chapter, some conclusions are deduced from the results of the study. Additionally, through analysis of the findings, similarities and differences of the students are evaluated in terms of negation usage. Some implications and recommendations are also ensured as well.

## **CHAPTER 2. REVIEW OF LITERATURE**

### **Introduction**

This chapter includes many sub-sections related to the study of negation. First, the chapter gives information about the theoretical framework of negation. Second, polemic and descriptive negation are presented. Third, the meanings of negation according to different studies are given respectively. Next, types of negation are introduced. After the introduction of different examples for negation types, negation between Turkish and English is compared and contrasted briefly related to study topic. Moreover, in the last part the results obtained from the studies which were carried out about negation are given in two under title as negation with young learners and negation with adult learners and lastly, the process of acquiring negation will be mentioned in this chapter.

#### **2. 1. Theoretical Framework of Negation**

The effect of first language (L1) on the acquisition of second language (L2) has been on debate for a long time. Debates held in early times focused on using the mother tongue in the classes mostly. (Kely, 1976). However, language acquisition is accepted as one of the most significant and fascinating part of language development. In this sense, “relating second language acquisition to linguistics means looking at the nature of both linguistics and second language research.” (Cook, 1993).

Knowledge of language has always been as a central issue for researches and in recent years, the study of negation has increased a lot because it has started to take more attention on language development. In this part of the study, I will mention about some theoretical perspectives.

The pragmatic and semantic aspects of negativity have led many linguists to conduct research. “The distinctions between internal and external negation (Kempson, 1975), illocutionary and propositional negation (Searle, 1972), polemic and descriptive negation (Ducrot, 1973) show clearly that concern.” (Moeschler, 1992). According to



different situations, negation has several usages. For internal usages in the sentence, it is explained as internal, propositional and descriptive negation. If it is external to the proposition, it is considered as external, illocutionary or polemic negation. “The scope of negation conditions the realisation of a speech act different from the negation act with the negative propositional content.” (Moeschler, 1992). In this study, descriptive and polemic negation have been adverted for the background of negation. “Within enunciation linguistics, the distinction between semantics and pragmatics is less clear and of less concern than in most other linguistic traditions.” (Nølke 2007, 101). “With regard to semantics and pragmatics, negations can be used in three different ways, which gives rise to a typology of different types of negations: 1) the descriptive negation, 2) the polemic negation” 3) metalinguistic negation. (Nølke 1999, 4).

### **2. 1. 1. Polemic and Descriptive Negation**

The descriptive and the polemic negations are endpoints on a continuum, and the meta-linguistic negation is a subtype of the polemic negation. At this point, it should suffice to notice that the negation as such may be more or less central to the meaning of the utterance.

On the basis of the generally accepted assumption that the most important aspects of an utterance are given most articulatory emphasis (Kreidler 1998, 31), it seems plausible to expect that if the negation as such is central to the meaning of the utterance (as in polemic negations), the negation will be articulated prominently. Moreover, it is probable to expect descriptive negations to be more common in definite social context or genres such as the description of a city on a guided tour or in a guide book, weather forecasts and public information at railway stations, airports and such places. Similarly, polemic negations are more likely to come up in political debates and legal discussions in court, for instance. Descriptive negation is defined as a derivative of polemic negation, that is, a specific semantic result of uses. Ducrot's analysis makes a difference at the enterprise level, which should be responsible for claiming the positive response of a negative sentence. “In metalinguistic negation, it is not only the assertion, but also the assumption. This explains why the speaker of the negative sentence rejects not only his claims but also his assumptions with negative statements. In ordinary

polemic negation, the speaker is present through two entities called Ducrot's 'nonencounter1"', which is called imaginary speakers, who must have a positive and negative position respectively to the defined situations. In this case, the preliminary assumptions are not canceled by negation and the negation has the classic downward effect." (Moeschler, J.,1992) Horslund (2011) says "It seems plausible to expect that if the negation as such is central to the meaning of the utterance (as in polemic negations), the negation will be articulated prominently in order to emphasize this importance. Likewise, if the negation is not central to the meaning of the utterance, it should not be articulated prominently. Moreover, it is plausible to expect descriptive negations to be more common in certain social context or genres, while polemic negations are more likely to come up in other genres and social settings."

Within a polyphonic perspective, the descriptive negation is a derivation of the original polemic negation. This is evident by the fact that negations usually interpreted as descriptive may be used polemically in the right context. Imagine someone telling you that the weather forecast predicts that it will be a cloudy day. In such a situation, when uttering 'there is not a cloud on the sky', upon seeing the clear sky out of the window, this usually descriptive negation becomes polemic. Contrary, polemic negations cannot be used descriptively. It is impossible to imagine a situation in which 'this wall is not white' is purely descriptive. A pure description of the wall would use the actual colour of the wall instead. Accordingly, the polyphonic argument is that the polemic aspect is always present to some extent. That is, there are no purely descriptive negations. The classification, then, is based on how obvious the polemic aspect is (Nølke 1999, 4-5).

Polemic negation, briefly introducing, the scope is the illocution. Negative markers are used for polemic negation. It represents thoughts, ideas, judgements or behaviours. e.g. "This wall is not white." (Ducrot 1972: 38)

Metalinguistic negation, if explained shortly, the scope is the locution of the form. e.g. "Paul hasn't stopped smoking. In fact, he has never smoked." (Ducrot 1984: 217)

"Descriptive negation, which is simply used to describe a state of the world. It doesn't carry any idea of the existence of a contrary presumption." (Roitman, 2017).

"There is no cloud in the sky." (Ducrot 1972: 38)

## **2. 1. 2. Meanings of Negation According to Different Studies**

According to different studies, the meaning of negation changes in variation. Meanings obtained from the studies are usually similar like rejections, forbiddens, denials and expressions of absence. For instance, “no” and “not” and “gone” are alike however means something else. According to Cuccio, V. (2011), in many ways, most human activities require the linguistic possibility to deny. Negation is the common property of all the languages as every language contains negation.

According to Bloom (1970), meanings of negation in sentences respectively are; non-existence, rejection and denial. To understand each of the negation items better, some questions are asked to the children. For example, for non-existence “Where is your toy” is asked and the child gave the answer as “Gone!”. With this answer the child wants to mean the thing does not exist anymore. For rejection “Do you want a toy?” is asked to the child and the child show said “No.” as an answer. So, here the child wanted to reveal his opposition and rejection to the question. After that in the last example the question “Is this your toy?” has been asked to the child and he answered as “No.” in order to deny the meaning. These descriptions for negation are held in Bloom’s study.

In his study, three basic meanings have been identified as children’s first negation usages as Bloom (1970) states “non-existence, rejection, and denial.” In his study, 3 American-English speaking children was investigated in acquiring negation according to their sequence in meaning. The findings showed that the child first produced negation as non-existence. Then the child expressed rejection. Last, the children used negation for denial.

These kinds of negations introduced here fundamentally have different meanings. According to Bloom (1970, 1993) and; Pea (1980) “The acquisition of linguistic negation follows a long developmental trajectory.” “As early as 12 months, children produce negation in the form of the word no, typically to express nonexistence and rejection.” Pea (1980) says “Denial doesn’t emerge until almost a year later, between 19 and 23 months.” McNeill & McNeill (1968) says “Cross-linguistic studies suggest that this stratification by type, with certain negative categories produced earlier

than others, can be seen across languages.” Klima & Bellugi (1966) and Cameron-Faulkner, Lieven, & Theakston (2007) have indicated that “Even after age 2, children continue to learn about negation, showing improvements in the syntactic form as well.” Whatismore, in their study Donaldson & Balfour (1968) and Klatzky, Clark, & Macken (1973) states that “children as old as 4 years continue to have difficulty with implicitly negative terms such as marked adjectives (e.g. less)”. Because of that, the children continue to produce more negation in their speaking as it is their initial production. Almost all the studies about negation concentrated on the production. Just a few studies were conducted to understand the students’ understanding of negation. (cf. de Villiers & Tager-Flusberg, 1975). However, this misses the parts of conception of negation among the students.

Pea (1980) divides negation into 5 meanings in his work. According to him to transmit the meanings of negation, children should be developed cognitively. Pea (1980) indicates his idea comparing and contrasting Bloom’s list for the definitions of negatives as follows:

Rejection negatives: same as Bloom’s, child rejects object, action or person, etc.

Disappearance negatives: similar to Bloom’s non-existence.

Except: unfulfilled expectation is added. i.e. Search or play is stopped because the child’s toy does not work or something is not found.

Truth-functional negatives: The use of negatives in response to a proposition (facts of the situation that is true or false (similar to Bloom’s denial).

Self-prohibition negatives: The child approaches a previously forbidden object or begins doing something that was not allowed and then expresses and negative.” (Bloom, 1980)

### **2. 1. 3. Types Of Negation**

The standard negation in English is presented with ‘not’ or “n’t” is used following the helping verb (Manasia, 2014). Apart from simple negation, there are many

kinds and concepts of negation in meaning. However, only the standard negation 'not' will be investigated in this research. In English, the sentences including a negative item is accepted as either as a constituent or sentential negation. The latter just effects a part of the clause whereas, in the sentential negation, the sentence is influenced as a whole. For many researchers, these types of negations are decided according to the placement of "not". Manasia (2014) says "In infinitival clauses, the negation that appears on the immediate left to auxiliaries such as have or be is sentential negation, while the negation that appears on its right is constituent negation." In the following examples, some examples of different kinds of negation are presented:

### **2. 1. 3. 1. Constituent negation:**

The boy admits not having gone to school. (negation with participle)

Her daughter agrees not to ask her for money that month anymore. (negation with infinitive)

My mom forced me not to drink coke from now on. (negation with bare infinitive)

To have not got a good mark from the exam upset him. (negation with the auxiliary have)

### **2. 1. 3. 2. Sentential negation:**

They did not see him. (do with negation)

We have not seen her since last year. (have with negation)

To not have got a good mark from the exam upset him. (negation with the auxiliary have)

Negation may be expressed and used as sentential and constituent, according to Klima's (1964) ground-breaking work. The sentential negation negates all the sentence; however, the constituent negation negates only a constituent. The sentences below exemplify negation types in order.

- a. Sue did not go to the school yesterday. (Sentential Negation)
- b. Sue decided not to go to the school yesterday. (Constituent Negation)

There are three ways (1) to understand if the sentence contains a sentential negation or constituent negation, in sum the type of sentence can be specified according to Klima (1964). He states that “The distinction between the constituent and sentential negations does not only apply to the negation not but also to negative adverbs and quantifiers.” The examples in (2) and (3) show that sentential and constituent negation contrast in grammaticality when the tests in (1a-c) are applied.

Klima’s idea is that, if there is a sentential negation in a sentence, it takes (1); however, the constituent negation is not adaptable to the rules given.

- (1)
  - i. positive tag question is applied at the end of the sentence
  - ii. question tag with neither is used instead so.
  - iii. A phrase like “not even” can be added to the sentence.
- (2)
  - a. Sue did not go to the school yesterday, did she?
  - b. Tom hardly read the book last month and neither did Mark.
  - c. No one buys newspapers, not even my grandparents.
- (3)
  - a. Sue decided not to go to the school yesterday, did she?
  - b. Luna went to library not long ago and neither did Jessica.
  - c. Jessica thinks that Luna doesn’t go to library, not even in her free times.

**Types of negation are given with examples in the following parts:**

**Constituent negation**

- (1)
  - a. Sue regrets not having gone to the theatre.
  - b. We said to her not to try to understand him.
  - c. The teacher made us wait outside of the class.
- (2)
  - a. Matt has usually not slept early.
  - b. Matt has been not reading books for months.
  - c. To have not read book for months is not a good thing.

### **Sentential negation**

- (3) a. Matt did not meet Mary.  
b. Matt has not been playing volleyball for many years.  
c. To not have played volleyball for many years is a disadvantage in a game.

Nonetheless, according to some researchers, to decide the type of negation with some specific rules caused some drawbacks as the using negative tag question depends on the subject or the object of the sentence.

- a. No one listened to Jack, didn't they?  
b. Jack listened to no one, didn't he?

## **2. 1. 4. Negation In English And In Turkish**

### **2. 1. 4. 1. Negation in English**

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.

#### **2. 1. 4. 1. 1. Negation with *Not***

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

Birds are barking on the tree.

Birds are not barking on the tree.

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

What makes difference between the sentences (a) and (b) is that the latter contains the negative particle *not* which negates it preceding the main verb of the sentence. Relying on the sentence type in which it occurs, *Not* takes on positions within sentences. If a sentence includes a modal auxiliary, it follows the modal and precedes the main verb. In the cases where the copula *be* is present, it is placed before the copula. If the auxiliary “*have*” is used in the same sentence, “*not*” goes after it. As for the sentences which includes periphrastic modal, it follows the first lexical element of the modal. If the sentence contains neither an auxiliary nor a copula, the auxiliary verb *do* which carries a tense marker is put into the sentence to improve the negative particle *not*. In the following table, it is shown in this section.

**Table1. ‘Not’ Placement**

Sentence Types	Sample Sentences*
Sentence containing a modal	Birds can fly well. Birds can <i>not</i> fly well.
Sentence containing the copula <i>be</i>	Her mother is a teacher. Her mother is <i>not</i> a teacher
Sentence containing the have auxiliary verb	He has driven a car. He has <i>not</i> driven a car.
Sentence containing periphrastic modal	We are going to go to the cinema. We are <i>not</i> going to go to the cinema
Sentence lacking auxiliary or copula	They wrote a letter yesterday. They did <i>not</i> write a letter yesterday.

\* Sample sentences are taken from the coursebooks students use in their courses.



## 2. 1. 4. 2. Negation In Turkish

There are many ways in order to negate sentences in Turkish. In this section, negative markers *-ma*, *değil* and *yok* that are in between the basic elements of negating Turkish sentences are presented.

### 2. 1. 4. 2. 1. -Ma

*-ma* as a negative marker first put into use to negate verbal sentences and subordinate clauses in Turkish and as Göksel and Kerslake (2005) says “it generally occurs once and can be either on the main clause verb or on the verb of the subordinate clause.” as showed below.

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 gör- *me* -yeceğ -in]- i san-dı. (AĞÇAM, R. 2008)

Emre-ACC. See-NEG-FUT- Think - Past- 3SG

3SG. POSS- ACC.

*'Elif thought that she would not see Emre.'*

### 2. 1. 4. 2. 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 exemplified 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 *-ıyor*, less commonly with the future marker *-yacak* or the perfective marker *-mış*, as shown in (c).

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. [Sinema-ya gid-ecek] değil.

Cinema-DAT go-FUT NOT-3SG.

‘She will not go to cinema.’

Though, it does not have to mean that *değil* negates all the sentences in which it exists. In that way, it might not negate a sentence fully, as shown in (a). Whatsmore, it can function as a means of composing positive statements out of negative ones.

#### 2. 1. 4. 2. 3. Yok

“The negative existential expression *yok* ‘non-existent’ is the negated form of *var* ‘existent’.” (Göksel and Kerslake, 2005). Simply, it is a means of emitting the absence of thing(s) or people in Turkish. Besides, it can carry out the function of *değil*, as showed in the sample sentences below.

a. Evde hiç mum yok.

‘There are *not* any candles at home.’

b. Siz toplantıda yoktunuz. (Hengirmen, 1998 p.245)

‘You were *not* at the meeting.’

## **2. 2. PREVIOUS RESEARCHES**

### **2. 2. 1. Negation Studies with Young Learners**

In recent times, language researchers have made many studies on the acquisition and usage of articulation like positive sentences, negatives and interrogatives. (Klima & Bellugi, 1966; Bellugi, 1967) The studies conducted before mainly focused on the progressive stages of negation or on the meaning of negation. (Bloom, 1970; McNeill & McNeill, 1973; de Villiers& de Villiers, 1979).

Because of the previous studies which proved the development of negation in native speakers, negation has been an optimal field of study with priority. For that reason, Milon, J. P. (1974) in his study wanted to reveal the negation process of a seven-year-old Japanese child's language development with a comparison to Klima and Bellugi (1966)'s study. Milon, J. P. (1974) attempted to enlighten the acquisition process of negation between the first language and the second language. He also demonstrated the similarities among the languages with considering the context of culture being learned.

The main purpose of the research was to demonstrate the similarities of the languages as all the languages have some universal properties through the acquisition process. For data collection, a boy called "Ken,3" was videotaped in a small-group situation at regular time periods during 6 months starting from November 1970, till June, 1971. There were almost eight hours of recording time with twenty taping sessions. In the end, it was concluded that there was a high similarity between the process of acquisition of negation in English as mother language and the process of using negation in their speaking introduced by Klima and Bellugi (1966)

Wode, H. (1977) investigated the acquisition of negation in languages by dividing the process into four sections. His study wants to clarify the negation process of children language development and he wants to show this by adding a negative item to positive sentences. For him, this action is similar in all languages. Children learn it unconsciously. Their UG (Universal Grammar) enables them to acquire this knowledge. The research's main aim is to answer "questions primarily: (a) is McNeil's schema

*neg+S ~ S + neg* really the beginning of negation (*b*) are all utterances conforming to the above schema to be considered the same semantically and developmentally? (c) what is universal about this schema? (d) is there no evidence to suggest that these schemas are not innate?”. The data have been collected every day through tape-recording or written texts. Written texts were used in order to raise reliability. Wode, H. (1977) did not follow a strict rule to sustain the study because for him such strict time limitations do not give reliable and valuable results for children language development. The writer concluded his study by comparing the developmental sequences of negation in different languages. All the children attended to the study were examined and the analysis provided qualitative results. It has been come out that there is no rule or system for the process of negation through acquisition. All the languages are different in grammar. However, the stages of negation process look like each other.

Wode states the stages as follows:

“I: one-word negation

The children start with one-word negation. Morphemically, the negative elements are modeled on those of the adult language which can be used in isolation and which, amongst other things, express anaphoric negation.

II: two- or more-word negation

II a: anaphoric negation

Two- or more-word negation is at first anaphoric. The negative morpheme tends to be the same as for one-word negation, but it is occasionally different, as seems to be the case in Gvozdev's (1949) data (cf. Wode & Schmitz 1974). In any event, *neg* is modeled after adult anaphoric negatives. To date, in those descriptions that are not too fragmentary or anecdotal in character, there is evidence that the negative element is placed in utterance-initial position.

II b: non-anaphoric negation

At first, children overgeneralize the morpho-syntactic devices to express non-anaphoric negation. In most studies, the children placed *neg* utterance initially. There are a few cases, however, where *neg* was in final position. Unfortunately, in some of these cases, it is not clear whether these were truly non-anaphoric.

### III: intra-sentential negation

The morpho-syntactic devices of II are abandoned in the case of non-anaphoric negation in favor of the non-anaphoric elements of the adult language. That is, children switch from *nein* to *nicht* in German, from *nd, nej* to *inte* in Swedish, from *njet* to *ne* in Russian.”

In this paper, Hyltenstam, K. (1977) studied the acquisition of negation by adults in Swedish language. The data for the acquisition process of negation in second language development have been collected by investigating the placement of negative items into the sentences used by the learners. Placement of the negation before or after the finite verb was analyzed by the researcher. The mentioned usage of negation items has been initially accepted as by chance and irregular, however through the data collection tools it was found that there are some regular examples. There were 160 participants to be researched in this study. The task prepared considering the issues above was a 72 item fill in the gaps exercise. The participants were expected to pick up one of the gaps to write the negation item. Sentences were arranged haphazardly and the participants had to put the negative item into the correct gap. Totally twenty-four questions were prepared about negation, in main clauses there were twelve negation items and in subordinate clauses there were twelve negation items. The same test was administered to all the students of Swedish who were present during the course.

It has been accepted at the end of the analysis that even if the participants had different education backgrounds like their duration of learning or level of learning, the acquisition of negation has been found regular. The findings of the study have showed that the acquisition process has been similar for learners who learn different languages. Hereby, the outcomes of the study proposed that the stages of acquiring grammar is ordinate and there is a positive transfer from their first language. These findings support also the Jakobsonian idea for the acquisition of language.

Pea, R. D. (1980) examined six children living in Oxford, England. The students were learning English as their first language. The participants were two boys and two girls and they were investigated from one year to eight months and one boy and one girl from one year to two years. The data collected through videotaping as all the students are visited once every month. In every visit, the researcher observed the children approximately 90 minutes while they are having lunch, playing games and other

activities held at home. All the speech with pauses and negatives were recorded and transcribed afterwards in detail. The data was analyzed according to the speaking records including negative items. Negative items like “no,” “not,” “n’t,” and words like “gone,” “all gone,” “away,” and “stop” have been identified from the recordings. These negatives were transcribed from the unfiled tape-recorded observations. The research concluded that all six children showed rejection negation initially.

For some researchers, the focus of the studies was about communication with adults or youngers for a while. For instance, R. Vaidyanathan (1991), in his longitudinal study, wanted to find out the stages or process of negation with two Tamil children. His other aim was to make a comparison of the results of this study with the ones studied before. The data were gathered from the home speaking environments of two Tamil families when the child has interactions with his/her parent. For detailed data, visits to homes by the researcher were made once every two weeks. When visiting the children, their voices were recorded during 30-45 minutes with a recorder. As for the study, it revealed that children follow a similar progress of forms and usage of negation through the acquisition process. After the data was analyzed, the notes taken from the children's negative utterances indicated a developmental sequence in the acquisition of the functions of negation, the order of acquisition being: Rejection, Non-Existence, Prohibition, and Denial. However, Bloom (1970) says “the data do not support the developmental sequence of non-existence followed by rejection.” McNeil & McNeill (1973) states “The two children in this study showed a preference for rejection over non-existence.”

Both for first language (L1) development and for second language (L2) acquisition, the acquisition of negation process is a challenging subject to study on. The main aim of this study is to contrast these mechanisms of languages considering the acquisition processes in order to have an insight about these two types of language acquisition, hoping that this comparison will help us to gain a better comprehension of the systems paying attention to the both of them.

In early researches, the acquisition of negation was probably one of the most studied subjects and many of these researches pointed out that there are lots of similarities between the development of first language (L1) and second language (L2) even no studies ever claimed it beforehand. In this study, as a review, Meisel, J. M.

(1997) wanted to reveal whether there is a systematic principle or mechanism that is both acceptable in the acquisition process of both languages (L1 and L2). “The empirical basis consists of longitudinal case-studies of the acquisition of French and German as first and second languages. L2 learners’ first language is Spanish. In L1 data one finds a rapid, uniform and almost error-free course of development across languages exhibiting quite different morphosyntactic means of expressing negation.”

L2 acquisition, on the other hand, is characterized by considerable variability, not only cross-linguistically, but also across learners and even within individuals. This can be accounted for by assuming different strategies of language use. More importantly, different kinds of linguistic knowledge are drawn upon in L1 as opposed to L2. It is claimed that adult L2 learners, rather than using structure-dependent operations constrained by Universal Grammar (UG), rely primarily on linear sequencing strategies which apply to surface strings.

This study presents the Universal Grammar (UG) taking into consideration concerning the availability of Universal Grammar (UG) to adult L2 acquirers. The study argues that a UG-based analysis for the three stages of NEG placement is not only possible but in fact provides independent support for UG-based analyses of the developmental sequence found in L1 Romance, L2 German Verb placement (du Plessis *et al*, 1987; Schwartz and Tomaselli, 1988).

*“Every child is born with an innate gift by which language acquisition is possible. This view underlines that every child is born with the universal properties to acquire a language.”* (Kusmanto, J., & Pulungan, A. H. (2003)

*Joko Kusmanto, Anni Holila says that “Children’s language acquisition is a magnificent phenomenon regarding the fact that children only receive limited formal language teaching and even in some cases they only receive very limited language input, such as children raised in a bilingual program in foreign language. In fact, language is a very complex system composed by the interface of phonetic, semantic, syntactic, and pragmatic rules which are related to each other and interwoven into a single unity.”* However, in spite of their poor language input and limited formal language teaching, a second language is still learned by the children. This fact raises the assumption that every person must have a setting which lies on the acquisition process of language.

Kusmanto, J., & Pulungan, A. H. (2003) argues that if the UG had great importance in fastening the role of language input with which every child is born, every child would for sure learn English with same pace while they were acquiring the language. But the process does not take its way like that. Each child comes up with another language acquisition development, which is special to him/her. Even if most of the children go through similar ways in the process of language acquisition. (Ellis 1985, Lindfors 1980) In this study, the writer aimed to expose different phases of language development and outline the acquisition of English negation 'no' and 'not' in the language learning process. The data was collected from a two-months of observation of Ridho's negation process in his natural flow of speaking in his daily language. From the analysis of daily observations, some results have been announced. The findings of the study concluded that the number of words "he acquired at his age may be much less than English native speakers already acquired at the same age." Therefore, in spite of the low exposure to the target language English, Ridho were able to indicate a development in the acquisition process of negation. Because he obtained the language for the first time as a mother language in English, he followed a similar path of development in English negation.

When *a* is correct not-*a* is incorrect. Negation can be defined in a simple way however, when compared as meaning and structure, it is much more controversial than it is thought. It is accepted more than only adding a negative item to a positive sentence when we look negation from a more comparative and linguistical point of view.

This article plays an important role in the present situation of psychological researches on negation. Miestamo, M. (2007) in this study discusses "standard negation, the negation of declarative verbal main clauses then moves on to other types of clausal negation: the negation of imperatives and negation of nonverbal and existential clauses." Structural similarities and differences among negatives and positives can be divided into different categories which has variable meanings. Negation items utilized with imperatives and nonverbal clauses usually vary from standard negation; which are given as examples in the study. Miestamo, M. (2007) says that "The interaction between negative indefinite pronouns and standard negation shows interesting cross-linguistic variation in terms of whether the latter co-occurs with the indefinite and whether the indefinite is inherently negative. Some cross-linguistic observations on diachronic



developments and on the interaction between negation and modality and negation and focus are also briefly discussed.”

Cuccio, V. (2011) states that through investigating the acquisition stages of our first-language, we may find some specialties that is common also in second language acquisition. As for this research, three sections in negation process: 1) rejection/refusal; 2) disappearance/ non-existence; 3) denial. Denial is the last as a meaning to be acquired and also the most complicated one. He claimed the idea that denial bases upon not believing what is called terminologically “false belief”. At the age of 2 or 3, denial is generally obtained as a competence. However, there are also some linguistic studies which support the idea that false belief is not a trustworthy evidence for the acquisition process

As de Villiers & Tager-Flusberg, (1975) states “Negation is one of the most important concepts in human language, and yet little is known about children’s ability to comprehend negative sentences. Nearly all prior studies on the acquisition of negation have centered upon production. Very little work has searched for children’s comprehension of negative sentences.” In this experiment, Nordmeyer, A., & Frank, M. (2013) planned to investigate the children’s understanding of negation and its acquisition process. The participants were children aged between 2-4. This study’s main goal was to attract attention to this subject as there were not so much study on the comprehension of negation. An eye-tracking (looking) exercise to test comprehension was conducted for the data collection process by the researcher. They wanted to measure the comprehension of negation. The outcomes of this study acknowledged that “older children showed important improvements in the speed and accuracy of looks to target.”

Manasia, M. (2014) in his article concentrated on the cross-linguistic study of negation in English, French, and Romanian. The study aimed to investigate the negation items, negative adverbs and question forms in these three languages. To be able to compare these languages gave an opportunity to the researcher to indicate the things in common in the light of linguistic affairs.

Language acquisition is one of the most significant and captivating course of language development in a person. This study shed lights on the hardships that foreign language can experience through second language acquisition (SLA) process. This study has found many determinants which has a substantial role in SLA. What is

common as an idea is that L1 has a great effect on the acquisition process of L2 and it is also asserted that L1 prevents the acquisition of L2. It is also claimed that if L1 finds some linguistic or grammatic structures in common, it is easier to transfer knowledge. This study shows the structures in common in both languages to make the acquisition easier. At the end of the research, it presents some suggestions to the instructors and investigators.

Derakhshan, A., & Karimi, E. (2015) in their study wanted to reveal the role of second language acquisition and the role of first language on it. As a consequence, it was found that first language has interference in second language acquisition. A lot of factors that induce interference were considered such as the similarities and differences in the structures of two languages, background knowledge of the learner, proficiency of learners on second languages, and the structures of consonant clusters in L1 and L2. As a conclusion, it is asserted that L2 learners make very few or almost no mistakes when L1 and L2 have similar things or have structures in common. However, second language learners encounter many problems, especially when they cannot find anything in common or similar structures belonging to both languages. In sum, the more features, structures and grammatical rules L1 and L2 have in common, the easier and faster the language acquisition comes afterwards.

“The acquisition of negation is a quite well-known case, on which a number of cross-linguistic comparative studies have been conducted in favor of this unified path of first language (L1) acquisition.” (see e.g., Wode 1977; Déprez & Pierce 1993; Meisel 1997). Youssef, I. (2015) in this study examined and compared the negation process of children who learn Cairene Arabic and English as their mother language. He also investigated if there is a systematic development of negation items that exist in both languages taking into consideration the process of negation in adult language as a sample. The study aimed to investigate and compare the process of negation by those children learning Cairene Arabic and English as mother tongues. The data was collected and compared from two different sources. First, five children living in Cairo, Egypt in November 2004 were chosen as a sample group of participants. The data gathered through two one-hour sessions with each child. While the children were talking in their daily life with their mothers, fathers, sisters or brothers, the researchers took notes and wrote down the negative words, items, and answers in their conversations. Second data

collection tool was a negation test which was adapted from a study of Margaret Omar's (1973) about the acquisition of Egyptian Arabic. Omar named her study as "negation tests" in which children were supposed to write or tell the negative form of the sentences given in positive form. The writer Youssef, I. (2015) concluded that children experience three similar stages to acquire the process of negation in the languages mentioned in the study. His analysis pointed out that in every level of study, the acquisition of negation gets more complex. As a consequence, he supported the idea that the innate knowledge of some linguistic forms does not reveal the process of negation items at all.

There have been many researches held before about negation and negation types of sentences. The studies have brought about the issue that producing negative items is not easy, and mostly requires a positive argument. In this research Clark and Chase (1972) advocate the idea that negation is generally accepted as having great importance for the language development process. For data collection, a task was conducted to the participants about verifying the sentences according to the pictures. For instance, the participants were indicated a sentence with a picture and were expected to answer as true or false. An example alongside with a small picture is given below:

- (1) The cloud is in the box. (True and Affirmative sentence)
- (2) The box is in the cloud. (False and Affirmative sentence)
- (3) The cloud isn't on the box. (True and Negative sentence)
- (4) The box isn't on the cloud. (False and Negative sentence)



The findings showed that students make more mistakes when they face negative sentences and it takes longer time to understand. To decide the positive form of sentences instead of negative ones takes shorter time and students find it much easier than the others. Studies conducted for the process of negation have concluded two basic results: (1) positive sentences are easier to produce and process than the negative ones, and (2) in the early levels of producing negation, not all the time but usually, the true negative sentences are used. For example, "The window is not closed", its positive form is "The window is open".

## 2. 2. 2. Negation Studies with Adult Learners

“No” is among one of the most important negation items that children learn while developing a language. Clark&Chase (1972); Just & Carpenter (1971), (1976); Carpenter & Just (1975) states that “Negation is a fundamental element of human language—it is essential to logical systems, allows us to evaluate whether a statement is true or false, and it gives us a way to express concepts such as nonexistence. Negation is also challenging for language users; adults take longer to process negative sentences than positive ones. These findings lead many studies to an apparent paradox — how is that negation is difficult for adults, yet acquired at such a young age?”

The process of acquisition is alike in most of the languages through the development of second language. What’s more, there are so many common features of the errors among second language learner and first language learner. In his study Ahmad, K. (2002) supports the idea that L1 and L2 have similar acquisition process while developing the language. There are general rules that both first language and second language learners develop in their minds unintentionally. In this study, the researcher wants to explain how the second language learners acquire the negation in process and how they improve their usage of negation. Students from low-beginning level to advanced attending to different classes have been chosen as a sample group of participants for this study. For data collection, questionnaires were conducted to the students as gathering information tools. Students responses to write the correct form of some “negated” situations were collected through the questionnaires. Every sentence given in the questionnaire task was given as examples for each progressive stage of negation. The sentences given as answers were represented as correct or incorrect. When the data collection was completed, the answers to the sentences were analyzed and from the findings it has been understood that the lower level the students have, the more errors they produce than the others. Therefore, the higher levels the students have very few or almost no errors they produce.

In her study, AĞÇAM (2008) concentrated on the English *any*-type Negative Polarity Items. His target was indeed to research how the Turkish adults acquire the negation items while learning second language. The participants were English Language Teaching Department of Çukurova University, Adana. The researcher

divided the students into two groups. As data collection tool, sentence-completion task by recording the students' voices was applied to the sample group and their answers were transcribed in a word format. The data collected from the correct responses of the students and were analyzed according to the frequencies of answers, negation items and errors acquired from the task. The findings of the study have revealed that the higher the learners have, the more proficiently they produced negative items. Additionally, it should be taken into account that both of the groups come up with wrong answers. As Ağçam (2008) says "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."

## **CHAPTER 3. METHODOLOGY**

### **Introduction**

This part of the thesis presents the methods, instruments, and procedures which are utilized to conduct the study. Initially, the chapter begins with identifying the design used in this research. Second, the chapter gives detailed information about the students participated to the study. After introducing the participants, instruments to collect data are introduced in the third part. Next, the pilot study which was applied to the students is given. Then the trustworthiness and validity of the tools for data gathering are explained in detail. After that, the procedures followed for gathering information about the study is introduced. In the last part, as a conclusion, data is analyzed and explained transparently.

### **3.1. Research design**

As Creswell (2009) says “Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.” In this study, we follow a mixed qualitative case study research design. Qualitative methods most of the time are related to group studies, questionnaires, and interviews. As a research design, it centers upon gathering, observing, and combining both qualitative and descriptive data for one or more studies. Creswell, J. W., & Plano Clark, V. L. (2011) states that “Its central idea is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.” According to Creswell (2008), the basic idea of this research design is blending the methods qualitative and descriptive together. The problem and the questions are explained better than the separate use of these methods. According to Johnson and Christensen (2008), as a research design mixed-method comprises the use of qualitative and quantitative parts of the analysis. Together with this, such research has been named in different forms in different sources. For example, these are according to different researchers as follows: Thomas (2003) states it as “blended research”, Johnson and Onwuegbuzie (2004)

explains it as “integrated integrative research”. According to Hunter and Brewer (2003) it is “multiple methods multimethod research”. Sandelowski (2003) accepted it as “triangulated studies”. And last but not least Johnson and Christensen (2004) called it as “mixed research”. Although some details from different researchers related to mixed method research are made in various definitions, common opinion on this subject, qualitative and descriptive research in mixed method techniques are applied for this thesis. As it is understood from this viewpoint, the mixed method can be given by uniting qualitative and quantitative data with or without combining.

According to Ayiro (2012), qualitative and quantitative data together can be united to acquire more extensive and complete data set. As a consequence, to endorse the research findings through the process of triangulation, multiple data gathering tools were applied for this study. In this research, different data collection tools are used separately as follows: (1) implementing a background questionnaire, (2) implementing a translation activity and (3) making interviews with the students. The descriptive data were collected by the application of a background questionnaire and a translation activity while the qualitative data was compiled by means of half-controlled interviews. The descriptive gathered data was analyzed by writing down the findings to the Statistics Package for Social Sciences 22 (SPSS). The similarities and differences of qualitative and descriptive data results were discussed in the last part.

### **3.2. Participants**

In order to collect information about negotiation among Turkish EFL learners at 5<sup>th</sup> Class, to find out whether they extract the information that this study aims to elicit, four students have been chosen as the sample group of the study to the interview (voice recording study) , including 2(50%) males and 2(50%) females studying at public schools in Turkey. Gender distribution of the students was directly related to the overall gender distribution of the classes in Turkey. One student (33.3%) was ten, three students (66.6%) were eleven years old. All of four students (100%) have been taking English lessons at the state schools. Achievement of the students attending in English lessons is high however the level of the students is different as two of them are taking more English course and going to English Preparatory Classroom. For that reason, 2(50%) of

the students are on A1 level. 2(50%) of the students are on A2 level. Two students (50%) going to general 5<sup>th</sup> Grade have four main and three elective, seven hours of English in a week. Two students (50%) going to preparatory class have ten main and three elective, thirteen hours of English in a week.

**Table 2. Results of Negation Items in Translation Activity at 5<sup>th</sup> Preparatory Class (Prep Class A)**

Variables	Level	n	%
Gender	Female	20	50
	Male	20	50
Age	10	10	25
	11	29	72.5
	12	1	2.5
Learning Duration	1 Year	-	-
	2 Years	7	17.5
	3 Years	13	35
	4 Years	18	45
Level of English	A1- Beginner	20	50
	A2- Elementary English (Preparatory Class)	20	50
Lesson hours	4 (main) +3(elective)	20	50
	10 (main) +3(elective)	20	50

In this table, the background knowledge of the students is presented with its percentages. The students of 5<sup>th</sup> grades from a project school were picked up as an example group for the objectives of the thesis. 40 fifth class students participated in the translation activity in total. (see table 2.) The participants were chosen from the state schools in İstanbul. Among all of 40 participants, 20 (50%) of them were female, and 20 (50%) of them were male. Gender distribution of students was directly related to the overall gender distribution of the classes in Turkey. Ten students (25%) were ten, 29 students (72.5%) were eleven years old, one student (2,5%) was twelve years old. Learning duration of the students changes according to the classes they are attending.



In that sense, 7 students (17.5) have been taking English lessons for two years. 13(35%) of them have been taking English lessons for three years. 18(45%) of them have been taking English lessons for four years. Achievement of the students attending to the questionnaire and translation activity depends upon their level. Because the level of the students is different as half (50%) of them are taking more English lessons and going to English Preparatory Classroom. For that reason, 20(50%) of the students' English stage is A1. 20(50%) of the students' English stage is A2. Twenty students (%50) going to normal 5<sup>th</sup> Grade have four main and three elective, seven hours of English in a week. Twenty students (%50) going to preparatory class have ten main and three elective, thirteen hours of English in a week.

### **3. 3. Data Collecting Tools**

This part of the chapter describes the instruments utilized in detail.

In the present study, three sets of tools were used to consolidate data from participants about their background knowledge and their usages of English negation as a second language. First, the qualitative data were collected by administrating semi-structured interviews to students. Next, by conducting background questionnaire and translation activity, the descriptive data were collected. The background questionnaire interrogated students' age, gender, learning durations and their level of English and their self-development of English language. The other two sets of instruments questionnaire and translation were given to students at the same time in turn. For the translation activity, they were restricted with one lesson time and given Turkish sentences, then asked to translate them into English as soon as possible by reading it once.

### **3. 4. The Pilot Study**

Before conducting this essential study, a pilot study was applied to 20 students as a group. (10 students from normal 5th grade and 10 from English Preparatory 5th Class). The main objective of this pilot study is to identify the validity and the reliability of the items in the tasks. At the beginning, three tasks (multiple choice, personal questions, and translation) have been applied to students. The results of the tasks and feedbacks of the teachers participated in the pilot study provided an important insight in giving the final form to the tasks. For example, the translation activity which involved some words that students have not heard before discouraged students from composing sentences. The multiple-choice test results showed that students choose the answers by chance in order to finish earlier, even they do not think about it. Because of this reason, we believed that multiple choice test would not be valid and reliable for our study, so we decided to cancel it. Besides, most of the students answered Yes/No to the personal questions which would be invalid for our study so this part was canceled as well. In addition, according to the overall results, some sentences in the translation task checked or eliminated because of being hard to translate.

### **3. 5. Procedure**

The current research first of all took over the analysis to find similarities and differences of negation process between participants' target language. The data were collected and analyzed by following those procedures: Semi structured interview, background questionnaire and translation activity. Background questionnaire and translation activity were implemented to participant students simultaneously. Semi-structured interviews were arranged with four students. Students were selected in a non-random way in this study. The interviews were made separately as a group of two including one boy and one girl in order not to be influenced by each other.

**Semi structured interview** was the first tool to collect data for this study. Students were divided into two groups as Group A and Group B. Group A composed of 5<sup>th</sup> grade students. Group B composed of 5<sup>th</sup> Grade Preparatory Class students. Interviews were planned and arranged according to students' lesson time or after school. Interviews lasted 4 weeks in total. In the first week a meeting with the students was arranged before the voice recording study and students were informed about what is going to happen during the data collection process of the study. Though the curriculum is different among 5<sup>th</sup> grades general classes and 5<sup>th</sup> grade preparatory classes, the functions and learning outcomes of the classes are almost the same. Because of this, every week, interviews were planned in detail about what the students would talk about and this would help us also compare the two groups as well. Some worksheet papers were developed in order to encourage students more to speak English and get comprehensive data by the researcher to gather answers for the research questions. The functions and learning outcomes of the subjects that students learned in the units were grouped and arranged according to weeks. (see in Table 3.)

**Table 3. Semi-Structured Interview Subject Plan According to Weeks**

Weeks	Functions/Learning Outcomes of The Subjects According to Weeks
First week	<i>Students will be able to introduce themselves</i> <i>Students will be able to name countries and nationalities</i> <i>Students will be able to talk about the locations of things</i> <i>Students will be able to talk about their likes and dislikes</i> <i>Students will be able to give instructions</i>
Second week	<i>Students will be able to talk about daily routines</i> <i>Students will be able to express ability and inability</i> <i>Students will be able to talk about games/hobbies</i>
Third week	<i>Students will be able to name the illnesses</i> <i>Students will be able to make suggestions</i> <i>Students will be able to talk about movie types/characters.</i>

	<i>Students will be able to talk about likes and dislikes concerning movies and movie characters.</i>
Fourth week	<i>Students will be able to talk about sport activities</i> <i>Students will be able to accept or refuse suggestions</i> <i>Students will be able to ask for permission</i> <i>Students will be able to talk about birthday party organization</i>

According to the planned speaking topics prepared in accordance with the curriculum in the first week of the interview students are encouraged to talk about “introducing themselves”, “their country and nationality”, “the locations of things”, “the subjects they like”, and “giving instructions”. In the second week, the students talked about “their daily routine”, “their abilities/ disabilities”, and “games/hobbies”. In the third week, the students talked about “illnesses”, “making suggestions”, “movie types and characters” and “likes/dislikes about movies”. In the fourth, last week, students talked about “sports activities”, “accepting/refusing suggestions”, “asking for permission”, and “birthday party organization”. As it was stated in the timetable, semi-structured interviews were conducted in March and April 2019. Semi-structured interview protocol was utilized to ensure the subjects that were implied to be covered were completely covered Patton (2002). During the whole interview, clarifying questions had been asked if needed to ensure that students understood all the questions right to acquire more information.

For instance, when she asked one of the students “where are you from?”, the student answered like “I am fine”. At that time teacher answered and repeated the question “I am from İzmir. Where are you from?”. After that the question was clearer for the student and she could answer it.

In total four interviews were held. Each interview was planned to last about 40 minutes on an average. Length and date of the four interviews are given in table 3.

**Table 4. Semi-structured Interview Data**

Weeks	Dates	Duration (Minutes)	
		GROUP A	GROUP B
First Week	15/03/2019	42	40
Second Week	22/03/2019	41	40
Third Week	29/03/2019	37	39
Fourth Week	5/4/2019	38	42

The researcher transcribed the whole speaking into an ordinary word processor. The data were analyzed manually. (see Table 4.) Interview data shows the weeks, date and duration (minutes). First, before the interviews start, a day was arranged in order to give information and get permission from the students' parents and their teachers. The fundamental goal of the semi-structured interview was to research the usage of negation among 5<sup>th</sup> classes. It was hard to analyze negation usage and process with answers to open-ended questions that is why semi structured interview was chosen. Students were recorded in their natural flow of speaking according to specific topics. The researcher asked clarifying or yes/no questions to make students compose more negated sentences so that she could see the usage of negation.

Four students were audio recorded with the permission of the students and their parents'. As video recording can cause hesitation of the students, Merriam (1998) indicated, taping (audio recording) is the most prevalent way of interviewing. In this study semi-structured interviews were carried out to gather more data with open-ended questions, role plays, free dialogues and then to make use of the data in describing negation process of the students at 5th grade.

**A translation activity** was carried out as the final data gathering tool and it was prepared with the help of students' teachers. First, negative forms that students learnt since the beginning of this year had been written down. After that, the sentences from the worksheets teachers distribute and books used in the classroom were written down related to the subjects in the other group students would talk about as well. Three teachers prepared the sentences according to students' levels and their vocabulary

background. Later, the sentences to be translated into English (see Table 5.) were decided. The negative forms of auxiliaries “don’t(imperative), am not, is not, are not, cannot, have not got, has not got, do not, does not, and should not” were aimed to be translated by the students. First, it was thought to reveal if students used their native language while translating the sentence from Turkish to English. What’s more, students’ use of negation during translation was aimed to be found out. In this activity, a scoring system was developed for the translation activity. Blanks were acknowledged as target distractors and transfer errors.

**Table 5. Translation Activity**

<b>Turkish Sentences</b>
1. Kopya çekmeyin. (dont)
2. Ben İspanyol değilim. (am not)
3. O bir radio değil. (is not)
4. Kalemler masanın üzerinde değil. (are not)
5. Ben bir kediye sahip değilim. (haven’t got)
6. Ahmet mavi gözlere sahip değil. (hasn’t got)
7. Eda futbol oynayamaz. (cannot)
8. Ben her gün tv izlemem. (don’t)
9. Ayşe her gün süt içmez. (doesn’t)
10. Ali soğuk içecekler içmemeli. (shouldn’t)

### **3.6. Reliability and Validity of Data Collection Instruments**

To clarify the issue being investigated for further research first, qualitative and descriptive data collected by means of the interviews, questionnaires and translations were transcribed and included in the study. Second, the data analyzed in accordance with the research questions to categorize the findings. Third, tools were utilized to ensure the validity of the obtained data. After the data collection process, the data obtained from each source were analyzed and transferred into different maps in order to assure the validity and trustworthiness. Following a comparison of the statements in each map, the data from different sources seemed similar. In other words, similar statements indicated that the data ensured validity and provided reliability. To avoid possible validity and trustworthiness problems, the interviews were adapted from other related research studies and modified to answer the research questions. As Merriam (2002) says “Promoting the trustworthiness of qualitative data, findings and interpretations are best commonly promoted through triangulation”. Additionally, quantitative data analysis has been calculated to triangulate the findings. Another way to maintain validity was peer correction. After I completed the analysis of the interviews, I asked two of my colleagues to comment on the findings, to make sure that the way I had categorized students’ conversations correctly. A negotiation atmosphere was created afterwards. In addition, Glesne (2011) and Merriam (2002) supported that “the teacher included other researchers in the process of qualitative data analysis, by having two volunteer teachers reflect on her interpretations of the original data.”

Although the interviews were embraced in English, the researcher and the students sometimes used some Turkish words to grasp the full meaning of the questions, Turkish explanations were made and four students attending the voice-recording activity were encouraged to speak more freely and comfortably during the recording process. According to (Opie, 2004) “interpersonal skills such as the ability to establish rapport, perhaps with humor is also important. It draws attention to the relational aspect and trust which is needed between participants”. (Opie, 2004)

### **3.7. Data Analysis**

In this research, both qualitative and descriptive data collection methods were utilized. As for the qualitative data, semi-structured interviews were conducted and, speaking voice records were transcribed using Microsoft Word document for the use of answering research questions. Some of them were attached to the thesis study as an appendix, After the transcription, the data gathered through the semi-structured interviews (negated words, negation sentences and negative items) were categorized and analyzed by using content-analysis techniques. After the qualitative data was collected and examined, descriptive data was utilized and analyzed.

Regarding descriptive data, a background questionnaire, and a translation activity were conducted to the students. The SPSS 22 (Statistical Packet for The Social Science) was used to analyze the results of the study. For background questionnaire, first, students' responses were collected and analyzed and then a translation activity, were utilized to calculate the results. Finally, just the English words and sentences were taken into consideration while evaluating the sentences in the translation activity. After the data were uploaded, frequency distributions, and mean scores were used for a descriptive analysis. The correct answers and errors of the students in the target language sentences were examined and grouped as true, transfer errors, and negation errors.



## **CHAPTER 4: FINDINGS&DISCUSSION**

### **Introduction**

This chapter gives detailed information about the results and findings of data analysis. Both qualitative and descriptive data are introduced. First part is the analysis of qualitative data and reports the analysis of semi-structured interviews. Second part is the analysis of descriptive data and reports the results of the translation activity. The number and percentage of true and false answers for translating negation items are shown in the tables. Last section compares and discusses the results of both tools. That is to say, the data about the usages of negation among Turkish EFL learners at 5th grade are compared and described in the last part. Research questions are answered in relation to the results obtained from the instruments as well.

#### **4.1. Analysis of Semi-structured Interviews**

Semi structured interviews were conducted with 4 students (2 from 5<sup>th</sup> prep class, 2 from 5<sup>th</sup> normal class) in order to answer research questions. The qualitative analysis to collect data for the research was utilized. There is not an interview protocol, students are listened in their natural flow of speaking while using target language. In that way, students felt more comfortable and produced more sentences in both positive and negative forms. Through the voice-recording activity, students were encouraged to speak to each other and when they did not understand anything clarifying sentences were imparted. For instance, one of the students asked to each other “Where are you from?”, the other student couldn’t answer for a while at that time the researcher clarified the question by giving an exam “I am from İzmir.” After that the second student could answer the question. The questions composed by the teacher were focused on the usage of negation among 5<sup>th</sup> classes. The questions of the interview were grouped according to topics students could talk about. In the first week, students introduced themselves, talked about countries and nationalities, talked about the locations of things, talked about their likes and dislikes and gave simple directions. First, the researcher introduced

herself and the aim of the study, then from the first week's topics, the voice recording started with the introduction of students. In the second week, students talked about daily routines, expressed ability and inability and talked about games/hobbies. In the third week, students named the illnesses, made suggestions, talked about movie types/characters and talked about likes and dislikes concerning movies and movie characters. In the fourth week, students talked about sport activities, accepted or refused suggestions, talked about asking for permission, talked about birthday party organization. From the voice-recordings some of the examples are given below in order to show the usage of negation items with the auxiliary verbs and some of the errors are presented as well to answer research questions.

**In order to demonstrate the usage of negation items with auxiliary verbs by 5<sup>th</sup> Grade General Class Students examples are given below:**

**“is not”**

The teacher asks questions after the students introduce themselves.

*T: Is she nine years old?*

*S1: No. You are wrong.*

*T: Is he fifteen years old?*

*S2: No. He is no fifteen years old*

After the repetition of some classroom objects, the teacher stands up in the classroom and picks up an object and asks again and then the students ask to each other with the same exercise.

*T: Is this a notebook?*

*S2: No, this is pencil.*

*T: Is this a book.*

*S1: No. You are wrong. This is a notebook.*

From these findings it is understood that even if the students use “is” most of the time while speaking, they can make errors when asked a question. As seen from the

examples, students have some errors or do not have the competence to give the right answer.

### **“Don’t!”**

The teacher first shows the instructions with pictures. (Appendix-Instructions) Then tells the students the Turkish meanings of the instructions, and want them to translate into Turkish.

*T: Now, I want you to tell the negative forms of these instructions.*

*For example sit dow, “oturmak”, what does “oturma!” mean?*

*S1: Oturma demek için. No sit down.*

*T:What about listen to the teacher? “Öğretmeni dinleme nasıl diyeceğiz?”*

*S2: Don’t listen to the teacher.*

After these translations’ students remembered the structure “Don’t” and translated all other verbs in correct form.

### **“Doesn’t”**

The teacher shows some children from the book and asks question about them.

*T: Let’s have a look at this picture. Does she speak English?*

*S2: No, she doesn’t. S1: No.*

*T: Does she speak French?*

*S1: No, she is doesn’t.*

*T: Can she speak Turkish?*

*S2: No, she is cannot.*

### **“Don’t”**

*T:Do you eat mushroom?*

*S1:No, I don’t like it.*

*T: Do you read books every day?*

*S1: No.*

*T: Do you like climbing?*

*S2: No, I can't.*

### **“can't”**

The teacher wants students to talk about their abilities and disabilities and ask questions to them.

*T: Can he play tennis?*

*S1: No, he can't.*

*S1: Can he carry the rock?*

*S2: No, he can't carry the rock.*

*T: Can you cook meals?*

*S1: No, I can't.*

**In order to demonstrate the usage of negation items with auxiliary verbs by 5<sup>th</sup> Grade Preparatory Class Students examples are given below:**

### **“is not”**

The teacher asks questions after the students introduce themselves.

*T: Is she from İstanbul?*

*S4: No.*

*T: Is he from İzmir?*

*S3: No, he isn't. He is from Edirne.*

After the repetition of some classroom objects, the teacher stands up in the classroom and picks up an object and asks again and then the students ask to each other with the same exercise.

*S3: Is this a board?*

*S4: No, it isn't. It is window.*

*S4: It is pencil?*

*S3: No, it isn't. It is a door.*

### **“Don’t!”**

The teacher first shows the instructions with pictures. (Appendix-Instructions) Then tells the students the Turkish meanings of the instructions, and want them to translate into Turkish.

*T: For example stand up means “kalkmak” what does it mean “Kalkma!” in Turkish?*

*S4: Don't stand up.*

*T: İçeriye gir, içeriye grime!*

*S3: Come in, don't come in.*

### **“doesn’t”**

The teacher wants students to talk about their likes and dislikes and then the teacher wants students to ask questions to each other about their likes and dislikes.

*T: Does he like coking?*

*S3: No, he isn't. He is a play football.*

*T: Does she like drawing picture?*

*S4: No, she isn't. She likes cooking.*

The teacher gives students some small papers to compose a meaningful sentence including “does not”, however both of the students compose sentences incorrectly.

*S4: My father does not like cooking.*

*S3: My mother not like do driving a car.*

Similarly, most of the false answers indicated that most students tended to apply their mother tongue while using “no or not” made mistakes because of negative transfer. Though, a few incorrect answers obtained from participants’ lack of knowledge as understood from their preference of inconsequent option in the item.

### **“Don’t”**

*T: Do you like horror films*

*S4: No, I do not like.*

### **“Haven’t got, hasn’t got”**

The teacher wants students to talk about what they have got and what they haven’t got.

*T: Has she got ten cousins?*

*S4: No, she hasn’t got ten cousins.*

*T: Have you got a computer at home?*

*S3: No, I have got notebook.*

*T: Have you got a pet?*

*S3: No, I don’t have a pet.*

*S4: No, I don’t have a pet.*

### **Can’t**

The teacher wants students to talk about their abilities and disabilities also they talk what their family members can do and can’t do.

*S3: My mother can cooking but my mother is speak English.*

*S4: My father can driving car but my father can’t playing x-box.*

*T: Can your mother drive a car?*

*S4: No, she can’t.*

T: *Can you speak French?*

S4: *No I can't. I can speak Turkish and English.*

#### 4. 2. Analysis of Translation Activity

##### 4. 2. 1. (Table 6.) Results of Negation Items in Translation Activity at 5<sup>th</sup> Preparatory Class (Prep Class A)

Sentence Number/Name	True		False		Total	
	n	%	n	%	n	%
Sentence Number 1 ( <i>am not</i> )	20	100	0	0	20	100
Sentence Number 2 ( <i>Don't!</i> )	16	80	4	20	20	100
Sentence Number 3 ( <i>is not</i> )	19	95	1	5	20	100
Sentence Number 4 ( <i>are not</i> )	18	90	2	10	20	100
Sentence Number 5 ( <i>haven't got</i> )	17	85	3	15	20	100
Sentence Number 6 ( <i>hasn't got</i> )	17	85	3	15	20	100
Sentence Number 7 ( <i>cannot</i> )	17	85	3	15	20	100
Sentence Number 8 ( <i>don't</i> )	10	50	10	50	20	100
Sentence Number 9 ( <i>doesn't</i> )	9	45	11	55	20	100
Sentence Number 10 ( <i>shouldn't</i> )	10	50	10	50	20	100

##### 4. 2. 2. (Table 7.) Results of Negation Items in Translation Activity at General 5<sup>th</sup> Class (Class B)

Sentence Number/Name	True		False		Total	
	n	%	n	%	n	%
Sentence Number 1 ( <i>am not</i> )	15	75	5	25	20	100
Sentence Number 2 ( <i>Don't!</i> )	13	65	7	35	20	100
Sentence Number 3 ( <i>is not</i> )	14	70	6	30	20	100
Sentence Number 4 ( <i>are not</i> )	13	65	7	35	20	100

Sentence Number 5 ( <i>haven't got</i> )	14	70	6	30	20	100
Sentence Number 6 ( <i>hasn't got</i> )	11	55	9	45	20	100
Sentence Number 7 ( <i>cannot</i> )	12	60	8	40	20	100
Sentence Number 8 ( <i>don't</i> )	9	45	11	55	20	100
Sentence Number 9 ( <i>doesn't</i> )	6	30	14	70	20	100
Sentence Number 10 ( <i>shouldn't</i> )	5	25	15	75	20	100

The data according to negation sentences in the translation activity were examined one by one considering students' answers (see Table 6.(A) and Table 7.(B)).

#### 4. 3. Comparison of The Results for The Translation Activity

**Table 8. Comparison of the translation sentence 1**

Classes	True	%	False	%	Total	%
Prep Class A	20	100	0	0	20	100
General Class B	15	75	5	25	20	100

When each negative sentence was observed, the findings indicated that “am not” was the most correctly used one among all the negative items as all the students at the preparatory class could translate the second sentence successfully. 20(%100) of the students in the preparatory class could translate “am not” correctly. However, in general 5th classes 15(%75) of the students answered correctly and 5(%25) of them translated it incorrectly because of lack of competence. In both classes, the majority of the students participating to the activity were able to translate “Ben İspanyol değilim.” into “I am not Spanish” truly just like the use of “I am not French, I am Turkish” in the semi-structured interview.



**Table 9. Comparison of the translation sentence 2**

Classes	True	%	False	%	Total	%
Prep Class A	16	80	4	20	20	100
General Class B	13	65	7	35	20	100

When the answers to the translation of first sentences compared, in Class A 16(%80) students could translate it correctly, 4(%20) students answered incorrectly. In Class B 13(%65) students could translate it correctly and 7(%35) students could translate it incorrectly. In both classes the majority of the participants managed to translate “Kopya çekmeyin!” accurately as “Don’t cheat!”. However, the others used a different way to translate it which shows their negation errors. For instance, some of the students translated it as “Cheat not” and “Not cheat!” This shows that some of the students do not have the competence of negation usage or their mother language causes a negative transfer as in Turkish we use “-ma, me” at the end of the sentence.

**Table 10. Comparison of the translation sentence 3**

Classes	True	%	False	%	Total	%
Prep Class A	19	95	1	5	20	100
General Class B	14	70	6	30	20	100

“is not” is the second correctly translated auxiliary verb in negation form. In class A, 19(%95) of the students could use the negative items in correct form and just 1(%5) student couldn’t write it because of lack of attention. In class B, among the students 14(%70) were able to translate correctly, but 6(%30) were not able to translate it in correct form. The sentence to be translated was “O bir radio değil.” Most of the students learnt how to use the subjects with auxiliary verbs however in Class B Some

of the students added “aren’t”, some of them used “no” instead of “not”. The incorrect sentences were “It is no radio”, “No, it is.”, and “It aren’t radio.” This is because the students do not have the competence.

**Table 11. Comparison of the translation sentence 4**

<b>Classes</b>	<b>True</b>	<b>%</b>	<b>False</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Prep Class A	18	90	2	10	20	100
General Class B	13	65	7	35	20	100

All the sentences were prepared with the cooperation of three English teachers, they agreed upon the words and structures according to the learning outcomes and functions of the subjects they taught in the classroom. The fourth sentence to be translated was “Kalemler masanın üzerinde değil.” In Class A, 18(%90) students answered it in correct form, and 2(%10) students answered it incorrectly. In Class B, 13(%65) students answered it in correct form, and 7(%35) students answered it incorrectly. The sample incorrect answers to the translation were as follows: “The pencils no on the table.”, “The pencils on the table not”.

**Table 12. Comparison of the translation sentence 5**

<b>Classes</b>	<b>True</b>	<b>%</b>	<b>False</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Prep Class A	17	85	3	15	20	100
General Class B	14	70	6	30	20	100

“Haven’t got” was the students third most common true translation. The sentence to be translated was “Ben bir kediye sahip değilim.” The answer “I haven’t got a cat.” was translated by most of the students correctly. In Class A, 17(%85) students could translate it accurately, 3(%15) students couldn’t translate it in correct form. In Class B, 14(%70) students could translate it accurately, 6(%30) students couldn’t translate it in correct form. Apart from correct answers, the incorrect answers that the students wrote were as follows: “I hasn’t got a cat.”, “I am haven’t got a cat.”, “I am not a cat” were the common incorrect translation te students gave as answers.

**Table 13. Comparison of the translation sentence 6**

Classes	True	%	False	%	Total	%
Prep Class A	17	85	3	15	20	100
General Class B	11	55	9	45	20	100

In the sixth translation sentence, the students were expected to use “hasn’t got” in order to translate “Ahmet mavi gözlere sahip değil.” which presents a possession of someone. In Class A, 17(%85) the same quantity of student as for the previous one has translated it correctly and 3(%15) students translated it incorrectly. Even if in the previous sentence, students used other form “haven’t got” for specific subjects, students are less successful in using “hasn’t” in Class B. Only 11(%55) students could translate it correctly and 9(%45) couldn’t translate it in straight form. The erroneous sentences were “Ahmet haven’t got blue eyes.”, “He no blue eyes.”, “He isn’t blue eyes.”, “He blue eyes haven’t got”.

**Table 14. Comparison of the translation sentence 7**

<b>Classes</b>	<b>True</b>	<b>%</b>	<b>False</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Prep Class A	17	85	3	15	20	100
General Class B	12	60	8	40	20	100

As the teachers mentioned “abilities, inabilities” was the topic that students enjoyed most in the classroom as it enables them to tell what they can do / can’t do. For that reason, it was thought that students would all translate the seventh sentence correctly, but the answers showed different outcomes. The sentence to be translated was “Eda futbol oynamaz.” In Class A, 17(%85) students were successful in translation and just 3(%15) couldn’t translate it, however in Class B, only 12(%60) students were successful in translation and the other 8(%40) couldn’t translate it. Inaccurate sentences were “She isn’t play football.”, “She can’t football.”, “She hate football.”.

**Table 15. Comparison of the translation sentence 8**

<b>Classes</b>	<b>True</b>	<b>%</b>	<b>False</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Prep Class A	10	50	10	50	20	100
General Class B	9	45	11	55	20	100

In sentence eight, students are expected to remember how to tell daily routines actually. They did a lot of exercises, prepared posters about their daily routines and make dialogues in their lesson time throughout the year. Nevertheless, the students were not successful in translation this sentence. The translation sentence was “Ben her gün tv izlemem.” In prep Class A, 10(%50) students translated properly and 10(%50) translated falsely. In Class B 9(%45) students translated properly and 11(%55) students

translated inaccurately. The negation placement after “do” was necessary however the students composed lots of invalid negative sentences as you can see from the examples; “I am don’t watch tv.”, “I doesn’t like tv.”, “I can’t watch tv.”, “I watch tv don’t.”, “I dislike tv.”, “I am not watch tv.” As seen from the examples, there are many mistakes that students made while translating.

**Table 16. Comparison of the translation sentence 9**

Classes	True	%	False	%	Total	%
Prep Class A	9	45	11	55	20	100
General Class B	6	30	14	70	20	100

“Ayşe her gün süt içmez.” was the ninth sentence for the students to translate. The students are expected to use “doesn’t” after the subject and according to their teachers, students made many exercises on present tense. Nevertheless, the answers were a disappointment for the teachers. In prep Class A, just 9(%45) students could translate it correctly and 11(%55) couldn’t translate it accurately, in Class B the number of students successful in translating this sentence is only 6(%30) and 14(70) were not able to make translation at all. Some of the answers mistaken were as follows: “She don’t milk every day.”, “She isn’t like milk.”, “She hate milk.”, “She is doesn’t like milk.” “She drink tea not.”, “No she drink milk every day.”

**Table 17. Comparison of the translation sentence 10**

Classes	True	%	False	%	Total	%
Prep Class A	10	50	10	50	20	100
General Class B	5	25	15	75	20	100

“Shouldn’t” was the last negation item expected to be translated by students for the sentence of “Ahmet soğuk içecekler içmemeli.” In prep class A, 10(%50) studnets were able to translate in correct form and 10(%50) were not able to translate. However, in class B, only 5(%25) students were able to make translation successively and most of the students 15(%75) were unsuccessful in translation. In this last translation sentence, students showed the worst performance, maybe they did not have the competence or maybe they were just bored. For instance, “He mustn’t cold drinks.”, “He not should cold drinks.”, “He shouldn’t cold drinks.”, “He is doesn’t cold drinks.” As seen from the answers, most of the students forget to add verb besides not using shouldn’t correctly.

#### 4. 4. Comparison of Voice Recordings

From the voice-recordings some of the examples are given below in order to show the usage of negation items and some of the errors are presented as well.

**Table 18. Comparison of voice recordings for the auxiliary verb (isn’t)**

5 <sup>th</sup> Grade General Class	5 <sup>th</sup> Grade Preparatory Class
<i>T: Is she nine years old?</i>	<i>T: Is she from İstanbul?</i>
<i>S1: No. <u>You are wrong.</u></i>	<i>S4: No.</i>
<i>T: Is he fifteen years old?</i>	<i>T: Is he from İzmir?</i>
<i>S2: No. He <u>is no</u> fifteen years old</i>	<i>S3: No, he isn’t. He is from Edirne.</i>
<i>T: Is this a notebook?</i>	<i>S3: Is this a board?</i>
<i>S2: <u>No</u>, this is pencil.</i>	<i>S4: No, it isn’t. It is window.</i>
<i>T: Is this a book.</i>	<i>S4: It is pencil?</i>
<i>S1: <u>No. You are wrong.</u> This is a notebook.</i>	<i>S3: No, it isn’t. It is a door.</i>

<b>Table 19. Comparison of voice recordings for negative forms of imperatives</b>	
5 <sup>th</sup> Grade General Class	5 <sup>th</sup> Grade Preparatory Class
<p><i>T: Now, I want you to tell the negative forms of these instructions.</i></p> <p><i>For example sit dow, “oturmak”, what does “oturma!” mean?</i></p> <p><i>S1: Oturma demek için. <u>No sit down.</u></i></p> <p><i>T:What about listen to the teacher? “Öğretmeni dinleme nasıl diyeceğiz?”</i></p> <p><i>S2: <u>Don’t listen</u> to the teacher.</i></p>	<p><i>T: For example stand up means “kalkmak” what does it mean “Kalkma!” in Turkish?</i></p> <p><i>S4: Don’t stand up.</i></p> <p><i>T: İçeriye gir, içeriye girme!</i></p> <p><i>S3: Come in, don’t come in.</i></p>

<b>Table 20. Comparison of voice recordings for negative forms of modal ‘can’</b>	
5 <sup>th</sup> Grade General Class	5 <sup>th</sup> Grade Preparatory Class
<p><i>T: Can he play tennis?</i></p> <p><i>S1: No, he can’t.?</i></p> <p><i>S1: Can he carry the rock?</i></p> <p><i>S2:No, he can’t carry the rock.</i></p> <p><i>T: Can you cook meals?</i></p> <p><i>S1: No, I can’t.</i></p>	<p><i>S3: My mother can cooking but my mother is speak English.</i></p> <p><i>S4: My father can driving car but my father can’t playing x-box.</i></p> <p><i>T: Can your mother drive a car?</i></p> <p><i>S4: No, she can’t.</i></p> <p><i>T: Can you speak French?</i></p> <p><i>S4:No I can’t. I can speak Turkish and English.</i></p>

<b>Table 21. Comparison of voice recordings for negative forms of ‘do’ in present tense</b>	
5 <sup>th</sup> Grade General Class	5 <sup>th</sup> Grade Preparatory Class
<p><i>T:Do you eat mushroom?</i></p> <p><i>S1:No, I don’t like it.</i></p> <p><i>T:Do you read books every day?</i></p> <p><i>S1:No.</i></p> <p><i>T:Do you like climbing? S2: No, I can’t.</i></p>	<p><i>T: Do you like horror films</i></p> <p><i>S4: No, I do not like.</i></p>

<b>Table 22. Comparison of voice recordings for negative forms of ‘does’ in present tense</b>	
5 <sup>th</sup> Grade General Class	5 <sup>th</sup> Grade Preparatory Class
<p><i>T: Let's have a look at this picture. Does she speak English?</i></p> <p><i>S2: No, she doesn't. S1: No.</i></p> <p><i>T: Does she speak French?</i></p> <p><i>S1: No, she is doesn't.</i></p> <p><i>T: Can she speak Turkish?</i></p> <p><i>S2: No, she is cannot.</i></p>	<p><i>T: Does he like coking?</i></p> <p><i>S3: No, he isn't. He is a play football.</i></p> <p><i>T: Does she like drawing picture?</i></p> <p><i>S4: No, she isn't. She likes cooking.</i></p> <p>The teacher gives students some small papers to compose a meaningful sentence including “does not”, however both of the students compose sentences incorrectly.</p> <p><i>S4: My father does not like cooking.</i></p> <p><i>S3: My mother not like do driving a car.</i></p>

It has been seen from the comparisons that preparatory 5<sup>th</sup> class students can produce more sentences than general 5<sup>th</sup> class students. Preparatory 5<sup>th</sup> class students try to talk more because, taking more lesson times enabled them to study more on the language and they feel more confident while speaking. Also, general 5<sup>th</sup> class students try to answer the questions only, while others producing more sentences. These comparisons show that taking more English lessons are useful for the students' production of the language and also usage of negation as well.



## **CHAPTER 5.**

### **CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS**

#### **Introduction**

In the fifth chapter, some conclusions are deduced from the results of the study. Additionally, through the analysis of the findings, similarities and differences of the students are evaluated in terms of negation usage. Some implications and recommendations are also ensured as well.

#### **5. 1. Conclusions**

According to the results, some conclusions were obtained. Above all, the findings of this research were investigated accurately and with many tools in the sense of using negative items in the sentences. The consequences of the study have revealed that the higher level the students have in proficiency, the more correctly they generated negative sentences. The usage of negation with some auxiliary verbs (be, can, have, do and should) was compared and the results revealed some similarities and differences among 5<sup>th</sup> grade EFL students. Additionally, through the analysis of the results, it has been seen that both groups produced incorrect responses and errors. Moreover, some of the students who inclined to apply “no” or “not” at the end of the sentences had negative transfers from their first language (L1). Thus, taking more English lesson hour at schools provide students with more correct usage of negation. Even if the preparatory class students produce negation more accurately, the usage of negation with auxiliary verbs (am/is/are) are quite the same because all the students have English lessons in the previous years. Generally, most students were able to use “be” auxiliary items in negated form correctly in this research.

The results were then examined by comparing the usage of negations among 5<sup>th</sup> classes. Preparatory Class students were able to use negation more accurately and frequently than Normal 5<sup>th</sup> classes both in translation activity and voice-recording activity

Based on main grammatical differences between the languages in question, five research questions were prepared, the first of which is as follows:

1) How does negation develop in children's language development?

Children use negatives in their first years of word learning. The ways in which children acquire language seems quite easy to understand. However, negation cannot be referred to like nouns or adjectives can (i.e. colours). (Michielli) Therefore, children cannot be taught negation directly as a grammar topic. Pea (1980) believes that the order in which the 3 negative meanings occur, while still important, says little about how it is developed. In order to convey these different meanings of negation, children need some form of cognitive representation i.e. symbolic or abstract. Pea says rejection for example, expresses inner attitudes toward behaviours, events or objects etc. that are already present in the child's "early motor-affective" activities. "Therefore, there is no need for any cognitive representation. Disappearance negation on the other hand, such as "gone" and "no more" require abstract representation." "The child needs to somehow acknowledge the object or event etc. that has disappeared. Therefore, it may be obvious that rejection negation is the first to emerge within a child's utterance of negatives, followed by disappearance negation. Truth-functional negation also requires cognitive representation, but with a far greater complexity." (Pea,1980)

According to Bloom (1970, 1993) and; Pea (1980) "The acquisition of linguistic negation follows a long developmental trajectory." "As early as 12 months, children produce negation in the form of the word no, typically to express nonexistence and rejection." Pea (1980) says "Denial doesn't emerge until almost a year later, between 19 and 23 months." McNeill & McNeill (1968) says "Cross-linguistic studies suggest that this stratification by type, with certain negative categories produced earlier than others, can be seen across languages." Klima & Bellugi (1966) and Cameron- Faulkner, Lieven, & Theakston (2007) have indicated that "Even after age 2, children continue to learn about negation, showing improvements in the syntactic form as well." Whatismore, in their study Donaldson & Balfour (1968) and Klatzky, Clark, & Macken (1973) states that "children as old as 4 years continue to have difficulty with implicitly negative terms such as marked adjectives (e.g. less)". Because of that, the children continue to produce more negation in their speaking as it is their initial production. Almost all the studies about negation concentrated on the production. Just a few studies

were conducted to understand the students' understanding of negation. (cf. de Villiers & Tager-Flusberg, 1975). However, this misses the parts of conception of negation among the students.

The second research question of the study is:

2) Which negation items are used more frequently and correctly?

When each negative sentence was observed, the findings indicated that “am not” was the most correctly used one among all the negative items as all the students at the preparatory class could translate the translation sentence successfully. 20(%100) of the students in the preparatory class could translate “am not” correctly. However, in general 5th classes 15(%75) of the students answered correctly and 5(%25) of them translated it incorrectly because of lack of competence. In both classes, the majority of the students participating to the activity were able to translate “Ben İspanyol değilim.” into “I am not Spanish” truly just like the use of “I am not French, I am Turkish” in the semi-structured interview. “is not” is the second correctly translated auxiliary verb in negation form. In class A, 19(%95) of the students could use the negative items in correct form and just 1(%5) student couldn't write it because of lack of attention. In class B, among the students 14(%70) were able to translate correctly, but 6(%30) were not able to translate it in correct form. The sentence to be translated was “O bir radio değil.” Most of the students learnt how to use the subjects with auxiliary verbs however in Class B Some of the students added “aren't”, some of them used “no” instead of “not”. The incorrect sentences were “It is no radio”, “No, it is.”, and “It aren't radio.” This is because the students do not have the competence.

The third question is stated below.

3) Does the level of English affect the usage of negation?

“On the basis of the outcomes of the study, proficiency level of the participants affects their success in producing negative forms.” (Ağçam, 2008) Translating sentences formulated in all patterns, 5<sup>th</sup> grade Prep class outperformed 5<sup>th</sup> Grade General class. “Especially in the cases where the matrix clause included the negative ‘not’, the groups considerably differed.”(Ağçam, 2008) For example, 5<sup>th</sup> grade Prep classes %76,5 of the students provided correct responses to the translation items and 5<sup>th</sup> Grade General classes %56 of the students were able to translate the sentences in correct form. In

addition, when compared with each other, prep class students exhibit a better performance in the speaking activities.

The last research question was predicated as follows:

- 4) In which ways does native language influence the process of negation development in child language?

Some negative transfers from the students' first language has been experienced both in the translation activity and speaking activity while recording the students' voices. In Turkish, negation is used at the end of the sentence or the negation items are used before the verb. Because of this property of Turkish language, students composed incorrect negative forms in translation. In their speaking activity, they also produced 'no' and 'not' after some words in order to compose a negation. For instance, they produced 'He cold drinks shouldn't'. Similar outcomes appeared in their translation activities. For example, students produced 'I a cat haven't' or 'I am sing a song doesn't'. As understood from the mistakes, the students try to put the negation forms at the end of the sentence as in Turkish we put negative forms at the end, so the students transfer the knowledge negatively. We can infer that students can mix the grammatical structures with their first language so negative transfer comes out.

Finally, as the negative transfers from their first language were quite a lot in the translation activity, it was clear that many students used their mother tongue to compose negative sentences.

## **5.2.Implications**

With regard to language transfer, it was found that some of the participants tended to apply their native language while using negation. The results of the present study suggest that EFL teachers should be more careful about probable language transfer errors of learners. Finally, teachers can emphasize the similarities and differences of learners' native language and target language that they try to learn. To add, the study makes contribution to the current literature in Turkish EFL context, since the number of researches on this issue is limited.

### **3. Recommendations**

The current study investigated a qualitative case study of negation among Turkish EFL learners at 5<sup>th</sup> grade. Paying attention to the conclusions of this study, the researcher has some recommendations for further research. First of all, the number of participants should be increased in order to generalize the results.

Secondly, to make a cross comparison between grades, levels and ages, this research should be conducted to students at different proficiency levels, grades and ages. It is advised as well that this research should be extended and investigated with another points of view such as learning abilities, learners' interests or different learning environments.

Additionally, other types of tools apart from translation activity can be utilized to get more specific data as voice-recording activities were analyzed adopting a qualitative-case study approach.

Finally, negation has its own components, and in this study only the usage of negation among 5<sup>th</sup> classes was analyzed. There is no direct study about negation, negation types and acquisition of negation and development of negation among Turkish EFL learners. This way, further research is needed adopting a multiple-case study approach to make comparisons to the related literature.

Lastly, only one type of negation can be chosen and concentrated on with different tools.

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## APPENDIX



## BALIKESİR ÜNİVERSİTESİ

## BALIKESİR UNIVERSITY

**Yabancı Diller Eğitimi Bölümü – İngilizce  
Öğretmenliği**

**Department of Foreign Languages – English  
Language Teaching**

### **Veli Onay Mektubu**

Sayın Veliler,

Balıkesir Üniversitesi, Necatibey Eğitim Fakültesi, Yabancı Diller Eğitimi, İngilizce Öğretmenliği Bölümünde yüksek lisans öğrencisi olarak “ 5.Sınıfta Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrenciler Arasında Olumsuzlama Üzerine Bir Karma Yöntem Araştırması ” başlıklı bir tez araştırması yürütmekteyim. Araştırmamın amacı olumsuzlamanın dil edinim sürecindeki yerini ortaya çıkarmak, anadilin buna etkisine değinmek ve ingilizce bilme seviyesiyle olumsuzlama kullanımını arasındaki ilişkiyi incelemektir.

Katılmasına izin verdiğiniz takdirde çocuğunuz anket ve çalışma kağıtlarını dolduracak veya ses kayıt çalışmasına katılacaktır. Çocuğunuzun dolduracağı anket ve çalışma kağıtlarına verdiği cevaplar kesinlikle gizli tutulacak ve bu cevaplar sadece bilimsel araştırma amacıyla kullanılacaktır. Ses kayıt çalışmasına katılacak çocuklarımızın da hiçbir şekilde kimlikleri belirtilmeyecek ve hiçbir yerde paylaşım yapılmayacaktır. Araştırma sonuçlarının özeti tarafımdan sizlere ulaştırılacaktır.

Çocuğunuzun çalışmamıza katılması Türkiye’de daha önce bu konu üzerinde çalışılmadığı için bundan sonra yapılacak çalışmalara da bilimsel olarak önemli bir katkıda bulunacaktır. Araştırmayla ilgili sorularınızı aşağıdaki e-posta adresini veya telefon numarasını kullanarak bana yöneltebilirsiniz.

Saygılarımla,

Fatma Tuğçehan İşkal Bingöl

Balıkesir Üniversitesi MA Student

Tel: 05544227911

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*Lütfen bu araştırmaya katılmak istiyorsanız aşağıdaki boşlukları doldurarak altına imzanızı atınız.*

Bu araştırmaya tamamen gönüllü olarak katılıyorum ve çocuğum .....’nın da katılımcı olmasına izin veriyorum. Çocuğumun katılacağı çalışmalardan elde edilecek verilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Veli Adı-Soyadı.....

İmza .....

## BACKGROUND QUESTIONNAIRE

Dear students,

The purpose of this questionnaire is to collect data for a study about the use of negation among 5th classes. This questionnaire is designed to identify students' backgrounds of English knowledge. Please read the questions and respond them. The information gathered in the questionnaire will be solely used for scientific research purposes. Thank you for your cooperation and kind participation.

F.Tuğçehan İşkal Bingöl

MA Student

### A.Background questionnaire

1.Age (Yaşınız)	
2.Gender: [ ] Male [ ] Female	
3.How many years have you been learning English?	
4.How many hours in a week do you have English lessons?	
5.Your level of English	<input type="radio"/> A1- Beginner <input type="radio"/> A2: Elementary

## TRANSLATION STUDY

<p>Please translate the sentences below into English.</p> <p>(Lütfen aşağıda verilen cümleleri İngilizceye çeviriniz.)</p>	
(Item 1.) Kopya çekmeyin.  .....	(Item 6.) Ahmet mavi gözlere sahip değil.  .....
(Item 2.) Ben İspanyol değilim.  .....	(Item 7.) Eda futbol oynayamaz.  .....
(Item 3.) O bir radio değil.  .....	(Item 8.) Ben her gün tv izlemem.  .....
(Item 4.) Kalemler masanın üzerinde değil.  .....	(Item 9.) O her gün süt içmez.  .....
(Item 5.) Ben bir kediye sahip değilim.  .....	(Item 10.) Ali soğuk içecekler içmemeli.  .....

## SIGNS OF THE PARTICIPANTS FOR ATTENDANCE

Katılımcının İsmi  
Ali Siraceddin ZOBAR

Katılımcının İmzası  
ASZ.

Araştırmacının İsmi  
F. Tuğçe DAVUL

Araştırmacının İmzası  
F.

Tarih 15/07/19

Name of the Participant  
Ali Siraceddin ZOBAR

Signature of the Participant  
ASZ.

Name of the Researcher  
F. Tuğçe DAVUL

Signature of Researcher  
F.

Date  
15/07/19



Katılımcının İsmi

Nagihan Nebir TURAN

Katılımcının İmzası

[Signature]

Araştırmacının İsmi

F. Tuğçe DİNÇEL

Araştırmacının İmzası

[Signature]

Tarih 15/03/19

Name of the Participant

Nagihan Nebir TURAN

Signature of the Participant

[Signature]

Name of the Researcher

F. Tuğçe DİNÇEL

Signature of Researcher

[Signature]

Date

15/03/19

Katılımcının İsmi

Melek Kösem

Katılımcının İmzası

Melek Kösem

Araştırmacının İsmi

F. Tuğra DİNÇİL

Araştırmacının İmzası

F. Tuğra DİNÇİL

Tarih 15/07/19

Name of the Participant

Melek Kösem

Signature of the Participant

Melek Kösem

Name of the Researcher

F. Tuğra DİNÇİL

Signature of Researcher

F. Tuğra DİNÇİL

Date

15/07/19

Katılımcının İsmi

ASRIN SARIĞUL

Katılımcının İmzası

Asrin

Araştırmacının İsmi

F. Tuğçe DİNÇEL

Araştırmacının İmzası

Tarih

Name of the Participant

ASRIN SARIĞUL

Signature of the Participant

Asrin

Name of the Researcher

F. Tuğçe DİNÇEL

Signature of Researcher

Date

15/03/19



BALIKESİR ÜNİVERSİTESİ  
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**Veli Onay Mektubu**

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Katılmasına izin verdiğiniz takdirde çocuğunuz anket ve çalışma kağıtlarını dolduracak veya ses kayıt çalışmasına katılacaktır. Çocuğunuzun dolduracağı anket ve çalışma kağıtlarına verdiği cevaplar kesinlikle gizli tutulacak ve bu cevaplar sadece bilimsel araştırma amacıyla kullanılacaktır. Ses kayıt çalışmasına katılacak çocuklarımızın da hiçbir şekilde kimlikleri belirtilmeyecek ve hiçbir yerde paylaşım yapılmayacaktır. Araştırma sonuçlarının özeti tarafımdan sizlere ulaştırılacaktır.

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Saygılarımla,

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*Lütfen bu araştırmaya katılmak istiyorsanız aşağıdaki boşlukları doldurarak altına imzanızı atınız.*

Bu araştırmaya tamamen gönüllü olarak katılıyorum ve çocuğum Melek Kösem'nin da katılımına izin veriyorum. Çocuğumun katılacağı çalışmalardan elde edilecek verilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Veli Adı-Soyadı Mestihan Kösem

İmza [Signature]



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Saygılarımla,

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Bu araştırmaya tamamen gönüllü olarak katılıyorum ve çocuğum Nasihan Nahiye TURAN’nın d katilimi olmasına izin veriyorum. Çocuğumun katılacağı çalışmalardan elde edilecek verilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Veli Adı-Soyadı: Hatice TURAN

İmza: [Signature]



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Saygılarımla,

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*Lütfen bu araştırmaya katılmak istiyorsanız aşağıdaki boşlukları doldurarak altına imzanızı atınız.*

Bu araştırmaya tamamen gönüllü olarak katılıyorum ve çocuğum Ali Simceddin ZOBAR’nın da katılımcı olmasına izin veriyorum. Çocuğumun katılacağı çalışmalardan elde edilecek verilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Veli Adı-Soyadı: Behlül ZOBAR

İmza: [Signature]



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#### Veli Onay Mektubu

Sayın Veliler,

Balıkesir Üniversitesi, Necatibey Eğitim Fakültesi, Yabancı Diller Eğitimi, İngilizce Öğretmenliği Bölümünde yüksek lisans öğrencisi olarak "Yabancı dil ağırlıklı 5.sınıflar ve yabancı dil ağırlıklı olmayan 5.sınıflar arasında cümle olumsuzlama sürecini inceleme" başlıklı bir tez araştırması yürütmekteyim. Araştırmamın amacı olumsuzlamanın dil edinim sürecindeki yerini ortaya çıkarmak, anadilin buna etkisine değinmek ve İngilizce bilme seviyesiyle olumsuzlama kullanımını arasındaki ilişkiyi incelemektir.

Katılmasına izin verdiğiniz takdirde çocuğunuz anket ve çalışma kağıtlarını dolduracak veya ses kayıt çalışmasına katılacaktır. Çocuğunuzun dolduracağı anket ve çalışma kağıtlarına verdiği cevaplar kesinlikle gizli tutulacak ve bu cevaplar sadece bilimsel araştırma amacıyla kullanılacaktır. Ses kayıt çalışmasına katılacak çocuklarımızın da hiçbir şekilde kimlikleri belirtilmeyecek ve hiçbir yerde paylaşım yapılmayacaktır. Araştırma sonuçlarının özeti tarafımdan sizlere ulaştırılacaktır.

Çocuğunuzun çalışmamıza katılması Türkiye'de daha önce bu konu üzerinde çalışılmadığı için bundan sonra yapılacak çalışmalara da bilimsel olarak önemli bir katkıda bulunacaktır. Araştırmayla ilgili sorularınızı aşağıdaki e-posta adresini veya telefon numarasını kullanarak bana yöneltebilirsiniz.

Saygılarımla,

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*Lütfen bu araştırmaya katılmak istiyorsanız aşağıdaki boşlukları doldurarak altına imzanızı atınız.*

Bu araştırmaya tamamen gönüllü olarak katılıyorum ve çocuğum Asım Sarıgül'nın da katılımcı olmasına izin veriyorum. Çocuğumun katılacağı çalışmalardan elde edilecek verilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Veli Adı-Soyadı: Çiğdem Sarıgül

İmza: [Signature]

## CERTIFICATES OF THE STUDENTS FOR ATTANDANCE



Picture 1- With General 5<sup>th</sup> Class Students



Picture 2- With Preparatory 5<sup>th</sup> Class Students



## ***A SAMPLE TRASCRIPTION FOR THE VOICE RECORDING ACTIVITY***

*T: Okey, Hi.*

*S1: Hi.*

*T: Hi, What's your name?*

*My name is Nagihan. What is your name?*

*My name is Tuğçe. What is your name?*

*My name is Asrın.*

*Today, I am going to make a research about negation. Negation is what you call "not" in your writings, speaking, etc. Now I want you to introduce yourself. Okey? I will start first. I am Tuğçe. I am from Turkey. I am actually from Izmir. I am 29 years old. I can speak english and a little german. My favourite subject is English and PE. And that's all from me. Now I want you to introduce yourself to your friend and I want you to ask questions to each other. You can start first , Asrın.*

*S2: How old are you?*

*S1: How old are you? Ten years, I am ten years old. How old are you?*

*S2: Where are you from?*

*S1: Where are you from?*

*T: I am from İzmir for example, where are you from?*

*S1: I am from is Giresun.*

*S2: what is your favourite thing?*

*T: What is your favourite what, thing? What does it mean?*

*S2: Somethings.*

*T: Fing? Film o thing? What is yours, what is your favourite thing for example?*

*S2: My favourite thing is "sleeping".*

*T: Sleeping..Oh you are asking freetime activities, Let's say. Okey*

*S1: Yeah. I am dance and listen to music.*

*T: Can you a little bit louder? your speaking. Can you speak a little bit louder?  
Okey?*

*S1: Yes.*

*T: Continue, you can continue, now you can ask anything you want.*

*S1: How old are you?*

*S2: Eleven years old.*

*S1: Okey.*

*S1: How are you?*

*S2: I am good.*

*T: Oow. Good question.*

*S1: What is your favourite activity?*

*S2: PE.*

*S1: OK.*

*T: You can ask where is he from for example.*

*S1: What is your favourite film?*

*S2: I have so much favourite film.*

*T: Okey. You can say one of them I think. Which one do you remember their names? Do you like Shrek for example?*

*S2: Yes.*

*T: Okey. Lets say Shrek. Ok. How many languages do you speak?*

*S2: Two, no no.. Three.*

*T: Can you speak what other languages?*

*S2: Russia.*

*T: Really, woaw, it's so impressive.*

*S2: But a little bit.*

*T:How about you?*

*S1: two*

*T:Just English and Turkish.*

*S1: yes.*

*T:Are you ten years old?*

*S1:Yes.*

*T:Are you eleven years old?*

*S2:Yes.*

*T:You are ten, you are eleven*

*S1 – S2: Yes.*

*T:I am asking to you. Is she nine years old?*

*S2:NO.*

*T:Can you make a whole sentence?*

*S2:You are wrong.*

*T:I am wrong. Ok. I am asking to you right now, Nagihan.Is he fifteen years old.*

*S1:No*

*T: Can you make a whole sentence? Whole sentence: tam cümle*

*He is no sayıyı unuttum-kaç dediğinizi unuttum*

*T:fifteen*

*S1:fifteen years old .*

*T: So he is no fifteen years old you say. What about languages? I am coming to languages.*

*T:Can he speak French*

*S1:No, he is doesn't speaking... ne dediğinizi unuttuyorum.*

*T:French Fransızca okey?*

*T:I am asking to you? Can she speak Italian?*

*S2: No, she is can't.*

*T:What about your favourite subjects? For example, I like English and PE.*

*I am like English and Social studies.*

*What does she like? Does she like English?*

*Yes.*

*Yes, She likes English*

*What about you*

*Does he like Maths?*

*Yes.*

*She doesn't know if you like Maths or not*

*Lets skip anoher part.*

*...*

*For more information you can contact me via my mail address :  
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