

T.C.
BALIKESİR ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

THE USE OF POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS
BY TURKISH EFL LEARNERS IN THE CONTEXT OF LANGUAGE
TRANSFER

YÜKSEK LİSANS TEZİ

Soner SOFRACI

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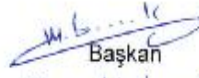
Tez Danışmanı
Prof. Dr. Mehmet BAŞTÜRK

Balıkesir, 2017

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SOSYAL BİLİMLER ENSTİTÜSÜ

TEZ ONAYI

Enstitümüzün Yabancı Diller Eğitimi Anabilim Dalında **201312553003** numaralı Soner SOFRACI'nın hazırladığı "The Use of Possessive Adjectives and Possessive Pronouns by Turkish EFL Learners in the Context of Language Transfer" konulu YÜKSEK LİSANS tezi ile ilgili TEZ SAVUNMA SINAVI, Lisansüstü Eğitim Öğretim ve Sınav Yönetmeliği uyarınca 04.07.2017 tarihinde yapılmış, sorulan sorulara alınan cevaplar sonunda tezin onayına OY BİRLİĞİ/OY ÇOKLUĞU ile karar verilmiştir.


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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduklarını onaylarım.

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Müdür

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Language transfer has been a phenomenal notion in language teaching for researchers for a few decades. All aspects of linguistics have been studied in the context of language transfer. These studies have mostly focalized on the syntactic transfer. Yet, researchers have shown little interest in possessive adjectives and possessive pronouns among these studies. So, the purpose of this study is to examine language transfer in EFL learners' use of possessive adjectives and possessive pronouns. Thus, the results of the study bring light on EFL learning literature which lacks the related research about language transfer. This study may also make contribution in pedagogical terms at the local level by assisting teaching and learning possessive adjectives and possessive pronouns.

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ÖZET

TÜRKİYE’DE İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENENLERİN İYELİK SIFATLARINI VE ZAMİRLERİNİ DİL TRANSFERİ BAĞLAMINDA KULLANMALARI

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S- ve of- iyelik ekleri üzerine yapılan çalışmalarla karşılaştırıldığında, iyelik sıfatları ve iyelik zamirleri üzerine daha az sayıda çalışma gerçekleştirilmiştir. Ayrıca, iyelik sıfatları ve zamirleri üzerine yapılan çalışmaların çoğu da sadece bu yapıların kullanımına odaklanmıştır. Yani, bu çalışmalarda iyelik sıfatları ve zamirleri incelenirken, dil transferi faktörü görmezden gelinmiştir. Bu yüzden, bu çalışmanın amacı dil transferi bağlamında Türkiye’de İngilizceyi yabancı dil olarak öğrenenlerin iyelik sıfatlarını ve iyelik zamirlerini kullanımlarını incelemektir. Bu çalışmada, 50 öğrenciye bir arka plan anketi, çoktan seçmeli test ve çeviri aktivitesi uygulanmıştır. Araştırma sorularına cevap bulabilmek için karşılaştırılmalı analiz ile elde edilen veriler istatistiksel olarak analiz edilmiştir. Veriler analiz edilirken nicel yaklaşım uygulanmıştır ve böylece betimsel istatistikler kullanılmıştır. Sonuçlar çoğu öğrencinin hem iyelik sıfatlarını hem de iyelik zamirlerini doğru bir şekilde kullandığını, aynı zamanda iyelik sıfatlarının kullanımının iyelik zamirlerinin kullanımından daha doğru olduğunu göstermiştir. Ayrıca, birinci dilini kullanma eğiliminde olan ve anadillerinden olumsuz dil transferi yapan bazı öğrenciler de olmuştur. Bu katılımcılar iyelik zamirlerinde iyelik sıfatlarına oranla daha çok dil transferi hatası yapmıştır. Bu sonuçlar aynı zamanda çoğu öğrencinin hem bilgilerinin hem de ana dillerinin sonucu olarak iyelik sıfatlarını iyelik zamirlerinden daha çok kullanmayı tercih ettiğini ortaya çıkarmıştır.

Anahtar Kelimeler: Yabancı dil olarak İngilizce; dil transferi; karşılaştırmalı analiz; iyelik sıfatları, iyelik zamirleri

ABSTRACT

THE USE OF POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS BY TURKISH EFL LEARNERS IN THE CONTEXT OF LANGUAGE TRANSFER

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Fewer studies have been carried out on possessive adjectives and possessive pronouns when compared to *s-* genitive and *of-* genitive possessive structures. Moreover, most of the studies conducted on possessive adjectives and possessive pronouns focused only on the use of these possessive structures. That is, language transfer was ignored while examining them in these studies. Therefore, the aim of this study is to investigate the use of possessive adjectives and possessive pronouns by Turkish EFL learners in the context of language transfer. In this study, a background questionnaire, a multiple-choice test and a translation activity were implemented to 50 EFL learners. The data obtained by contrastive analysis were used to make a statistical analysis for the research questions. While analyzing the data, quantitative approach was adopted, therefore descriptive statistics were used. Results showed that most of the participants could use both possessive adjectives and possessive pronouns correctly while they performed better while using possessive adjectives than possessive pronouns. Moreover, there were some participants who tented to apply their native language and had negative transfers from their native language. These participants had more transfer errors of possessive pronouns than of possessive adjectives. These results also revealed that most participants preferred to use possessive adjectives more frequently than possessive pronouns both as a result of their knowledge and their L1.

Key Words: English as a foreign language; language transfer; contrastive analysis; possessive adjectives, possessive pronouns

DEDICATION

To my beloved family

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LIST OF ABBREVIATIONS

CA: Contrastive Analysis

EA: Error Analysis

EFL: English as a Foreign Language

ELT: English Language Teaching

IL: Interlanguage

PR: Possessor

PM: Possessum

SPSS: Statistical Package for Social Sciences

1. INTRODUCTION

This chapter aims to lay emphasis on the rationale behind the study. For this reason, it begins with the background of the study and continues with the overall statement of the problem. Then, the purpose of the study and the significance of the research are mentioned successively. After the research questions are presented, the limitations of the study are indicated. Finally, it ends with the definitions of the key terms related to the study.

1. 1. Statement of the Problem

The term “language transfer” has been one of the most debated issues in the field of second language acquisition. The debates about language transfer goes back to the 1940’s and 50’s. Since then, language transfer has also been the focus of a lot of studies. All branches of linguistics have been the source of language transfer studies. There has been a great deal of research carried out on syntax (Helms-Park, 2001; Montrul, 2001; Al-Khresheh, 2011; Kanda, 2014; Montrul, 2010; Ionin, & Montrul, 2010; Haznedar, 2007; Mede, Tural, Ayaz, Çalışır, & Akın, 2014; Kuru Gönen, 2010; Erarslan, & Hol, 2014), semantics (Montrul, 2010; Ionin, & Montrul, 2010), pragmatics (Montrul, 2010; Haznedar, 2007; Rezaei, 2012; Bikmen, & Marti, 2013; İstifçi, 2009; Çapar, 2014), lexicon (Celaya, & Torras, 2001; Llach, 2010; Erarslan, & Hol, 2014), morphology (Barto-Sisamout, Nicol, Witzel, & Witzel, 2009; Montrul, 2001), phonology (Verhoeven, 2007; Durgunoğlu, Nagy, & Hancin-Bhatt, 1993), reading (Cummins et al., 1984; August, Calderon, & Carlo, 2002;), writing (Berman, 1994; Uysal, 2008; Elkılıç, Han, & Aydın, 2009).

As mentioned above, there has been a great deal of research carried out particularly on syntax and some studies on semantics with the context of language transfer. The syntax and semantics of possessive constructions in English has been the focus of some transfer studies. Most of these studies consist of the research about “possessive ‘s’ and “possessive of” (Kwon, 2006; Di Domenico, E., & Bennati, E, 2009; Muguiro, 2013; Ghilzai, 2014; Sabrina, 2010; Haznedar, 1997; Carranza, 2012; Alvarez, 2011; Izumi, & Isahara, 2004; Murakami, 2011; Luk, & Shirai, 2009; Jiang, Novokshanova, Masuda, & Wang, 2011). In comparison to this, there is a very limited number of research on the transfer of “possessive adjectives and possessive

pronouns” (Anton-Mendez, 2011; White, Muñoz, & Collins, 2007; Barto-Sisamout, Nicol, Witzel, & Witzel, 2009; Holmqvist, & Lindgren, 2009; Hu, & Bodomo, 2009).

Furthermore, the studies of language transfer on Turkish learners and in Turkey show that possessive pronouns and possessive adjectives haven’t been a prevalent research area and have been neglected by Turkish researchers except for Balkan (2006) who focused on the transfer of the nominal possessive constructions from L1 Turkish into L2 English and Balabakgil, Ökçü, Türk & Mede (2016) who aimed to reveal the level of the effect of L1 Turkish on the use of possessives in L2 English and if explicit instruction can be used to overcome the influence of language transfer on possessive structures.

There are also some problems in the practice of possessive adjectives and possessive pronouns in pedagogical terms. It is observed that possessive pronouns are usually avoided by Turkish learners and they prefer to use possessive adjectives instead. Moreover, learners tend to omit possessive adjectives which have to be used in their sentences in the target language. That is, they have problems while using both possessive adjectives and possessive pronouns.

In sum, the lack of literature on possessive pronoun and possessive adjective use and language transfer in domestic and world wide area is the main problem that constitutes the necessity for this research. Lastly, the other problem is related to the performance of learners on the use of possessive pronouns and possessive adjectives.

1. 2. Purpose of the Study

While bearing the problems mentioned above in mind, current study aims to examine the accuracy and frequency of use of possessive pronouns and possessive adjectives by Turkish EFL learners. In other words, the purpose of the study is to show to what extent possessive adjectives and possessive pronouns are comprehended and produced. In addition, it is intended to find out whether there is a possible language transfer from Turkish to English from the point of use of possessive adjectives and possessive pronouns. Furthermore, it aims to shed light on the missing literature on language transfer and possessive pronouns and possessive adjectives. Finally, present study aims to give suggestions to both teachers and

learners about dealing with the problems of using possessive adjectives and possessive pronouns.

1. 3. Significance of the Study

Language transfer has received great attention of researchers for a few decades. Researchers have mainly focused on the syntactic and semantic transfer in their studies. However, possessive constructions, particularly, possessive adjectives and possessive pronouns have aroused little interest among these syntactic and semantic transfer studies. Therefore, the present study's goal is to probe language transfer in possessive pronouns and possessive adjectives acquisition and use in L2 English by learners whose L1 is Turkish. In this way, the outcomes of the study may shed light on L2 acquisition literature that misses the relevant research about the syntactic and semantic transfer.

The present research may also contribute to teaching and learning possessive adjectives and possessive pronouns in pedagogical terms at the local level. English is the most common foreign language that is taught at nearly all grades of Turkish education system. At university level, many programs' medium of instruction is English and it is provided in preparatory classes for students by most departments. That is, English is the most important foreign language in Turkey. Nevertheless, success in competency is not so easy for Turkish learners of English as they may have problems due to the interaction of their native and instruction language. EFL teachers in Turkey are likely to face learners' errors stemming from the influence of L1 and L2 on each other, but they might not be aware of the cause of these errors. Hereat, they are likely to fail to cope with learners' errors without recognizing the sources for these errors. At this point, this research is expected to assist EFL teachers by enhancing their consciousness of learners' target deviant productions and the reasons for these productions. Thus, they may have a better understanding of the errors, become more likely to overcome the problems and teach possessive adjectives and possessive pronouns in a more effective way keeping the transfer effects of L1 in mind. In the same manner, learners may also benefit from the comparison of their native language and target language by removing the negative effects and raising the positive effects of their L1.

1. 4. Research Questions

As stated above, there are some concerns which form the background of this study. First of all, Turkish learners of English avoid using possessive pronouns and prefer to use possessive adjectives instead of possessive pronouns. Furthermore, learners incline to omit possessive adjectives even though they need to use them in the target language. Last but not least, there is a significant gap on the use of possessive adjectives and possessive pronouns in the context of language transfer. By keeping these issues in mind, the following questions were asked to examine the use of possessive adjectives and possessive pronouns in the scope of contrastive analysis:

1. Which one is used more correctly, possessive adjectives or possessive pronouns?
2. Which one is used more frequently, possessive adjectives or possessive pronouns?
3. Is there an L1 Turkish influence on the participants' use of L2 English possessive adjectives and possessive pronouns?

1. 5. Limitations

This research was limited to 50 EFL learners at School of Foreign Languages of Adnan Menderes University. Second, the study was limited to a quantitative design which included a multiple-choice test and a translation activity. Moreover, the multiple-choice test was limited as it was prepared by the researcher himself and it kept the factor of chance while doing the test. Similarly, the translation activity was limited since it was designed by an educational website and adapted by the researcher. Last, the length of administration of the instruments was confined to one hour.

1. 6. Definitions

In this study, the following terms should be considered in their meanings below:

Contrastive Analysis: Learning a language according to comparing and contrasting the structure of the native language and the target language with a parallel description of both languages.

English as a Foreign Language: 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: The transfer which occurs where there is some sort of dissonance between the L1 and L2.

Positive Transfer: The transfer which occurs where there is concordance between the L1 and L2.

Possessive Adjective: The determiners which specify the noun phrase by relating it to the speaker, writer or other entities.

Possessive Pronouns: The pronouns that express possession like possessive adjectives, except that they constitute a whole noun phrase.

Statistical Package for Social Sciences: Computer software used for statistical analysis.

2. REVIEW OF LITERATURE

This chapter consists of two main sections focusing on literature related to possessive adjectives and possessive pronouns and language transfer. The first section elaborates language transfer, the contrastive analysis hypothesis (CA), error analysis (EA), interlanguage (IL), and constraints on language transfer. This section also gives an account of background of the study and discusses the similarities and differences between possessive adjectives and possessive pronouns in Turkish and English with the scope of contrastive analysis. The second section presents the studies which were related to the language transfer and use of possessive pronouns and possessive adjectives.

2. 1. Theoretical Framework

In this section, first, the evolvement of language transfer in historical context and the factors on language transfer are explained in details. Next, the syntactic and semantic background and contrastive analysis of possessive adjectives and possessive pronouns in Turkish and English are described in depth.

2. 1. 1. Historical Context of the Development of Transfer Studies

The field of language transfer has a long history in applied linguistics and it has undergone a lot of changes as a result of the attention of theorists and researchers. Language transfer, contrastive analysis hypothesis, error analysis and interlanguage will be discussed in accordance with the evolution of language transfer studies.

2. 1. 1. 1. Language Transfer

The term “language transfer” has been one of the most discussed phenomenon in the field of second language acquisition. The discussions about language transfer date back to the 1940’s and 50’s. As a result, this term has evolved a lot theoretically with the interest of researchers. Fries (1945) and Lado (1957) suggested the terms “interference” and “transfer” in CA. Weinrich (1953: 1 cited in Dulay et al. 1982: 99) defines interference as “those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their

familiarity with more than one language, i.e. as a result of languages in contact”. Interference is due to the unfamiliarity with the L2, that is, to the learner’s not having learned target patterns (Dulay et al. 1982:97). For Lado (1957), “transfer is about the grammatical structure of the native language tends to be transferred to the foreign language... we have here the major source of difficulty or ease in learning the foreign language Those structures that are different will be difficult.” Lado (1964) defines transfer as the extension of a known language into the target language consciously or unconsciously in either way, positively or negatively. These CA ideas were mainly based on behaviorist views, therefore they weren’t satisfying enough. To rule out the term “transfer”, Corder (1983) came up with the term “mother tongue influence”. Corder (1983) sees mother tongue influence "as a cognitive element in the process" that “might reasonably be expected to affect decisively in the order of developmental sequence”. Later, “crosslinguistic influence” was proposed by Sharwood Smith and Kellerman (1986). To them, transfer is not the same thing as cross-linguistic influence. Whereas transfer refers to those linguistic behaviors incorporated from L1 into interlanguage without capturing other interlingual effects, cross-linguistic influence, on the other hand, refers to those L1 effects such as avoidance, L1 constraints on L2 learning and performance, and different directionality of interlingual effects. All these terms transfer and crosslinguistic influence are used alternatively by researchers today in spite of mentioned discussions above.

Jarvis and Pavlenko (2008) characterized language transfer of crosslinguistic influence according to some dimensions like directionality and outcome. In terms of directionality, they suggested “forward” and “reverse” or “backward transfer”. Cook (2003) stated that forward transfer occurs when prior languages of the learner influence the target language and backward or reverse transfer happens when the language(s) acquired after the native language influences the prior language(s). As regards to outcome, Ellis (1994) explained that “positive transfer” occurred where there was concordance between the L1 and L2. “Negative transfer”, on the other hand, occurred where there was some sort of dissonance between the L1 and L2.

2. 1. 1. 2. Contrastive Analysis Hypothesis

The basic idea of the Contrastive Analysis Hypothesis is identifying the difficulties and errors in learners’ second language acquisition. CA is mainly based

on the popular psychological and linguistic frameworks of that time, that is, Behaviourism and Structuralism. The study of CA was first started in 1945 by Fries. Fries (1945) reports that “contrastive analysis is about learning a language according to comparing and contrasting the structure of the native language and the target language with a parallel description of both languages and it focuses on the differences and similarities between the native and target languages” (p. 193). Following Fries’ ideas, Lado (1957) claims that the learners’ errors can be guessed on the basis of comparing their native language to the target language. James (1980) who hypothesized CA maintains that “CA is a linguistic enterprise aimed at producing inverted (i.e., contrastive not comparative) two-valued typologies, and found in the assumption that languages can be compared” (p.13).

For Fries (1945), CA focuses on the differences and similarities between the native and target languages. Similarly, Lado (1957) connects difficulties in learning with the difference between learners’ native and target language. He adds that the elements of the target language that are similar to learners’ native language will be easy to learn and this will lead to positive transfer. On the other hand, the structures which are different in both languages will cause difficulty and that will result in negative transfer.

These views unfold the primary concern of the proponents of CA, namely, the pedagogical practices (Gass & Selinker, 1992). The purpose of Fries (1945) was to create teaching materials for learners to foster automatic and unconscious habits for the sound and structural systems of the target language. Likewise, Lado (1957) indicated that the aim of CA was to help EFL teachers by predicting the difficulties that the learners may face and to design materials correlatively. Last but not least, Selinker (1992) remarked that teachers would be able to teach more effectively when the learners have a comparison of the languages.

CA started to lose its importance in the 1970s for some reasons after its eminence for a few decades. Hughes (1980) criticized CA as “it has undervalued the contribution of the learner, has failed to recognize fully the nature of what has to be learned, and has not taken into account the way the L2 is presented to the learner” (58). Another criticism came from the supporters of Error Analysis. They have disputed that CA neglects other factors that might affect acquisition process while it pays attention to difference between L1 and L2. Fisiak (1981) referred that the value and importance of Contrastive Analysis lies in its ability to indicate potential areas of

interference and errors. Not all errors are the result of interference. Psychological and pedagogical, as well as other extra linguistic factors contribute to the formation of errors". Moreover, Klein (1986) argued that acquisition process may not be in accordance with contrastive analysis and transfer errors may not be predicted by linguistic similarities and differences. To add, according to Gass and Selinker (1994, p.2), learners' behaviors are predicted "without careful description and analytical studies of second language learners". Finally, Abbas (1995) indicated that the excessive emphasis on interference withholds teacher from focusing on the other kinds of errors in the process of acquisition. In spite of its big reputation between 1940's and 1970's, it is clear that the importance of CA fade away today.

2. 1. 1. 3. Error Analysis

Error Analysis (EA) is another important approach in the area of second language acquisition that substituted CA which was deserted by researchers for its distrust and inefficiency. EA came into prominence during 1970's as a reaction to CA. The most distinctive difference of EA from CA was the importance of native language. For CA, the role of native language was crucial. The advocator of CA claimed that native language is the main source of errors, so they focused on the linguistic systems to describe learners' errors. On the other side, EA aimed to prove that the reason for learners' errors is not only the native language but also some universal learning strategies. As a supporter of this view, Odlin (1989) asserted that there are other causes for learners' errors apart from interference. "Simplification", as one of these causes, is about omitting some forms and structures of the target language. "Overgeneralization" means the overuse of a structure in the target language and "transfer of training" regards to the effects of instructions that learners have on their language production.

Corder (1967), the father of EA, first indicated that "a learner's errors ... are significant in [that] they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language". Later, he added on that the EA intends to explain learners' linguistic system as a whole and compare it with the system of target language. So, EA is "a brand of comparative linguistic study" (Corder, 1973). Lastly, Corder (1974, p. 125) expressed that "The study of errors is part of the investigation

of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process.”

Apart from Corder, Richards (1971) specified that “the field of error analysis may be defined as dealing with the differences between the way people learning a language speak and the way adult native speakers of the language use the language”. For Faerch, Haastrup & Phillipson, (1984) the target of EA is to clarify learners errors and elicit the connection between these errors and learning context. Last but not least, James (1998) defined EA as “the process of determining the incidence, nature, causes and consequences of unsuccessful language”.

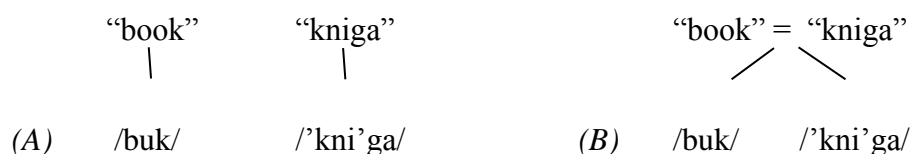
The intention of Error Analysis was primarily pedagogical and pragmatic as such in Contrastive Analysis. Corder (1973) stated that errors are useful feedbacks for developing effective teaching materials and techniques and informs if a remedial syllabus is necessary or not. Accordingly, Sharma (1980) added that error analysis can present a strong support to remedial teaching and it makes it easier to find out the deficiencies and achievements of teaching programs. Once and for all, Richards et al (1992) set forth that the study of errors can diagnose learners’ strategies, identify the sources of learners’ errors and ultimately provide information to develop teaching materials and to assist teaching.

Error Analysis couldn’t avoid allegations just like Contrastive Analysis. One of these allegations came from Schachter (1974) who argued that EA doesn’t let the consideration of “avoidance phenomena”. Avoidance Phenomena is the term which means a strategy that learners use to escape from what is difficult in the target language for them. Thus, learners prefer not to use some specific forms or structures as they may do wrong. In addition, Schachter and Murcia (1977) pointed out some arguments against EA. The study of error analysis neglected other issues in language learning when it solely focused on the errors. The classification of errors identified by EA is not always reliable. Determining the difficulties in the target language is not done properly (Schachter and Murcia, 1977). In a similar vein, Alexander (1979) mentioned EA only attached importance to errors excluding comprehension and other aspects of learners’ process. In conclusion, giving importance to errors in isolation was the most criticized aspect of error analysis.

2. 1. 1. 4. Interlanguage

The concept of “interlanguage” gained importance in the studies of second language acquisition after the failure of CA and EA. Although interlanguage, as a term, was first officially introduced by Selinker (1972), some linguists mentioned similar terms to interlanguage before him. First of all, Weinreich (1953) introduced the term “interlingual identification” from which Selinker (1972) adapted interlanguage. Weinreich (1953) describes that “interlingual identification is a form of language interference that does not involve transfer of elements as such, but involves the equation of an element from one linguistic system with a similar element in a contact linguistic system, which although perceived as identical, in fact differs in some way. The identification of the two elements may be driven by a similarity in form, meaning and function” (cited in Goebel, Nelde, Starý, & Wölck 1996: 110). For instance, Weinreich (1953, p. 9) explained that;

“Instead of treating the English *book* and Russian *kniga* as two separate signs (A), he could regard them as a compound sign (B)”:



Another notion, “transitional competence”, was suggested by Corder (1967) in his study called “The Significance of Learners’ Errors”. Corder (1967) explained “transitional competence” as the learners’ underlying knowledge of the target language to date. He identified errors of performance as mistakes and the systematic errors of the learners (the errors of competence) as errors from which it is possible to reconstruct their knowledge of the target language to date, that is, their transitional competence (p.166 -167). Later, Corder (1971) proposed “idiosyncratic dialects” which mean the successive linguistic systems which learners form while they are acquiring the target language. He put in that some forms which correspond to the dialect are not the ones associated with any social dialect, but they are the members of a unique dialect which is regular, systematic and meaningful (Corder, 1971).

Nemser (1971) submitted the concept of “approximative system” that “... is the deviant linguistic system actually employed by the learner attempting to utilize the target language” (p. 2). This approximative system is different from learner’s

native language and target language and internally structured (Nemser, 1971, p. 2). The other issue about this term that Nemser (1971) stressed is the successive approximation towards the target language.

Interlanguage (IL) has been the most effective term used in the field of second language learning despite all the other notions mentioned above. It is a language system different from both the system of native language and target language with its unique features and forms (Selinker, 1972). The hypothesis about interlanguage has also been supported by other researchers (Adjémian 1976; Dulay & Burt 1974a; Lalleman 1996; Yip, 1995; Hobson, 1999).

According to Selinker (1972), learners get through progressive stages from L1 to L2 and they aim to reach the system of L2 from their interlanguage. However, the number of learners who achieve this aim doesn't go beyond %5. Although Hobson (1999) clarified the movement towards target language, Selinker (1972) refused the comparison of interlanguage with target language as he sees IL as independent from TL. This view explains one of the reasons for the acceptability of interlanguage over other suggested terms. That is, the terms, transitional competence, idiosyncratic dialects and approximative system are rejected because of their association with the comparison between interlanguage and target language (Sridhar, 1975; Hobson 1999). On the contrary, interlanguage is neutral about the directionality of attitude. In addition to this, IL seems to be appropriate also for the following reasons: (1) it captures the indeterminate status of the learner's system between his native language and the TL; (2) it represents the "atypical rapidity" with which the learner's language changes, or its instability; (3) focusing on the term "language," it explicitly recognizes the rule-governed, systematic nature of the learner's performance and its adequacy as a functional communicative system (Sridhar, 1975, p. 30).

Interlanguage has also been exposed to some criticisms. James (1994) argued that analyzing the data in interlanguage is highly problematic. The focus of IL on morphology and syntax, the confusion about the definition of the concepts of processing model and competence model and the inability to create influential approaches to ease the empirical studies are the other aspects of interlanguage criticized by Jie (2008).

2. 1. 2. Constraints on Language Transfer

Today, the influence of language transfer on some aspects of learners' second language acquisition has been agreed by many researchers such as Dechert&Raupach, 1989; Ellis, 2006; Gass&Selinker, 1992; Odlin, 1989; Schwartz, 1998; Schwartz & Sprouse, 1994, among many others. The definition of transfer made by Odlin (1989) is one of the most accepted definitions among researchers as it includes various perspectives about the notion of transfer: "transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (p. 27). The different viewpoints suggest several kinds of transfer like positive and negative transfer and forward and backward (reverse) transfer. Therefore, it is essential to look into the factors that are thought to affect language transfer.

2. 1. 2. 1. Sociolinguistic Factors

These factors are related to the effect of the recipient and the different context of learning on transfer. When learners are in focused context (classroom settings), Odlin (1989) suggested that it is less likely to occur negative transfer. However, learners feel free to mix languages and negative transfer is more common in unfocused context, that is, natural settings (Odlin, 1989). In another study, Dewaele (2001) claimed that learners in a formal interview produced less interference than those learners who were interviewed in informal contexts. On the contrary, De Angelis (2007) indicated that learners feel more anxious in formal contexts, and this anxiety causes more negative transfer in their non-native language production.

2. 1. 2. 2. Markedness

According to the concept of markedness, some linguistic properties are more "special" than others that are more "basic". In other words, the linguistic features which are more common in most languages are "unmarked", but the ones that are unique to a specific language or found in a few languages are called "marked". The transfer is likely to happen when a feature of native language is unmarked while that feature is marked in target language. On the other hand, when a structure in native language is marked and it is unmarked in TL, transfer may not occur (Zobl, 1984;

Hyltenstam, 1984; Bo, 2014). However, not all the researchers go along with this claim.

2. 1. 2. 3. Prototypicality

Kellerman (1977) claimed that language transfer is affected by three important factors. One of these factors is “prototypicality” which is about learners’ intuition on the specificity of a given item in their native language. According to Kellerman (1977), learners see some linguistic features as “language-neutral” or “prototypical” and others as “language-specific” or “non-prototypical”. They tend to transfer prototypical elements but resist transferring non-prototypical ones.

2. 1. 2. 4. Language Distance and Psychotypology

Language distance can be analyzed in two aspects, as a linguistic phenomenon, that is, the degree of actual linguistic difference between two languages and as a psycholinguistic phenomenon; namely, by determining what learners think is the degree of distance between their native language and target language (Ellis, 2008). Ellis (2008) added that the actual language distance may lead to positive transfer as learners find it easier when L2 is similar to their native language. On the other hand, according to Kellerman (1977), “psychotypology” or “language distance” is defined as learners’ perception of the typological distance between their native language and target language and it is independent from the actual language distance. Learners decide whether to transfer the items which are prototypical for them on the basis of their insight of language distance. Cenoz (2001) stated that learners borrow more linguistic items from the language which is perceived as typologically closer to the target language (p. 8).

2. 1. 2. 5. Proficiency Level

Kellerman (1977) hypothesized learners’ proficiency level of L2 as the third factor influencing language transfer. It is noted by many studies and researchers that learners with less proficiency and at the early levels of L2 are more likely to apply their native language and transfer linguistic elements (Odlin, 1989; Ringbom, 1986, 1987; Williams & Hammarberg, 1998; Möhle, 1989; Poullisse, 1990; Kellerman, 1977). Kellerman (1977) indicated that at the early stages, learners are “relatively naïve, linguistically speaking, and ... will be forced to rely on their own “feel” for

the languages concerned” (p. 114). Moreover, Odlin (1989) pointed out that learners tend to use the source language in which they are proficient to complete their missing knowledge in the target language at the early levels, and this generally results in negative transfer. That said, positive transfer appears at the upper stages of learners’ proficiency. In conclusion, the level of proficiency plays an important role in the sort of transfer.

2. 1. 3. Background: Possessive Adjectives and Possessive Pronouns in English

“Possession is a universal domain, that is, any human can be expected to have conventionalized expressions for it” (Heine, 1997, p. 83). What is normally called possession is the linguistic expression of the relation between two entities, a Possessor (PR) and a Possessum (PM) (Baron and Herslund, 2001). The possessor, is some way related to the other, the possessum, as having it near or controlling it (Baron and Herslund, 2001).

According to McGregor (2009), there are three kinds of possession; attributive, predicative and external possession. Attributive possession refers to constructions in which the PM and the PR are expressed in a noun phrase or a pronoun alone as in;

- (1) (a) His brother and mine are classmates.
- (b) The head of the company resigned.
- (c) Jack’s arm is broken.

Predicative possession is used in constructions in which the possessive relationship is expressed in the predicate, often by a possessive verb as in;

- (2) (a) I have a cat.
- (b) He owns a Ferrari.

External possession is stated in constructions in which the possessive relation is specified at the level of a clausal construction. Consider the following example in (3):

- (3) The police hit the thief on the leg.

Possessive adjectives and possessive pronouns take a small place in the studies of language transfer although it has been a phenomenon in different branches of linguistics, especially syntax. Possessive adjectives have a determinative function

and therefore are dependent on the noun. On the other hand, possessive pronouns have a nominal function and are used independently. Possessive adjectives and possessive pronouns are shown in Table 1.

Table 1. Possessive Adjectives and Possessive Pronouns in English

Possessive Adjectives	my	your	his	her	its	our	their
Possessive Pronouns	mine	yours	his	hers	its	ours	theirs

2. 1. 3. 1. Possessive Adjectives in English

As Biber et al (1999) stated, “possessive adjectives are the determiners in a noun phrase that express possession, and are comparable to the genitive of nouns” (p. 459). Possessive adjectives link the possession to the speaker, interlocutor or other entities in a conversation or text. They generally serve to explain the ownership of objects by human beings. They also function to express the social and family relationships, responsibilities, personal experiences. Finally, Curme (1931) pointed out that they are used to indicate appreciation and depreciation. They are very common in daily speech and fiction.

Possessive adjectives serve as determiners, that is, they function to specify the reference of a noun (Biber et al, 1999). Furthermore, Huddleston and Geoffrey (2002) suggested that they are used to replace nouns especially in genitive cases and serve for economy. Since they modify nouns which is the most characteristic feature of adjectives, they are also seen as adjectives.

Possessive adjectives are followed by the noun that they complement. They refer to the possessor, not to the possessed. To add, they don’t distinguish gender or number of the possessum and they cannot be omitted as an ambiguity occurs in the sentence. The third singular possessive adjective distinguishes according to the gender of the possessor. “Your” is used as both the second singular and the second plural possessive adjective. They can complement countable and uncountable nouns and even proper nouns (Biber et al, 1999). They can be followed by other adjectives describing the possessum. They are not followed by articles, determiners and they don’t stand alone except for the determinative “own”. Quirk et al (1985) stated that “own” intensifies their meaning or emphasizes coreference between the possessive and the subject of the clause. Moreover, when “own” is added to possessive

adjective, it can function as an independent noun phrase. Consider the examples in (4):

- (4) (a) Jane makes *her own breakfast* every morning.
(b) That sports car is my (*very*) *own*.

2. 1. 3. 2. Possessive Pronouns in English

Biber et al (1999) stated that “possessive pronouns are the pronouns that express possession, and are comparable to the independent genitive of nouns (p. 459). They are like possessive adjectives, except that they constitute a whole noun phrase” (p. 97).

Possessive pronouns are not followed immediately by a noun, they stand alone. It also shows possession the same as in possessive adjectives. Possessive pronouns can appear as subject, object, complement, or prepositional complement. However, its complement function is particularly common.

Quirk et al (1985) expressed that “possessive pronouns in other functions generally has a quasi-elliptical role, replacing a noun phrase with a determinative possessive” (p. 362). It also functions as prepositional complement in the “double genitive” construction. This is shown by the following example in (5):

- (5) I met *a friend of yours* in the street yesterday.

The use of *its* with independent function is extremely rare but it can still be used as possessive pronoun. Possessive pronouns cannot be accompanied with *own*: **yours own, *mine own*. “Yours” is used as both the second singular and the second plural possessive pronoun. The third singular possessive pronoun distinguishes according to the gender of the possessor. They don’t distinguish gender or number of the possessum.

2. 1. 4. Background: Possessive Adjectives and Possessive Pronouns in Turkish

Possessive adjectives are constructed by adding possessive suffixes to the subject pronouns in Turkish. Possessive pronouns are constructed by adding “-ki” pronominal suffixes to possessive adjectives in Turkish. Possessive adjectives and possessive pronouns in Turkish are shown in Table 2.

Table 2. Possessive Adjectives and Possessive Pronouns in Turkish

Possessive Adjectives	benim	senin	onun	bizim	sizin	onların
Possessive Pronouns	benimki	seninki	onunki	bizimki	sizinki	onlarınki

2. 1. 4. 1. Possessive Adjectives in Turkish

Possessive adjectives are followed by the noun that they complement. The possessum also has possessive marking in accordance with its possessor. They refer to the possessor, not to the possessum. “Your” is distinguished in Turkish as “senin” the second singular and “sizin” the second plural possessive adjective. The third singular possessive adjective doesn’t distinguish according to the gender of the possessor. They don’t distinguish gender or number of the possessum. They can serve as subject, object, indirect object or predicate in a sentence. Genitive case and possessive agreement for each person in singular and plural are shown in Table 3 below (table from Bahadır, 2012, p. 46).

Table 3. Genitive Case and Possessive Marking in Turkish

Function	GEN Case: (n)In	POSS Marking: -(s)I(n)
1st Person Singular	ben-im	-(I)m: -im, -ım, -üm, -um, -m
2st Person Singular	sen-in	-(I)n: -in, -ın, -ün, -un, -n
3st Person Singular	o-nun	-(s)I(n): -i(n), -ı(n), -ü(n), -u(n), -si(n), -sı(n), -sü(n), -su(n)
1st Person Plural	biz-im	-(I)mIz: -imiz, -ımız, -ümüz, -umuz, -miz, -mız, -müz, -müz
2st Person Plural	siz-in	-(I)nIz: -iniz, -ınız, -ünüz, -unuz, -niz, -nız, -nüz, -nüz
3st Person Plural	onlar-ın	-lArI(n): -leri(n), -ları(n)

They can be followed by other adjectives describing the possessum. Generally, they are not used but omitted when the possessor and the subject of the

sentence are in agreement which is the null possessive adjective parameter in Turkish (6). They only appear in the sentence overtly to emphasize/contrast the possessor (7) or to remove ambiguity (8) (examples from Göksel & Kerslake, 2011, p. 54-55).

(6) Bugün [**oda -m**] -1 toplay -acağ **-im**
today room-POSS.1SG -ACC tidy -FUT -1SG
“I’m going to tidy **my room** today.”

(7) [**Ben-im oda -m**] bun-dan daha güzel
I -GEN room-POSS.1SG this-ABL more nice
“**My room** is nicer than this.”

(8) Şimdi [(sen-in / o -nun) ev -in] -e gid -iyor -lar
now you-GEN/s/he -GEN house-POSS.2SG/3SG- DAT go -IMPF-3PL
“They’re on their way to *your/her-his house now*.”

Plurality in the possessum also causes an ambiguity. The plural suffix “lar” may indicate the plurality of the possessum, of the 3rd person possessor or of both. Consider the examples below in (9) (examples from Göksel & Kerslake, 2005, p. 152):

(9) (a) Bilet **-ler -i** burada
ticket -PL -3SG.POSS
“*Her/his* tickets are here.”

(b) Bilet **-leri** burada
ticket-3PL.POSS
“**Their** ticket is here.”

(c) Bilet **-leri** burada
ticket -PL.3PL.POSS
“*Their* tickets are here.”

2. 1. 4. 2. Possessive Pronouns in Turkish

Possessive pronouns are not followed immediately by a noun, they stand alone. They replace a noun phrase with a possessive adjective. “Yours” is

distinguished in Turkish as “seninki” the second singular and “sizinki” the second plural possessive pronoun. The third singular possessive pronoun does not distinguish according to the gender of the possessor. They don’t distinguish gender or number of the possessum. They can serve as subject, object, indirect object or predicate in a sentence.

When possessive pronouns are in predicate function, they can be replaced by possessive adjectives. When possessive pronouns are in predicate function, they appear in the sentence to emphasize/contrast the possessor or to remove ambiguity. Consider the examples in (10) below:

(10) (a) Masanın üstündeki kitap **ben-im -ki**.

I -GEN-PRON

“The books on the table are **mine**.”

(b) Masanın üstündeki kitap **ben-im**.

I -GEN

“The books on the table are **my**.”

2. 1. 5. Conclusion

Some conclusions were reached from the review of the theoretical background of language transfer, possessive adjectives and possessive pronouns. First, language transfer has been an important issue in language learning process, so has undergone a lot of changes over a few decades. There have been different views of research like Contrastive Analysis, Error Analysis and Interlanguage which tried to explain language transfer phenomenon. Moreover, different constraints have been suggested by research which limit or increase the degree of language transfer. Later, the comparison of English and Turkish possessive adjectives and possessive pronouns has been carried out on the context of contrastive analysis. In English, possessive adjectives are always overt and should be present before the possessum. On the other hand, possessive adjectives are not used when the possessor and the subject of the sentence are in agreement in Turkish. In daily speech of Turkish, they are even omitted when there is no agreement between the possessor and the subject of the sentence. Moreover, the third singular person distinguishes according to the gender of the possessor in English while there is only one possessive adjective for all

third singular people as possessor in Turkish. Finally, “your” is used for both second singular and second plural person as possessive adjective in English. However, in Turkish, “senin” is used as second singular and “sizin” is used as second plural possessive adjective person.

Possessive pronouns are used in “double genitive” construction in English, while that kind of structure is not present in Turkish. Still, possessive adjectives are used in Turkish while forming constructions similar to double genitive. Additionally, possessive pronouns are never replaced by possessive adjectives in its subject, object, prepositional or predicate position in English. On the contrary, possessive adjectives can be used instead of possessive pronouns in Turkish when they are in predicate position of the sentence. To add, the third singular person distinguishes according to the gender of the possessor in English while only one possessive pronoun is used for all third singular people in Turkish. Finally, “yours” is used for both second singular and second plural person as possessive pronoun in English. However, in Turkish, “seninki” is used as second singular and “sizinki” is used as second plural possessive pronoun person.

2. 2. Literature Review

From the review of the related literature, it has been found out that most of the language transfer studies have focused on the “genitive s” and “possessive of” structures. However, the number of studies on possessive adjectives and possessive pronouns in the context of language transfer has been rather limited. In this section, the studies carried out on possessive adjectives and possessive pronouns and language transfer are submitted.

2. 2. 1. Use of Possessive Adjectives and Possessive Pronouns

In Nursahadah’s (2014) study, the goal of the research was to get information about the amount of the students’ errors and the reasons why the students of SMP Islam Al Syukro Universal made errors in using personal pronouns. Nursahadah (2014) used descriptive analysis with the procedures of error analysis as the method of the study and the data were obtained from two materials, a test and an interview. The participants were high school students of SMP Islam Al Syukro Universal. After the research, the research found out that the percentages of errors were as follows;

errors of *Subject Pronoun* with percentage 30%, errors of *Object Pronoun* 31.03%, errors of *Possessive Adjective* 33.33%, and errors of *Possessive Pronoun* 40%. In conclusion, possessive pronouns were the most errors made by students of SMP Islam Al Syukro Universal. Nursahadah (2014) claimed that internal and external factors caused students make errors in using personal pronoun.

Seow and Tay (2004) studied whether two different classroom learning environments affect the acquisition of English personal and possessive pronouns by Primary Two students in Singapore. One of the classrooms was formal and focused on rules and drills while the other was informal and based on communicative approach. The participants were 32 Primary Two students from Bedok View Primary School who had formal instruction in the study and 37 Primary Two students from New Town Primary School who took part in an informal classroom. They were given a pre-test and two post-tests. These tests showed that both groups of participants were more successful in using personal pronoun when compared to possessive pronouns. For both groups, the most problematic pronouns were the possessive pronouns with nominal function (yours, ours). The researchers suggested that the reason for this is a probable developmental order for learning personal and possessive pronouns.

2. 2. 2. Transfer of Possessive Adjectives and Possessive Pronouns

In their studies, Barto-Sisamout et al (2009) aimed to find out whether L2 readers might show interference from their L1 during online sentence comprehension in two conditions: (1) a “similar but different” condition which means L1 and L2 indicate a grammatical relationship with comparable morphology, but under different rules and (2) an “L1+L2-” condition which means morphological marking is required in L1 but not in L2. The subjects included Spanish learners of English with comparison groups of English native speakers and Chinese learners of English. They were tested on two sentence types to reveal the influence of these potential sources of interference in a self-paced reading task. One sentence type involved possessive pronouns to investigate a “similar but different” condition. The other was about personal and non-personal direct objects in order to test an “L1+L2-” condition. The researchers predicted that the difference in number marking of possessive pronouns would cause inflated reading times when Spanish-English bilinguals read

“mismatched” noun phrases in English sentences. The results indicated that Spanish-English bilinguals didn’t show L1 interference during the online comprehension of the sentence types. Moreover, the mismatch between a possessive pronoun and the noun following it didn’t reveal any processing difficulties for this group.

In another research, Anton-Mendez (2011) did an experiment on production of his/her in English by proficient Italian, Spanish, and Dutch native speakers. The experimental groups were Italian and Spanish native speakers and the control group involved Dutch learners as gender agreement of possessive pronouns in Dutch was similar to English. In Dutch and English, 3rd person singular possessive pronouns agree in gender with their antecedents, in Italian and Spanish possessives in general agree with the noun they accompany (possessum). However, while in Italian the 3rd person singular possessives overtly agree in gender with the possessums, in Spanish they lack overt morphological gender marking. Participants were asked to retell 128 sentences paired with photographs of people. As expected, Dutch learners made very few possessive gender errors. Spanish and Italian learners made few possessive gender errors for inanimate possessum, but they made more errors for animate possessum. These results ascertained that even proficient L2 learners of English tend to apply their native language.

In Holmqvist & Lindgren’s (2009) study, the goal was to apply a learning study in describing how participants notice the letter “s” at the end of a word, and what type of knowledge they could implement for this learning object during instruction. This learning study included five research lessons taught in parallel, rather than in a cycle. The subjects of the study involved five classes from grade level five to upper secondary school, five university students, and two researchers. The study showed how the learning study was used to point out the interpretation ways of the suffix “s” by the participants. The outcome revealed how they tried to understand a second language by means of the structure of their native language. One clear example for this in this study was the pronoun your (dependent possessive form) and yours (independent possessive form). Since there is no difference in Swedish between dependent and independent possessives, the subjects associated the two forms with the differences between d- and t- gender. This distinction is made in Swedish (din/ditt) but not in modern English.

When the studies by Turkish researchers are reviewed, it is explicit that possessive pronouns have been ignored by Turkish researchers in terms of language

transfer. Only two studies, to the researcher's knowledge, have been carried out on this issue. Balkan (2006) focused on the transfer of the nominal possessive constructions from L1 Turkish into L2 English.

Balabakgil, Ökçü, Türk & Mede (2016) sought to find out the degree of native language effect on the use of possessive structures in second language and the possibility of overcoming the impact of language transfer via explicit instruction. The participants of the study were 44 preparatory program students who were at the beginner level of proficiency at two private universities in Turkey. A translation activity, a multiple-choice activity and a picture description activity were used to collect the data. The results of the study showed that L1 Turkish affected the learning process of L2 English possessives both positively and negatively as a result of the similarities and differences between the two languages.

2. 2. 3. Conclusion

Some conclusions were reached after reviewing the related literature. First of all, on possessive pronoun use, Nursahadah's (2014) and Seow and Tay's (2004) studies revealed that the use of possessive pronouns is considerably problematic when compared to other pronouns. Similarly, Balabakgil, Ökçü, Türk & Mede (2016) found out that possessive pronouns were mostly replaced by possessive adjectives and possessive adjectives were not preferred and not used although they were supposed to be used. However, Barto-Sisamout et al (2009) found out that there was no difficulty while the participants were processing possessive pronouns. About language transfer on the use of possessive pronouns, Anton-Mendez's (2011) study showed that the possessive gender errors of participants stem from applying their native language. Similarly, in Holmqvist & Lindgren's (2009) study, the results presented that participants tried to comprehend a second language by means of the structure of their native language. Finally, Balabakgil, Ökçü, Türk & Mede (2016) indicated that native language had both positive and negative influence on the use of possessive adjectives. In the light of these studies, it is clear that there is a remarkable gap of studies related to language transfer and possessive adjectives and possessive pronouns both in Turkey and in the world.

3. METHODOLOGY

This chapter presents the methodology used to collect and analyze data about the use of possessive adjectives and possessive pronouns in the context of language transfer. Therefore, first, information about the design of the research is provided. Next, participants and tools are introduced respectively. Then the procedure is explained and lastly data analysis is presented.

3. 1. Research Design

This study used a three-step procedure: (1) administration of background questionnaire, (2) administration of multiple choice test and (3) administration of translation activity. Background questionnaire, multiple choice test and translation activity were all administered to participants at the same time. Current study primarily adopted the contrastive analysis to compare and contrast the linguistic structures about possessive adjectives and possessive pronouns between participants' interlanguage, target language and native language. After finishing the identification of participants' IL patterns by comparing their native language and target language, the study was designed as a descriptive study and therefore adopted a quantitative approach to analyze the data by entering the results into the Statistics Package for Social Sciences 21 (SPSS).

3. 2. Participants

Table 4. Gender, Age, Department, High School, Learning Duration of Participants

Variables	Level	n	%
Gender	Female	26	52
	Male	24	48
Age	18	9	18
	19	22	44
	20	16	32
	21	1	2
	22 and above	2	4
Department	Engineering	35	70
	International Relations	15	30
High School	Anatolian High School	23	46
	Anatolian Teacher Preparatory High School	5	10

Table 4. Gender, Age, Department, High School, Learning Duration of Participants (continue)

Variables	Level	n	%
High School	Vocational High School	10	20
	Technical High School	3	6
	Regular High School	9	18
Learning Duration	1-3 Years	3	6
	4-6 Years	7	14
	7-9 Years	11	22
	10 Years and above	29	58

50 preparation class students participated in the study in total (see Table 4). Among the total of 50 participants, 26 (52%) of them were female, and 24 (48%) were male. 35 (70%) of them were studying Engineering and 15 (30%) were studying International Relations at ADU. In terms of their high school education, 22 (46%) of them studied at Anatolian High School, 10 (20%) of them studied at Vocational High School, 9 (18%) of them studied at Regular High School, 5 (10%) of them studied at Anatolian Teacher Preparatory High School and 3 (6%) of them studied at Technical High School. 29 (58%) of the participants have been learning English for ten years or above, 11 (22%) of them have been learning for 7-9 years, 7 (14%) of them have been studying English for 4-6 years and 3 (6%) of them have been studying for 1-3 years.

3. 3. Tools

In the present study three sets of instruments were used to collect data from participants about their demographic and background information and their knowledge and use of L2 English possessive pronouns and possessive adjectives. The first instrument was a background questionnaire which included questions asking participants for their gender, age, department, high school education and learning duration. The other two sets of instruments were a multiple choice test and a translation activity respectively. The number of sentences in the test was deliberately limited to 40 considering participants' fatigue. All the instruments were given to participants at the same time. They were restricted with one hour, and they were asked to answer each sentence as soon as possible by reading it once.

Multiple Choice Test was adapted from the instruments used by Nursadah (2014) and Seow and Gay (2004). The test consisted of 40 sentences and all the

sentences were prepared by the researcher himself. The sentences were written in three categories: possessive pronoun sentences and possessive adjective sentences as target sentences and object pronoun sentences as distractors. 12 distractor sentences were included in the test with the aim of diverting participants from focusing only on possessive adjectives and possessive pronouns. Possessive pronoun sentences had 14 sentences and possessive adjective sentences had 14 sentences and 28 sentences in total (see Table 5). 14 sentences were intentionally written for both possessive adjective and possessive pronoun as each possessive adjective person and possessive pronoun person were tested twice in the test. All the sentences were placed in the test randomly as ordering was aimed not to affect participants' performance.

Participants were required to read each sentence once and choose the correct option out of four options. For possessive adjective sentences, there were one or two unrelated distractors among the options, one different possessive adjective option as possessive adjective distractor, one blank option as target distractor and the correct option. For possessive pronoun sentences, there were one or two unrelated distractors among the options, one different possessive pronoun option as possessive pronoun distractor, one possessive adjective option as target distractor and the correct option. The aim for this application is to find out the preference and use of participants on possessive pronouns and possessive adjectives and a possibility of language transfer. In the scoring system, correct option was marked as true, target distractors as transfer errors, possessive adjective distractors and possessive pronoun distractors as possessive use errors and the other options as general errors.

A translation activity was used as the last data collection instrument and this activity was customized from an educational website called www.grammarbank.com. First, since it was a two-person dialogue in English, the researcher translated it into Turkish. Later, 12 possessive adjective and 12 possessive pronoun sentences were decided as target sentences in the Turkish version of the dialogue (see Table 5). The possessive adjective and possessive pronoun "its" was not included in the activity as the original text was not suitable to test "its". It was primarily intended to search if participants applied to their native language while translating the dialogue from Turkish to English. Moreover, participants' use and preference of possessive structures during translation was supposed to be found out. The same scoring system in the multiple choice test was implemented for this activity. That is, possessive adjectives were considered as possessive adjective distractors and possessive

pronouns were considered as possessive pronoun distractors and so accepted as possessive use errors. Blanks were accepted as target distractors and transfer errors of possessive adjective sentences and possessive adjectives as target distractors and transfer errors of possessive pronoun sentences.

Table 5. Possessive Adjective and Possessive Pronoun Items in the Tools

Tested Possessive Structure	Item Number	
	Multiple Choice Test	Translation Activity
Possessive Adjectives	3, 7, 9, 10, 13, 15, 18, 23, 25, 29, 31, 33, 35, 40	2, 3, 7, 9, 11, 13, 15, 18, 20, 22, 23, 24
Possessive Pronouns	1, 2, 5, 6, 11, 14, 17, 19, 21, 22, 26, 27, 30, 37	1, 4, 5, 6, 8, 10, 12, 14, 16, 17, 19, 21

3. 4. Procedure

To gather data for the study, first, two multiple choice tests, a fill-in-the-blanks activity and a translation activity were prepared and piloted with 42 participants who were students at preparation classes of School of Foreign Languages with the intention of detecting the defects. After piloting, two multiple choice tests were combined in one test with some changes in the target sentences. To add, more target sentences were added to the translation activity. Finally, the fill-in-the-blanks activity was omitted as the format of the activity was not suitable to test participants' use of possessive pronouns properly. As a result, a background questionnaire, a multiple choice test and a translation activity were prepared to collect data. All the instruments were handed out at the same time to 50 participants who were preparation class students of School of Foreign Languages. Before the participants filled out the instruments, they were informed about the purpose of the study. Additionally, the participants were guaranteed that their answers would be confidential and would not be used for other purposes. They were asked to fill out the instruments in an hour while conducting the study. They were allowed to use dictionaries during the translation activity. After the data collection procedure finished, the instruments were examined to find out participants' results and correct answers and errors were categorized. Finally, all the results obtained by contrastive analysis were entered into the Statistics Package for Social Sciences 21 (SPSS) for analysis.

3. 5. Data Analysis

After the data was collected using background questionnaire, the multiple-choice test and translation activity, the results were analyzed via SPSS 21. For all instruments, descriptive statistics (percentages and mean scores) were run to calculate the results. In the multiple choice test, 12 distractors sentences were ignored and only target sentences were calculated during data entrance process. Finally, only the target sentences in the translation activity were evaluated and the other sentences were not taken into consideration. The correct answers and errors of participants in the target sentences were investigated and grouped as true, transfer errors, possessive use errors and general errors.

4. FINDINGS AND DISCUSSION

This chapter presents the findings of the study in accordance with each data collection tool. It reports the findings obtained from multiple choice test and translation activity. Research questions are also answered according to findings based on the tools. The number and percentage of true and false answers for possessive adjective and possessive pronoun items are shown in the tables. Statistics Package for Social Sciences 21 (SPSS) was used for analysis of data.

4. 1. Multiple Choice Test

4. 1. 1. Possessive Adjectives

Table 6. Distributions of the Results of Possessive Adjectives in Multiple-Choice Test

Item Number/Name	True		False		Total	
	n	%	n	%	n	%
Item Number 13 (my)	44	88	6	12	50	100
Item Number 29 (my)	48	96	2	4	50	100
Item Number 10 (your)	42	84	8	16	50	100
Item Number 33 (your)	36	72	14	28	50	100
Item Number 7 (his)	40	80	10	20	50	100
Item Number 25 (his)	30	60	20	40	50	100
Item Number 15 (her)	36	72	14	28	50	100
Item Number 23 (her)	20	40	30	60	50	100
Item Number 9 (its)	44	88	6	12	50	100
Item Number 35 (its)	36	72	14	28	50	100
Item Number 18 (our)	30	60	20	40	50	100
Item Number 40 (our)	30	60	20	40	50	100
Item Number 3 (their)	34	68	16	32	50	100
Item Number 31 (their)	38	76	12	24	50	100

First, the data with respect to participants' answers to possessive adjective items were analyzed separately in the multiple-choice test (see Table 6). When each possessive adjective was investigated, it is clear that "my" possessive adjectives were the most correctly used one among all possessive adjectives since 44 (88%) participants answered "my" possessive adjective in item thirteen correctly, 6 (12%) answered it incorrectly and "my" in item twenty-nine was answered correctly by 48 (96%) participants, 2 (4%) answered it wrong. In both items, most of the participants were able to use my possessive adjectives correctly since my is the most commonly

used possessive adjective in daily context and classroom context. So, they are used to hearing and using this possessive adjective and most of them don't have problems while using it. When wrong answers of participants were investigated, it can be inferred that 8 participants tended to use their native language while using "my" possessive adjective and made negative transfer errors. The null possessive adjective parameter is very common and is used by Turkish learners most of the time in their native language. This parameter is unmarked or non-prototypical for Turkish and not available in English. Contrary to Zobl (1984), Hyltenstam (1984), Bo (2014) and Kellerman (1977) who suggested that transfer may not occur when there are marked or non-prototypical elements in native language, the null possessive adjective parameter was applied by a few participants and they preferred not to use "my" possessive adjective while answering. This preference stems from the language distance between their native and target language as Lado (1957) and Ellis (1994) suggested, negative transfer occurs when there is difference or dissonance in both languages. These negative transfer errors also showed that a few participants didn't have competence on "my" possessive adjective. Chomsky (1965) stated that "We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)." (p.4). Moreover, according to Corder (1967) cited by Ellis (2008), a 'mistake' is a deviation in learner language that occurs when learners fail to perform their competence. It is a lapse that reflects processing problems. An error, on the other hand, is a deviation in learner language which results from lack of knowledge of the correct rule (pp. 971, 961). Thus, those participants who had transfer errors didn't have the knowledge how to use possessive adjectives in target language. As a result, they preferred to use their native language and made transfer errors.

"Your" possessive adjective was used properly by 42 (84%) participants and 8 of them (16%) used it false in tenth item while the number of correct answer for "your" was 36 (72%) participants and of incorrect answer was 14 (28%) in item thirty-three. For the tenth item, most of the participants performed well and this revealed that they had the competence for "your" possessive adjective. However, the number of participants who used it correctly is a bit lower in the thirty third item. The reason for this is that more students applied the null possessive adjective parameter as both the subject and possessive adjective person were the same person in this item. The null subject parameter is especially used in Turkish when the

possessive adjective matches with the subject of the sentence. In the tenth item, subject and possessive adjective were not the same person, therefore, the number of participants with negative transfer error was a little lower than the participants in item thirty-three. Two participants chose a different possessive adjective instead of “your” in the thirty third item. This revealed that these participants had the competence of possessive adjectives but experienced a lack of performance while finding the correct one. Still, most of the false answers stemmed from the use of native language, that is language transfer.

In item seven, “his” possessive adjective was performed well by 40 (80%) participants and 10 (20%) were not able to use it well. On the other hand, 30 (60%) participants answered “his” in item twenty-five correctly, 20 (40%) could not use it properly. Although the subject and possessive adjective were the same person, most of the participants were able to use “his” possessive adjective correctly in the seventh item as they had the knowledge and understanding of the sentence. Moreover, false answers of the participants in the seventh item indicated that they inclined not to use “his” possessive adjective because of the null possessive adjective parameter in their native language, therefore they had transfer errors. The number of participants who performed well in the twenty fifth item was lower than the previous item because more participants tended to apply their native language and didn’t use any possessive adjectives even though correct possessive adjective didn’t match the subject of the sentence. In addition, some of the false answers revealed that some participants didn’t have the competence of possessive adjective and made errors since they preferred to use the irrelevant option.

“Her” possessive adjective was applied right by 36 (72%) participants and was not used accurately by 14 (28%) participants in fifteenth item. Meanwhile 20 (40%) participants answered “her” in item twenty-three correctly and 30 (60%) didn’t perform well. As the results showed, “her” was the least successfully used possessive adjective in total in the multiple-choice test. In the fifteenth item, most of the participants managed to use “her” correctly and this showed that they had the knowledge of this possessive adjective. Some of the false answers stemmed from participants’ incompetence. Since they didn’t have the understanding of possessive adjective in the target language, they aimed to use their knowledge of native language and preferred the null possessive adjective parameter in Turkish. On the other hand, some of the participants had the understanding of possessive adjective

but couldn't use it accurately and made mistakes. This resulted from their lack of performance and they chose the wrong possessive adjective instead of "her". For the twenty third item, less than half of the participants were successful at using the correct possessive adjective. This low number derived from the unmarked element of Turkish which is not using possessive adjective in the sentences where the subject and the possessive adjective match in person. Most of the participants preferred the null subject parameter because of this match and didn't use any possessive adjectives. Only two participants couldn't use the correct possessive adjective and made mistakes although they were knowledgeable about the need of a possessive adjective in that item.

44 (88%) participants answered "its" possessive adjective in ninth item correctly, 6 (12%) didn't manage to use it right. Meantime, the number of correct answer for "its" was 36 (72%) participants and the number of false answer was 14 (28%) in item thirty-five. Although the subject and possessive adjective were the same person, most of the participants were able to use "its" possessive adjective correctly in the ninth item as they had the competence of the item. Besides, false answers of the participants in the seventh item indicated that only a few participants inclined not to use "its" possessive adjective because of the null possessive adjective parameter in their native language. Additionally, some of the false answers revealed that some participants had the competence of possessive adjective but they couldn't perform well. The number of participants who performed well in the thirty fifth item was lower than the previous item because more participants tended to apply their native language and didn't use any possessive adjectives even though correct possessive adjective didn't match the subject of the sentence. To add, a few participants couldn't perform well in spite of their competence of possessive adjectives as understood from their choice of wrong possessive adjective. In addition, some of the false answers revealed that a few participants didn't have the competence of possessive adjective since they preferred to use the irrelevant option.

"Our" possessive adjective was performed well by 30 (60%) participants and 20 (40%) of them could not use it correctly in both eighteenth and fortieth item. A little more than half of the participants were able to use "our" possessive adjectives correctly in both items. When the false answers were analyzed, it is clear that most of them stemmed from participants' native language. That is, they tended not to use any possessive adjectives due to the null possessive adjective parameter in Turkish, so

they had transfer errors. On the contrary to participants who had transfer errors, only a few participants had problems about using the correct possessive adjective despite their competence and made mistakes.

Finally, 34 (68%) participants answered “their” possessive adjective in the third item correctly and 16 (32%) of them were not able to use it accurately. “Their” was used properly by 38 (76%) participants and 12 (24%) of them did not manage to use it well in the thirty-first item. Most of the participants were able to use “their” possessive adjective correctly in the third item as they had the knowledge of the possessive adjective. To add, false answers of the participants in the third item indicated that some participants preferred not to use “their” possessive adjective as a result of the null possessive adjective parameter in their native language. Additionally, some of the false answers revealed that some participants had the competence of possessive adjective but they couldn’t use their knowledge well. In addition, a few participants didn’t have the competence of possessive adjective as understood from their preference to use the irrelevant option. The number of participants who performed well in the thirty first item was a bit higher than the previous item although correct possessive adjective matched the subject of the sentence. Besides, most of the participants who had wrong answers were the ones who ignored the possessive adjective use. They inclined not to use any possessive adjectives as a result of the non-prototypical feature of their native language. Only two of the wrong answers derived from those participants’ lack of knowledge as seen from their choice of irrelevant option in the item.

Table 7. Distributions of the Overall Results of Possessive Adjectives in Multiple-Choice Test

Variables	n	%
True	36	72
False	14	28
Total	50	100

Next, participants’ answers to possessive adjective items were calculated on an average in the multiple-choice test (see Table 7). 36 participants (72%) answered possessive adjective items correctly while 14 (28%) were not able to perform well on them. These results showed that most of the participants had the competence of possessive adjectives and were able to use them accurately. Moreover, the results indicated that the majority of the false answers stemmed from the non-prototypical element of participants’ native language. Most of the them made errors since they

preferred not to use possessive adjectives because of the null possessive adjective parameter. Two of the participants made mistakes although they had the competence of possessive adjectives. They experienced a lack of performance and chose a wrong possessive adjective. Only one participant didn't have the competence of possessive adjectives at all and made error on using the correct one.

4. 1. 2. Possessive Pronouns

Table 8. Distributions of the Results of Possessive Pronouns in Multiple-Choice Test

Item Number/Name	True		False		Total	
	n	%	n	%	n	%
Item Number 1 (mine)	38	76	12	24	50	100
Item Number 19 (mine)	30	60	20	40	50	100
Item Number 5 (yours)	40	80	10	20	50	100
Item Number 21 (yours)	46	92	4	8	50	100
Item Number 14 (his)	42	84	8	16	50	100
Item Number 30 (his)	30	60	20	40	50	100
Item Number 2 (hers)	32	64	18	36	50	100
Item Number 37 (hers)	26	52	24	48	50	100
Item Number 17 (its)	40	80	10	20	50	100
Item Number 26 (its)	32	64	18	36	50	100
Item Number 6 (ours)	40	80	10	20	50	100
Item Number 27 (ours)	26	52	24	48	50	100
Item Number 11 (theirs)	28	56	22	44	50	100
Item Number 22 (theirs)	34	68	16	32	50	100

According to the results of the participants' answers in terms of possessive pronouns items in the multiple-choice test, the data were analyzed item by item (see Table 8). When each possessive pronoun was investigated, it can be inferred that "yours" possessive pronouns were the most correctly used one among all possessive pronouns since 40 (80%) participants answered "yours" possessive pronoun in item five correctly, 10 (20%) answered it incorrectly and "yours" in item twenty-one was answered correctly by 46 (92%) participants, 4 (8%) answered it wrong. Most of the participants were able to use "yours" possessive pronouns correctly since "yours" is one of the most commonly used possessive pronouns in daily context and classroom context. So, they are used to hearing and using this possessive pronoun and most of them didn't experience problems while using it. When wrong answers of the participants were analyzed, it can be understood that all participants tended to apply their native language while using "yours" possessive pronoun and made negative

transfer errors. Possessive pronouns are not preferred in Turkish when they are in the predicate function of the sentence and possessive adjectives can be used instead. Participants who don't have the competence of possessive pronouns in English tended to use this feature of Turkish to fill this gap and decided to use possessive adjective instead which resulted in transfer errors.

"Mine" possessive pronoun was used properly by 38 (76%) participants and 12 of them (24%) used it false in first item while the number of correct answer for "mine" was 30 (60%) participants and of incorrect answer was 20 (40%) in item nineteen. Most of the participants were able to use "mine" possessive pronoun correctly in the first item as they had the knowledge of the possessive pronoun. When the false answers were analyzed, it is clear that some of them stemmed from participants' native language. That is, they tended not to use any possessive pronouns due to the common use of possessive adjectives instead of possessive pronouns in Turkish, so they had transfer errors. In addition, some of the false answers revealed that some participants didn't have the competence of possessive pronoun since they preferred to use the irrelevant option and they made errors. For the nineteenth item, the number of correct answers was lower than the first item and a little more than half of the participants were able to use "mine" possessive pronoun correctly. All the false answers stemmed from participants' incompetence. However, most of the participants aimed to use their knowledge of native language and preferred a possessive adjective since they didn't have the understanding of the possessive pronoun in the target language. Only a few wrong answers derived from participants' lack of knowledge as seen from their choice of irrelevant option in the item.

In item fourteen, "his" possessive pronoun was performed well by 42 (84%) participants and 8 (16%) were not able to use it well. On the other hand, 30 (60%) participants answered "his" in item thirty correctly, 20 (40%) could not use it properly. For the fourteenth item, most of the participants performed well and this revealed that they had the competence for "his" possessive pronoun. Moreover, false answers of the participants indicated that they inclined not to use "his" possessive pronoun because of the unmarked feature of their native language, therefore they had transfer errors. The number of correct user of the possessive pronoun in item thirty is a lot lower than the previous one. A little more than half of the participants managed to use "his" possessive pronoun correctly and this showed that they were competent in using this pronoun. This low number derived from the language-specific element

of Turkish which is not using possessive pronoun when it is the predicate of the sentence. Most of the participants preferred to use possessive adjective and didn't use any possessive pronouns. Only two participants chose an irrelevant option for the item and couldn't use the correct possessive pronoun and made error as they weren't knowledgeable about the need of a possessive pronoun in that item.

"Hers" possessive pronoun was applied right by 32 (64%) participants and was not used accurately by 18 (36%) participants in the second item. Meanwhile 26 (52%) participants answered "hers" in item thirty-seven correctly and 24 (48%) didn't perform well. As the results showed, "hers" was the least successfully used possessive pronoun in total in the multiple-choice test. In the second item, most of the participants managed to use "her" correctly and this showed that they had the knowledge of this possessive pronoun. Most of the false answers derived from participants' preferring to use possessive adjective instead of possessive pronoun for the item. As they didn't have the understanding of possessive pronoun in the target language, they tended to use their knowledge of native language and preferred possessive adjective instead. Additionally, a few of the false answers revealed that a few participants had the competence of possessive pronoun since they preferred to use a possessive pronoun but they couldn't use their knowledge well. In addition, a few participants didn't have the competence of possessive pronoun as understood from their preference to use the irrelevant option. A little less than half of the participants were able to use "hers" possessive pronoun correctly in item thirty-seven. When the false answers were analyzed, it is clear that all of them stemmed from participants' native language. That is, they tended not to use any possessive pronouns due to the unmarked feature of possessive pronouns in Turkish, so they had transfer errors.

40 (80%) participants answered "its" possessive pronoun in the seventeenth item correctly, 10 (20%) didn't manage to use it right. Meantime, the number of correct answer for "its" was 32 (64%) participants and the number of false answer was 18 (36%) in item twenty-six. This possessive pronoun was used correctly by most of the participants in the seventeenth item and this indicated that most of them had the competence of using it. Only a few of the participants inclined to apply their native language and preferred a possessive adjective for the item instead of the possessive pronoun, thus they made transfer errors. Most of the false answers resulted from participants' incompetence of possessive pronouns in the target

language. They chose an irrelevant option and made errors due to lack of knowledge. The number of correct answers of “its” possessive pronoun in the twenty sixth was lower than the previous one, but most of the participants were still able to use the correct pronoun thanks to their competence. The results of the wrong answers revealed a similar result with the previous item. Just a few participants made transfer errors since they aimed to fill the gap of their lack of competence using their native language. Most of the errors were as a result of participants’ incompetence and they failed to use possessive pronoun correctly.

“Ours” possessive pronoun was performed well by 40 (80%) participants and 10 (20%) of them could not use it correctly in the sixth item. “Ours” in item twenty-seven was answered correctly by 26 (52%) participants, 24 (28%) answered it wrong. For the sixth item, most of the participants performed well and this revealed that they had the competence for “ours” possessive pronoun. Besides, false answers of the participants indicated that participants inclined not to use “ours” possessive pronoun because of optionality of possessive pronoun by possessive adjective in their native language. “Ours” possessive pronoun was significantly less successfully used when compared with the previous one. As understood from most of the wrong answers, some participants used a possessive adjective instead of the correct possessive pronoun referring to their native language. On the contrary to participants who had transfer errors, only a few participants had problems about using the correct possessive pronoun despite their competence and made mistakes.

Finally, 28 (56%) participants answered “theirs” possessive pronoun in the eleventh item correctly and 22 (44%) of them were not able to use it accurately. “Theirs” was used properly by 34 (68%) participants and 16 (32%) of them did not manage to use it well in the twenty second item. A little more than half of the participants managed to use “theirs” possessive pronoun correctly and this showed that they were competent in using this pronoun in the eleventh item. Besides, most of the participants who had wrong answers were the ones who ignored the possessive pronoun use. They inclined not to use any possessive pronouns as a result of the non-prototypical feature of their native language. Only two participants couldn’t use the correct possessive pronoun and made mistakes although they were knowledgeable about the need of a possessive pronoun in that item. In the twenty second item, most of the participants were able to use “theirs” possessive pronoun correctly as they had the knowledge of the possessive pronoun. Moreover, false answers of the participants

in the twenty second item indicated that most of them preferred not to use “theirs” possessive pronoun due to the replacement of possessive pronoun by possessive adjective in their native language, therefore they had transfer errors. Two participants chose a different possessive pronoun instead of “theirs” in the twenty second item. This revealed that these participants had the competence of possessive pronouns but experienced a lack of performance while finding the correct one. In addition, some of the false answers revealed that some participants didn’t have the competence of possessive pronoun and made errors since they preferred to use the irrelevant option.

Table 9. Distributions of the Overall Results of Possessive Pronouns in Multiple-Choice Test

Variables	n	%
True	34	68
False	16	32
Total	50	100

Participants’ answers to possessive pronouns items were analyzed averagely in the multiple-choice test (see Table 9). Thirty-four participants (68%) answered possessive pronoun items correctly, 16 (32%) of them couldn’t use them accurately. These results revealed that most of the participants were able to use them accurately which was due to their knowledge of possessive pronouns. Moreover, the results indicated that the majority of the false answers stemmed from the unmarked element of participants’ native language. Most of them made errors since they preferred not to use possessive pronouns due to the use of possessive adjectives instead of possessive pronouns in their native language. One of the participants made mistakes although the participant had the competence of possessive pronoun. The participant experienced a lack of performance and chose a wrong possessive pronoun. Three participants didn’t have the competence of possessive pronouns at all and made errors on using the correct one.

4. 1. 3. Comparison of Possessive Adjectives and Possessive Pronouns

Table 10. Comparison of the Overall Results of Possessive Adjectives and Possessive Pronouns in Multiple Choice Test

Variables	True		False		Total	
	n	%	n	%	n	%
Poss. Adj.	36	72	14	28	50	100
Poss. Pro.	34	68	16	32	50	100

When the results of possessive adjectives and possessive pronouns were compared in multiple choice test, 36 participants (72%) used possessive adjectives correctly while 34 (68%) participants managed to use possessive pronouns accurately (see Table 10). There was a slight difference between the numbers of false answers. 14 participants (28%) didn't perform well on possessive adjectives meanwhile 16 participants (32%) couldn't use possessive pronouns right. The results showed that most of the students didn't have problems while using both possessive adjectives and possessive pronouns in spite of a small difference between them. Another significant result was about the false answers of the participants. It was understood that participants' native language was the main reason for most of their incorrect use of possessive adjectives and possessive pronouns. The majority of them tended to fill their lack of competence using the unique features of their native language and this caused transfer errors for them.

4. 2. Translation Activity

4. 2. 1. Possessive Adjectives

Table 11. Distributions of the Results of Possessive Adjectives in Translation Activity

Item Number/Name	True		False		Total	
	n	%	n	%	n	%
Item Number 7 (my)	45	90	5	10	50	100
Item Number 24 (my)	46	92	4	8	50	100
Item Number 3 (your)	30	60	20	40	50	100
Item Number 9 (your)	36	72	14	28	50	100
Item Number 15 (his)	37	74	13	26	50	100
Item Number 18 (his)	34	68	16	32	50	100
Item Number 11 (her)	33	66	17	34	50	100
Item Number 13 (her)	40	80	10	20	50	100
Item Number 2 (our)	26	52	24	48	50	100
Item Number 23 (our)	50	100	0	0	50	100
Item Number 20 (their)	37	74	13	26	50	100
Item Number 22 (their)	39	78	11	22	50	100

The data with respect to possessive adjective items in the translation activity were analyzed separately according to participants' answers (see Table 11). When each possessive adjective was investigated, the results showed that "my" possessive adjectives were the most successfully used one among all possessive adjectives as 45 (90%) participants answered "my" possessive adjective in item seven correctly, 5

(10%) answered it incorrectly and “my” in item twenty-four was answered correctly by 46 (92%) participants, 4 (8%) answered it wrong. In both items, the majority of the participants managed to use “my” possessive adjective accurately just like the use of “my” in the multiple choice test. It can be concluded that participants usually use this adjective to describe their possession in their daily life, so they are not stranger to using this adjective and they can easily use it correctly. In the seventh item, some participants had problems about using the correct possessive adjective despite their competence and made mistakes. On the other hand, a few participants preferred not to use “my” possessive adjective as a result of the null possessive adjective parameter in their native language and a few participants didn’t have the competence of the possessive adjective as understood from their preference to use the irrelevant option.

“Your” possessive adjective was used properly by 30 (60%) participants and 20 of them (40%) used it false in the third item while the number of correct answer for “your” was 36 (72%) participants and of incorrect answer was 14 (28%) in item nine. For the ninth item, most of the participants performed well and this revealed that they had the competence for “your” possessive adjective. However, the number of participants who used it correctly is a bit lower in the third item, but most of the participants were still able to use it accurately. Only a few participants tended not to use any possessive adjectives due to the null possessive adjective parameter in Turkish, so they had transfer errors in the third item. Additionally, most of the false answers revealed that some participants had the competence of possessive adjective since they preferred to use another but wrong possessive adjective option but they couldn’t perform well. The rest of the wrong answers derived from those participants’ lack of knowledge as seen from their choice of irrelevant option in the item. In the ninth item, most of the wrong answers derived from the unmarked element of Turkish which is not using possessive adjective in the sentences where the subject and the possessive adjective match in person. Most of the participants preferred the null subject parameter because of this match and didn’t use any possessive adjectives. In addition, the rest of the false answers revealed that a few participants didn’t have the competence of possessive adjective since they preferred to use the irrelevant option.

In item fifteen, “his” possessive adjective was performed well by 37 (74%) participants and 13 (26%) were not able to use it well. Similarly, 34 (68%)

participants answered “his” in item eighteen correctly, 16 (32%) could not use it properly. In both items, most of the participants managed to use “his” correctly and this showed that they had the knowledge of this possessive adjective and performed well. When the wrong answers were investigated in the fifteenth item, it is clear that most of them stemmed from participants’ native language. That is, they tended not to use any possessive adjectives due to the null possessive adjective parameter in Turkish, so they had transfer errors. To add, a few participants couldn’t perform well in spite of their competence of possessive adjectives as understood from their choice of wrong possessive adjective. All the wrong answers stemmed from participants’ lack of knowledge, that is, their incompetence of the possessive adjective in the eighteenth item. However, some of the participants tried to fill this gap of knowledge using their native language and made transfer errors. The other participants couldn’t use it correctly as a result of their lack of competence and chose an irrelevant option.

“Her” possessive adjective was applied right by 33 (66%) participants and was not used accurately by 17 (34%) participants in the eleventh item. Meanwhile 40 (80%) participants answered “her” in item thirteen correctly and 10 (20%) didn’t perform well. For the thirteenth item, most of the participants performed well and this revealed that they had the competence for “her” possessive adjective. However, the number of participants who used it correctly is a bit lower in the eleventh item. The reason for this is that more participants applied the null possessive adjective parameter in English as the Turkish noun was in null position in this item in the translation activity. Therefore, most of the wrong answers resulted from their native language. Still, most of participants performed well while using “her” possessive adjective. To add, only three participants couldn’t use the correct possessive adjective and made mistakes although they were knowledgeable about the need of a possessive adjective in that item. Besides, a few participants didn’t have the competence of possessive adjective and made errors since they preferred to use the irrelevant option. Moreover, false answers of the participants in the thirteenth item indicated that a few participants inclined not to use “her” possessive adjective because of the null possessive adjective parameter in their native language, therefore they had transfer errors. Additionally, some participants had the competence of possessive adjectives but experienced a lack of performance while finding the correct one.

“Our” possessive adjective was performed well by 26 (52%) participants and 24 (48%) of them could not use it correctly in second item. On the contrary, all participants (100%) managed to use “our” possessive adjective accurately in twenty third item. The number of the correct answer between two items is significantly different. However, the results were completely contrary to what was expected. To be more clear, in the second item, “our” possessive adjective was apparent in the Turkish form. On the other hand, it was in null position in the twenty third item. So, more wrong answers were expected in item twenty three, but all the participants were able to use it correctly. On the contrary, although “our” was in apparent form in the second item, only a little more than half of the participants were able to use it accurately. Moreover, most of the wrong answers were as a result of the preference of participants on their native language. To add, a few participants couldn’t perform well in spite of their competence of possessive adjectives as understood from their choice of wrong possessive adjective. In addition, some of the false answers revealed that some participants didn’t have the competence of possessive adjective and made errors since they preferred to use the irrelevant option.

Finally, 37 (74%) participants answered “their” possessive adjective in the twentieth item correctly and 13 (26%) of them were not able to use it accurately. “Their” was used properly by 39 (78%) participants and 11 (22%) of them did not manage to use it well in the twenty-second item. Most of the participants were able to use “their” possessive adjective correctly in both items as they had the knowledge of the possessive adjective. In the twentieth item, false answers of the participants in the third item indicated that some participants preferred not to use “their” possessive adjective as a result of the null possessive adjective parameter in their native language. Besides, some of the participants had the understanding of possessive adjective but couldn’t use it accurately and made mistakes. This resulted from their lack of performance and they chose the wrong possessive adjective instead of “their”. In addition, some of the false answers revealed that a few participants didn’t have the competence of possessive adjective since they preferred to use the irrelevant option. In the twenty second item, when the false answers were analyzed, it is clear that most of them stemmed from participants’ native language. That is, they tended not to use any possessive adjectives due to the null possessive adjective parameter in Turkish, so they had transfer errors. The rest of the wrong answers derived from those

participants' lack of knowledge as seen from their choice of irrelevant option in the item.

Table 12. Distributions of the Overall Results of Possessive Adjectives in Translation Activity

Variables	n	%
True	38	76
False	12	24
Total	50	100

The data related to participants' answers to possessive adjective items were calculated on an average in the translation activity (see Table 12). 38 (76%) participants gave correct answer to possessive adjective items, 12 (24%) couldn't answer them accurately. These results indicated that majority of the participants managed to use possessive adjectives accurately which meant that they had the competence for using them and performed well. Additionally, the results of the wrong answers showed that the cause of the errors was mainly language transfer. Most participants preferred not to use possessive adjectives as a result of the unmarked feature of their native language. To add, a few participants could not perform well enough to use them correctly although they were competent on possessive adjectives. Finally, a few participants were not able to use possessive adjectives properly as they did not have the knowledge and practice of them.

4. 2. 2. Possessive Pronouns

Table 13. Distributions of the Results of Possessive Pronouns in Translation Activity

Item Number/Name	True		False		Total	
	n	%	n	%	n	%
Item Number 4 (mine)	25	50	25	50	50	100
Item Number 10 (mine)	31	62	19	38	50	100
Item Number 6 (yours)	3	6	47	94	50	100
Item Number 14 (yours)	36	72	14	28	50	100
Item Number 16 (his)	35	70	15	30	50	100
Item Number 17 (his)	23	46	27	54	50	100
Item Number 5 (hers)	13	26	37	74	50	100
Item Number 12 (hers)	21	42	29	58	50	100
Item Number 1 (ours)	37	74	13	26	50	100
Item Number 8 (ours)	18	36	32	64	50	100
Item Number 19 (theirs)	27	54	23	46	50	100
Item Number 21 (theirs)	27	54	23	46	50	100

The possessive pronoun items in the translation activity were analyzed one by one with respect to participants' answers (see Table 13). When each possessive pronoun was investigated, it can be concluded that "his" possessive pronouns were the most accurately answered one among all possessive pronouns as 35 (70%) participants answered "his" possessive pronoun in item sixteen correctly, 15 (30%) answered it incorrectly and "his" in item seventeen was answered correctly by 23 (46%) participants, 27 (54%) answered it wrong. For the sixteenth item, most of the participants performed well and this revealed that they had the competence for "his" possessive pronoun. However, the number of participants who used it correctly is significantly lower in the seventeenth item. A little less than half of the participants were able to use "his" possessive pronoun correctly in item seventeen. This difference stemmed from the Turkish form of "his" possessive pronoun in the translation activity. In the sixteenth item, "his" possessive pronoun was given with "ki" possessive pronoun suffix. On the other hand, "ki" possessive pronoun was omitted as an unmarked feature of Turkish in the seventeenth item. As a result, most participants were not able to realize that difference between their native and target language and inclined to use the possessive adjective form in that item which caused language transfer errors. Besides, some participants had problems about using the correct possessive pronoun despite their competence and made mistakes. In addition, the rest of the errors were as a result of participants' incompetence and they failed to use possessive pronoun correctly. When the false answers were analyzed in the sixteenth item, it is clear that some of them stemmed from participants' native language. That is, they tended not to use any possessive pronouns due to the common use of possessive adjectives instead of possessive pronouns in Turkish, so they had transfer errors. Additionally, a few of the false answers revealed that a few participants had the competence of possessive pronoun since they preferred to use a possessive pronoun but they couldn't use their knowledge well. Most of the errors were as a result of participants' incompetence and they failed to use possessive pronoun correctly.

"Mine" possessive pronoun was used properly by 25 (50%) participants and the other 25 (50%) participants used it false in item four while the number of correct answer for "mine" was 31 (62%) participants and of incorrect answer was 19 (38%) in item ten. The number of participants who used "mine" possessive pronoun correctly is significantly less in the fourth item when compared to the number of

those in the tenth item. When the false answers were analyzed, it is clear that some of them stemmed from participants' native language in the fourth item. That is, they tended not to use any possessive pronouns due to the common use of possessive adjectives instead of possessive pronouns in Turkish, so they had transfer errors. Additionally, most participants chose a different possessive pronoun instead of "mine" in the fourth item. This revealed that these participants had the competence of possessive pronouns but experienced a lack of performance while finding the correct one. Most of the participants aimed to use their knowledge of native language and preferred a possessive adjective since they didn't have the understanding of possessive pronoun in the target language in the tenth item. Only a few wrong answers derived from participants' lack of knowledge as seen from their choice of irrelevant option in the item.

In item six, "yours" possessive pronoun was performed well by 3 (6%) participants and 47 (94%) were not able to use it well. On the other hand, 36 (72%) participants answered "yours" in item fourteen correctly, 14 (28%) could not use it properly. The number of correct answer was considerably low in the sixth item because "yours" possessive pronoun was in predicate function with no possessive pronoun suffix. That is, possessive adjective form was written in Turkish in the activity. Therefore, most of the participants preferred to use possessive adjective not realizing a possessive pronoun was necessary. Moreover, some participants had problems about using the correct possessive pronoun in spite of their competence and made mistakes. To add, some participants chose an irrelevant option for the item and couldn't use the correct possessive pronoun and made error as they weren't knowledgeable about the need of a possessive pronoun in that item. The number of correct answer in the fourteenth item is higher since "yours" possessive pronoun was given in possessive pronoun form in Turkish in the activity as well. Still, some participants made transfer errors since they aimed to fill the gap of their lack of competence using their native language. Furthermore, some of the false answers revealed that some participants didn't have the competence of possessive pronoun and made errors since they preferred to use the irrelevant option.

"Hers" possessive pronoun was applied right by 13 (26%) participants and was not used accurately by 37 (74%) participants in fifth item. Meanwhile 21 (42%) participants answered "hers" in item twelve correctly and 29 (58%) didn't perform well. The reason for the low number of correct answer in the fifth item was that

“hers” possessive pronoun was in possessive adjective form in Turkish in the activity, so most of the participants tended to use possessive adjective in English instead of a possessive pronoun as a result of this language specific feature of Turkish which caused the majority of wrong answers. The rest of the wrong errors stemmed from the lack of performance of the participants although they had the competence. More participants were able to use “hers” possessive pronoun correctly in the twelfth item since it was in possessive pronoun form in Turkish, too. Still, most of the false answers derived from participants’ preference of their native language while using the possessive pronoun. Additionally, a few of the false answers revealed that a few participants had the competence of possessive pronoun since they preferred to use a possessive pronoun but they couldn’t use their knowledge well.

“Ours” possessive pronoun was performed well by 37 (74%) participants and 13 (26%) of them could not use it correctly in the first item. “Ours” in item eight was answered correctly by 18 (36%) participants, 32 (64%) answered it wrong. More participants managed to use “ours” possessive pronoun accurately since “ours” was in possessive pronoun form in the first item. When compared to first item, the number of participants who were able to use it correctly in the eighth item was considerably lower as the possessive adjective was given in the activity instead of the possessive pronoun due to the unmarked feature of Turkish. Still, all the wrong answers were as a result of participants’ use of their native language in the first item. Similarly, in the eighth item, most of the participants aimed to use their native language to fill their competence gap on the possessive pronoun. A few participants failed to perform well despite their competence and a few participants were not able to use it correctly because of their incompetence.

Finally, 27 (54%) participants answered “theirs” possessive pronoun correctly and 23 (46%) of them were not able to use it accurately in both the nineteenth and the twenty first item. Although “theirs” possessive pronoun was given as possessive pronoun in the nineteenth item and as possessive adjective in the twenty first item, the number of correct answers was equal in both items. Similarly, most of the false answers revealed that most participants tended to apply their native language while using “theirs” possessive pronoun and made negative transfer errors. However, a few wrong answers derived from participants’ lack of knowledge as seen from their choice of irrelevant option in the item.

Table 14. Distributions of the Overall Results of Possessive Pronouns in Translation Activity

Variables	n	%
True	24	48
False	26	52
Total	50	100

Participants' answers to possessive pronouns items were calculated averagely in the translation activity (see Table 14). 24 participants (48%) answered possessive pronoun items accurately while 26 of them (52%) weren't able to use them right. These results pointed out that less than half of the participants managed to use possessive pronouns accurately. Most of them made errors since they preferred not to use possessive pronouns due to the use of possessive adjectives instead of possessive pronouns in their native language. That is, the results indicated that the majority of the false answers stemmed from language transfer. Additionally, some of the participants had the competence on possessive pronouns but failed to perform well. Finally, a few of them failed completely while using possessive pronouns since they had no competence at all.

4. 2. 3. Comparison of Possessive Adjectives and Possessive Pronouns

Table 15. Comparison of the Overall Results of Possessive Adjectives and Possessive Pronouns in Translation Activity

Variables	True		False		Total	
	n	%	n	%	n	%
Poss. Adj.	38	76	12	24	50	100
Poss. Pro.	24	48	26	52	50	100

The comparison of the results of possessive adjectives and possessive pronouns in translation activity showed that 38 (76%) participants used possessive adjectives correctly while 24 (48%) participants managed to use possessive pronouns accurately (see Table 15). There was a big difference between the numbers of wrong use of possessive adjectives and possessive pronouns. 12 (24%) participants didn't manage to use possessive adjectives right. Meanwhile, 26 (52%) participants couldn't perform well on possessive pronouns. This difference stemmed from participants' frequency of use of possessive adjectives and possessive pronouns in their native language. They rarely use possessive pronouns and mostly prefer using

possessive adjectives in their L1 instead of possessive pronouns. That is why, they had more problems while using possessive pronouns in the target language.

4. 3. Both Instruments

Table 16. Comparison of the Overall Results of Possessive Adjectives and Possessive Pronouns in General (Both Instruments)

Variables	True		False		Total	
	n	%	n	%	n	%
Poss. Adj.	37	74	13	26	50	100
Poss. Pro.	30	60	20	40	50	100

Lastly, the results of possessive adjectives and possessive pronouns were compared in general, that is on an average of the results obtained from both instruments (see Table 16). 37 (74%) participants managed to use possessive adjectives correctly while 30 (60%) participants were able to use possessive pronouns accurately. 13 (26%) participants couldn't use possessive adjectives right while 20 (40%) participants weren't able to perform well on possessive pronouns. The general results revealed that the use of possessive pronouns is more problematic than of possessive adjectives. This is because possessive pronouns can be replaced by possessive adjectives, so they are rarely used in Turkish. Similarly, participants preferred to use possessive adjectives instead of possessive pronouns in target language referring to the unique feature of their native language. The wrong use of possessive adjectives also stemmed from participants' L1. Possessive adjectives may not be used in Turkish since they have a suffix on the noun they modify. That is, they have a null function just like null subject parameter. Therefore, they were sometimes not preferred and not used in target language applying the null possessive adjective parameter of native language.

5. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5. 1. Conclusions

Some conclusions were reached in this study according to the statistical results. First of all, the results of the study were analyzed in general according to the use of possessive adjectives and possessive pronouns. Generally, most participants were able to use both possessive adjectives and possessive pronouns correctly in this study. They had a good knowledge of using possessive adjectives and possessive pronouns. When the errors were examined, the number of errors in the study was considerably low.

The results were later analyzed by comparing possessive adjective and possessive pronoun use. Participants managed to use possessive adjectives more accurately than possessive pronouns both in multiple choice test and translation activity. Although the difference was so close in the multiple-choice test, the number of participants who had correct answers to possessive adjectives was still higher than the ones who used possessive pronouns correctly. On the other hand, there was a significant gap between the number of correct user of possessive adjectives and possessive pronouns in translation activity. It showed better use of possessive adjectives while possessive pronouns were not used properly by most participants. The worse use of possessive pronouns by participants stems from negative language transfer from Turkish language. In Turkish, possessive pronouns are only preferred in order to emphasize the possessor or remove ambiguity. Apart from these situations, possessive adjectives have the same function as possessive pronouns, therefore they are mostly used instead of possessive pronouns. This feature of Turkish language caused participants to make more errors while using possessive pronouns in this study since they preferred to use possessive adjectives rather than possessive pronouns. When the correct use of possessive adjectives was investigated, it can be inferred that most participants acquired how to use possessive adjectives properly and didn't tend to consult to their native language. Although there is null-possessive

adjective parameter in Turkish, this feature was rarely applied by the participants in possessive adjective items. Most of them were able to use possessive adjectives accurately and didn't prefer to use L1. This can be understood from the results of transfer errors.

Participants had more transfer errors of possessive pronoun use than of possessive adjective use in both multiple-choice test and translation activity. In multiple choice test, possessive pronoun transfer errors outnumbered transfer errors of possessive adjectives slightly. However, the difference of the number of these errors is significantly higher in translation activity. This showed that participants preferred to use the feature of Turkish again which was mentioned above. That is, they chose possessive adjective options for possessive pronoun items since they generally use possessive adjectives instead of possessive pronouns in Turkish. This ended in transfer errors while trying to use possessive pronouns in English. Even though the number of transfer errors is lower in the use of possessive adjectives, they still formed the biggest part of errors of possessive adjectives. Some participants needed to refer to their native language although most of them had no problems using possessive adjectives. The use of null possessive adjective parameter in Turkish by these participants was identified in the results.

When the possessive use errors were analyzed, it was concluded that participants had more errors of possessive use for possessive pronoun items than possessive adjective items. This revealed that they had problems finding the correct possessive pronoun for the item though they understood that a possessive pronoun was needed. Namely, they couldn't perform well enough in spite of their understanding. After language transfer, lack of performance is the reason for participants not being able to use possessive pronouns accurately. The lower number of use errors of possessive adjectives is another evidence for the correct use of them by participants. Only a few of them struggled while using possessive adjectives. Still, these errors are the second common errors headed by transfer errors although both errors are low in number.

The number of general errors was higher in possessive pronoun items than in possessive adjective items even though the number was equal to possessive use errors for both possessive adjectives and possessive pronouns. This indicated that neither possessive pronouns nor possessive adjectives were understood well by a few participants.

All these statistics, that is, the numbers of the correct options and errors pointed out that participants were able to use possessive adjectives more correctly than possessive pronouns. Although participants were better at possessive adjectives slightly, possessive adjectives were apparently better performed than possessive pronouns. The number of all types of errors also supported this result since there were always fewer errors of possessive adjectives when compared with possessive pronoun errors.

The statistics also revealed that participants tended to use possessive adjectives more frequently than possessive pronouns. They used possessive adjectives more correctly which means more frequently than possessive pronouns. Additionally, transfer errors of possessive pronouns supported this result since participants preferred to use possessive adjectives instead of possessive pronouns although they made errors.

Finally, even though the number of transfer errors was low for both possessive adjectives and possessive pronouns, it was clear that some participants applied their native language while using possessive pronouns and possessive adjectives. As mentioned above, some participants showed tendency to use possessive adjectives instead of possessive pronouns because they do not usually use possessive pronouns except for emphasizing the possessor or removing ambiguity in Turkish. Moreover, because of null possessive adjective parameter in Turkish, some participants preferred not to use any possessive adjectives. They left the possessum alone thinking of the possessive suffix added to possessum in Turkish.

5. 2. Implications

The comparison of conclusions reached in this study with the findings of the related literature is presented below. First, according to the results of the study, most of the participants were able to use possessive adjectives and possessive pronouns correctly. Similarly, Barto-Sisamout et al (2009) found out that there was no difficulty while the participants were processing possessive pronouns. On the contrary, Nursahadah's (2014) and Seow and Tay's (2004) studies revealed that the use of possessive pronouns is considerably problematic when compared to other pronouns. With regard to language transfer, it was found that some of the participants tended to apply their native language while using possessive adjectives and

possessive pronouns. These results match the findings of Anton-Mendez's (2011) study which showed that the possessive gender errors of participants stem from applying their native language. Similarly, in Holmqvist & Lindgren's (2009) study, the results presented that participants tried to comprehend a second language by means of the structure of their native language. Finally, Balabakgil, Ökçü, Türk & Mede (2016) also revealed that native language is preferred by learners when they struggle using the possessive adjectives and possessive pronouns in target language.

Both negative and positive language transfer effect cannot be neglected in foreign language learning process and especially in an EFL context. Preventing negative transfer during this process may be indispensable, but its effects may be inspected by EFL teachers. The results of the present study suggest that EFL teachers can be more careful about probable language transfer errors of learners. That is, they can accept transfer errors as a natural part of this process and become aware of these errors. After being aware of possible transfer errors, teachers should be careful on detecting and correcting learners' transfer errors. In other words, they need to know the exact time to intervene in transfer errors. Finally, teachers can emphasize the similarities and differences of learners' native language and target language that they try to learn. Hereby, learners' process of learning the target language can be facilitated thanks to teachers' help.

As a final note, this research makes significant contributions to the related literature in terms of showing the use of possessive adjectives and possessive pronouns in the context of language transfer. To add, the study makes contribution to the current literature in Turkish EFL context, since the number of research on this issue is limited.

5. 3. Recommendations

In the light of the findings, some recommendations are presented. The number of participants needs to be increased to generalize the results without hesitation in future research. Besides, other types of instruments may be implemented to get spoken data as well given the fact that translation activity and multiple choice test were only limited data. Spoken data may show different results than the two instruments used in this study.

Lastly, in addition to quantitative studies, experimental, qualitative, and correlational studies should be carried out. There is also a limited number of studies on the use of possessive adjectives and possessive pronouns especially in Turkish EFL context. Therefore, further research is needed to contribute to the related literature.

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APPENDIX

Background Questionnaire

Dear participants,

The purpose of this questionnaire is to collect data for a study about the use of possessive adjectives possessive pronouns in the context of language transfer. The questionnaire is being distributed to the prep-class students at School of Foreign Languages of ADU. The information gathered in the questionnaire will be solely used for scientific research purposes. Thank you for your cooperation and kind participation.

Soner SOFRACI

Background Questionnaire

Your Name: _____ Your Number: _____

Please tick the appropriate bracket for the questions below.

1. Your Gender:

Male Female

2. Your Age:

18 19 20 21 22 and above

3. Your Department:

Faculty of Engineering Faculty of Communication
 International Relations Business Administration Faculty of Tourism

4. Your Class:

Daytime Education Evening Education

5. What type of high school have you graduated from?

Anatolian High School Science High School Vocational High School
 Technical High School Regular High School
 Anatolian Teacher Preparatory High School
 Other (please specify.) _____

Multiple Choice Test

Choose the correct option.

1. I borrowed his bike as _____ broke down yesterday evening.
a) my b) me c) him d) mine
2. Jennifer's best friend's score was better in the test than _____.
a) her b) she c) my d) hers
3. David knows Mr. and Mrs. Black, but he has never met _____ daughter.
a) – b) theirs c) their d) they
4. His car doesn't start, so I will give _____ a lift.
a) him b) – c) his d) he
5. I found a mobile phone on the table and I think it is _____.
a) your b) my c) you d) yours
6. Their performance was worse than _____, so we won the song competition.
a) our b) we c) your d) ours
7. Ahmet calls _____ mother every day because he misses her so much.
a) – b) him c) his d) he
8. My cousins live in Paris and we are going to visit _____ this summer.
a) their b) theirs c) them d) they
9. My cat died after _____ leg was broken in the accident.
a) – b) it c) its d) mine
10. If you want, they will paint _____ house in two days.
a) – b) you c) your d) yours
11. This house is _____, our house is at the end of this street.
a) Their b) They c) My d) Theirs
12. They were very surprised to see _____ in their house when they came.
a) my b) me c) I d) mine
13. While I am on holiday, they will take care of _____ dog.
a) – b) mine c) my d) me
14. John came to our house earlier so the black car in the park was _____.
a) her b) he's c) he d) his
15. The teacher wanted to check _____ homework, but she forgot it at home.
a) – b) hers c) her d) she

16. I will let _____ know when I decide to go.
a) you b) yours c) your d) his
17. We bought some food for our dog and the food in the plate is _____.
a) their b) it c) it's d) its
18. I and my brother used to argue a lot because we couldn't share _____ toys.
a) – b) ours c) our d) we
19. I didn't give him the book because it was _____.
a) my b) me c) him d) mine
20. He rang his girlfriend to tell _____ about the cinema.
a) her b) hers c) – d) she
21. My mobile phone is out of order. May I use _____ if you don't mind?
a) your b) my c) you d) yours
22. You shouldn't complain about your job. _____ is more boring than your job.
a) Their b) They c) My d) Theirs
23. She decided to study more because she had low score in _____ last exam.
a) – b) hers c) her d) she
24. The meteorologists warned _____ about the storm.
a) our b) ours c) us d) we
25. After the work, I went to Jack's house and took _____ friend to the airport.
a) – b) him c) his d) he
26. Jack's dog's collar wasn't red color. _____ was yellow color.
a) their b) it c) it's d) its
27. You can't take away that suitcase because it is _____.
a) our b) we c) your d) ours
28. My friends were waiting for the bus when I saw _____.
a) their b) theirs c) them d) they
29. When you came, I was waiting for _____ teacher.
a) – b) mine c) my d) me
30. We had forgotten our umbrella at home. Fortunately, our colleague gave _____.
a) her b) he's c) he d) his
31. My parents are planning to celebrate _____ wedding anniversary in Venice.
a) – b) theirs c) their d) they
32. Ashley rejected Frank's wedding proposal because she doesn't like _____.
a) him b) – c) his d) he

- 33.** I heard that you want to sell _____ house to buy a new one.
a) – b) you c) your d) yours
- 34.** You will like Fatma very much when you meet _____.
a) her b) hers c) – d) she
- 35.** My bird was injured so I took care of _____ wing for a while.
a) – b) it c) its d) mine
- 36.** They invited _____ to their party, but I couldn't make it.
a) my b) me c) I d) mine
- 37.** I couldn't sleep in Kate's room because the bed was _____ and very small.
a) her b) she c) my d) hers
- 38.** She apologized to _____ for being late to the meeting.
a) our b) ours c) us d) we
- 39.** He wants to give _____ a present for your graduation.
a) you b) yours c) your d) his
- 40.** You shouldn't tell _____ problems to anybody as they are private for us.
a) – b) ours c) our d) we

Translation Activity

Translate the sentences below into English.

Kevin : Hafta sonu bir yerlere gitmek istiyoruz ama bir problemimiz var.

Jim : Sorun nedir?

Kevin : Bir çadıra ihtiyacımız var. Bizimkini amcama verdik ve o henüz bizim çadırlarımızı geri getirmedi.

Jim : Sizin çadırlar hangisiydi? Hatırlayamadım.

Kevin : Mavi çadır benim ve kırmızı çadır da onundu (bayan). Yeşil su geçirmez çadır senin, değil mi?

Jim : Evet, o benim çadırım. Sizin başka çadırınız yok mu?

Kevin : Evet, var. Şuradaki büyük siyah çadır da bizim ancak o şu anda çalışmıyor. Lütfen bize çadırını ödünç verir misin?

Jim : Aslında benimkini kimseye vermek istemiyorum. Celina'nın da bir çadırı var. Neden ondan çadırını istemiyorsunuz?

Kevin : Hayır, onunki ikimiz için çok küçük ve onun çadırı seninki gibi güzel değil.

Jim : Aslında, Mike'in da bir tane var. Onun çadırı sizin için uygun olabilir. Onunkini isteyebilirsiniz.

Kevin : Oo hayır! eski olan çadırın onun olduğunu hatırlıyorum ve çadırı yağmuru içeri alıyor.

Jim : Peki. Ya Brownların çadırı? Onlarıki güzel ve büyük bu yüzden onların çadırını istemelisiniz.

Kevin : Hatırladığım kadarıyla, büyük sarı çadır onların ama onların çadırı da iki kişi için çok büyük. Neden seninkini almamıza izin vermiyorsun? Biliyorsun ki o aynı çadırımız gibi bu yüzden de bizim için çok ideal.

Jim : Tamam, peki, çadırımı size vereceğim ama ona dikkat edin.

Kevin : Dikkat edeceğiz, söz veriyorum. Çok teşekkürler Jim.