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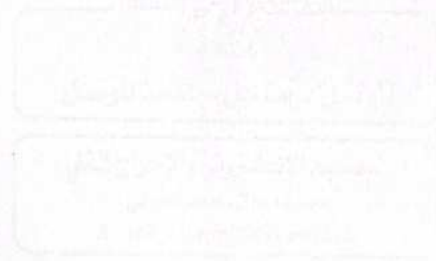
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- البحوث المنشورة في المجلة تعبر عن آراء الباحثين ولا تعبر عن رأي المجلة.
- ترتيب البحوث في المجلة لا يخضع لأهمية البحث ولا لمكانة الباحث.
- لا تتحمل المجلة مسؤولية الأخطاء الإملائية والنحوية الواردة في الأبحاث.
- لا تتحمل المجلة مسؤولية البحوث المسروقة ويتحمل الباحث التبعات القانونية عن ذلك.

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مدير الموقع الإلكتروني في كلية التربية: سيف عبدالحليم ياسين التكريتي.



الموصل - مقابل جامعة الموصل

التصميم الإلكتروني والإخراج الفني

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شروط النشر في المجلة

١. أن يكون البحث مطبوعاً على الحاسوب ويقدم إلى المجلة بثلاث نسخ ورقية.
٢. أن لا يزيد عدد صفحات البحث على (٣٠) صفحة ويتم تحميل الباحث مبلغاً إضافياً مقداره (١٠٠٠) دينار عن كل صفحة تتجاوز (٣٠) صفحة.
٣. أن يكون البحث خالياً من الأخطاء اللغوية والنحوية ولا تتحمل المجلة مسؤولية ذلك.
٤. أن يكون البحث غير مستل من شبكة الانترنت ويتحمل الباحث التبعات القانونية.
٥. في حالة كون البحث مستلاً من أطروحة دكتوراه أو رسالة ماجستير يجب الإشارة إلى ذلك في الهامش.
٦. أن يكون البحث ضمن الاختصاصات الإنسانية.
٧. تلتزم المجلة بإشعار الباحث بقبول بحثه للنشر بعد شهر من تأريخ استلامه.
٨. لا تعاد البحوث إلى أصحابها سواء قبلت للنشر أم لم تقبل.
٩. يلتزم الباحث بدفع أجور النشر المقررة كما يأتي:
 - (٥٠٠٠٠) دينار مرتبة مدرس ومدرس مساعد.
 - (٦٠٠٠٠) دينار مرتبة أستاذ مساعد.
 - (٧٥٠٠٠) دينار مرتبة أستاذ.
 - (١٠٠٠) دولار خارج القطر.
١٠. يطبع البحث ببرنامج معالج النصوص (Microsoft Word) وتوضع الرسوم أو الأشكال (إن وجدت) في مكانها من البحث. وتوضع الهوامش (إن وجدت) في نهاية البحث.
١١. يخزن البحث على قرص مضغوط (CD) لغرض النشر.

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The Acquisition of Negation by Arabic ESL Learners

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ABSTRACT

Learning English negation is very important, because its structure is used in everyday conversation. The more learners practice the subject, the closer learners obtain to mastering the English negation.

It has been observed that Arabic learners of English as a Second Language (henceforth, ESL) have difficulty with using negation in English. It is postulated that the difficulty could be due to properties related to English negation that are not found in Arabic. These are the *not*-placement rule and *do*-support rule in English. In English, different sorts of auxiliary verbs such as modal, aspect and passive auxiliaries can co-exist concurrently in a sentence as in:

1-The bag might have been being stolen by John.

In negative construction, the *not*-placement rule states that the negative particle *not* should be placed after the first auxiliary verb as in:

2- The bag might not have been being stolen by John .

The present study investigates the problems and difficulties of English negation among Arabic ESL learners. To be Specific, the study investigates the difficulties that commit the EFL learners in inserting the particle (not) when sentence consists of more than one auxiliary. Moreover, there are some words (namely adverbs) are semantically negative but syntactically they are positive.

This study aims at classifying the student's errors in the area of negation and to find out whether there are significant differences between student's performance in the use of negation. In order to attain the purpose of this study, a written diagnostic test has been constructed. A sample of (50) College students has been selected from third year students in the College of Education, University of Tikrit (henceforth, CE). Third year College student's responses have been analyzed, classified, tabulated and discussed. The results of this study reveal that the both parts of the test forms serious problems to third year students of the Department of English at CE . This shows that students are deficient in negating sentences which contains more than one auxiliary as well as to identify the negative sentences.

1- Language Acquisition

Language acquisition is the processes by which learners obtain the capacity to recognize and comprehend language, as well as, to produce and utilize words to communicate. The capacity to use language requires learners to pick up arrange of tools concerning syntax, phonetics and an extensive vocabulary (Baker. 2000: 129)

Brown and Hanlon (1970: 155) point out that language acquisition is very similar to the procedure that learners utilize in acquiring first and second languages. It requires meaningful interaction in the target language-- natural communication--in which speakers are concerned not with the form of their utterances but with the messages that they are conveying and understanding .

Towell and Hawkins (1994 : 67) indicate that in investigating the process of language acquisition, two phenomena that should be recognized. phenomena concerns the logical problem of language acquisition and the developmental problem in language acquisition.

In studying first language (henceforth, L1) , the logical problem visualizes the fact of children manage to acquire the native language very quickly and naturally with fragmentary samples of language exposure (Mitchell and Myles , 1998: 92).

Towell and Hawkins, 1994: 130) explain that the developmental problem in language acquisition includes the explanation of why children take time and go through levels in obtaining the linguistics competence of the language.

Both problems could appear in the acquisition and learning of a second language. The logical problem deals with explaining the nature of the eventual knowledge that second language (henceforth L2) learners ultimately reach on the basis of samples of second language exposure. On the other hand, the developmental problem involves the explanation of routes taken by the learners from the initial-state grammars towards the Target Language or L2 (Mitchell and Myles, 1998: 97)

Second Language acquisition is the processes by which learners learn language. Second language acquisition refers to any language learned besides to learner's first language ; although the concept is called second language acquisition, it can also incorporate the learning of subsequent language. Second language acquisition refers to what learners do, it does not refer to practices in language teaching (Allwright & Hanks, 2009: 78)

Ellis (1997: 3) states that " second language acquisition is the way in which people learn a language other than their mother tongue, inside or outside the classroom ".

In investigating linguistic competence of L2 learners, linguists emphasized on the mental system (grammar) that allows learners to form and interpret the words and sentences of their language. A fundamental fact about words in all human languages is that they can be grouped together into a relatively small number of classes, called syntactic categories. Syntactic categories can be divided into two basic types: lexical categories are nouns, verbs, adjectives, adverbs and prepositions and functional categories are determiners, auxiliaries, conjunctions and degree words (O'Grady et al. 1998: 182).

A kind of functional category that has been studied by researchers is the negation particles. Rundell (2002: 122) explains

that the words *no*, *not*, *never*, *none* and *nowhere* could be set together as functional words to negate sentences. Some of these negators such as *never* and *none* also behave as adverbs as an:

3- Lyla never goes to the school, and The supply is none too great.

2. Definitions

Negation is a linguistic, cognitive, and intellectual phenomenon. Ubiquitous and richly diverse in its manifestations, it is basically significant to all human thought. Cognitively negation is elementary offline thinking; it consists of some comparison between a 'real' situation lacking some particular part and an 'imaginal' situation that does not lack it. The exacting part in focus anchors and contextualizes is the negative element which, being constrained by grammar, commonly doesn't supply enough information for a listener to determine what its focus is intended to be. There are various conversational and written strategies for stating and interpreting focus elements, and even more for modulating them. Pragmatically, negation provides, among many other concepts, the basic 'cancellation test' for presupposition, as well as the fundamental observations that underlie theories of politeness and ironic bonding (Horn, 1989: 92).

In natural language, negation functions as an 'operator', along with quantifiers and modals ; operators are more basic and have more properties than ordinary predicates. In particular, operators have a 'scope'; that is, there is always some other element – either assumed or verbally present in the discourse – to which a negative, modal, or quantifier refers. That linked element is said to be 'the focus' or to be 'in the scope' of the negative (or modal; quantifiers are said to 'bind' rather than 'focus on' another element) (McCawley, 1993 : 78).

Negation produces significant difficulties and occasional ambiguities when it interacts with other scope operators, because the scopes can obtain twisted about.

4- Every boy didn't leave

The above example is ambiguous. It is depending on the relative scopes of the negative *didn't* and the quantifier *every* (rather like *Every boy read some book*, where two different quantifiers produce ambiguity). Negation combines in idiosyncratic ways with modals; e.g.

5 - You may not go, and that's final!

the 'deontic' *may not* means "not possible" but in *This may not be the place*, the 'epistemic' *may not* means "possibly not" (Ibid).

Negation is usually supplying insights into the properties of human language. It can be considered as a universal and significant feature of natural languages in the sense that all languages have a system to negate utterances in one way or another. Horn & Kato (2000: 1) state the "Negative utterances are a core feature of every system of human communication and of no system of animal communication. Negation and its correlates – truth-values, false messages, contradiction, and irony – can thus be seen as defining characteristics of the human species."

According to Crystal (2003: 331) 'Negation is a process of expressing the denial or contradiction of some or all the meaning of a sentence' and 'negative forms (negators) include not, un-, etc.'

3. Kinds of English Negation

Negation and negative expressions have a very important role in English, therefore they need very special attention. Negation is the process that turns an affirmative statement into its opposite denial. Biber, et al (1998: 189) indicates that there are two kinds of negation ; Synthetic which includes ('no', 'neither' or 'nor' negation) for example:

6 – Thomas is neither here nor there

and Analytic which concerns ('not' negation) for example:

7 - Thomas is not here.

In English, negation for most verbs other than *be* and *have*, or verb phrase in which *be*, *have* or *do* already occur, requires the recasting of the sentence by using the dummy auxiliary verb *do*, which adds little to the meaning of the negative phrase, but serves as a place to attach the negative particles *not*, or its contracted form - *n't*, to:

8- Thomas have a book.

9- Thomas have not a book.

10- Thomas does not have a book (the most common way in contemporary English)

Nouns as well as verbs can be grammatically negated, by the use of a negative adjective (*There is no book*), a negative pronoun (*Nobody is Iraqi here*), or a negative adverb (*I never was lazy*) (Ibid).

According to Quirk et al (1985: 775), there are three major kinds of syntactic negation ; clause negation, local negation and prediction negation.

3.1 Clause Negation

Elements of all kinds can be negated at all levels and in a variety of different ways . At the clause level , it is normally the predicator which is negated and this normally done with the particle *not* (Gramley & Patzolo,1992: 176).

Quirk et al (1985: 775) indicate clause negation as the whole clause is syntactically treated as negative such as:

11- I do not know where to begin.

12- He said the he did not lie

13- I wonder why Tom is not coming (Azar, 1992: 341).

Alexander (1988: 251) visualizes that clause negation is a grammatical construction that contradicts or negate part or all of the sentence.

Anderwald (2002: 16) states that clause negation is also called 'sentential' or sentence negation. Clause negation means a whole clause is negated. In this study, we will shed light on various kinds of clause negation.

3.1.1 Standard Negation

In standard English, negative clauses and sentences commonly include the negative particle (not) or the contracted (n't). Anderwald (2002: 17) states that in order to negate simple or complex positive sentence or positive finite clause, learner has to put the negator (not) or its contracted form (n't) between the operator, i.e. the first auxiliary of the positive clause and the predication or by inserting negative words such as (never)

14- She will never eat that orange again.

15- The kids are not running

Palmer (1987: 21) indicates that the dummy auxiliary (do) is inserted if the operator is not presented in positive sentence as in:

16- John likes to swim.

17- John does not like to swim.

However, the major verbs (have) and (be) are exceptions to that rule when they are used as full verbs ; stative have does not necessarily contain (do-support) as in:

18- John has not enough time.

19- He does not have enough time (Quirk et al, 1985: 776).

In negative imperative, as all for other verbs, do-support is obligatory for the negation of (be) as a full verb. Do stands in initial position such as:

20- Do not inform him about this !

21- Do not be outside after dusk ! (Palmer, 1987: 159).

3.1.2 Syntactic Aspects of Clause Negation

Negative and positive clauses dissimilar in some syntactic characteristics. Negative clauses are generally followed by positive tag questions, as in example number (4). With additive meaning, they acquire negative tag clauses, as in the example number (5), using *neither* or *nor* where a positive sentence would take *so*. With emphasizing meaning, negative clauses take (not even) instead of (even), as in the example number (6)

22- You don't like lyla, do you ? You like lyla.do not you ?

23- She didn't pass, nor/and neither did I. ~ She passed the test, and so did I.

24- No one enjoyed it, not even Fred. ~ Everyone enjoyed it, even Fred.

Quirk *et al.* (1985: 777) visualize more syntactic features of clause negation:

25 - He hasn't seen it yet, but I have.

Example number (7) reflects that, as their positive counterparts, negative clauses may co-occur with positive tag clauses without subject-operator inversion. In discourse, they are followed by negative responses when expressing agreement .

26 - A: Students do not accept about anything.

B: No, they don't.

These examples show that negative clauses, like questions, but contrary to positive clauses, need non-assertive items such as, for example, *any*, *either*, *anything*, *anybody*, *anyplace*, *ever*, and *yet*. The negative item must always precede the non-assertive. One clause may contain more than one non-assertive form such as:

27 - Rita hasn't ever been to any of these places.

However, negative clauses cannot appear together with elements with positive implication, here intensifiers, which are considered assertive:

28- *Rita doesn't behave quite/rather/pretty well.

3.1.3 Contraction

A contraction is a shortened version of the written and spoken forms of a word, syllable, or word group, created by omission of internal letters. In traditional grammar, contraction can denote the formation of a new word from one word or a group of words, for example, by elision (Roberts R., 2005: 167).

In informal English, negation always includes contraction. learners should distinguish between two types of contraction; negator contraction and auxiliary contraction. In the first, the negator contracts in its enclitic form *n.t* to the preceding verb, the operator. In auxiliary contraction, the auxiliary contracts in its enclitic form to the subject:

29- Students haven't left yet. ~ Students' not left yet.

30- John isn't going to go. ~ He's not going to go.

Excluding *am*, negator contraction is possible whenever auxiliary contraction is possible. The reverse is not true. *Am* is the only exception to that implication in that it only shows auxiliary contraction (*I.m not*) (Quirk *et al.* 1985:777).

In questions, either the uncontracted form *am I not?* is used, or *am* is replaced by *are* (*aren't I?*). The latter also works for tag questions (. Anderwald 2002:26). Regarding the other forms of negator contraction, Palmer (1987:17) denies the existence of *mayn.t*. *Mightn't* is hardly used by American speakers. Auxiliary contraction may lead to semantically ambiguous forms, as in:

31- He's not gone . where 's could represent (has or is)

3.1.4 Negation by Words Negative in Form and/or Function

Clauses could be negated by means other than negating the verb with *not* or *no*. One possibility is the use of a negative quantifier in place of *not* joined with a non-assertive. This type of negation is somewhat more formal than the one with *not*:

Quirk *et al.* (1985:779) & Praninskas (1975: 118) demonstrate that sometimes a corresponding negation with an operator is missing. Firstly, this is the case if the negated subject of the clause is not generic as in:

- None of Betty's friends come early .

Secondly, an operator is not possible when a non-assertive would be needed before the operator to replace the negated subject but cannot occur in this position. An example is *No one assists him* with its counterpart **Anyone doesn't assist him..*

Quirk *et al.* (1985: 780) indicate that in formal speech, it is common to move the negative element in initial position. Normally, subject-object inversion is a consequence of this, as in:

32- Never has he loved her or No longer will he accept this.

As in the latter example, *no* usually only modifies adjectives in their comparative form. Some fixed expressions are the exception here: "*no good, no different*"

Some kinds of negation appear semantically negative but in fact they are syntactically positive clauses. These are sentences consisting of semantically negative words (verbs, adjectives, adverbs or determiners) such as *without, hardly, seldom, and ever and only*, to name only a few. The fact that they usually necessitate positive tag questions for example:

33 - You hardly enjoyed it, did you?

and non-assertive items

34 - He rarely forgets anything

shows that these words reflect clause negation (Parrott. 2000:276).

Quirk *et al.* (1985:781) state that constructions under derivational negation are syntactically positive, but they are taking a negative tag question as the example:

35 - People on welfare are wrongly seen lazy or dishonest.

4. Local Negation

Anderwald (2002: 33) visualizes that local negation consists of one constituent negation. The particle (*not*) can take syntactic positions and that not possible in clause negation, where its position is fixed. In local negation, *not* directly precedes the emphasized constituent. The following example is a prototypical instance of local negation:

36- It is a not (too) uninteresting story. ('It is a rather interesting story.')

The particle (*not*) may also modify adverbs of degree, as in: *They come here not very frequently* or *This has been a not too good experience*. Whereas the first sentence corresponds to a negative sentence, namely *They don't come here very frequently*, the second one does not do so since the adjective phrase is not an element of the clause (Quirk *et al.* 1985:792).

Moreover, quantifiers may be negated: *not* negates *a little* and *a few*; *no* negates *little*. The negative quantifiers express understatement. A similar effect is achieved by negating the comparatives *more*, *fewer* and *less* by *not* or *no*, in which *no* is more emphatic (cf. Quirk *et al.* 1985:793)

A negative word within a complement may also negate prepositional phrases as in:

37 - We will be there in no time.

Finally, there is an uncommon kind of local negation in noun phrases that convey "compressed predication" (Quirk *et al.* 1985:795):

38- The chancellor promised no deterioration of the situation. ('The chancellor promised that there would be no deterioration of the situation.')

Another syntactic feature of local negation is the fact that it does not need subject- operator inversion when there is a negative adverbial in initial position:

- 39- With no help Thomas will defeat him. ('Thomas will defeat him without help.')

As the paraphrase shows, sentences of this type are semantically positive. Correspondingly, they require negative tag questions (Ibid)

5. Predicate Negation

Sommers (1982: 287), indicates that every sentence consists of exactly one subject and exactly one predicate. Both the subject and the predicate are possibly complex terms. In the sentence John is pleased. the expression 'John' is the subject, the expression 'is pleased' is the predicate, and the expression 'pleased' is the predicate term. As he explains, "There is no reason to factor the predicate into a part that is the predicate term and a part that is the copula" 'is'. If "the terms are not explicit, the traditional logician will regiment the proposition to bring out its logical form. Thus 'Socrates runs' could be regimented as 'Socrates is a runner'." Every sentence affirms or denies what is denoted by its predicate of what is denoted by its subject:

40 - John is pleased. affirms pleased of John.

41 - John is not pleased. denies pleased of John.

This form of negation is called predicate negation (or predicate denial) and is to be distinguished from predicate term negation. In the case of predicate term negation, a predicate term is negated to obtain another predicate term.

Predicate negation occurs in the context of denials and permission. To be concrete, the point that predicate negation differs from local negation is that it can extend over several clause elements beginning with the main verb. In addition, within the use of predicate negation, a modal auxiliary is used with different scope of negation than is normal for that auxiliary and with a special emphatic pause before *not*, such as: (Quirk, et al (1985: 781)

42 - You could *not* attend any of the meetings.

43 - They may *not* go swimming

Both of the two examples can be paraphrased as you are allowed *not* to attend any of the meeting in (7), and you are allowed *not* to go swim in (8). It also reveals that the scope of negation falls on the verbal phrase not the whole clause.

Quirk, et al (1985), defines scope as a term which is used to describe the semantic influence that certain words have on neighboring parts of a sentence. It deserves attention because of its close connection with the ordering of elements. In other words, the position of a negator is significant in determining the sentence with negative interpretation. The usage of the typical modal negation „may not“ reveals different interpretation and scope of the negation as shown in:

- 44- a. You may *not* go swimming.
b. You are *not* allowed to go swimming.
c. You are allowed *not* to go swimming.

Example number 44 (a) reflects two different semantic meaning. In (44)b, the scope is wide and can be viewed as clause negation which the negative particle *not* negates the „permission sense.“ While, the clause element of (44)c is negated by *not* and it is considered as predicate negation that scope is narrow with possibility sense.

6. Negative Questions

Langendoen (1970:155-69) points out that negative questions are semantically problematic, because they do not function as denials of questions. Instead, they are used when the speaker expects a positive answer (Yes) to the corresponding affirmative questions; e.g. when asking Isn't he coming?, we expect the answer to the corresponding affirmative question: Is he coming?, (i.e. Yes). Negative questions combine in their formation both questions and negative constructions.

Alexander (1988: 255) indicates that in negative Yes-No questions, there is a difference in word order between the full form and the short form e.g.

45 - Did he not invite you out ? (not comes after the subject) .

In the short form, it can be found that auxiliary comes first, then the particle not then the subject such as:

46- Didn't he invite you out.

Full and short form question can be answered with Yes – No short answers. The auxiliary does not echo the form of the question i.e. did you ? Yes I did or no I did not. Full form is used in formal question or when someone requires special emphasis to express anger or surprise e.x.

47- Have I not asked you again and again to be here on time.

7. Double Negation

Linguistics research on the structure of negation has widely conducted among different languages. In English linguistics studies on negative structure such as (no) and (not) have been predominantly concerned with their syntactic functions and the scope of negations (Lee & Pan, 2000: 122).

However, from the perspective of semantics, compared with ordinary negation, double negation seems to be a different logic which might not completely the same as affirmation for example:

48- No one has nothing to offer to society.

The sentence means that everyone must have offered something to society.

Double negation has concerned the operation of the two negators. It can, therefore, be viewed as one part of negative system . The problem of double negation has triggered linguists, who have often addressed themselves to the logical difficulty residing in chains of negations. They are concerned with the rules of logic, whether the combination of negators indicates a positive usage or

not, and the tone of sentences. Van Ginneken (1907: 89) has indicated that double negatives do not cancel each other out, but rather reinforce each other. Similar to this was Wustmann's study (1966: 220) which rejected the idea that two negatives by necessity indicate an affirmation, calling this a relatively new acquisition of teaching. Moreover, Nitko (1983: 78) concludes that the learners who use the double negation might have some problems. In other words, double negatives tend to overburden the receiver's cognitive ability. Quirk et al (1985: 331) identify that two negatives can occur in the same clause to form double negation, but will cancel out each negative, leaving an entirely positive sentence in meaning. Syntactically, the sentence is a kind of negative form because it can be tested by a positive tag question, for example,

49 - Not all kids have no toy, do they?

8. The Test

This section presents a detail description of the procedures used to demonstrate the empirical part of the present study. It concerns information about the population and the sample of the study ; the construction of the diagnostic test ; the reliability of the test ; the test administration and the scoring scheme, as well as the statistical means that are included to analyze the collected data.

8.1 Population and Sampling

EFL, third year College students at the CE in Tikrit University is indicated as the population of the present study. A sample of the students has been selected randomly. The number of the students is 50, thirty of them are female and twenty of them are male College students .

8.2 The Building of the Diagnostic Test

In this study, a written diagnostic test is constructed to evaluate student's performance in the area of negation . The test concerns two questions ; each question contains ten items. The

following table of specification presents the contents of the test ; behavior and the scores.

Table (1)
Table of Specification

Contents	Behaviors	Scores
Negate the sentences	To negate sentences which consists more than on auxiliary	20
Identify the negative sentences	To distinguish negative sentences	20

As table (1) visualizes, the test consists of two areas. The first area contains ten items. Two marks are given to each item. The number of scores is twenty. The testers in this area are asked to negate sentences which consists of more than one auxiliary. The second area includes ten items. Two marks also are given to each item. The number of scores is twenty. The examiners are asked to identify the negative sentences (*see appendices one*).

8.3 Reliability of the Test

McNamara (2000: 136) points out that reliability is basically consistency of measurement, the extent to which the test scores are free from chance errors. Reliability of the test is general rather than specific. The test is called reliable when its scores are stable. Reliability can be measured by utilizing a correlation between the scores of the same group of students on two administration of the test. This type of measuring reliability is named the test-retest method. Test-retest reliability means the degree of consistency of scores for the same test administrated to the same test-takers on different occasions (Iado, 1961: 31).

The essential factor in test-retest method is the factor of time between test and retest. If the time between them is short such as a

day or two, the results will be unacceptable, because the students could remember their answers in the first test. But when the time between test and retest is suitable for its aims, the results will be influential (Ibid.: 90).

In this study, The test-retest method is presented. Twenty students in the third year in Department of English in the College of Education at the university of Tikrit have been chosen. The students have examined after two weeks and responses sheets are scored. The results of calculation correlation coefficient of reliability is (0.81) (*see appendices two*).

8.4 Test Administration

The test has been given to third year College students in the Department of English, University of Tikrit on the 2nd of January 2012. A detail instructions on the purposes of the study is indicated to the assessors . Test sheets are distributed by the researcher himself among assessor. In order to get serious results, the assessors are asked to write their names on the sheets. In addition, they are told that the time for conducting the test is limited to one hour .

8.5 Scoring Scheme of the Test

A scoring scheme has been designed to present numerical values or scores to the test. The whole test includes two questions, each question contains ten items. They are scored out of 40 marks. The scores of the present test are divided equally between the first and the second question.

Two marks are specified to the correct item where as zero for incorrect item as well as neglected item assuming that the later is incorrect. The first question concerns ten items, and its total mark is 20. The second question also consists of ten items, and its total mark is 20.

9. Analysis of Data and Discussion

This section shows and discuss the responses that have been got in reference to the purpose of the study. The major purpose of this study is to investigate the student's performance in the CE at the University of Tikrit in the area of negation, and find out the differences in the number of errors, identify and classify the students errors in the written diagnostic test.

9.1 Student's Performance on the first Part of the Test

The first part of the test is designed to assess the student's performance in negating sentences which consists of more than one auxiliary . The results of the students responses in this aspect are presented in the following table:

Table (2)
The Number of Errors and Percentage of the Students
Performance on the First Part of the Test .

The syntactic area	No. of items	No. of incorrect responses		No. of correct responses	
To negate sentences which contain more than one auxiliary	1	33		17	
	2	28		22	
	3	31		19	
	4	30		20	
	5	25		25	
	6	24		26	
	7	34		16	
	8	37		13	
	9	31		19	
	10	29		21	
	Total	302	60%	198	40%

The results presented by table (2) point out that the total number of the errors in the first question of the test is (302) with percentage (60 %). This reflects that Students in this are have extremely poor performance. This due to the failure of inability in inserting the particle not in its correct position which comes after the first auxiliary.

9.2 Student's Performance on the second Part of the Test

The second part of the test is designed to asses the student's efficiency in identifying negative sentences . The results of the students responses in this part are presented in the following table:

Table (3)
The Number of Errors and Percentage of the Students
Performance on the Second Area of the Test.

The syntactic area	No. of items	No. of incorrect responses		No. of correct responses	
To identify the negative sentence	1	30		20	
	2	22		28	
	3	24		26	
	4	31		19	
	5	35		15	
	6	29		21	
	7	27		23	
	8	33		17	
	9	35		15	
	10	32		18	
	Total	298	59%	202	41%

As table (3) points out, the total number of errors in the second question of the test is (298) with percentage (59 %). This means that students in this question do not perform well or students commit real problems in identifying negative sentences . The problem is that some words in English language are semantically negative, but they are syntactically positive.

9.3 Student's Performance in the Whole Diagnostic Test.

To give a comprehensible explanation of the students answers in CE, table (4) presents that students reveal slightly moderate results at the first question of the test where the total number of errors in this area is (302) which constitute (60 %). Concerning the second question of the test, the attainable consequences ensure that students do not perform well. Severely speaking, students cannot distinguish between negative and positive sentences (sentences which contains words semantically negative but syntactically they positive . Table (4) shows that the total number of errors in this area is (298) which forms (41%) *see table (4).*

Table (4)

**The Number of Errors and Percentage of the Students
Performance on the Whole Diagnostic Test**

Content	No. of incorrect responses	Percentage
To negate sentences	302	60 %
To identify negative sentences	298	59 %
Total	600	60 %

The student's performance on the two parts of the test demonstrates that students incorrect answers on the first part of the test is the same as the second part. This means that students face problems and difficulties in both parts of the test (negate the sentences as well as identify the negative sentences) . This could be

attributed to several reasons. The basic reason is that the difficulty could be due to properties related to English negation that are not found in Arabic, faulty of comprehending English negation, lack of practice in English negation, and miscomprehending some words in English grammar (namely adverb) are semantically negative, but they are syntactically positive. In general, the total number of errors in the whole diagnostic test is (600) with percentage (60 %).

10. Conclusion

The analysis of the data in the previous section leads to the following conclusion .

- 1- The high number of students error's concerning English negation presents that both parts of the test forms serious problems to third year students of the Department of English at the CE . This shows that students are deficient in negating sentences which contains more than one auxiliary as well as to identify the negative sentences.
- 2- Students of CE encounter different problems and deficient knowledge in the two areas, and this due to properties related to English negation that are not found in Arabic.
- 3- Unsatisfactory performance also results from the lack of the practice and the knowledge to recognize and to utilize negation in everyday conversation .
- 4- English negation presents crucial aspect of English language which have a significant role to organize and to connect learner's idea in spoken and written language.

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Appendices (1)

Written Diagnostic Test

Q1 Negate the following sentences:

- 1- Shyla has been walking to school.
- 2- The bag has been being stolen by Thomas.
- 3- You have had enough time to read.
- 4- They have been walking quickly.
- 5- Have you finished your work ?
- 6- There, may be a meeting on Friday because the director is ill.
- 7- You could have taken your time.
- 8- He need have taken an umbrella.
- 9- I should have eaten so much.
- 10- She has been smoking too much recently.

Q2 Identify the following sentences whether they are negative or positive

- 1- we never see them nowadays.
- 2- I was so tired that I could hardly walk.
- 3- We seldom go out in the evening.
- 4- I rarely see her these days.
- 5- He was barely alive when they found him.
- 6- Have you ever been skiing.
- 7- It's time the children were in bed.
- 8- I do not know how to use this camera.
- 9- I 'm going to phone him back.
- 10- He has been reading for two hours.

Appendix (2)**Student's Score in Test-retest for Assessing Reliability**

No.	X Test	Y Retest	XY
1	42	50	3284
2	28	35	1710
3	33	42	972
4	30	39	1840
5	28	26	728
6	56	50	2600
7	51	59	3599
8	45	61	2745
9	47	59	2773
10	68	72	4896
11	63	69	4347
12	59	67	3953
13	29	35	1015
14	39	49	1911
15	70	73	5110
16	19	26	494
17	60	69	4140
18	12	22	264
19	74	80	5920
20	82	86	7052
21	27	34	306
22	15	22	220
23	26	30	638
24	37	44	1628
25	69	75	5751

R = (0.81)