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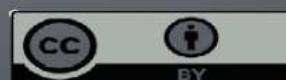
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بسم الله الرحمن الرحيم

افتتاحية العدد

الحمد لله رب العالمين، والصلاة والسلام على خاتم النبيين سيدنا محمد، وعلى آله وصحبه أجمعين

وبعد...

احبتنا الباحثين حول العالم... نضع بين أيديكم العدد الثاني من مجلتنا (مجلة جامعة الأنبار للعلوم الإنسانية) تلك المجلة الفصلية العلمية المحكمة والتي عن جامعة الأنبار والتي تحمل بين ثناياها ١٣ بحثاً علمياً يضم تخصصات المجلة ولمختلف الباحثين من داخل العراق وخارجه ومن وختلف الجامعات.

في هذه البحوث العلمية، نرى جهداً علمياً مميزاً كان مدعاة لنا في هيئة التحرير ان نفخر به وان تلقى هذه البحوث طريقها الى النشر بعد ان تم تحكيمها من أساتذة أكفاء كل في مجال اختصاصه ليتم إخراجها في نهاية المطاف بهذا الشكل العلمي الباهر، والصورة الطبية الجميلة، والجوهر العلمي الرصين، فجزى الله الجميع خیر الجزاء لما أنتجته قرائحهم العلمية والثقافية وسطرته أقلامهم لينتفع ببحوث هذه المجلة والذخيرة العلمية المعروضة فيها كل القارئ من باحثين وطلبة ومهتمين.

إن العطاء الثر من الباحثين والجهد المعطاء من رئيس وأعضاء هيئة التحرير والدعم الكبير من رئاسة جامعة الأنبار، وعمادة كلية التربية للعلوم الإنسانية يحث الخطو بنا للوصول إلى الغاية المرجوة المنشودة في دخول مجلتنا ضمن المستوعبات العالمية للنشر العلمي. لذا وجب التنويه بأننا بصدد التحديث المستمر والمتواصل لشروط النشر وآليته للارتقاء بأعداد مجلتنا والوصول بها إلى مكانة علمية أرقى وأسمى تضاهي المجالات العلمية ذات المستويات المتقدمة، ولتساهم بفاعلية في حركة النشر والبحث العلمي العربي سعياً لتعزيز مكانة البحث العلمي وتوسيع آفاقه في البلدان العربية لأن البحث العلمي كان وما يزال واحداً من عوامل رقي الأمم ومؤشراً على تقدمها... ومن الله التوفيق

أ.د. فؤاد محمد فريج

رئيس هيئة التحرير

تعليمات النشر في مجلة جامعة الأنبار للعلوم الإنسانية

- الاجراءات والمواصفات العامة للبحث؛
- مجلة جامعة الأنبار للعلوم الانسانية، مجلة علمية دورية محكمة، لنشر الأبحاث العلمية في مجال العلوم الانسانية الاتية: التاريخ، والجغرافيا، والعلوم التربوية والنفسية وتصدر بواقع ٤ اعداد سنوياً.
- يقدم الباحث على الموقع الالكتروني للمجلة [/https://juah.uoanbar.edu.iq](https://juah.uoanbar.edu.iq) وفق المواصفات الاتية: حجم الورق 4 A، وبمسافتين بما في ذلك الحواشي الهوامش والمراجع والجداول والملاحق، وبحواشي واسعة ٢,٥ سم او اكثر اعلى واسفل وعلى جانبي الصفحة .
- يقدم الباحث خطاباً مرافقاً يفيد ان البحث او ما يشابهه لم يسبق نشره، ولم يقدم لأي جهة اخرى داخل العراق او خارجه، ولحين انتهاء اجراءات البحث.
- يكون الحد الاقصى لعدد صفحات البحث ٢٥ صفحة.
- يكون البحث مكتوباً بلغة سليمة باللغة العربية او اللغة الانكليزية ومطبوع على الالة الحاسبة بخط Simplified Arabic حجم ١٤، على ان يتم تمييز العناوين الرئيسة والفرعية.
- تكتب الهوامش والمراجع وفق نظام شيكاغو او APA للتوثيق، بخط حجم ١٤، على ان يتم ترتيبها بالتتابع كما وردت في المتن، ويكون تنظيم المراجع هجائياً حسب المنهجية العلمية المعتمدة وباللغتين العربية والانكليزية.
- تؤول كافة حقوق النشر الى المجلة.
- تعبر البحوث عن اراء مؤلفيها، ولا تعبر بالضرورة عن راي المجلة.
- بيانات الباحث والملخص؛
- يلزم الباحث بتقديم البيانات الخاصة به وببحثه، وباللغتين العربية والانكليزية، وتشمل الاتي: عنوان البحث، أسماء وعناوين الباحثين، ورقم الهاتف النقال، والبريد الالكتروني، وملخصين - عربي وانكليزي - بحد ادنى ٢٥٠ كلمة يحتويان الكلمات المفتاحية للبحث، والهدف من البحث، والمنهج المتبع بالبحث، وفحوى النتائج التي توصل اليها.
- ادوات البحث والجداول؛
- اذا استخدم الباحث استبانة او غيرها من ادوات جمع المعلومات، فعلى الباحث ان يقدم نسخة كاملة من تلك الاداة، ان لم يكن قد تم ورودها في صلب البحث او ملاحقه.
- اذا تضمن البحث جداول او اشكال يفضل ان لا يزيد عرضها عن حجم الصفحة 4 A، على ان تطبع ضمن المتن.
- يوضع الشكل بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اسفله.
- يوضع الجدول بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اعلاه.
- تقويم البحوث؛
- تخضع جميع البحوث المرسلت الى المجلة الى فحص اولي من قبل هيئة التحرير لتقرير اهليتها للتحكيم، ويحق لها ان تعتذر عن قبول البحث دون بيان الاسباب.
- تخضع جميع البحوث للتقويم العلمي بما يضمن رصانتها العلمية، وقد يطلب من الباحث اذا اقتضى الامر مراجعة بحثه لإجراء تعديلات عليه.

- الوصول المفتوح:
- متاحة جميع البحوث على موقع المجلة الالكتروني وموقع المجلات الاكاديمية العراقية ضمن سياسة الوصول المفتوح.
- اجور النشر:
- يقوم الباحث بتسديد اجور النشر، والبالغة ١٥٠,٠٠٠ مائة وخمسة وعشرون الف دينار عراقي للبحوث باللغة العربية، و ٧٥.٠٠٠ خمسة وسبعون الف دينار للبحوث باللغة الانكليزية، واذا زادت صفحات البحث عن ٢٥ صفحة تضاف ٥,٠٠٠ خمسة الاف دينار عراقي عن كل صفحة.
- الباحثون من خارج العراق تنشر نتائجهم العلمية مجانا.
- المراسلات :
- توجه المراسلات الى: جمهورية العراق - جامعة الأنبار - كلية التربية للعلوم الانسانية- مجلة جامعة الأنبار للعلوم الإنسانية
- الموقع الالكتروني للمجلة <https://juah.uoanbar.edu.iq>
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Analyzing Iraqi University EFL Learners' Recognition of Implicit Negation in English Language

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A B S T R A C T

Negation has been a challenging and difficult subject for philosophers, logicians and linguists alike. As a form of negation, implicit (implied, hidden, indirect) negation is a common type that would occur when lexical items, including different parts of speech, and depending on their position, would imply the negative meaning that would affect the meaning of the sentence and the text. Implicit negation in terms of lexical, phrasal, and clausal structure, has not been given due attention by researchers.

While EFL learners are able to recognize and construct negative forms in English, they are to some extent unable to recognize negative sentences with embedded negative sense, i.e., EFL learners can recognize explicit negatives (negative in form) but unable to do the same with implicit negatives (negative in sense not in form).

The aim of this study is to find out whether or not Iraqi university EFL learners of English are able to recognize implicit negation and also decide on the type of implicit negation, lexical, phrasal, clausal. A 30-item test was distributed among 80 EFL learners at the Department of English Language / College of Education / University of Anbar. The participants were asked to recognize implicit negation and then to decide its type. Results indicate that the number of observations that were able to identify the presence of implicit negation reached (64 observations), representing a percentage of (51.2%) of the total sample surveyed. The arithmetic mean of the responses was (2.12), indicating that the target group was close to identifying the correct answer. The number of observations that were able to identify and determine the type of implicit negation reached (17), representing a percentage of (26%) of the total correct answers, which indicates that less than a quarter of the responses that indicated the presence of implicit negation were able to correctly identify the type of implicit negation. Consequently, while the participants were able to recognize

the sense of implicit negation, they, however, were unaware of the type that generates the sense of implicit negation.

Keywords: Negation, Implicit Negation, Recognition, EFL Learners.

تحليل إدراك طلاب الجامعات العراقية الذين يدرسون اللغة الإنجليزية كلغة أجنبية للنفي الضمني في اللغة الإنجليزية

د.م. حافظ ابراهيم شبيب

المديرية العامة لتربية الانبار

الملخص:

الأهداف: لطالما كان النفي موضوعاً صعباً وتحدياً للفلاسفة والمنطقيين واللغويين على حد سواء. وكشكل من أشكال النفي، يُعد النفي الضمني (المُضمّر، والمُستتر، وغير المباشر) نوعاً شائعاً يحدث عندما تُشير العناصر المعجمية، بما في ذلك أجزاء الكلام المختلفة، واعتماداً على موقعها، إلى معنى سلبي من شأنه أن يؤثر على معنى الجملة والنص. لم يُولّ الباحثون إلى النفي الضمني من حيث البنية المعجمية والعبارة والجمالية الاهتمام اللازم. ففي حين أن متعلمي اللغة الإنجليزية كلغة أجنبية قادرون على التعرف على صيغ النفي وبنائها في اللغة الإنجليزية، إلا أنهم غير قادرين إلى حد ما على التعرف على الجمل السلبية ذات المعنى السلبي المُضمّر، أي أن متعلمي اللغة الإنجليزية كلغة أجنبية يستطيعون التعرف على النفي الصريح (النفي في الشكل) ولكنهم غير قادرين على فعل الشيء نفسه مع النفي الضمني (النفي في المعنى وليس في الشكل). لذا تهدف هذه الدراسة إلى معرفة ما إذا كان طلاب اللغة الإنجليزية في الجامعات العراقية قادرين على التعرف على النفي الضمني وكذلك تحديد نوع النفي الضمني، المعجمي، العباري، الشرطي. المنهجية: تم توزيع اختبار مكون من ٣٠ فقرة على عينة قوامها (٨٠) طالباً من الطلاب الدارسين للغة الإنجليزية في قسم اللغة الإنجليزية- كلية التربية للعلوم الإنسانية- جامعة الانبار. طُلب من المشاركين التعرف على النفي الضمني ثم تحديد نوعه. النتائج: بعد تحليل البيانات، اشارت النتائج إلى أن عدد الملاحظات التي تمكنت من تحديد وجود النفي الضمني بلغ (٦٤ ملاحظة)، وهو ما يمثل نسبة مئوية قدرها (٥١.٢٪) من إجمالي العينة التي شملتها الدراسة. بلغ المتوسط الحسابي للاستجابات (٢.١٢)، مما يشير إلى أن الفئة المستهدفة كانت قريبة من تحديد الإجابة الصحيحة. بلغ عدد الملاحظات التي استطاعت تحديد نوع النفي الضمني (١٧)، بنسبة (٢٦٪) من إجمالي الإجابات الصحيحة، مما يشير إلى أن أقل من ربع الإجابات التي أشارت إلى وجود نفي ضمني تمكنت من تحديد نوع النفي الضمني بشكل صحيح. كما اشارت النتائج الى ان المشاركون تمكنوا من إدراك معنى النفي الضمني، إلا أنهم لم يكونوا على دراية بالنوع الذي يُؤلّده.

الكلمات المفتاحية: النفي، النفي الضمني، التعرف، متعلمي اللغة الإنجليزية كلغة أجنبية.



1. Introduction

Negation has posed problems for philosophers, logicians, psycholinguists and linguists alike (Hidalgo Downing, 2000: 23). Within the philosophy of language, negation has been regarded as a suspect guest, if not a spy from the extralogical domains (Horn, 2001: 1). Negation is a "process or construction in grammatical and semantic analysis which typically expresses the contradiction of some or all of a sentence meaning" (Crystal, 2003: 310). This occurs either explicitly, i.e., by using a negative particle, or implicitly by using a word or an expression that implies the negative meaning. Implicit negation would occur when lexical items, including different parts of speech, would imply the negative meaning that would affect the meaning of the sentence and the text. As a form of negation, implicit (implied, hidden, indirect) negation is a common type that would occur when lexical items, including different parts of speech, and depending on their position, would imply the negative meaning that would affect the meaning of the sentence and the text.

Implicit negation in terms of lexical, phrasal, and clausal structure has not been given due attention by researchers. And to the best of the researcher's knowledge, no study in the field of EFL learners' recognition of implicit negation in terms of lexical, phrasal, and clausal structure has been conducted.

While EFL learners are able to recognize and construct negative forms in English, they are to some extent unable to recognize negative sentences with embedded negative sense, i.e., EFL learners can recognize explicit negatives (negative in form) but unable to do the same with implicit negatives (negative in sense not in form).

1.1 Aims and Research Questions

The aim of this study is to find out whether or not Iraqi university EFL learners of English are able to recognize implicit negation and also decide on the type of implicit negation, lexical, phrasal, clausal by finding answers to the following research questions:

- To what extent are University EFL learners of English able to recognize implicit negation?
- Can EFL learners identify the types of implicit negation?
- Among the three types of implicit negation, which one is the easiest to recognize and identify?
- Does the position of the implicit negation type affect its recognition and identification?

1.2 Hypotheses

Based on the above research questions, the following hypotheses have been formulated:

- EFL learners of English are to some extent able to recognize implicit negation.
- EFL learners of English are unable to identify the type of implicit



negation.

- Clausal implicit negation is the easiest to recognize and identify.
- The position of the implicit negation type highly affects its recognition and identification.

2. Literature Review

In order to understand negation as a linguistic term / universal notion, one should note that scholars, linguists and language philosophers have defined it differently; each definition presents the term within different fields in linguistics. In *Collins Discovery Encyclopedia* (2005), negation is viewed within (logic) and (language), it is described formally in terms of the 'law of contradiction or non-contradiction', when a negative sentence is formed by using a negative 'operator' or item to reverse the proposition of a sentence, in a way that any negative operator will correspond to the negative 'constituent' (not). There will be no sentence that is both true and false at the same time.

In the same sense, and from a mere semantic point of view, Lyons (1995: 170), describes negation, in terms of a sentence being true or false by means of "truth functional" phenomenon using the symbol of negation "~", so "~p" is used to indicate sentence being true while "~~p" designates the falsity function of a sentence. The same idea is expressed by Crystal (2003: 310-311) in terms of "grammatical and semantic analysis". He incorporates the morphological layer by stating that negative meaning is achieved by adding prefixes having negating function such as: un- or non- even some suffixes and within the boundary of the meaning.

For Horn (1989) and Horn and Kato (2000) (cited in Blanco and Moldovan, 2011: 228) negation is found and used in all the components in the structure of language in the form of 'words, phrases, clauses and sentences'. The use and the process of negation correlate with other linguistic issues that make negation as one of the important properties of 'human species'. They believe that negation is used by the writer or the speaker to oppose a part or some parts of a statement i.e. the meaning of a statement wholly or partially is reversed or contracted.

Dahl (1979: 80) (as cited in Blanco and Moldovan 2011: 228) describes negation in the boundary of semantics as "a necessary condition for something to be called Neg (i.e. negative sentence) that it be a means for converting a sentence S1 in to S2 such that S2 is true whenever S1 is false and vice versa"

Quirk et al. (1985: 776) define negation as the process in which "a simple positive sentence [...] is negated by inserting the clause negator 'not' between the operator and the predication", here the attempt is to define negation in terms of the syntactic structure of negation.

Biber et al. (1999: 158) (as cited in Ilc, 2006: 64) define clausal negation but in different way, as "clausal negation is used to deny or reject a proposition. Clauses are negated by the insertion of the negator not or by some other negative words." In a similar manner, Matthews (2007: 260) describes the same notion that negation is not only the case in which sentences are negated in terms of

'negative concord' syntactically, but also words in terms of morphology i.e. a word like "happy" can be negated by adding a prefix such as: "unhappy" that will affect the assertive meaning of any sentences. that is, the negative is seen as a sentence or a construction or a form "...whose basic role is in asserting that something is not the case". This means that different types of negative items or structure can be used to render an utterance or a part of it negative in terms of meaning.

Horn (2001) defines negation as one of the distinctive properties of human language, i.e., each language may have one or more than one tool or syntactic structural presentation to express negation, either in terms of a negative form or an informative function. Moreover, Xiang, Grove and Giannakidou, (2013: 3) focus on the fact that there are various types or ways to express negative meaning. They view the following two statements will give and show the same meaning in certain context relatively:

John didn't believe Mary would win.

John doubted Mary would win,

so the verb *doubt* has the same meaning of *didn't believe* in such linguistic context.

Despite scholars' use for some terms or concepts to define negation and identify its scope, most of them insist that the process of negation is not a simple grammatical matter of adding 'no or not'. They view negation not only as a matter of reversing the proposition of a sentence or an utterance in terms of truth-functionality. Its analysis and interpretation have been challenged in different fields of language and linguistics: syntactic, semantic and pragmatics.

Finally, definitions which propose that in certain contexts, words will have implied or implicit negative meanings, are to be adopted and further investigated in this study, such as definitions of Lawler (2007: 1), and Kahrel (1996:10-11).

3. Scope of Negation

Wherever and whenever the negative meaning affects and covers a part or the whole components or elements in a clause or a sentence, the scope will start from the negative operator or item either it can include or exclude any adverbial which locates in the final syntactic position in that clause. The scope of negation will be felt or grasped in terms of the speaker's intonation. Greenbaum and Quirk (1990: 226) define the scope of negation as the case that "the negative item has the semantic influence on the other elements or components in a sentence", this influence will normally start with the negative item and may continue till the end of the clause.

It is worth to indicate here that the negative meaning may include and exclude any adverbial which occurs at the end of the clause, to make this point clear in *she definitely didn't speak to him*, the scholars interpret the negative meaning of this statement depending on the scope of negation as *it's something definite*, i.e., it is certain that this person didn't do that and that the scope starts from the negative particle 'n't'. In another way, in the



statement *she didn't definitely speak to him*: is interpreted as *it's not definite that she did*, in this analysis the scope starts with the 'operator+not' and ends with including the adverb and it affects the meaning that (the certainty of the acting of speech is negated); while in the first (the speech action by the person is negated) concluding that the first sentence is absolutely negative and the second is relatively negated. What is important regarding the scope of negation is that if the negative particle or other forms of negation co-occur with other components in a sentence, this will also change the negative meaning in this sort of sentence; for instance, when an adjunct occurs at the end of the sentence, e.g.: *I wasn't LISTENING all the time*, the underlined part is a symbol of the scope of negative meaning that the role or function of the negator will end at the end of verb phrase 'listening' at the same way using the capitalizing form shows the stress that the speaker or writer focuses on in his or her speech.

Greenbaum and Quirk insist that when the assertive forms of words co-occur with negative construction or item the former will locate outside the boundary of negation scope and the opposite is true to the nonassertive forms of words, considering the following sentences to make the point clear (1990: 226):

I didn't listen to some of the speakers, i.e. *I listened to some*

I didn't listen to any of the speakers i.e. *I listened to none*

The negative verb phrase is followed by assertive words or positive polarity item 'some' which is excluded and posited outside the scope; but in the second the negative polarity item and as nonassertive word 'any' is included within the scope of negation. Linguists and scholars believe that different scope of negation will lead to different interpretations of a sentence in terms of negative meaning. To further explaining the role of scope in identifying the meaning of negation will be in the following sections.

According to Russell (1905) (as cited in Moeschler, 2010: 30-13) negation is reflected in the traditional distinction between external and internal negation. As for external negation, it is the negative meaning that pertains over a full logical proposition, containing no free variables when the negative meaning of the negative marker covers the whole proposition of a sentence since a proposition is reversed. And internal negation is viewed as a non-propositional form containing free variables, i.e. external and internal negation is accounted for as a propositional operator that applies to either a full proposition or a propositional function, e.g.:

The king of France is bald.

The king of France is not bald.

Levinson (1983: 201) describes internal or predicate negation as the case that where or when presupposition is preserved in negative sentences; while external or sentence negation as in some negative sentences both entailment and presupposition will also be negative. In *John doesn't regret having failed, because in fact he passed*, the semantic theory of presupposition will give a

wrong interpretation since: *John failed* is wrong in a way the speaker make a correction for what is said before because of unknown reasons.

For Horn (1985) (cited in Moeshler, 2010: 32) negative sentences can be analyzed in terms of descriptive and metalinguistic uses or functions of negation. Descriptive negation is defined as being truth conditional: it affects the truth-conditions of a sentence such as: *Ann doesn't have three children*; the sentential proposition is either true or false.

4. Negative Words and Polarity Items

For the first time, the term 'negative words' or 'n – words' was used by Laka (1990: 105) (cited in Muntan  , 2008: 5) to present and introduce expressions or phrases composed of (negative items + person referring expressions or referring word 'thing'), these negative words function as 'negative polarity items' in some contexts, while in others as *universal negative quantifiers*. Compare the following examples: in the sentence, *nobody saw Pedro* the underlined element is used as the quantifier; but in *she hasn't found anyone* here *anyone* is used as the negative polarity item.

Negative items or words are called as 'universal quantifiers' by some scholars like: Zanuttini (1997), Haegeman (1997) and Giannakidou (2000). While other scholars consider these words as 'polarity items' whose meanings cannot be seen or known clearly. For Kilma (1964) (cited in Trask, 1993: 1709-180) negative polarity items include the pole in which the certain words or elements like: *any, ever and at all* those reflect the negative meaning or idea within a sentence. A sentence like: *everyboy didn't leave*, negation interacts with another linguistic 'operator' and this leads to ambiguity.

Negative polarity items are described as 'negative elements or words' which contribute to make the negation meaning be comprehended and interpreted obviously. In this sense, words which have negative poles or meanings control the meaning of the words, phrases and clauses and sentences. To illustrate this point, compare these examples (Haegeman, 1995: 70-71):

Did you see anyone?

I didn't see anyone.

Who said anything?

- No one said anything.

I saw anyone.

I said anything.

Also, 'anyone' and 'anything' in the last two examples function as quantifiers and carry the property of having negative meaning but they can't be considered as negative polarity items since they do not occur with another negative items like in first three examples. Consequently, the quantifiers in linguistic contexts are described as 'negative constituents' since their meanings are not covered by another negative element. Thus, it can be noticed that these scholars use the term negative constituents and not negative polarity items to describe negative elements such as quantifiers' or noun phrases

composing of (no+nouns) or (any+nouns). In this sense, the 'negative constituents' will have certain properties to account as negative elements that will be explained under the section: properties of negative items or words (Haegeman,1995: 128-131).

5. Classification of Negation

Some researchers and scholars classify negation according to their syntactic structure or form within the negative sentence, while others classify them on the basis of the meanings of the negative items or their functions of negating. At the same time, in terms of the literal meanings of the negative, negation is classified depending on parts of speech.

Basically, according to the negative formation or the negative construction within negative sentences, negation can be achieved grammatically and semantically. Whenever negation has grammatical formation, the sentence will contain obvious negative word in terms of form, meaning and function, like: *not, no, neither, never, none, nobody, nothing, by no means ...etc.* If the negative sentence is achieved semantically, however, this negative sentence will contain words that have negative meaning but don't seem as negative words in their appearance, e.g.: 'quantifiers, adverbs or verbs' those that have negative functions or meanings but not forms (Ding, 2013:1202).

According to Horn (2001) it is important to investigate the complexity of negation; since different types of negation can be classified in terms of negative expressions and negative meaning, i.e., the negative meaning will be achieved and found through various levels of language involving linguistic levels for expressing negative meaning by using morpho-syntactic or semantic or pragmatic means (Xiang, Grove and Giannacidou, 2013: 4).

According to Quirk et al. (1985) negation, structurally and syntactically and on the basis of the extension of the negative meaning in a linguistic material is classified in to three types "clause, local and predication negation":

(a) Clause negation: when a sentence composes of a main clause and the whole clause becomes negative by applying one of the ways of negating a sentence *I have not finished.*

(b) Local negation: it includes the type in which a component of a sentence is negated, i.e., negation is inside the component of a sentence and the scope of negation will only include that individual element, consider: *they made some unintelligent observation.*

(c) Predication negation: this applies when the 'predicate part' of a sentence is negated by using certain auxiliaries *they may not go swimming* i. e. the scope of negation will syntactically include the verb and the object.

Another division of negation is in terms of the syntactic structure of negation in a sentence, it is divided into the 'clausal negation' and 'phrasal negation'. The first means when the non-finite clause is negated by adding the 'not' particle to the verbal construction and the negative marker will precede the verb phrase

based on the syntactic and grammatical environments beside the linguistic context of that sentence, e.g.:

The important thing now is not to mourn the past but to look ahead.

The other type of negation, phrasal negation, occurs when the negative marker or word is included inside the structure of the phrase syntactically and semantically. Consider (Leech and Svartvik, 1994: 310):

She likes big cities. Not all her paintings, however, are of cities.

Here *not* in the noun phrase functions as the subject, so it negates only the phrase not the whole sentence.

Differently and in an accurate way Ding (2013: 1202) believes that each negative item will carry the meaning of a negative sentence in its deep structure while in the surface it seems just like a simple negative word that might have different interpretations in different contexts. For her these words can be classified in these five types:

1. Full negatives, words that have the characteristics of being negative in terms of form, function and behavior, such as: "no, none, never, nothing, nobody nowhere, neither, nor" and so on.
2. Absolute negatives, this involves negative expressions which are negative in form, behavior, function and meaning, they are: *not at all, by no means, in no way, nothing short of, etc.* In this sense, the writer attempts to show that this group of words will be analyzed only by having the indication of negative meaning and not positive one, they absolutely have definite meanings.
3. Quasi negatives, this type of negative words will contain the negative meaning relatively, including: quantifiers such as *few, little* and adverbs of degree *hardly, scarcely, seldom, barely*. The analysis of such negative words will be negative in terms of quantity or quality.
4. Partial negative, referring to the group of expressions that indicate negative meaning partially, such as: *not every, not all, not much, not many, not always* and so on.
5. Words with negative implication, this includes words, their literal meanings that lead to having implicated meanings. One can notice that this group of words mainly is associated with the pragmatic issues, as in *absence, without, neglect, instead of, unless.... etc.*

This classification is based on the semantic studying of the structure of negation, but in fact, the grammatical construction of negation will be interlocked mainly with other linguistic aspects of negation in order to identify types of negation. Thus, Ding (2013: 1202-1203) divides negation and negative items, semantically and grammatically, in to five types:

- (a) General negation: it is the most formal style of negation, that the negative operator "not" occurs after the auxiliary verb and this makes the whole sentence meaning negative. Another word that makes general negation is the adverb *never*.

- (b) Special negation: it is the same as described by Jespersen (1966), when a component in the sentence is negated by using: 'not-particle, never, no, no-phrases, negative affixes+ some parts of speech'.
- (c) Negation in form and in meaning: those will have 'semantic functions and meanings, such as: full negation, partial negation, transferred negation and so on.
- (d) Negation in form but not in meaning, 'double negation' it is the combination of two negative items in one sentence. Actually, for many scholars, double negation and using expressions like *not only.... but also* or *not...until* will give positive meaning.
- (e) Negation in meaning but not in form, for some grammarians, Quirk, et al. (1985) such negative items are described under the name of 'indirect or implied negation'.

6. Implicit Negation

In analyzing English language, scholars have attempted to classify negation according to the form and meaning in terms of 'explicit' negation and 'implicit' negation. Thus, al-Ghazalli (2013: 129) explains the 'explicit' type in the sense that the grammatical and morphological structure of the negative particle will be found in the linguistic material. On the other hand, he describes 'implicit' negation as the syntactico-semantic matter adding that the literal meaning of some types of words will denote the negative meaning, including words such as: 'adverbs, quantifiers, etc.'.

According to Ilc (2006: 66) negation is classified into two types, explicitly, as the morpho-syntactic phenomena is found as a result of having negative particle or marker present in the negative form of the word or sentence; and implicitly, negation in affirmative form of word, expression having negative semantic meaning such as: John *failed to finish the paper in time*.

While for Blanko and Moldovan (2011: 583) to identify types of negation in natural language, is to make a sort of contrast in terms of types which are included under the semantic representation and the pragmatic presentation of negation; and in different way how various types of negation will be found in different sorts of texts. They draw a comparison among four pairs of negation types, their names are syntactic but the meaning and the function are taken to be the ground of identifying them, as in the following points:

- (a) Verbal and Non-verbal negation
- (b) Analytics and Synthetic negation
- (c) Clausal and Sub-clausal
- (d) Ordinary and Metalinguistic negation

Based on the source of negative meaning, Xiang, Grove and Giannakidou (2013: 6) two types of negation are defined: *explicit negation* that means negative meaning is *expressed as part of the asserted meaning*. The second type of negation is *implicit negation* which is defined as expressing negative meaning implicitly, i.e., what is unsaid in the output structure or form of what is said.

Pragmatically, negation is found among the theories of politeness and irony in addition to its use as an important 'test' for presupposition, that the second clause presupposes the sentence proposition as well as cancelling negation.

The king of France isn't bald-there is no king of France (Lawler, 2007:1).

Hence, the pragmatic study of negation is involved when the scholars attempt to research and identify the problematic or complicated aspects of negation where the linguistic or extra-linguistic contexts have significant roles in determining the possible interpretations for one negative construction.

The analysis of negation can be seen in two scopes. In narrow scope negation, the negativity deals with the predicate immediately including: grammatical forms in making sentences 'verb, adjective ...etc.' as in: *we don't like L.A.* here the same expression of (feeling dislike can be corrected through stating the same meaning of the sentence by using the more appropriate word 'hate') as if the addresser wants to correct what s/he says by giving the same content or proposition and not the opposite one, e.g.: *we don't like L.A.; we hate it*, this sort of correction is termed 'entailment' (Moschler, 1992: 37-38).

With respect to pragmatic analysis of negation Moeschler (1992: 38) describes it as the 'wide scope' analysis of negation or the 'external' negation. In a different way, Horn (1989) identifies this crucial analysis that whenever negation has the metalinguistic function, negation should be dealt with pragmatically. This type of analysis is seen in two cases: first, whenever a contradiction appears inside the same sentence; and secondly, if the negative clause has the false value and as a correction the presupposition is expressed and kept under negation like: *Abi does not regret to have failed, since she passed them.*

Pragmatically speaking, 'love' entails 'like' and 'does not regret' entails 'passing', in the first example negation scopes over the sentential proposition. In the second it scopes over 'the completive clause'. In this kind of analysis corrections will cancel some pragmatic issues. This means if the speaker doesn't correct his/her speech continuing the previous utterance, the addressee will interpret negation inside the sentence differently according to different contexts and what raises complexity of understanding.

7. Properties of Implicit Negation

Linguists and scholars have various views concerning whether implicit negative words share the same properties of the process of negation or explicit negation in general. Other writers see implicit negation as having more or less characteristics of negation.

For Martinez (1995: 211) both groups of inherent negative words including implicit negative verbs like: *fail, eliminate, and prevent....etc* as well as adverbs of degree or frequency denoting negative meaning such as: *rarely, hardly....etc*, will carry the property of having the implicit negative meaning semantically, literally and inherently.

Ilc (2006: 65) describes implicit negation as produced by affirmative form but syntactically and semantically are treated to



be a type of negation. Implicit negative meaning in terms of sentence can be found whenever the sentence contains words having implicit negative meaning since they can behave syntactically or semantically as negative words, or when a positive sentence gives negative meaning in certain linguistic or extra-linguistic context e.g. *how should I know how to spell 'Liebowitzmeyer'!*

For Xiang, Grove and Giannakidou (2013:16 -17) implicit negation is characterized as 'non-asserted' type of negation that conventionally implicates negative meaning. They consider the negative meaning within four various negative polarity items involving: *no*, *few*, *only* and *emotive*. By latter the they mean that emotive factives will not have the syntactic or morphological or semantic features of being negative explicitly or in another expression the characteristics of implicit negation as non-asserted negation will be described in this form:

- implicit negation has the feature of [_ Neg] syntactically, the minus symbol indicates the meaning of not having,
- it is characterized by having the feature of [_ Neg] morphologically,
- [_Neg] in terms of semantic feature, i.e., non-asserted negation semantically does not symbolize to be negative; and
- pragmatically, as the type of negation it will implicate negative meaning conventionally.

8. Forms and Types of Implicit Negation

Implicit negation is a 'non-asserted' meaning of negation expressed in terms of words or expressions that give negative meaning partially or wholly. This involves negative expressions like *fail*, *forget*, *doubt* and *deny*.

Ilc (2006: 66) states that the negative meaning can be uttered in an implicit way, i.e., one can express negation without using any *morpho-syntactic markers of negation*. For Ilc, this sort of negation can be achieved in two ways: first, through using negative words whose semantic literal meanings indicate negativeness such as: *deny*, *fail*, *doubt*..., etc. And the second involves the case when the meaning of a positive form of a sentence is interpreted or analyzed to be negative, e.g.: in *you are such a hero. Even a girl can beat you*, here on the basis of the context in which the sentence is said or written the negative meaning is implied that (you are not hero because a girl, in spite of, her weakness can beat you).

Implicit negation is the non-asserted meaning, whose meanings are beyond the semantic or literal content, i.e., the pragmatic additive meaning including: *presupposition*, *conversational implicature* and *conventional implicature*. This pragmatic meaning is associated with the *speaker's meaning*. So the non-asserted meaning of negation, implicit negation, is the opposite of asserted meaning of negation, explicit negation, in a way the latter is associated mainly to the *sentence meaning* (cited in Xiang, Grove and Giannakidou, 2013: 5).

Being negative in meaning not in form is what is termed by a number of grammarians like Quirk (1985) as 'implied' or 'indirect' negation. There are

thousands of words whose meanings indicate negative meanings as well as phrases and sentences which are affirmative in form but have negative meaning. The following forms or structure are considered to be the structural types of implicit negative construction or indicators:

8.1 Lexical Implicit Negation

Implicit or implied negation is classified by Ding (2013:1203-1205) into these types in terms of their parts of speech:

- (a) Nouns with implicit negative meaning: To illustrate these type of nouns consider the meaning negative items like: *failure* and *shortage*; the first example that denotes the meaning of (not succeeding), while the second can be interpreted as (things do not have the characteristics of full parts or description).
- (b) Verbs with negative meaning: verbs, inherently having the implicit negative meanings are termed as inherent negation by some as a type of negation; for example, *fail* and *miss* (Ding, 2013:1203-1204). Ding also argues that another kind of verbs which denotes the negative meaning includes a group of verbs when used in the 'past tense' including verbs as: *intend*, *mean*, *plan*, *hope* and *think*, will indicate the negative meaning in a way that (it was the case, opinion or attitude in the past time but not now).
- (c) Adjectives denote implicit negative meaning: There are adjectives whose meaning can easily be considered as implied negation, for example: ignorant. Moreover, the adjective alike can indicate negative meaning in certain context, as in all music is alike to me (I don't understand music at all. (Ding, 2013:1204).
- (d) Adverbs with implicit negative meaning: According to al-Ghazalli (2013:133) the semantic or literal meaning of adverbs like *reluctant* (eager not to), *mere* (not enough) and *only* has the same meaning of (nothing or no one else).
- (e) Prepositions denote implicit negative meaning: for Ding (2013:1204-1205) prepositions will carry implicit negative meanings only in certain contexts or occasions depending on the combination of this type of prepositions with other syntactic and sentential elements, like *against* in 'The third parties may direct a claim against the parties involved in the charter agreement'. Also, the preposition *beyond* in "I assure you it was beyond my control" expresses negative meaning.
- (f) Coordinator and mainly subordinators carry negative meanings: The conjunction in the construction of individual lexical words have the 'implicit negative meaning' such as *unless* or *lest*; the former can only be used in certain contexts because its meaning denotes *only if.... not* like *Geographical positions refer to the largest scale chart unless otherwise stated*.

8.2 Phrasal Implicit Negation

As far as the structure of English implicit negation is concerned, the construction made by Ding (2013:1203-



1205) suggests that the same lexical structure of English implicit negation will be found in the form of phrases as a result of combining the previous indirect negative words or vocabularies with other types of words as follows:

- Noun phrases carrying implicit negative meaning: It can be constructed in the form (nouns + from); for example: *freedom from*.
- Verb phrases having negative meaning: This can be found in these two following types: the first is structured in terms of (verbs+from) *refine from*. The second type of verb phrases is the 'phrasal verbs' *give up*.
- Adjective phrases with implicit negation: It is made by combining adjectives with prepositions, e.g. *free from, short of, absent from, far from, alien to* and so on.
- Implicit negation in adverbial phrases: Sometimes adverbs co-occurring with other words will function syntactically as adverb phrases as in *in vain*
- Prepositional phrases with negative meaning: Expression like 'out of' and 'instead of' are dealt with by grammarians as denoting negative meaning.
- Negative items or words of conjunction: They include mainly subordinators and coordinators which are used in negative contexts having syntactic and semantic functions as in *He will work hard before he feels disappointed*, (He will work hard rather than feeling disappointed).

8.3 Clausal Implicit Negation

According to al-Ghazalli (2013: 133) two types of clauses through using several conjunctions or subordinators will carry implicit negative meaning even when the form is not negative. They include: open and hypothetical conditional clauses that give the meaning of implicit negation for instance: *if Douglas arrives at London he is unquestionably staying at the Bright Star Hotel*.

Expressions or words which are used to construct conditional clauses include: *if, in case, in the event, unless*. Concerning the second type, subordinators like: *except (that), excepting (that), save that, but that* and *only* are used to make sentences carrying the meaning of 'exception'. Also al-Ghazalli finds out that some time both condition and exception are used in one sentence in using *except if* e.g. *except if you neglect the studying, you would fail*.

For Quirk (1985: 707) another way of forming negative meaning in terms of exception will be as follows: prepositions and prepositional phrases such as: *except for, with the exception of, apart from, aside from* and *excluding*. Hence the meaning of the word inside the phrase has a very important role in denoting the exceptive negative meaning because such phrasal components inherently denote negation and this impacts the whole meaning of the phrase, taking for instance: *The students left excluding my sister*.

Ding (2013:1205) suggests several forms of clauses starting with conjunctions especially those made of subordinators such as: *unless, lest, for fear, in case, and before*, corresponding to the expressions negative in form and meaning (*in order that ...should not occur, in order not and rather than*. Concerning *unless*

that gives the meaning of negative condition because a clause like: *geographical positions refer to the largest scale chart unless otherwise stated*. The unless-clause will give the same explicit negative idea: if not otherwise stated.

9. Test Design and Implementation

The total sample included in the study was 80 third year EFL learners from the department of English Language / College of Education / University of Anbar. A 30-item test was designed. Participants were asked to first tick sentences containing implicit negation (see Appendix 1) and then decide on the type of implicit negation (lexical, Phrasal, or clausal) for the items they already ticked as containing implicit negation.

10. Results Analysis and Discussion

This section reviews and statistically scrutinizes the results obtained from the test. The first table contains the total sample and percentages. The rest of tables contain the number and percentage of recognition of implicit negation and the number and percentage of recognition of type of implicit negation.

Table (1) Total Sample and Percentages

Number of Items	Sample Number	Number of correct answers	Percentage of correct answers for implicit negation	Mean	Standard Deviation	Number of correct answers for type	Percentage of correct answers for type of implicit negation	Mean	Standard Deviation
30	80	64	51.2	2.12	0.124	17	21.25	1.45	0.785

Table (1) shows that the total sample included in the study was 87 observations, 80 complete responses were obtained, and 7 responses were excluded due to incomplete answers. A 30-item test was distributed to determine the target group's ability to identify implicit negation in the distributed items. It is clear that the number of observations that were able to identify the presence of implicit negation reached (64 observations), representing a percentage of (51.2%) of the total sample surveyed. The arithmetic mean of the responses was (2.12), indicating that the target group was close to identifying the correct answer. The number of observations that were able to identify and determine the type of implicit negation reached (17), representing a percentage of (21.25%) of the total correct answers, which indicates that less than a quarter of the responses that indicated the presence of implicit negation were able to correctly identify the type of implicit negation.

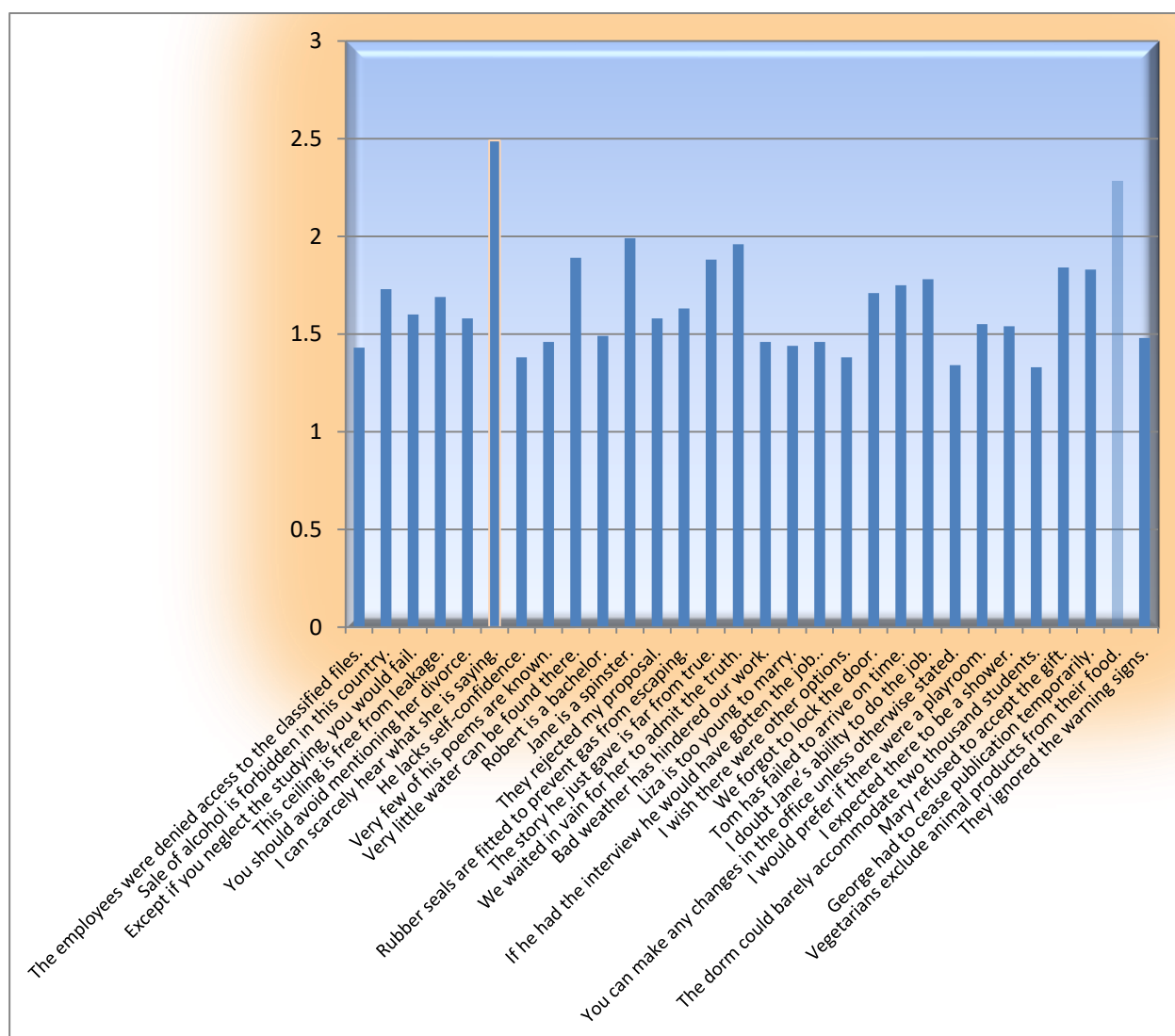


Figure (1)
Arithmetic Mean of the Sample Responses Indicating the Presence of Implicit Negation

Table (2) Number and Percentage of Correct Answers (Implicit Negation)

Item No.	Items	No of Testees	Correct Answers (Implicit Negation)	Percentage of Correct Answers	Mean	Std. Deviation	T_Test	Sig. (2-tailed)
1	The employees were denied access to the classified files.	80	66	82.5	1.43	.925	-.725	.470
2	Sale of alcohol is forbidden in this country.	80	69	86.25	1.73	1.006	2.000	.049
3	Except if you neglect the studying, you would fail.	80	62	77.5	1.60	1.121	.798	.427
4	This ceiling is free from leakage.	80	68	85	1.69	1.038	1.615	.110
5	You should avoid mentioning her divorce.	80	60	75	1.58	1.077	.623	.535
6	I can scarcely hear what she is saying.	80	74	92.5	2.49	.928	9.521	.000
7	He lacks self-confidence.	80	55	68.75	1.38	1.140	-.980	.330
8	Very few of his poems are known.	80	57	71.25	1.46	1.190	-.282	.779

Item No.	Items	No of Testees	Correct Answers (Implicit Negation)	Percentage of Correct Answers	Mean	Std. Deviation	T_Test	Sig. (2-tailed)
9	Very little water can be found there.	80	66	82.5	1.89	1.169	2.964	.004
10	Robert is a bachelor.	80	56	70	1.49	1.201	-.093	.926
11	Jane is a spinster.	80	70	87.5	1.99	.987	4.417	.000
12	They rejected my proposal.	80	71	88.75	1.58	1.041	.645	.521
13	Rubber seals are fitted to prevent gas from escaping.	80	57	71.25	1.63	1.216	.920	.361
14	The story he just gave is far from true.	80	64	80	1.88	1.151	2.913	.005
15	We waited in vain for her to admit the truth.	80	66	82.5	1.96	1.163	3.556	.001
16	Bad weather has hindered our work.	80	71	88.75	1.46	1.043	-.322	.749
17	Liza is too young to marry.	80	52	65	1.44	1.231	-.454	.651
18	If he had the interview he would have gotten the job..	80	53	66.25	1.46	1.211	-.277	.783
19	I wish there were other options.	80	58	72.5	1.38	1.151	-.971	.335
20	We forgot to lock the door.	80	59	73.75	1.71	1.160	1.638	.105
21	Tom has failed to arrive on time.	80	59	73.75	1.75	1.196	1.870	.065
22	I doubt Jane's ability to do the job.	80	67	83.75	1.78	.968	2.542	.013
23	You can make any changes in the office unless otherwise stated.	80	68	85	1.34	.941	-1.545	.126
24	I would prefer if there were a playroom.	80	73	91.25	1.55	.940	.476	.636
25	I expected there to be a shower.	80	69	86.25	1.54	1.043	.322	.749
26	The dorm could barely accommodate two thousand students.	80	51	63.75	1.33	1.178	-1.329	.188
27	Mary refused to accept the gift.	80	67	83.75	1.84	1.152	2.620	.011
28	George had to cease publication temporarily.	80	71	88.75	1.83	.868	3.348	.001
29	Vegetarians exclude animal products from their food.	80	73	91.25	2.28	.968	7.165	.000
30	They ignored the warning signs.	80	69	86.25	1.48	.981	-.228	.820
Mean		80	64	80	1.66	0.17	8.41	0.00

Table (2) shows that the participants were able to recognize the sense of implicit negation in the given items. The mean score reached 80 which indicates ability to spot implicit negation. However, while the participants' scores were the highest for the sentences (5, 6, 11, 12, 20, 21, 22, and 29): 75 %, 92 %, 70 %, 87 %, 73 %, 73 %, 83 %, and 91 % respectively in terms of recognizing implicit negation, they failed to identify the type of implicit negation as their scores were the least for these sentences in terms of type identification 12%, 7.5%, 11%, 12%, 6%, 7%, 11%, and 10%, respectively.

Table (3) Number and Percentage of Correct Choice (Type of Implicit Negation)

Item No.	Items	No of Testees	Correct Answers (Implicit Negation)	Correct Choice (Type of Implicit Negation)	No. of Correct Choice	Percentage of Correct Choice	Mean	Std. Deviation
1	The employees were denied access to the classified files.	80	66	Lexical	28	35 %	1.94	1.725
2	Sale of alcohol is forbidden in this country.	80	69	Lexical	21	%26	1.96	2.000
3	Except if you neglect the studying, you would fail.	80	62	Clausal	22	%27	2	2.798
4	This ceiling is free from leakage.	80	68	Phrasal	23	%28	2.38	1.615
5	You should avoid mentioning her divorce.	80	60	Lexical	10	%12.5	1.88	2.623
6	I can scarcely hear what she is saying.	80	74	Lexical	6	%7.5	2.08	0.521
7	He lacks self-confidence.	80	55	Lexical	17	%21	1.96	1.980
8	Very few of his poems are known.	80	57	Phrasal	14	%17.5	2.13	1.282
9	Very little water can be found there.	80	66	Phrasal	13	%16	2.11	1.964
10	Robert is a bachelor.	80	56	Lexical	16	%20	2.25	1.093
11	Jane is a spinster.	80	70	Lexical	9	%11	2.89	2.417
12	They rejected my proposal.	80	71	Lexical	10	%12.5	2.91	0.645
13	Rubber seals are fitted to prevent gas from escaping.	80	57	Phrasal	21	%26	2.63	1.920
14	The story he just gave is far from true.	80	64	Phrasal	22	%27	2.65	1.913
15	We waited in vain for her to admit the truth.	80	66	Phrasal	15	%18.7	2.15	3.556
16	Bad weather has hindered our work.	80	71	Lexical	19	%23	1.85	1.322
17	Liza is too young to marry.	80	52	Lexical	11	%13	1.62	1.454
18	If he had the interview he would have gotten the job..	80	53	Clausal	21	%26	2.65	1.277
19	I wish there were other options.	80	58	Lexical	27	%33	1.87	1.971
20	We forgot to lock the door.	80	59	Lexical	5	%6	1.98	1.638
21	Tom has failed to arrive on time.	80	59	Lexical	6	%7	1.86	1.870
22	I doubt Jane's ability to do the job.	80	67	Lexical	9	%11	2.52	2.542
23	You can make any changes in the office unless otherwise stated.	80	68	Clausal	14	%17.5	2.76	1.545
24	I would prefer if there were a playroom.	80	73	Clausal	18	%22	2.67	0.476
25	I expected there to be a shower.	80	69	Lexical	37	%46.2	2.32	0.322



Item No.	Items	No of Testees	Correct Answers (Implicit Negation)	Correct Choice (Type of Implicit Negation)	No. of Correct Choice	Percentage of Correct Choice	Mean	Std. Deviation
26	The dorm could barely accommodate two thousand students.	80	51	Lexical	13	%16	1.74	1.329
27	Mary refused to accept the gift.	80	67	Lexical	21	%26	1.52	2.620
28	George had to cease publication temporarily.	80	71	Lexical	11	%13	1.63	1.348
29	Vegetarians exclude animal products from their food.	80	73	Lexical	8	%10	2.75	1.165
30	They ignored the warning signs.	80	69	Lexical	37	%46.5	1.4	1.228
Mean		80	64		16.8	%20.73		2.41

The number and percentage of correct choice of the type of implicit negation ranged from 6 (7.5%) to 37 (46.2%) which indicate that EFL learners were unable to recognize and identify which part of the sentence is responsible for negation. Moreover, results show that the participants found difficulty mainly in identifying lexical implicit negation. Lexical items in the sentences the participants ticked as containing implicit negation: (5, 6, 11, 12, 20, 21, 22, and 29) (**avoid, scarcely, bachelor, spinster, forget, fail, doubt, cease, and exclude**) are clear indicators that they imply a negative sense, still, the participants have failed to identify them.

Conclusions

This paper has attempted to measure EFL learners' ability to recognize implicit negation in English. The paper has come up with following points:

- University EFL learners of English are able to recognize the sense of implicit negation, but they, however, fail to identify the type of implicit negation.
- University EFL learners are unaware of which lexical item, phrase, or clause that is responsible for generating the sense of implicit negation.
- University EFL learners found it difficult to identify the type of implicit negation. And the most difficult type was lexical.
- As far as the university EFL learners are unaware of the type that generates the sense of implicit negation, the position of the implicit negation type does not have any role in the recognition and identification of the lexical item, phrase or clause that leads to implicit negation.

Recommendations

Based on the test results and conclusions, it is highly recommended that teachers, educators, course designers and all of the people in charge of designing



curricula for the departments of English incorporate implicit negation in the syllabus as it is still a fairly overlooked topic in teaching negation in English.

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Appendix (1)

Test Design

Dear participant,

Thanks for your consent to take part in this test. Your time and effort are highly appreciated. This test is part of a research on Iraqi university students' recognition of implicit (implied) negation. It is intended to assess EFL learners' ability to identify structures containing implicit negative.

Please read the following sentences and then decide whether or not they contain implicit negation by ticking (✓) in the first column, next to the sentence. Then for those sentences containing implicit negative you need to identify the type (lexical, phrasal, or clausal) by ticking (✓) one of the three columns on the right.

Item No.	Sentence	Implicit Negative	Lexical	Phrasal	Clausal
1	The employees were denied access to the classified files.				
2	Sale of alcohol is forbidden in this country.				
3	Except if you neglect the studying, you would fail.				
4	This ceiling is free from leakage.				
5	You should avoid mentioning her divorce.				
6	I can scarcely hear what she is saying.				
7	He lacks self-confidence.				
8	Very few of his poems are known.				
9	Very little water can be found there.				
10	Robert is a bachelor.				
11	Jane is a spinster.				
12	They rejected my proposal.				
13	Rubber seals are fitted to prevent gas from escaping.				
14	The story he just gave is far from true.				
15	We waited in vain for her to admit the truth.				
16	Bad weather has hindered our work.				
17	Liza is too young to marry.				
18	If he had the interview he would have gotten the job..				
19	I wish there were other options.				
20	We forgot to lock the door.				
21	Tom has failed to arrive on time.				
22	I doubt Jane's ability to do the job.				
23	You can make any changes in the office unless otherwise stated.				
24	I would prefer if there were a playroom.				
25	I expected there to be a shower.				
26	The dorm could barely accommodate two thousand students.				
27	Mary refused to accept the gift.				
28	George had to cease publication temporarily.				
29	Vegetarians exclude animal products from their food.				
30	They ignored the warning signs.				





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In the name of God, the Most Gracious, The Most Merciful
Editorial of the issue

Praise be to God, Lord of the Worlds, and may blessings and peace be upon the Seal of the Prophets, our Master Muhammad, and upon all his family and companions.

Dear researchers around the globe, it is our pleasure to announce the second issue for the year 2025 of our scientific journal (Journal of University of Anbar for Humanities) (JUAH), the peer-reviewed quarterly scientific journal. This issue contains 13 scientific paper that include the journal's specialties for researchers from the University of Anbar and other Iraqi universities. It also contains international scientific papers. In these scientific research, you would find scientific effort that we in the editorial board should be proud of. These researches found its way to publication after being peer-reviewed by qualified professors, each in his field of specialization.

The generous contribution of researchers, the generous effort of the Editor in Chief and members of the Editorial Board, and the great support from the presidency of University Of Anbar and the deanship of College of Education for Humanities encourage us to take steps to reach the looked-for aim of indexing our journal in the largest abstract and citation database (Scopus). Therefore, it must be noted that we are in the process of continuously updating the publishing procedures in order to improve the journal and bring it to a higher scientific status. Furthermore, our future aim to contribute effectively to the Arab publishing and scientific research movement in order to enhance the status of the scientific research and expand its horizons in Arab countries because we believe that the scientific research is one of the factors in the progress of the nations and is an indicator of its progress.

Prof. Dr. Fuaad Mohammed Freh
Editor in Chief



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