

THE ACCESSIBILITY OF UNIVERSAL GRAMMAR IN THE
ACQUISITION OF CONSTITUENT ORDER PARAMETER BY THE
NATIVE SPEAKERS OF TURKISH WHO ARE ACQUIRING ENGLISH
AS A SECOND LANGUAGE

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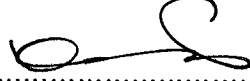
Hacettepe University Institute of Social Sciences
Department of English Linguistics

A Master's Thesis

Ankara, 2006

KABUL VE ONAY

Sinan ÇAKIR tarafından hazırlanan "The Accessibility of Universal Grammar in the Acquisition of Constituent Order Parameter by the Native Speakers of Turkish who are Acquiring English as a Second Language" başlıklı bu çalışma, 16.06.2006 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından İngiliz Dil Bilimi Anabilim Dalı'nda YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.



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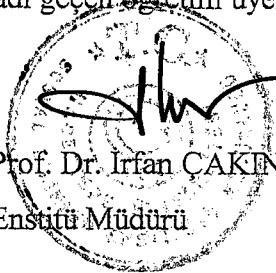



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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.




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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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- Tezimin ... yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

28.06.2006


Sinan ÇAKIR

ACKNOWLEDGEMENTS

My time at Hacettepe University has been influenced and guided by a number of people to whom I am deeply indebted. Without their help, friendship and support, this thesis would never have seen the light of the day. My advisor, Assoc. Prof. Dr. Işıl ÖZYILDIRIM, has had the greatest impact on my academic development during my time at the graduate school, so I thank her for her insights and guidance. I feel most fortunate to have had the opportunity to receive her support. I also feel exceedingly privileged to have had the guidance of other instructors in the Department of English Linguistics, Hacettepe University.

I would also like to thank my true friend Arif BAKLA for his support and friendship. My thanks are also reserved for the seventy two subjects who took part in the study willingly. Without their participation, this thesis would never be produced. Moreover, I also owe a great deal of thanks to Yunus DEREKAYA, the headmaster at my school in Polatlı.

My deepest gratitude and appreciation is reserved for my parents. Without their constant love, support and encouragement and without their stories and down-to-earth banter to keep my feet timely on the ground, I would never have been able to produce this thesis; I dedicate this thesis to them.

ABSTRACT

ÇAKIR, Sinan. Accessibility of Universal Grammar in the Acquisition of Constituent Order Parameter by Native Speakers of Turkish Acquiring English as a Second Language, Master's Thesis, Ankara, 2006.

The debates on accessibility of UG in second language acquisition have not been resolved yet, and the linguists who investigate different aspects of SLA have different views on the accessibility of UG in L2 acquisition. This situation reveals that there is a need for further studies on this issue. Hence, in this study, the acquisition of English constituent order structures by Turkish learners has been investigated to assess the accessibility of UG in second language acquisition.

Two tests have been administered to sixty subjects; a proficiency test, and a structure test consisting of three tasks: a 30-item grammaticality judgment task, a translation task, and a task of ordering the given constituents in the target language. After the statistical analysis of the obtained data, it has been found that UG is directly accessible in the acquisition of constituent order structures of English by native speakers of Turkish. First language interference has been noticed in the responses of a few subjects in the first levels of proficiency, but fairly more subjects used the parameter values of the target language in these levels, and this situation can be considered as a sign for the accessibility of UG in second language acquisition.. Besides, in the highest level of proficiency (C2), almost all subjects used the parameter values of the target language successfully which can also be viewed as an indication for the UG access in L2 acquisition.

Key Words: Universal Grammar, Second Language Acquisition, Constituent Order Parameter, First Language Interference.

ÖZET

ÇAKIR, Sinan. İngilizceyi İkinci Dil Olarak Öğrenen Türklerin Sözdizimi Parametresinin Ediniminde Evrensel Dilbilgisinin Erisilebilirliği. Yüksek Lisans Tezi, Ankara, 2006.

Evrensel Dilbilgisinin ikinci dil ediniminde etkin olup olmadığı üzerine yapılan tartışmalar henüz son bulmamıştır ve ikinci dil ediniminin farklı yönlerini araştıran dilbilimciler Evrensel Dilbilgisinin ikinci dil edinimindeki erişilebilirliği konusunda farklı görüşlere sahiptir. Bu durum, bu konuda daha fazla çalışma yapılmasına ihtiyaç olduğunu ortaya koymaktadır. Bu nedenle, bu çalışmada, Evrensel Dilbilgisinin ikinci dil ediniminde etkin olup olmadığını değerlendirmek amacıyla İngilizceyi ikinci dil olarak öğrenen Türklerin İngilizcedeki sözdizimi yapılarını edinimleri araştırılmıştır.

Araştırmada altmış deneğe iki tane test uygulanmıştır: bir seviye tespit sınavı ve 3 bölümden oluşan bir sözdizimi testi. Sözdizimi testi 30 maddelik dilbilgisel doğruluk değerlendirme, çeviri ve verilen cümle öğelerini sıraya dizme bölümlerinden oluşmuştur. Elde edilen verilerin istatistiksel analizinden sonra, İngilizceyi ikinci dil olarak öğrenen Türk öğrencilerin İngilizcenin sözdizimi yapılarını edinimlerinde Evrensel Dilbilgisinin direkt olarak etkin olduğu sonucuna ulaşılmıştır. Alt seviye guruplarında birinci dilin etkisinin de var olduğu saptanmıştır, ama bu seviyelerde bile daha fazla sayıda hedef dilin yapılarının denekler tarafından kullanılması Evrensel Dilbilgisinin erişilebilirliğine bir işaret olarak değerlendirilebilir. Ayrıca, en üst seviye gurubunda (C2), neredeyse tüm denekler hedef dilin parametre değerlerini başarıyla kullanmıştır, bu durum da Evrensel Dilbilgisinin ikinci dil ediniminde erişilebilirliğine bir işaret olarak gösterilebilir.

Anahtar Sözcükler: Evrensel Dilbilgisi, İkinci Dil Edinimi, Sözdizimi

Parametresi, Anadilin Etkisi

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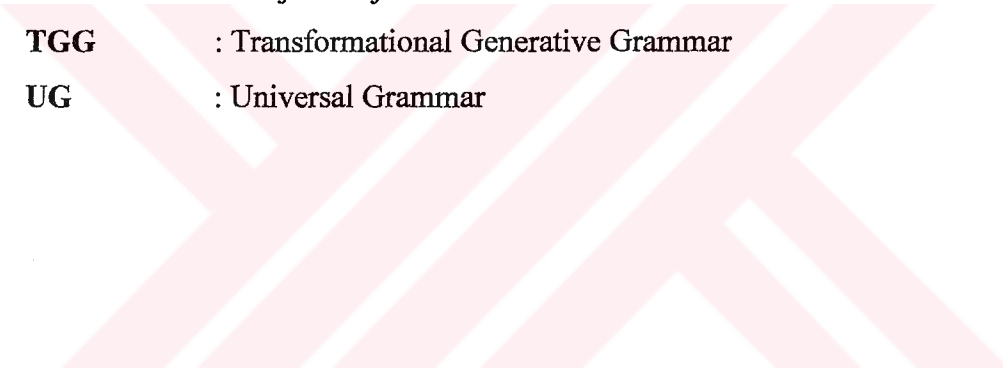
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LIST OF ABBREVIATIONS

ALTE	: The Association of Language Testers in Europe
CEF	: Common European Framework of Reference for Languages
DIALANG	: Diagnostic Language Testing
L1	: First Language
L2	: Second Language
METU	: Middle East Technical University
NP	: Noun Phrase
SLA	: Second Language Acquisition
SOV	: Subject Verb Object
SPSS	: Statistical Package for Social Sciences
SVO	: Subject Object Verb
TGG	: Transformational Generative Grammar
UG	: Universal Grammar



CHAPTER 1

INTRODUCTION

Transformational Generative Grammar emerged after the introduction of Noam Chomsky's two famous books *Syntactic Structures* (1957) and *Aspects of the Theory of Syntax* (1965), and has developed with the works of Chomsky and his followers since then. It has brought many new hypotheses and discussions to the linguistic environments.

One of the outstanding hypotheses claimed by Generative Grammar is that language acquisition is an innate process, and a term called 'Universal Grammar' has been introduced by this framework. Universal Grammar is a theory of linguistics which claims that there are principles of grammar shared by all languages, and they are thought to be innate to human beings. It attempts to explain language acquisition in general rather than describing specific languages. Universal Grammar is part of an innate biologically endowed language faculty. It places limitations on grammars, constraining their form as well as how they operate. It includes invariant principles, as well as parameters. Thus, according to Chomsky, the child's language faculty incorporates a theory of Universal Grammar which includes a set of universal principles and a set of structural parameters. Radford argues that "Since universal principles of grammatical structure do not have to be learnt, the child's structural learning task is limited to that of *parameter setting*" (1999, p. 21).

The claims of Chomsky have not been fully accepted by linguistic environments and different viewpoints on the innateness hypothesis are still produced. However, by the introduction of the innateness hypothesis, another debate among linguists emerged: If language acquisition is innate and controlled by Universal Grammar, then what is the function of UG in second language acquisition? As Flynn suggests in her article:

As is well known UG as a theory of acquisition characterizes L1 learning but does not make explicit predictions about L2 acquisition. However, if principles of UG do not in fact characterize a language faculty that is biologically determined and that is necessary for the acquisition of an L1, then it seems quite reasonable to assume that principles of UG also play a role in L2 acquisition (cited in Gass and Schachter, 1989, p. 92).

Thus, many linguists started to investigate the effect of UG in second language acquisition, as well as first language acquisition. Mitchell and Myles point out that Universal Grammar approach which was developed by Noam Chomsky has great influence on second language acquisition research and it has inspired a great wealth of studies, articles, and books on SLA which are both empirical and theoretical (1998, p.42).

The studies on the accessibility of UG in second language acquisition is different from the studies on first language acquisition in nature; because in second language acquisition, the effect of first language interference should be taken into consideration. The mother tongue of the second language learners may influence the learning process, so while investigating the effect of UG in SLA, first language interference should be dealt with as well. Support to this point comes from Rod Ellis: “It is assumed that where there are differences between L1 and L2, the learner’s L1 knowledge would interfere with the L2, and where the L1 and L2 are similar, the L1 will actively aid L2 learning. This process is called *language transfer*” (1985, pp. 6-7).

The same point is stated by Huebner as L2 acquisition is facilitated in the case in which the parameter values of L1 and L2 match as learners do not need to assign a new value to the parameter in question. They can rely upon the L1 values in guiding their acquisition process. When a parameter’s value in the L1 does not match that of the L2, a new value may need to be assigned to match the L2. When the L1 and the L2 match, no such assignment may be necessary (1991, p.149).

In the accessibility of UG in SLA, different possible scenarios claimed by the linguists are open to consideration. The linguists who investigate different aspects of SLA, have different ideas on the accessibility of UG in SLA. As Herschensohn expresses: “Incompleteness of L2 parameter setting, the inability of L2ers to be complete in resetting parameter values, has been taken as evidence for no access to UG, while L2 acquisition of parameter values not available in L1 is taken to support full access”(1999, p.115).

Mitchell and Myles (1998) demonstrate the possible scenarios supported by different linguists as the following:

- * L2 learners still have access to UG in the same way as children do, and the fact that they do not typically achieve full mastery of the second language is due to their different needs.
 - * L2 learners still have access to UG, but via their first language, with parameter values already set for that language.
 - * As the adults pass the critical age for language acquisition, UG is no more available for them; they acquire the second language via general problem solving strategies.
 - * L2 learners only have access to part of UG, some parameters are no longer available.
- (1998, pp.44-45).

1.1 THE FOUR POSSIBLE SCENARIOS

There are four possible scenarios supported by linguists on the accessibility of UG in second language acquisition. These are Full Access Hypothesis, Indirect Access Hypothesis, Partial Access Hypothesis, and No Access Hypothesis. Brief information about them is given below.

1.1.1 Full Access Hypothesis

Flynn (1989) is one of the most famous linguists who adopted this position. She argues that UG continues to underpin L2 learning for adults as well as children, and there is no such thing as a 'critical period' after which UG ceases to operate. If it can be shown that learners can acquire principles or parameter settings of L2, which differ from those characteristics of their L1, she claims, the best interpretation is the continuing operation of UG. Besides her, Schwartz and Sprouse (1994, 1996) also claim that the L2 grammar initially has full transfer of the L1 grammar and that UG is fully accessible in that all intermediate grammars are UG constrained (cited in Herschensohn, 1999, p.143).

1.1.2 Indirect Access Hypothesis

Proponents of this position claim that learners only have access to UG via their L1. They have already accessed the range of principles applying to their L1, and set parameters to the L1 values, and this is the basis for their L2 development. Other parameter-settings are not available for them, and if L2 possesses parameter settings which are different from those of their L1, they will have to resort to other mechanisms in order to make the L2 data fit their internal representations. These mechanisms will be rooted in general problem-solving strategies, based for example on the linear ordering of words, rather than UG based. Bley-Vroman (1988), Schachter (1989) are some of the linguists who adopt this position

1.1.3 No Access Hypothesis

“The view that UG is no longer available to second language learners is still very much alive today”(Mitchell and Myles, 1998, p.65). Proponents of this position argue that there is a critical period for language acquisition, and that adult L2 learners have to resort to other learning mechanisms. As Freeman states: “Certain researchers argue against access because of incompleteness, because the innate capacity for language learning declines with age (1987, p.116). Lenneberg (1993) is one of these linguists who argues against UG access because of incompleteness in the L2 acquisition (in Herschensohn 1999, p.115).

Studies adopting this position tend to focus on differences between L1 and L2 acquisition, and on differences in the result of the acquisition process. For example, in an extensive study of the acquisition of negation in French and German by L1 and L2 learners, Meisel (1991) puts forwards that second language learners use linear sequencing strategies rather than using structure-dependent operations constraint by UG, while dealing with the syntactic structures of the target language (cited in Mitchell and Myles 1998, p.65). That is, according to him, one of the most fundamental principles of UG, structure-dependency, is no longer available to L2 learners, and this situation indicates that UG is not accessible in second language acquisition.

1.1.4 Partial Access Hypothesis

This hypothesis has come to the fore recently. The proponents of this hypothesis claim that UG is partially accessible in second language acquisition. However, which aspects of UG might be available and which are not, is the subject of much debate. There are three different questions that these linguists ask:

First one is that learners do not produce 'wild' grammars, i.e. grammars which would not be constrained by UG. Does that suggest that at least principles of UG are available to them? Secondly, learners produce grammars which are not necessarily like either their L1 or their L2. Does this suggest that parameter settings other than those realized in their L1 and L2 are available to them? And lastly, some principles and parameters seem to be unproblematic to reset (e.g. the head parameter) others more difficult, or even impossible (e.g. subadjacency) why? (Mitchell and Myles, 1998, pp.66-69)

1.2 STATEMENT OF THE PROBLEM

The question of access to Universal Grammar in second language acquisition continues to be a topic of debate, and strong defenders of all four hypotheses can still be found. Since, there is no consensus among linguists on the accessibility of UG in second language acquisition, there should be more studies on this topic. Naturally, while investigating the accessibility of UG in second language acquisition, all aspects of L2 acquisition cannot be dealt with at once. A specific aspect of it should be investigated in order to be able to get valuable data. Linguists usually prefer to investigate the acquisition of a parameter in the second language acquisition process. As Mitchell and Myles point out "L2 learners do not seem to produce interlanguages which violate the principles, so principles are thought to be available in L2 acquisition. Therefore, most of the work has concentrated on testing the availability of parameters, as they have inconclusive results yet" (1998: p.64).

The acquisition of constituent order parameter by L2 learners is one of these specific aspects that is investigated by the linguists frequently. Among the language phenomena

that have dominated in much SLA research of the recent years is that of constituent order, and it is not very difficult to understand why this should be so. Constituent order constitutes one area of language organization in which a number of separate spheres of linguistic inquiry quite naturally converge, and recent second language acquisition studies have tended to focus more on syntax than the acquisition of phonology. As constituent order parameter constitutes an important part of syntax, it is natural to come across the studies on constituent order in Second Language Acquisition research very frequently.

However, there have not been any studies on the constituent order parameter acquisition of Turkish speakers who are acquiring English as a second language. Three linguists had studies on Turkish speakers who are learning Dutch and German, but the acquisition of English constituent order structures by native speakers of Turkish has not been studied yet. This case is also worthy of investigation. Turkish and English have different constituent order properties, and a study the acquisition of English constituent order structures by native speakers of Turkish would provide valuable data to assess the accessibility of UG in second language acquisition.

1.3 PURPOSE OF THE STUDY

As it has been stated, while assessing the accessibility of UG in Second Language Acquisition, 'constituent order parameter' is focused on. In other words, the access of UG in the acquisition of a second language with a different constituent order is the study point of this research. More specifically, the purpose of this study is to investigate the acquisition of English constituent order structures by Turkish learners in order to be able to assess the accessibility of UG in second language acquisition.

1.4 RESEARCH QUESTIONS

This study aims to answer the following research questions:

1. Is UG accessible in the acquisition of a second language that has a different constituent order? If yes, is it directly accessible, or indirectly accessible through L1?

2. What is the function of transfer from L1 during the acquisition of the new constituent order of the target language?
3. If UG is accessible in the acquisition of constituent order acquisition, in which language structures the language learners have more difficulty in using the parameter values of the target language, and in which language structures the language learners are more successful in using the parameter values of the target language?

1.5 LIMITATIONS

The accessibility of UG in Second Language Acquisition has long been a study area for the linguists as it has been expressed before. Thus, many linguists have had studies on different aspects of the second language acquisition while searching for the access of the UG. In their studies, they examined the acquisition of a principle or a parameter like subjacency principle, structure dependency principle, or pro-drop parameter, head parameter, constituent order parameter etc. In this study, while studying the access of UG in Second language acquisition, only its access in the constituent order parameter is dealt with.

While investigating the accessibility of UG in the the acquisition of constituent order parameter, different constituent order structures like the use of SOV or SVO structures, prepositional phrases, adverbial phrases, adverbs and interrogative sentence structures is examined. Some constituent order structures like the use of passive voice, or causative voice cannot be involved in the study since these sentence structures have not been acquired by students at A1 proficiency level. Only the sentence structures that have been acquired by the subjects in all proficiency levels are included in the study.

1.6 METHODOLOGY

In this study, two tests have been administered. First one was a proficiency test which aimed to determine the proficiency levels of the subjects. The other one was a structure test which aimed to assess the intuitions of the native speakers of Turkish on the

accessibility of UG in the constituent order acquisition of English and the influence of their mother tongue in this process.

In the study, the information gathered from seventy-two subjects in 6 proficiency levels were assessed. Instead of the traditional scales of proficiency levels, the proficiency scales which had been formed by the Common European Framework in recent years were used. The Proficiency scales in the Common European Framework is different from the traditional scales as shown in the chart below. (bkz: *The Common European Framework in its political and Educational Context*)

Table 1
Traditional Scales and the CEF-based Scales

Traditional Scales	The Common European Framework Scales
Very Advanced Advanced	C2 & C1, (Proficient User)
Upper-intermediate Intermediate	B2 & B1 (Independent User)
Pre-intermediate Elementary Beginner	A2 & A1 (Basic User)

Thus, the researcher has preferred to use the new classification for the proficiency levels: A1, A2, B1, B2, C1, C2. It has been decided to have subjects in all proficiency levels as it would provide information on every step of the acquisition process. In the main study, sixty subjects in six proficiency levels were involved: 10 for A1, 10 for A2, 10 for B1, 10 for B2, 10 for C1, and 10 for C2. However, before the application of the main study, 72 subjects were determined as 12 of them were involved in the pilot studies of the structure test. The main study was administered to 60 subjects.

The second test was a structure test, which aimed to gather information on the intuitions of subjects. This test constituted the main part of the study. The aim of the structure test was to assess the accessibility of UG in the constituent order acquisition of English by

Turkish learners. There were three tasks in the structure test: 1) a 30-item grammaticality judgment task in which the subjects judged the grammaticality of the items as acceptable, or unacceptable, 2) a task of translating five sentences from L1 to L2, and 3) a task of putting the given constituents in an order in the target language to form five grammatically acceptable sentences.

In the first task of the structure test, the subjects were presented a test which included both grammatically acceptable and unacceptable English sentences. One way to establish whether L2 learners' competence includes knowledge that certain forms are impossible is by the use of grammaticality judgment tasks. In this task, learners were asked to judge the correctness or incorrectness of various sentences. The subjects were also asked to correct the sentences that they judge as grammatically unacceptable. By this way, it was possible to get information if the subjects judged the sentences as unacceptable consciously, or accidentally. In grammaticality judgment tasks, the researcher could check whether subjects were judging the intended syntactic phenomenon by asking them to supply corrections for the sentences which they considered incorrect. Besides, there were a number of problems with grammaticality judgment tasks including the fact that subjects might show response biases. For example, they might have shown a tendency to accept all sentences, regardless of their grammaticality, and that they might have been judging the sentences according to criteria which were not those intended by the experimenter (semantic criteria, rather than syntactic for instance). By asking for a possible correction to the sentences that were judged as grammatically unacceptable, it was possible to control these problems.

When the unacceptable English sentences are translated into Turkish without changing the order of the constituents in the sentences, their corresponding Turkish sentences are grammatically acceptable. When the subjects judged them as grammatically acceptable, it could be said that their mother tongue, Turkish, interfered in the acquisition process. However, when they judged these sentences as grammatically unacceptable, and when they achieved to correct them, this would be an indication for the fact that they have already assigned a new value to the constituent order parameter which can be interpreted as a sign for the accessibility to UG.

In the second section of the test, the subjects were asked to translate some Turkish sentences into English. In the third section of the test, they were given some constituents, and they were asked to form meaningful sentences by putting these constituents in an order. These sections, like the first section, aimed to gather information on the accessibility of UG in the constituent order acquisition and the influence of first language interference in the process.

In all tasks of the structure test, five different types of sentence structures have been examined: the use of SOV or SVO sentence structures in the target language, the use of prepositional phrases, the use of adverbial phrases, the use of adverbs, and the use of interrogative sentence structures in the target language. In each task of the structure test, statistical tables that demonstrate the frequencies and percentages of the correct and incorrect responses of the subjects to the items containing these sentence structures have been prepared by the use of SPSS 12 statistics program. The groups of items that assess the use of these sentence structures have been analyzed separately in each task; and general conclusions for the study have been drawn in the end.

1.7 DATA COLLECTION

1.7.1 The Choice and Application of the Proficiency Test

After reading *The Common European Framework in its political and Educational Context* (2001), the suitable proficiency test for the study was determined as the DIALANG assessment system. DIALANG, which is an official organization developed by more than 20 major European institutions, with the support of the European Commission, offers carefully designed and validated tests of different language skills, together with a range of feedback and expert advice on how to improve your skills” (DIALANG, 2005, On-line).

This quotation from the official site of DIALANG reveals what the purpose of this institution is. The tests on this site are free public version of DIALANG. That is to say, they can be used for a great variety of purposes like the following:

- To decide how good one's language skills really are as measured on an international scale of language proficiency.
- To diagnose problematic areas in language skills for remedial work
- To decide on the activities to improve language skills
- To determine general proficiency level for a specific language skill or to decide what course one can attend
- To compare one's level for different languages
- To assess one's language skills
- To learn more about language proficiency, self-assessment, tests and so on.

DIALANG is the formal assessment system of the Council of Europe which is an international organisation outside the European Union. It aims to make the exchanging process among the European countries faster. The Council of Europe wanted to standardise language learning and teaching efforts by issuing the Common European Framework of Reference for Language, a 260-page document for language teaching and learning. The European Language Portfolio is a kind of project about language pedagogy, based on this document.

As it has been stated in the web site:

The Council of Europe aims to build a greater Europe based on shared values, including tolerance and respect for cultural and linguistic diversity. It promotes the use of the European Language Portfolio as a practical means of helping people of all ages and backgrounds to learn more languages and engage with other cultures. The ELP is also a means of presenting language skills and certification in any language, at any level and however acquired, in a clearly understandable way, using a standardised common European system of six language proficiency levels: the Common European Framework of Reference for Languages (ALTE, 2005, On-line).

Thus, in order to determine the proficiency level of the subjects, the DIALANG assessment system, which was downloaded from the official testing site of the English Language Portfolio, was administered to 110 prospective subjects. No reliability or validity analyses were carried out since the test was taken from a highly reliable source which makes use of validated tests in order to provide the language learners throughout Europe with proficiency tests in 14 different languages for all language skills and areas

except for speaking (Visit the site www.dialang.org for these tests).

The DIALANG assessment procedure has the following steps:

1. Choice of administration language (14 possible)
2. Registration
3. Choice of test language (14 possible)
4. Vocabulary Size Placement Test
5. Choice of skill (reading, listening, writing, vocabulary, structure)
6. Self-assessment (only in reading, listening, writing)
7. System pre-estimates learner's ability
8. Test of appropriate difficulty is administered
9. Feedback

On entering the DIALANG assessment system, the users first choose the language in which they wish to receive instruction and feedback. After registering, users are presented with a placement test which also estimates the size of their vocabulary. Later, the users choose the skill in which they wish to be tested, and then they answer 30 questions on the selected test. After answering these questions, the system determine the proficiency level of the user and state it as A1, A2, B1, B2, C1, or C2.

As it has been stated, DIALANG assessment system is administered on-line. However, in this study, instead of administrating the test on-line, it was administered in a written form. The questions were written down and copied; and then administered to the prospective subjects. There were two advantages of this way of application. First one was that since the test was administered to various subjects who were in different places, it might not have been possible to administer the test to all of them on-line as there might have been problems on the accessibility to computers or internet. Also, during the application of the proficiency test, there had to be a silent, comfortable environment for the subjects in order for them to concentrate on the questions. If the test had been administered to them on-line, there would not have been such a suitable environment. Therefore, the test was administered on a written form to 110 prospective subjects.

The prospective subjects, whom the proficiency test was administered, were the students in Ankara-Polatlı Anatolian High School of Teaching , a few of the teachers of English in Polatlı, Students and research assistants from the the Faculty of Education, Foreign Language Education Department of Gazi University, and students from the Faculty of Education, Foreign Language Education Department of METU.

The DIALANG proficiency test was administered to these prospective subjects on a written form, and then the answers of all prospective subjects were entered one by one to the DIALANG assessment system on-line by the researcher. The proficiency levels determined by the system were noted down. After one week, all of the prospective subjects were retested in the same procedure. The same questions were administered to the prospective subjects again, and their answers were entered to the system on-line by the researcher, and their second results determined by the DIALANG system were noted down. The first and second results of the prospective subjects determined by the DIALANG assessment system were compared. The subjects that got different results were excluded from the study. The ones that got the same result from the two application were noted as the subjects of the study. In this procedure, twelve subjects for each proficiency level 12 for A1, 12 for A2, 12 for B1, 12 for B2, 12 for C1 and 12 for C2 were determined. It made seventy-two subjects altogether.

The subjects were:

43 students from Ankara- Polatlı Anatolian High School of Teaching

8 teachers of English who work in Polatlı

15 students from the Faculty of Education, Foreign Language Education Department of Gazi University

4 reaserch assistants from the the Faculty of Education, Foreign Language Education Department of Gazi University

2 students from the Faculty of Education, Foreign Language Education Department of METU.

1.7.2 The Preparation and Application of the Structure Test

Before this study, the accessibility of UG in the constituent order acquisition and the effect of first language interference in this process had already been studied by some linguists like Zobl (1985), Clahsen and Muysken (1986), Schwartz and Sprouse (1996) etc. In their studies, two tests were administered to the subjects; first one was a proficiency test that determined the proficiency level of the subjects, and the other one was a structure test that assessed the assessibility of UG in the constituent order acquisition and the effect of first language interference in this process. Thus, in this study a similar procedere was followed. First, a proficiency test and then a structure test were administered to the subjects.

Before starting the study, the previous studies on this topic had been analyzed in detail. Some of the test items prepared and used by these linguists could be attained. One of these tests was the structure test which was administered by Ayoun (1999) on the constituent order parameter acquisition of French by native speakers of English learners. Another test was the one that was administered by Hulk (1991) on the constituent order acquisition of French by the native speakers of Dutch. The test items in these two studies were not exactly suitable for this study as the constituent order of French-English, and French-Dutch do not have SVO, SOV orders as in English and Turkish respectively. Since the aim of this study is to assess the constituent order acquisition of a learner whose native language has SOV order and whose target language has SVO order, the items in these studies were not appropriate to use in this study. However, the design and presentation of the items in these tests were quite helpful during the preparation of the test items of this study. Their tests consisted of a grammaticality judgment test which had both acceptable and unacceptable sentences, also they wanted the subjects to translate some sentences from their native language to the target language. Thus, in this study, the test items were prepared with a similar organisation to the ones in these studies.

The aim of the structure test is to assess the accessibility of UG in the constituent order acquisition of English by Turkish learners. Therefore, the items had to be prepared in a

way that served for this aim. The test consisted of three main sections to assess the accessibility of UG in the constituent order acquisition of English structures, and the effect of first language interference in the acquisition process.

Most of the test items of this study have been gathered after the modification of the examples given in Erguvanlı (1979). In this book, she examines the acceptable and unacceptable constituent order structures in Turkish. The examples that she gives in her book have been modified and used during the preparation of the structure test. Besides her book, some of the test items were gathered after the modification of the examples given in the study of Duffield (2000). He investigates the acceptable and unacceptable adverb placement patterns in English sentences. Some of his examples have been used for this study as they are appropriate for the aim of this study. For example “ She tells me always the truth” is not an acceptable sentence in English, but it is acceptable in Turkish. Six test items have been used on the placement of the adverbs in an acceptable or unacceptable way in English sentences. These test items have been designed in accordance with his views. Two native speakers of English have been used as consultants and their views on the acceptability of the test items were taken in order to increase the validity of the test. Also, the views of many native speakers were taken on the acceptability of the Turkish equivalents of the test items.

The first section of the structure test consisted of a 30 item grammaticality judgment task. In this section 20 of the English sentences were grammatically unacceptable, whereas 10 of them were grammatically acceptable. As the test was administered to the native speakers of Turkish, the constituent order of the unacceptable English sentences had to be grammatical in Turkish when they were translated into this language without making any change on the order of the constituents. In this way, when Turkish subjects accepted these sentences as grammatical, it could be considered as a sign for the first language interference; however, when they reacted to these sentences as unacceptable, it showed that they have already assigned a new parameter value for the constituent order of the target language that they have been acquiring, and this is a clear indication for the accessibility of UG.

The unacceptable sentences in the first section have been prepared to assess the five different aspects of the constituent order parameter: the use of SOV constituent order in English sentences, the use of prepositional phrases in unacceptable positions in English sentences, the placement of the adverbs in an unacceptable way, the unacceptable position of the adverbial phrases in English sentences, and the use of unacceptable interrogative English sentences.

The first type of test items used in the first section was the use of English sentences that had SOV constituent order. Eight items have been involved in this part. The reason for the use of these sentences is that when the native speakers of Turkish reacted to these sentences as acceptable, it could show that their first language still interfered in their acquisition process, because their native language, Turkish, has an SOV basic constituent order. When the subjects reacted to these sentences as unacceptable, it indicated that they have already assigned a new value for the constituent order parameter. This can be considered as an indication of UG access. The English sentences that have an unacceptable SOV constituent order were the ones below:

1. * Ayşe an expensive ring wanted from Ali,
2. * Yesterday, my mother a new carpet bought.
3. * Ayşe a question asked to the mathematics teacher.
4. * The robbers two innocent men killed in the robbery.
5. * Sezen Aksu 542 songs composed in 20 years.
6. * Ümit Karan six goals scored in eight matches.
7. * In the English class, they the Present Simple Tense learnt.
8. * After school, William three hamburgers ate in the cafeteria.

The second type of test items used in the first section was the use of prepositional phrases in unacceptable positions in English sentences. There were two sentences in this type. The reason for the use of these items was similar to the ones in the first type. These four sentences are unacceptable in English since the prepositional phrases in these sentences have been placed in an unacceptable way. However, such placements are acceptable in Turkish. Thus, the reactions of the subjects revealed information on

the effect of first language interference, and on the accessibility of UG in the acquisition process. The test items that have the use of prepositional phrases in unacceptable positions were the ones below:

1. * My brother and I in this house won't sleep tonight.
2. * I at this job won't work.

The third type of test items used in the first section was the use of interrogative sentence structures in the target language. The use of interrogative sentence structures is another important aspect of the constituent order acquisition in the target language. The strategies that are followed by the language learners while setting up interrogative sentences provide valuable data about their acquisition process. That is to say, when the interrogative sentence structures are different from that of their mother tongue, the way the learners set up interrogative sentences may provide data on the first language interference and the accessibility of UG in the second language acquisition.

Turkish and English have totally different characteristics in the operations that are carried out to transform an affirmative sentence into an interrogative sentence. There are many morphological and syntactical differences between these two languages in the forms of affirmative and interrogative forms of a sentence. This is a vast area of investigation, all the syntactical and morphological features of these two languages should be taken into account while dealing with this issue. However, all these aspects are not directly related to the constituent order parameter. Besides, dealing with all aspects of the interrogative structures, may cause a deviation from the aim of the study. Thus, only a specific aspect of the interrogative sentence structures have been included in the study. It is the use of wh- words in the native and target language.

The wh-words like which, where, what are used in different position in English and Turkish sentence structures because of the syntactical differences between these two languages. In English, the wh- words are located into head position of the CP, and other elements of the sentence like subject, object, or verb cannot be raised above wh-words.

However, in Turkish, there is not such a strict rule in the use of the wh-words. Subjects or objects are positioned before a wh-word in this language. For example:

Where did Ali go?

Ali nereye gitti?

In English, it is not possible to say “Ali where did go?” This is an important aspect of the constituent order difference between these two languages. The test items that have the use of grammatically unacceptable interrogative sentences are the ones below:

1. * This door why doesn't open?
2. * The second semester when will start?

When the grammatically unacceptable interrogative sentences are translated into Turkish without changing the order of the constituents in the sentences, they are acceptable. Thus, when the subjects judged these sentences as acceptable, it indicated that their mother tongue, Turkish, interfered in the acquisition process.

The fourth type of test items used in the first section of the study was the use of adverbial phrases with unacceptable position in English sentences. However, when these sentences are translated into Turkish without changing their constituent orders, they are acceptable. Like the use of English sentences that have SOV constituent order and the use of prepositional phrases in unacceptable positions, the reactions of the subjects on these test items of this type revealed information on the effect of first language interference, and on the accessibility of UG in the acquisition process. The test items that have the use of adverbial phrases with unacceptable position were the ones below:

1. * The students despite the heavy rain went to school yesterday morning.
2. * The old man before sleeping washed his hands.

The last type of test items used in the first section of the study is the placement of the adverbs in an unacceptable way in English sentences. In this part sentences that

contained different types of adverbs were used, but the adverbs in these sentences have been placed to an unacceptable position in the sentences. Six sentences that contained a different type of adverb are used. In these sentences, the unacceptable use of an adverb of manner 'easily', an adverb of place 'here', an adverb of frequency 'always', an adverb of time 'yesterday', an adverb of degree 'precisely', and a sentential adverb 'finally' were involved. When these sentences are translated into Turkish without changing their constituent orders, they are acceptable. Thus, the reactions of the subjects for these sentences revealed information on the effect of first language interference, and on the accessibility of UG in the acquisition process. The test items that have the placement of the adverbs in an unacceptable way were the ones below:

1. * William can solve easily those problems, because he is very intelligent.
2. * I here won't come again.
3. * She tells me always the truth.
4. * Forty students and their three teachers yesterday visited Anıtkabir.
5. * I couldn't understand precisely your question.
6. * She finally opened the door and went out.

Besides these unacceptable sentences, ten grammatically acceptable sentences were also involved in the first task of the structure test. These sentences were involved in the study to get information about the subjects' competence on differentiating the acceptable sentences in English from unacceptable ones. When all of the sentences were presented as unacceptable, it could have been very easy for them to make comments on the wrong selections. However, when grammatically acceptable sentences were included in the test, they had to differentiate the unacceptable ones from the acceptable ones before making corrections on them. Grammatically acceptable sentences that are involved in this part were the ones below:

1. Julia often smokes cigars.
2. Angela carefully listened to her father.
3. We had lunch there in a nice restaurant.
4. The angry man killed the dog with a stick.
5. Mehmet gave the money to the old man.

6. I saw your father in front of the cinema a few minutes ago.
7. The lazy boys are watching television in their room.
8. After doing my homework, I met my friends at an internet cafe.
9. Why didn't you phone him yesterday?
10. Teresa found a wallet in the school garden.

In the second part of the structure test, the subjects were asked to translate five Turkish sentences into English. These sentences are acceptable in Turkish; however, the translation of the sentences into English without changing their constituent orders do not result in acceptable sentences. There was one sentence that has an SOV constituent order. Another sentence had OVS order which is again acceptable in Turkish since Turkish is a free word order language. However, such an order is not acceptable in English. The other three sentences in this part contained the use of adverbs and prepositional phrases. The use of these adverbs and prepositional phrases are acceptable in Turkish, but not in English when the sentences are translated into English without changing the orders of the constituents in these sentences.

Thus, when the subjects translated these sentences into English without changing their constituent orders, it could be said that they have not assigned a new value to the constituent order of the target language, and they still rely on the constituent order of their mother tongue. Thus, information on the effect of the first language interference could be gathered from the translation of these sentences. In the opposite case, that is, when the subjects translated these sentences into English correctly, it could be said that they have already assigned a new value to the constituent order parameter for the target language, which can be taken as an indication for the UG access. The test items that were involved in this part are the ones below:

1. Murat yine Ankara' ya gitti.
2. Akşamları bazen internette arkadaşlarımla sohbet ederim.
3. Öğrenciler hangi resmi beğenmediler?
4. Meral 100 dolar kaybetti bugün.
5. Cem yeni bir ev satın aldı.

In the third section of the study, the subjects were asked to put some phrases into an order to form meaningful sentences. The subjects were not asked to put separate words in an order, but the phrases. The reason for this situation is that isolated words were not important for this study, because our concern was the constituent structures. So they are given as constituents of a sentence rather than separate words. In this section, when the subjects could order all of the constituents correctly, it showed that they have already acquired the parametric difference between Turkish and English in their constituent orders; when they could not, it could be said that they still rely on their first language which is an indication for the first language interference. The test items that are involved in this part were the ones below:

1. In front of the post office / Ali / a golden watch / found/
2. I / last night/ very / early / slept /
3. my mother / a cake/ after cleaning the house / made/
4. he / today / well / played/
5. Cenk / there/ went / yesterday eveining / with Ayşe / by plane/

As the structure test was administered to different subjects whose proficiency levels varied from A1 to C2, the complexity of the sentences and the vocabulary choice in these sentences have been tried to be determined suitable for all levels. That is, a subject with an A1 proficiency level should not have problems with the vocabulary, and there should not be any problem with the complexity of the sentences. If they cannot understand the sentences, they cannot make judgments on them; Thus, all of the sentences included in the study have been chosen suitable for all levels.

After piloting the structure test on twelve subjects, it was administered to sixty subjects. The complete form of the structure test is given in the appendices. The data that was obtained from the application of this test was statistically analyzed and discussed in the Data Analysis chapter of this study.

CHAPTER 2

LITERATURE REVIEW

In this part, brief information about the transformational generative grammar is presented, and studies on the accessibility of Universal Grammar in second language acquisition are summarized.

2.1 BACKGROUND TO THE STUDY

Generative Grammar is a general term for the system of language analysis which was originated by Noam Chomsky in the 1950s. Chomsky characterizes grammar as a device for producing the sentences of the language. It can be said that generative grammar is a description of a native speaker's intuitive knowledge of the construction of his language.

In Generative Grammar, it is believed that instead of analyzing the sentences that have already been produced, the capacity of human beings on generating these sentences should be analyzed. That is to say, according to this approach, the main aim of the linguist is to explain the capacity of the speakers to produce an infinite number of grammatical sentences from finite number of rules. Also, until this approach, majority of linguistic studies were on phonology or morphology. In Generative Grammar, the importance of syntax is emphasized; and in the studies, syntax is mainly focused on. According to Chomsky, an appropriate language analysis should be made on the sentential level.

In contrast to descriptivist, the viewpoint in this approach is based on making explanations. That is, instead of answering a question that starts with “what”, the linguists try to answer the questions of “how”, or “why”. Chomsky puts forward that description is the first phase of every branch of science. The goal of it is to figure out the concepts, their interrelations; and to make categorizations. He believes that this phase has already finished. According to him, the new phase is making explanations.

The goal of it is not only to describe the concepts, but also to explain them. (Kiran, 1996, p.188). Thus, he mainly tried to explain instead of describing grammar.

In this approach, it is also believed that human beings are pre-programmed for language learning. In other words, the acquisition of language is innate, and as soon as we are born, we start to acquire our native language by getting necessary input to our language acquisition faculty. According to Chomsky, there are some universal language principles that are shared by all languages, and language acquisition is an issue of parameter setting (Vardar, 1999, p.272).

Chomsky starts from a syntactical definition of language and states that a language is a set of infinite number of sentences. He proves that the number of sentences of a natural language is infinite. According to him, if we consider that the number of sentences of a given natural language is finite, then, there must be a longest sentence of this language, but in fact, there is no such longest sentence in any language, because in any language we have grammatical rules that may be applied several times, for instance the rules for building up relative subordinate clauses, or for the addition of adjectivals to nouns, or for the construction of prepositional attitudes, applicable to any sentence (e.g. "I believe that he believes that she believes ..."). Rules like these are called 'recursive rules'. It is possible to apply such a recursive rule to any sentence that someone claims the longest sentence and thus make this sentence, longer. Therefore, there cannot be a longest sentence of a natural language (Newmeyer, 1996, pp. 25-27).

In this approach, the creativity of human language is taken into consideration. We can confront with sentences we have never heard before. For example, "In Jurassic time, press was completely free on the moon". Although this sentence is not even a long, complex sentence, it is not likely to have been produced by a speaker so far (Newmeyer, 1996, p.27). Surely, the set of sentences uttered so far in the world is finite. The longer a sentence is, the higher is the possibility that this sentence has not been uttered so far. The fact that the number of sentences of a language is infinite proves that this possibility is unlimited. Producing sentences we make use of a finite vocabulary and a finite set of grammatical rules. Thus, Chomsky claims that linguistics should deal with inner, generative capacity of human language, rather than the sentences that have already been

produced. He is completely against the idea of collecting data from environment to make linguistic study. Thus, he never analyzes any written or spoken text that has already been written or uttered by someone. He focuses on the intuitions of the native speakers in order to analyze the generative capacity of human language.

In this approach, although the set of sentences of a language is infinite, all sentences are of finite length. We cannot actually apply a recursive rule in a sentence infinite times, but, it is not the task of a grammar to make statements about how often you may use a recursive rule when building up a sentence. The grammar explains how to embed sentences, but doesn't suggest doing this only, say, six times. This is not the task of a grammar. Not to use too long sentences is a suggestion that may be made for stylistic reasons, or for psychological reasons. Sentences that are too long become un-understandable, because the hearer of a sentence may have forgotten the beginning of a sentence before it comes to an end. But that very long sentences are not understandable doesn't mean that such sentences are ungrammatical. According to Chomsky, a sentence may not be acceptable although it is grammatical.

Chomsky develops two concepts called *competence* and *performance* in his approach. He describes that competence is the fluent native speaker's tacit knowledge of his language and performance is what people actually say or understand by what someone else says. Competence is the speaker-hearer's knowledge of his language, while performance is the actual use of language in concrete situations. Misproductions and misinterpretations are performance errors, attributable to a variety of performance factors like tiredness, boredom, drunkenness, drugs, external distractions and so forth (Radford, 1997, p.2). Hence, grammar is concerned with competence rather than performance. Thus, transformational generative grammar deals with competence of the speakers rather than their performance.

Besides the concepts called *competence* and *performance*, Chomsky introduced two other concepts in his theory which had their roots in the theory of W.v.Humboldt: *deep structures*, and *surface structures*. Humboldt claimed that languages have an inner form besides their surface form which mirrors the culture of that society (Newmeyer, 1996,

p.69). Chomsky adopted this idea in his approach. *Deep structures* are related to the meaning of sentences and *surface structures* are related to the surface form of the sentences. In the conception of Chomsky, deep structures are interpreted semantically, but surface structures are interpreted phonologically.

Another concept introduced by Generative Grammar was that of the existence of *universal grammar*. In this case, Chomsky was influenced by the rationalist philosophy of Descartes and his scholars, the grammarians of Port Royal. In the early version of the theory of generative grammar, Universal Grammar was understood as set of rules that is valid for all languages. As Radford states: "In highly idealized picture of language acquisition, Universal Grammar is taken to be characteristic of the child's pre-linguistic state" (1997, p.9).

Flynn points out in her article that "As a theory of grammar, UG attempts to provide 'a system of principles, conditions, and rules that are elements or properties of all human languages, not merely by accident, but by necessity'" (in Gass and Schachter 1989, p.92). The rules and principles specified by UG should rule out an infinite set of grammars that do not conform to these fundamental properties. Universal Grammar specifies those aspects of rules and principles that are uniformly attained in language and underdetermined by evidence. In addition, a number of these principles are associated with certain parameters. Parameters specify certain dimensions of structural variation across all languages; their values are fixed by the experience gained in the language learning process (Stowell 1981, cited in Gass and Schachter, 1989, pp.91-92). Lenneberg proves the existence of UG by claiming that children start talking long before they need to. Although they are still fed and looked after and do not need language for survival, they start talking in a very early stage in their lives (cited in Mitchell, 1998, p.48).

Generative Grammar approach does not claim that all human languages have the same grammar, or that all humans are "programmed" with a structure that underlies all surface expressions of human language. Rather, universal grammar proposes a set of

rules that would explain how children acquire their languages, or how they construct valid sentences of their language.

The theory of syntax developed by Chomsky became very successful in linguistic environments, because an exhaustive mathematical theory of syntax was presented for the first time. By means of this theory it seemed possible to give a full syntactical reconstruction of a language with mathematical methods.

2.1.1 Historical Development of Generative Grammar

In the history of generative grammar, there have been four successive stages; alternatingly: rule-oriented and principle-oriented. Newmeyer explains what rule-oriented and principle-oriented periods are. He states that a period is “rule-oriented” if the generally accepted central task is seen to be to propose, motivate, or argue against the existence of language particular rules. The period is identified as “principle oriented” if mainstream research focuses on finding the principles of UG (Newmeyer, 1996, p.67).

2.1.1.i The First Rule-Oriented Period: Early Transformational Grammar

It started with the publication of *Syntactic Structures* in 1957, and was dominant until 1967. In this book Chomsky showed the constant appeal to abstractness and complex interaction of language specific rules. In mainstream generative grammar, transformations were a vehicle for doing descriptive syntax. The publication of *Aspects of the Theory of Syntax* in 1965 did little to change the rule-oriented and descriptivist direction of TGG. In this book, especially the “rationalist” nature of linguistic theory is defended. There were some important “UG principles” in this book, but interestingly, they did not have any effect on the syntacticians (Newmeyer, 1996, p.68).

2.1.1.ii The First Principle Oriented Period: Generative Semantics

Ross' 1967 doctoral dissertation "Constraints on Variables in Syntax" and Postal's book in 1971 *Cross-over Phenomena* emphasized principles overrules, and started this period. In this period, every paper written in this framework put forth some novel principles governing UG, or provided evidence for already existing ones. Newmeyer gives three important examples of UG principles that were put forward by Generative Semanticists. These are:

1. Word-internal syntax which shows the possible lexical items.
2. Syntactic rules are stated in terms of semantic rather than syntactic categories.
3. At one syntactic level, sentences are disambiguated in terms of the scope of their lexical elements.

They abandoned the concept of deep structure. For them there were very abstract formal representations in our mind. They claimed that if two sentences are paraphrases, then they must be the same in the origin. For example,

Mary sold the book to John.

John bought the book from Mary.

According to them, the inner structures of these sentences are the same, but before the application of lexical items, some transformations are made. Similarly, they put forward that the words "may" and "possible" come from the same origin as they have similar functions.

By the year 1972, this framework started to collapse, because the principles put forward by them had serious empirical deficiencies. For example, they could not prove the principle of word-internal syntax, or the functioning of the semantic categories properly. They restricted the syntactic categories too much. For example, they started to treat adjectives in the category of nouns. However, they could not provide any evidence for their ideas, and their opponents refuted their core ideas (Newmeyer 1996, p.72). Although they had abandoned the concept of independent "deep structure", they could not refute the existence of it. Moreover, Interpretivists proved that every syntactical

property could not be based on semantics. For example “may” and “please” can never be treated equally. In sum, generative semantics was falsified, because their core principles were refuted.

2.1.1.iii The Second Rule-Oriented Period: Lexicalism

By the mid 1970's, mainstream work in Generative Syntax became rule-oriented again. It started with Chomsky's paper “Remarks on Nominalization”, and from then on, majority of the papers written were devoted to explain the existence of some particular rules in a language. In these papers, the theoretical interest was close to the surface structure. In “Remarks on Nominalization” Chomsky claims that nominalization is to be handled in lexicon, rather than via transformational rules, which is the idea of generative semanticists. Thus, the attention shifted back to language specific rules. Transformational rules were replaced by lexical rules. He also emphasized the position of syntax over semantics. Linguists dealt with the surface irregularity in language rather than abstract generalizations. But, they exaggerated their work on irregularity, thus the lexicalist drove the conclusion that language is one great warehouse of irregularity. They became nihilists, so their dominance in the field started to decrease (Newmeyer 1996, p.77).

2.1.1.iv The Second Principle-Oriented Period: Government-Binding

After Chomsky's “Conditions on Transformations” paper, the focus shifted to the abstract principles governing the general form of grammar. This framework gave rise abstract, strictly syntactic works on UG principles. By the publication of Chomsky's paper “On binding” in 1980, and his book *Lectures on Government-Binding* in 1981, language particular parameterizations were dealt with in detail.

Finally, in 1996, Noam Chomsky published his article in which he presented his new program “Minimalism”. This is an extended version of the Government and Binding Theory, and its main aim is to explain the grammar of a language in the minimal level; that is, as shortly as possible (Radford, 1997, pp.6-7).

2.1.2 Language Acquisition According to TGG

Chomsky maintains that the most plausible explanation for the uniformity and rapidity of first language acquisition is to posit that the course of acquisition is determined by a biologically endowed innate language faculty within the brain, which makes children develop a grammar on the basis of their linguistic experience. The way in which Chomsky visualizes the acquisition process can be represented schematically as:

Experience of Language \implies Language Faculty \implies Grammar of Language

Children acquiring a language will observe people around them using the language, and the set of expressions in the language which the child hears in the course of acquiring the language constitute the child's linguistic experience of the language. The experience serves as input to the child's language faculty which provides the child with a procedure for analyzing the experience in such a way as to devise a grammar of the language being acquired. Thus, the input to the language faculty is the child's experience, and the output of the language faculty is a grammar of the language being acquired (Radford, 1997, p.8).

Chomsky maintains that language acquisition is an activity unique to human beings, and different in kind from any other type of learning which human beings experience, so that learning a language involves mental processes entirely distinct from those involved in learning to play chess, or learning to ride bicycles. Similarly, Mitchell and Myles state that feature of child language does not seem to be linked in any clear way to intelligence, because by age three or four individual differences largely disappear and late starters usually catch up with the precocious children (1998, p.46).

In Generative approach, language is believed to be determined by an innate language faculty. As Chomsky points out (in Mitchell and Myles, 1998, p.44) children cannot learn their first language so quickly and effortlessly without the help of an innate language faculty to guide them. This issue is often referred to as the "logical problem of language learning". He believes that there is a biologically endowed Universal

Grammar that makes this task easier for the children. It equips them in advance with a clear set of expectations about the shape which language will take.

Moreover, Chomsky points out that “ Different speakers of the same language, with somewhat different experience and training, nonetheless acquire grammars that are remarkably similar” (cited in Radford, 1997, p.9). A further argument Chomsky uses in support of the innateness hypothesis relates to the fact that language acquisition is an entirely subconscious and involuntary activity in the sense that you cannot consciously choose whether or not to acquire your native language- though you can choose whether or not you wish to learn chess. It is also an activity which is largely unguided in the sense that parents do not teach their children to talk (Radford, 1997, p.10). The implication is that we do not learn to have a native language, any more than we learn to have arms and legs; the ability to learn a native language is a part of our genetic endowment, just like the ability to learn to walk.

If human beings are biologically endowed with an innate language faculty, an obvious question to ask is what are the defining characteristics of the language faculty? The basic answer is that there are principles and parameters of Universal Grammar that become active as soon a child starts learning a language.

2.1.3 Universal Principles & Parameters

If the acquisition of grammatical competence is indeed controlled by a genetically endowed language faculty incorporating principles of Universal Grammar, then it follows that certain aspects of child competence are known without experience, and hence must be part of the genetic blueprint for language with which we are biologically endowed at birth. Chomsky points out that “Universal Grammar consists of various subsystems of principles... many of which are associated with parameters that have to be fixed by experience” (Chomsky 1984, cited in Huebner,1991, p.145).

As Mitchell and Myles state, the Universal Grammar approach claims that all human beings inherit a universal set of principles and parameters which control the shape

human language can take, and which are what make human languages similar to each other. Human language must comprise these two components. Principles are accepted to be the same in all languages without having any variations. In contrast, parameters possess a limited number of open values which characterize differences between languages (1998, p.43). Some of the Universal Grammar Principles are:

2.1.3.i Structure Dependency

All grammatical operations are structurally dependent. This principle claims that syntactic rules are defined in terms of the structural relations between sentence constituents and not in terms of their serial ordering. An example to this parameter is:

Ali will play football tomorrow.

Will Ali play football tomorrow?

In this example, we form an interrogative sentence by using the auxiliary “will” before the NP, Ali. While acquiring the language, the child learns that he has to change the orders of “Ali” and “will” to form an interrogative sentence. However in the sentences below:

Ali and Ahmet will play football tomorrow.

*And Ali Ahmet will play football tomorrow?

the child does not change the places of the first and second words of the sentence. Although nobody teaches a child such a rule, he innately knows that “Ali and Ahmet” is an NP that cannot be broken while setting up an interrogative sentence. Thus, he innately knows that it should be as:

Will Ali and Ahmet play football tomorrow?

The children do not form such ungrammatical sentence, because they innately know that a Noun Phrase cannot be broken while setting up an interrogative sentence. They know that a sentence is not serial ordering of individual words. This principle is called as Structure Dependency Principle.

2.1.3.ii Projection Principle

Under the Projection Principle, the properties of lexical items must be preserved while generating the phrase structure of a sentence. In other words, lexical structure must be represented categorially at every syntactic level. For example:

Elif went to school.

In this sentence, Elif is the *agent* of the sentence, and as the agent is used by the verb “go”, there must be a *goal* in the sentence. The *goal* of this sentence is school. This situation is valid for every language:

Elif went to school.

Elif okula gitti.

Elif ist in die Schule gegangen.

There should be a goal that shows where the agent goes. This is called as projection principle, and every child who is acquiring a language, knows that the agent ‘go’ needs a goal; this is called as projection principle.

2.1.3.iii Binding Principle

Children innately know if the pronouns in a sentence are free or bound to another constituent. That is to say, they know if a pronoun refers to another constituent of that sentence. For example,

After he came, Ali went out.

In this sentence the pronoun *he* cannot refer to *Ali*, They should not be bound to each other, they should be free. However, in the sentence, “Ali prepared the homework himself.” *Himself* is bound to *Ali*. In other words, *Ali* c-commands *himself*. Thus, *himself* refers to *Ali*. Although the children are not taught such rules, they do not make errors while using them. This shows that they innately know this principle.

These are cases where speakers' knowledge appears to be underdetermined by the experience they have of the language. The stimulus is too poor to allow a language learner to infer the relevant property. It is this kind of case which has led linguists to suggest that the principles of UG must be innately given. The human language faculty equips us with a language acquisition device which is active in the acquisition of a language.

Besides these *principles*, there are also some *parameters*. These parameters are language particular variations. In other words, they vary from one language to other. Parameters may be defined as general organizing principles for grammars of all languages. According to Chomsky, the child's language faculty incorporates a theory of Universal Grammar which includes a set of universal principles and a set of structural parameters. Since universal principles of grammatical structure do not have to be learnt, the child's structural learning task is limited to that of *parameter setting* (Radford, p. 21). Some of the parameters are:

2.1.3.iv Pro-drop Parameter

In some languages we may delete the subject, but in some of them we cannot. For instance, in the Turkish sentence "Canan İngilizce biliyor", we may delete Canan in this sentence, but it remains grammatical. However, in English such a deletion would result in an ungrammatical sentence. For example, when we delete "Mary" in the sentence "Mary speaks English.". The remaining sentence, "Speaks English", cannot be a grammatical sentence. This is called as Pro-drop Parameter.

2.1.3.v Head Parameter

Every phrase has a head word which determines the nature of the overall phrase. For example an expression such as *students of linguistics* is a plural noun phrase, because its head word (the key word in the phrase whose nature determines the properties of the overall phrase) is the plural noun *students*. The following expression, *of linguistics* is the complement of the noun *students* (Radford, 1997, p.19).

In English, head nouns, verbs, prepositions, adjectives, etc precede their complements as in the example: “The color of the rose”; however, in Turkish they follow their complements as in “Gülün rengi” In these sentences the head words are the nouns *rose* and *gül*. Thus, we can say that English is a head-first language, while Turkish is a head-last language. This situation is called as head parameter.

Head parameter is also related to another parameter called word order parameter. If the head& complement relationship is considered in the sentence level, it is a factor that shapes the word order typology of the language. White claims that the parameter of head position has the settings head-initial, where the ordering is head before complement (verbs nouns prepositions occur before their complements) and head-final, where the ordering is the complement before head(verbs nouns prepositions occur after their complements) Head position usually holds consistently across syntactic categories within a language. Head-initial languages are sometimes referred to as *right branching*, and head final as *left branching* (1989, p.93). Similarly, Hakuta states that all OV languages are left-branching, and all VO languages are right-branching (1999, p.229).

2.1.3.vi Constituent Order Parameter

Word order refers to the order in which words appear in sentences across different languages. The position of subjects, objects and verbs in the sentences of languages differ. The ordering of the internal constituents in languages may differ from one another. Tallerman states that “Linguists often talk about the ‘word order’ of a particular language. In fact, the term refers not to single words but to the order of phrases, so a better term is *constituent order*” (1992, p.147). Thus, it is better to call this parameter as constituent order parameter, rather than word order parameter, because in this parameter, constituents are analyzed rather than separate words.

The constituent order parameter has to be fixed by the language learner on the basis of experience. The language learner knows in advance what the structure of phrases will be, but does not know in advance of exposure to a particular language whether it has SVO, SOV or any other order. Therefore, a child who is acquiring language, takes the

appropriate word order rule of the language he is acquiring, and he does not get confused any more.

There are six logically possible variations of constituent order: SVO, SOV, VSO, VOS, OVS and OSV. But in fact, as Tallerman points out: “the basic orders SVO and SOV are by far the most frequent among them covering around 80 per cent to 90 per cent of the world’s languages” (1992, p.150). A fundamental assumption underlying much current work in syntactic typology is that all languages have some basic, syntactically defined constituent order. Marianne Mithun states that “It is usually recognized that this order may be altered somewhat for pragmatic purposes, but the basic order is considered a primary characteristic from which other features of the language can be predicted. It is questionable, however, whether all languages actually have such a basic order” (1992, p.15).

Although, in many instances, the assignment of a given basic word order to a language is unproblematic, there are also numerous instances where the assignment is more complex or even perhaps impossible (Comrie, 1989, p.87). The reason for this situation is that there are many languages that have free word order. Tallerman points out that “Languages which allow all of the six possible constituent orders are common; which order is actually chosen depends on pragmatic factors such as focus and the topic of the sentence. Some of these languages with free constituent order do have one order which is clearly basic” (1992, p.149).

Mithun discusses about strategies to find out the basic constituent order of a free word order language. She states that several strategies are possible to find out the basic constituent order of a language. She mentions three strategies. These are: statistical frequency (whichever order appears the most often might be considered basic), the ambiguity test (some ambiguous sentences are presented to the speakers and their comments are taken) and relative order within pairs (The orders between pairs of constituents are found out. For example SV and VO then SVO) (1992, pp. 20-21). Generally, as Chomsky, Greenberg, Pullum support, “simple, declarative, active clauses

with no complex verb or noun phrases” are assumed to exhibit neutral order” (cited in Mithun,1992, p.16).

Besides these languages that have free constituent order, some others are strict on this point, and it is relatively easy to assign the basic constituent orders of these languages. Saying a language has a certain constituent order does not mean that it never has any other orders. For instance, as Tallerman states “English has basic SVO order, as in *They adore syntax*, but we can use OSV order as in *Syntax, they adore* to give a particular emphasis to the object, *syntax*. An order used like this to focus on a constituent is known as marked (non-basic) order” (1992, p.148).

In English, constituent order is pretty fixed: The following examples which show the possible and impossible constituent orders in English are given by Tallerman (1992, p.19),

Kim drank the tea.
 *Kim the tea drank.
 *Drank Kim the tea.
 *Drank the tea Kim.
 *The tea drank Kim.
 The tea, Kim drank.

As it is seen in the examples above, all constituent order variations are not possible in English which shows that English is a fixed constituent order language.

2.1.3.vii Constituent Order Parameter in Turkish

The pragmatically unmarked word order in Turkish is SOV, however, a basic sentence with three constituents can have six possible orderings. While the subject initial sentences are the most natural in Turkish, the verb initial sentences are the least natural. It is an agglutinative language with rich case morphology. As Cem Bozşahin points out: “Turkish is generally regarded as a free word order language...Phrase structure analyses show that Turkish has an SOV basic word order” (2003, pp. 96-99).

In one of the studies carried out by Ratyosyan and Stromswold (1997), it was investigated whether young Turkish speaking children are initially predisposed to prefer certain word orders. Their subjects were 31 monolingual Turkish-speaking children between the ages of 2;10 and 5;8. A test which included sentences with a grammatical ordering (SOV and OVS) and with an ungrammatical ordering (OSV and SVO) was administered to the subjects.

In the test, there were 32 sentences. Sentences varied in length such that half were long and half were short. Each sentence comprised of a subject NP that contained an adjective, an object NP which was an uninflected noun and a verb. The results of their study suggest that, even though SOV and OVS orders are equally acceptable in adult Turkish, young Turkish speaking children treat SOV word order as being the primary constituent order in Turkish. That is to say, the data that they analyzed in their study evaluated an indication for the fact that the subjects are learning a free constituent order language, but still, they treat SOV order as the basic constituent order for their language.

2.1.4 UG in L2 Acquisition

When Generative Grammar was introduced by Noam Chomsky in 1950s, the accessibility of Universal Grammar on first language started to be discussed among linguistic environments. However, in the following years, another debate started to take place among linguists: the accessibility of Universal Grammar on second language acquisition. Rod Ellis defines 'Second Language Acquisition' as: "the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting" (1985, p.6). This was a new area that had to be investigated by the generative grammarians. The accessibility of UG in this area had to be investigated as well. Hence, they started to have studies on this field as well as the ones on first language acquisition to assess the accessibility of UG.

However, the studies on L2 acquisition are somehow different from the ones on L1 acquisition, because the subjects in this case have already been successful language users in one language. Thus, the effect of their mother tongue should be taken into consideration as well. This situation is usually referred as the first language interference in the second language acquisition process. Freeman states that: "First language interference can be predicted by systematically comparing and contrasting the learner's L1 and L2, looking to points of difference between the two" (1987, p.96). Thus, linguists started to compare the parameter values of the native and target language of the L2 learners while they were investigating the accessibility of UG in second language acquisition. Support to this point comes from Flynn. She claims that "Traditionally, L2 studies have focused on differences between the L1 and the L2 in terms of their distributional and surface structure syntactic properties" (1991, p.89). Many linguists started to investigate differences and similarities between the L1 and L2. For example, Gass and Ard (1980) investigated differences between the L1 and the L2 in terms of the positions of NP's in sentence structure. Gass (1979), Ioup and Kruse (1977), and Myhill (1981) considered differences between the L1 and the L2 in terms of deletion and relativizer (cited in Flynn 1991, p.90).

Candlin points out that "Where two languages were similar, positive transfer would occur; where they were different, negative transfer, or interference, would result" (1991, p.53). That is to say, as Flynn states, in the case in which the parameter values of the native and target languages match, L2 acquisition is facilitated as learners do not need to assign a new value to this parameter. They can use the parameter value of their native language. However, when the parameter values in L1 and L2 differ, the learners may need to assign a new parameter value for L2. When the L1 and the L2 match, no such assignment may be necessary (1991, p.93).

Different linguists started to investigate different aspects of the L2 acquisition process. They had a study either on a principle, or on a parameter to investigate the accessibility of UG in the acquisition process, and the influence of first language interference in this process. Freeman states that it is not important to show that the learners' L1 influences SLA, but rather when it does. Flynn has demonstrated that transfer can easily be

overlooked, if one is focused solely on linguistic form. Flynn found similar frequencies of present perfect verb forms in the essays of Chinese, Arabic, and Spanish learners of English, suggesting a lack of effect for L1. Further analysis revealed, however, clear evidence of transfer in inter-group differences in the function expressed by these forms (1989, p.96).

Structure-dependency is one of the frequently studied principles on the accessibility of UG in the second language acquisition. The existence of this principle in the L1 is often taken to demonstrate the innateness of Universal Grammar. Testing its relevance to second language acquisition means showing that L2 learners know structure-dependency regardless of whether their first languages have syntactic movement. Vivian Cook (2003) had a study to assess the accessibility of UG in second language acquisition. In the study, a grammaticality judgment test was given to 140 L2 learners of English with six different L1s, and to 35 native speakers of English on relative clauses, questions with relative clauses and questions with structure-dependency violations. All L1 groups judged the structure-dependency sentences with an accuracy between 87 % and 100 %. According to Cook, the results of the study suggested that structure-dependency is active in all L2 learners. L2 users know a principle of Universal Grammar which they have not acquired from outside.

Another study on structure dependence principle was carried out by Otsu and Naoi. They have administered two tests to determine whether subjects had mastered the relative clause structure, and a question formation task to determine whether Structure-dependence was observed or not. The results suggest that L2 learners hypotheses about the L2 are structure-dependent. Only one subject produced 'impossible' errors. This shows the availability of UG in L2 acquisition (1986, pp. 64-66).

Flynn had a study on the Head Direction Parameter. She dealt with the acquisition of English relative clauses by Spanish and Japanese L2 learners (1989, pp. 91-94). The results indicated that adult L2 learners are constrained in their early hypotheses about grammatical anaphora by the head direction parameter, regardless of match/mismatch in head direction between the L1 and the L2. At the same time, the results indicated

significant difference in patterns of acquisition between the Spanish and Japanese speakers. As Japanese is a left-branching language, whereas English and Spanish are right-branching, the acquisition of English was significantly disrupted by the Japanese speakers as they had to assign a new value to the head direction parameter. In contrast, acquisition was significantly facilitated for the Spanish speakers, as they did not have to assign a new value to the parameter under discussion.

Bley and Vroman et al. (1988), who administered a grammaticality test on Subjacency to Korean L1 advanced learners of L2 English, find that “over half of the non-native speakers typically exhibit the correct UG based judgements on any given UG effect (cited in Herschensohn,1999, p.120). Their results prompted Clasher and Muysken to comment that there is a good possibility of that L2 learners can apply grammatical principles in making judgements about target language sentences. This evidence suggests that L2ers can use principles that they are not taught, since ungrammaticality of Subjacency type violations is not part of any explicit instruction or input data (cited in Herschensohn,1999, p.120).

There have been many studies on the acquisition of the Pro-Drop Parameter in order to investigate if UG is accessible in second language acquisition or not. One of these studies were carried out by White. She investigated whether Spanish learners of English transfer the L1 values of the Pro-drop parameter to the L2 in two related studies. Subjects were adult learners of ESL. There were two tasks in the study: the first was a grammaticality judgment task and second was a written question formation task. The results of the study suggest that the Pro-drop parameter is transferred from L1 to L2, but only partially, because the VS sentences were correctly rejected by Spanish learners as well as by the French. This suggest that parameters of UG are no longer accessible to L2 learners (1989, p.89).

Similar studies were carried out by Phinney (1987) and Liceras (1988). They investigated the acquisition of Spanish (a pro-drop language) by speakers of a non-pro-drop one. White (1985, 1986), Hilles (1986), and Phinney (1987) investigated the resetting of the pro-drop option to non-pro-drop in the case when subjects were native

speakers of Spanish learning English. Their subjects were adults learning English in classroom setting who had to complete a grammaticality judgment and a question formation task. Phinney's subjects were also adults in a classroom setting whose written compositions were analyzed. Hille's subject was a 12 year-old whose spontaneous speech had been elicited over a 10-month period. All three researchers found missing pronouns in the early stages of the acquisition process, which might be interpreted as the evidence for the unmarked status of the Pro-drop option, with direct access to UG and no role for the L1, or as evidence of the influence of L1. They concluded that there may be a role for L1 as well as for principles of UG in L2 acquisition (Gass and Schachter, 1989, p.113).

Liceras, in another study, tested four different groups of French and English speakers learning Spanish in a classroom setting in order to investigate the setting of Pro-drop in Spanish. There were 62 subjects in the study. The subjects were asked to respond to a written grammaticality judgment task consisting of 17 items. Subjects were asked to correct the sentences that had grammatical mistakes. They were also asked to translate all the sentences to their native language. The results of her study confirm that resetting the pro-drop parameter from English and French to Spanish is not difficult with respect to Null Subjects. The results also indicate that most Spanish L2 learners do not start with the L1 setting in the case of Null Subjects. Namely, the English non-pro-drop option is seldom transferred into the interlanguage. These results provide evidence for the unmarked status of the pro-drop option (1989, pp.115-129).

Hyams is another linguist who had a study on the pro-drop parameter. He administered a structure test on Spanish learners acquiring English. Her results suggest that Spanish speakers learning English had considerable difficulty in going from a unmarked system to a marked system (1989, pp.228-229). The data suggest that markedness and parameters do play a role in L2 acquisition.

Keller-Cohen (1979) had a study on the acquisition of relative clause structures of English by three young children, native speakers of German, Finnish and Japanese. Their results suggest that rising- intonation questions are the first question type to

emerge in L1 acquisition by speakers of languages which have this option. Finnish does not use intonation questions, and in the L1 acquisition of Finnish, Wh-questions develop first, followed by yes/no questions, which require a question inflection and verb transposition. Keller-Cohen found that, while following the same developmental path as the other two children in the learning of yes/no questions in ESL, the Finnish child progressed much more slowly. English relative clauses were asked to change them into questions; ten of them succeeded without breaking structure-dependency. Though structure-dependency is not required for Japanese questions, these L2 users clearly knew it in English, and they were applying the principle to an L2 area in which it was not used in the L1 (cited in Freeman, 1987, p.101).

Hulk (1991) had a study on the acquisition of constituent order parameter of French by Dutch speakers. There were four groups of subjects in the study, adolescents who had just started French at school (first graders), students in the following two years at school (second and third graders) and first-year university students majoring in French. As Hulk points out, Dutch has identical basic word order properties to German; French has almost identical basic word order patterns to English. Hulk gave a grammaticality judgement task to Dutch speakers at 4 proficiency levels: beginners (level 1), post-beginners (level 2) intermediate (level 3) and advanced (level 4). The numbers of informants in each group ranged from 16-26. The test was a 40-sentence grammaticality judgment task. It involved French sentences with word orders grammatical in French, French sentences with word orders ungrammatical in French but which would be grammatical in Dutch (i.e. with verb second or verb separation), and French sentences with word orders which are ungrammatical both in French and Dutch (i.e. which had verb second but not verb separation, such as the French equivalent of **Today has John bought a book*; or verb separation but not verb second, e.g. **Today John has a book bought*).

According to Hulk, what is seen in the results of the study is that at the beginning level, the Dutch subjects have a striking tendency to accept sentences consistent with Dutch constituent order parameter, although they are already starting to allow the French patterns too. In the upper levels of proficiency, the subjects rejected the constituent

order of Dutch, and mainly used the parameter values of French. According to Hulk, this situation can be viewed as an indication for the accessibility of UG in second language acquisition (Hulk, 1991, pp.1-34).

There are also some studies on the constituent order acquisition of Turkish speakers acquiring a different language. One of these studies was carried out by Zobl (1985). In the study of the development of Dutch second language constituent order by Turkish and Moroccan migrant workers in Holland, he found that while the Turks used many more verb-final structures in the early stages of their acquisition as might have been predicted from the SOV order of Turkish, both Turkish and Moroccan Arabic speakers used verb-final structures in the early stages, something one would not expect of the latter group due to the fact that Moroccan Arabic is not verb-final. Zobl notes further that overgeneralization of the verb-final order in main clauses with auxiliary verbs to main clauses with simple verbs was also reported for English speakers learning Dutch. Similarly, as he notes, verb-final order is also dominant in early stages of the L1 acquisition of German which has the same word order distribution as Dutch.

From the L1 and L2 data, Zobl argues that the developmental sequence in Dutch and German is clearly verb-final before verb-initial word order. The SOV order of Turkish can thus be seen to have caused both the more protracted and the more generalized use of the verb-final developmental structure of the Turks' learning Dutch as a second language. Conversely, the SVO Moroccan Arabic order allowed the Arabic speakers in the same study to move from the generalized verb-final stage in the developmental order more quickly (cited in Freeman, 1987, pp.98-99). Zobl claims that this situation indicates the accessibility of UG in the word order acquisition process.

Clahsen and Muysken (1986) also had a study on the constituent order acquisition by Turkish speakers. After analyzing his data, he concludes that Turkish learners of German also show SVO order although Turkish is a head final language. If Turks were accessing the L1 parameter setting, they ought to adopt SOV order. In the study they also showed SVO order which shows that they do not only transfer their L1 values into L2.

According to Clahsen and Muysken, this can be taken as an indication for UG access (cited in White, 1989, p.102).

Schwartz and Sprouse (1994, 1996) had a study on Cevdet, a Turkish boy learning German as L2. In the study, Cevdet first used SOV orders which is the order of Turkish. The initial state of his L2 grammar of German has indeed included the full transfer of Turkish values. Then in time, he revised his grammar to come to the German distinction between matrix and subordinate clauses, and progressively learn to raise the verb and topicalized phrase to the CP to satisfy the positive setting of the V2 parameter in German (cited in Herschensohn,1999,p.143). This situation can be viewed as an indication for the accessibility of UG in L2 acquisition. He first relied on the parameter values of his mother tongue, but in time he assigned a new value to the constituent order of the target language.

The studies on the accessibility of UG in second language acquisition continues since the linguists could not reach at conclusive results yet. The linguists investigate the different aspects of L2 acquisition in order to be able to judge whether UG is accessible in second language acquisition or not. They mainly prefer to investigate the acquisition of a parameter like head parameter, pro-drop parameter, ergative case parameter, topic prominent parameter, or constituent order parameter. While investigating the acquisition of one of these parameters, the linguists mainly prefer subjects the parameter values of whose native language differ from that of their target language. In this way, it is possible to gather more valuable data on the accessibility of UG in second language acquisition.

CHAPTER 3

DATA ANALYSIS AND DISCUSSIONS

The structure test was administered to the sixty subjects determined by DIALANG assessment system. After the analysis of the obtained data, tables displaying the findings of the study have been formed. In this part, the data gathered from the structure test is analyzed and discussed in detail.

The structure test given to the subjects consisted of three tasks: 1) a 30-item grammaticality judgment task in which the subjects judged the grammaticality of the items as acceptable, or unacceptable, 2) a task of translating five sentences from L1 to L2, and 3) a task of ordering the given constituents in the target language to form five grammatically acceptable sentences. These three parts have been examined separately in the analysis of the gathered data.

3.1 THE GRAMMATICALITY JUDGMENT TASK

A 30-item grammaticality judgment test was given to the subjects and they were asked to judge these sentences as ‘Grammatically Acceptable’ or ‘Grammatically Unacceptable’. Another option named as ‘Not Sure’ was provided for the subjects for the possibility that they would not have any certain judgment on the grammaticality of the items. They were also asked to rewrite the items that they reject as “grammatically unacceptable”. In this task, 20 of the items were grammatically unacceptable, whereas 10 of them were grammatically acceptable. In the analysis of the data, the grammatically acceptable items and grammatically unacceptable items have been analyzed separately.

3.1.1 Grammatically Unacceptable Items

These items have unacceptable English structures, but when these sentences are translated into Turkish without changing the order of the constituents, the corresponding Turkish sentences are grammatically acceptable. In this way, it is aimed to gather

information about whether native speakers of Turkish judge English structures that have Turkish constituent order as acceptable or not. Thus, the items had been selected and arranged to fulfill this aim. They are English sentences that have Turkish constituent order structures. The table below demonstrates the responses of the subjects to all grammatically unacceptable items:

Table 2
The Responses to all Grammatically Unacceptable Items

Responses	Frequency	Per cent
Grammatically Acceptable	154	12,8 %
Grammatically Unacceptable	1025	85,4 %
Not Sure	20	1,6 %
Missing	1	0,1 %
Total	1200	100 %

This statistical information is rather general. It displays the responses of the sixty subjects to the twenty grammatically unacceptable items. As it is clearly seen in this general statistics, a great majority of the subjects judged the grammatically unacceptable items correctly. This shows that the 85,4 % of the subjects have noticed the parametric difference between their native and target language. However, from this table, it is impossible to get information about the modifications made by the subjects in the items. The following table provides more detailed information on the items that were judged as “grammatically unacceptable” by the subjects:

Table 3
The Responses to all Grammatically Unacceptable Items in Detail

Responses	Frequency	Per cent	
Grammatically Acceptable	154	12,8 %	
Grammatically Unacceptable	Correct Modification	942	78,4 %
	Incorrect Modification	81	6,8 %
	No Modification	2	0,2 %
Not Sure	20	1,6 %	
Missing	1	0,1 %	
Total	1200	100 %	

In this table, the “Grammatically Unacceptable” responses of the subjects have been divided into three subcategories. The first one displays the correct modification of the unacceptable items. The second one displays the wrong modification of the items, and in the last one, the frequency and percentage of the responses for which no modifications were suggested is demonstrated. This table provides relatively more information on the responses of the subjects. It is possible to judge if the subjects consciously or accidentally recognized the correct responses in the items. That is, when they made a correct modification for the items, it can be judged that they were aware of the grammatical mistake in the item, and they corrected this mistake. However, when they could not provide a correct modification for these items, it is possible to judge that they accidentally provided a correct response for the items. These incorrect modifications can also be assessed as an indication for the fact that the subjects could not become competent enough to use the correct parameter values of the target language, even if they recognized the parametric difference between L1 and L2.

It is possible to assume that the subjects who provided a correct modification for the items have already acquired a new parameter value for the constituent order parameter in the target language. They know the correct structural order in the target language and they do not rely on the constituent order properties of their native language. 78,4 per cent of all subjects responded in this way. Only 7 per cent of the subjects produced incorrect modifications or no modifications at all. This means that a great majority of the subjects who produced correct responses for the items in this part, did not produce these correct responses accidentally. They are aware of the parametric difference between the two languages, and they are successful in using the correct constituent order structures for the target language as well as their mother tongue.

6,8 per cent of the whole responses of the subjects contained incorrect modifications of the items. These responses suggest that the subjects could not assign a new parameter value for the target language yet. Most of these subjects are in the lower levels of proficiency in the target language. These subjects still make structural mistakes in English. There are 81 such mistakes produced by the subjects. These incorrect modifications produced by the subjects can be divided into the following subcategories:

*The ones who contain first language interference: 13 responses

*The ones who reject the constituent order of native language, but still not correct in the target language: 68 responses

68 of the incorrect modifications for the grammatically unacceptable items indicate that the subjects suggested an incorrect syntactical change in the sentences, but their sentences are still ungrammatical in English. However, the sentences that they produced are no longer acceptable in Turkish either. These incorrect modifications were mainly produced by the subjects in lower proficiency levels: 29 at A1, 27 at A2, 9 at B1, 2 at B2, and 1 at C1. The subjects at C2 proficiency level did not produce such sentences. This situation shows that the parameter value of the target language is acquired gradually in the acquisition process. The subjects in lower proficiency levels produce such sentences fairly higher, but when they reach C2 proficiency in the target language, they are not likely to produce such mistakes. It can be assumed that these subjects have not acquired the correct constituent order of the target language yet, but they are aware of the fact that their native and target languages have different word order properties.

13 of the incorrect modifications designate that the subjects judged these sentences as unacceptable in English, but the sentences they produced are still acceptable in Turkish. They made changes in the items, but these adjustments do not violate the structural rules of Turkish. These subjects are in the A1 and A2 proficiency levels: 8 at A1, and 4 at A2. The subjects in higher proficiency levels did not produce such mistakes. For these responses, it can be said that the subjects could not assign a correct parameter value for the target language yet, and their native language still interferes in the acquisition process. The statistical distribution of the responses according to the proficiency levels of the subjects is demonstrated below:

Table 4
The Responses in Each Level to all Grammatically Unacceptable Items

Responses	A1	A2	B1	B2	C1	C2	
Grammatically Acceptable	37 %	25 %	9.5 %	4.5 %	3.5 %	1.5 %	
Grammatically Unacceptable	Correct Modification	40 %	57 %	85.5 %	92.5 %	94.5 %	97,3 %
	Incorrect Modification	18 %	15.5 %	4.5 %	1 %	0.5 %	0 %
	No Modification	0.5 %	0.5 %	0 %	0 %	0 %	0 %
Not Sure	4 %	2 %	0.5 %	2 %	1.5 %	1.2 %	
Missing	0.5 %	0 %	0 %	0 %	0 %	0 %	

As it is noticed in table 4, the correctness of the subjects' responses increases gradually from A1 to C2. The subjects in lower proficiency levels judged the grammatically unacceptable sentences as acceptable for English. This situation can be viewed as indication for the first language interference in the constituent order parameter. The percentage for the A1 level is 37 per cent which means that a noticeable number of subjects still use the parameter values of their native language for the target language. However, the proportion of the responses that indicates the correct use of the L2 parameter values is relatively higher. 58,5 per cent of the subjects at A1 level recognized the parametric difference between the two languages, and 40 per cent of them corrected the ungrammaticality successfully. This situation reveals that even at the beginning of the acquisition process, the subjects start to assign a new parameter value for the target language as well as using the parameter values of their mother tongue. This data can be assessed as a sign for the accessibility of UG in L2 acquisition.

At A1 proficiency level, the number of the incorrect modifications produced by the subjects is 37, and it constitutes 18 per cent of the whole responses. These responses indicate that these subjects recognized the ungrammaticality in the sentences; however, they could not suggest a correct modification for the ungrammaticality. 29 of these responses rejected first language interference, but 8 of them indicated the interference of the mother tongue. However, none of them appeared to be acceptable in the target language. This situation shows that these subjects could not assign a new parameter value for the target language yet.

As it is seen in table 4, the correct modifications produced by the subjects increased remarkably from A1 level to C2 levels. As the subjects become more proficient in the target language, their competence in the use of correct constituent order structures of the target language increases, as well. Specifically, the figures for the subjects at C2 level is conspicuous. With a percentage of 97,3, the subjects in this proficiency level responded to the grammatically unacceptable sentences correctly, and they provided a correct modification for the mistakes. The remaining 2,7 per cent is also worthy of discussion. The mistakes of the subjects at C2 proficiency level is vital even if it is in a very small number. However, these mistakes can be just related to the performance of the subjects, rather than their competence. These mistakes are only in the items on the use of adverbs. The subjects at C2 proficiency level did not produce any incorrect responses on the other types of the constituent order structures like the use of SOV or SVO constituent order structures or the use of prepositional phrases in the sentence structures of the target language. This point is important for the aim of the study. It is possible to ignore these mistakes as performance errors, rather than competence errors. However, they are worthy of discussion since it is quite reasonable to wonder why the subject at C2 level produced incorrect responses only in the items on the use of adverbs. These mistakes are discussed in detail in the use of adverbs part.

In the grammaticality judgment task, five different types of sentence structures have been examined: the use of SOV or SVO sentence structures in the target language, the use of prepositional phrases, the use of adverbial phrases, the use of adverbs, and the use of interrogative sentence structures in the target language. In the items of the grammaticality judgment task, one of these sentence structures have been examined to investigate different aspects of the constituent order acquisition. The researcher aimed to collect data on the types of sentence structures in which the language learners use the parameter values of their mother tongue relatively more, and in which they are relatively more successful in using the parameter values of the target language. In this way, it has been possible to get more detailed data on the acquisition process of the subjects. These sentence structures have been analyzed separately:

3.1.1.i The Use of SOV or SVO orders in L2

The grammaticality judgment task contained 8 items that aimed to find out whether the subjects use SOV or SVO constituent order in the target language. The responses of the subjects on these items appear to be the most crucial part of the study since they directly assess the use of the basic constituent order structures of the first and the target languages. These items had the basic constituent order structure of Turkish, SOV, although they are English sentences. In these items, it has been aimed to assess whether the subjects use the parameter values of their mother tongue, or they have already assigned a new parameter value for the target language. The table below demonstrates the responses of the subjects on these items:

Table 5
The Responses to the Items on the Use of SOV or SVO order

Responses		Frequency	Per cent
Grammatically Acceptable		47	9,7 %
Grammatically Unacceptable	Correct Modification	412	85,8 %
	Incorrect Modification	17	3,5 %
	No Modification	0	0 %
Not Sure		3	0,6 %
Missing		1	0,2 %
Total		480	100 %

As it is clearly noticed in the table, a great majority of the subjects responded correctly to the items in this type. Compared with the general percentages of the study, the correctness of the items in this type is higher. The subjects responded correctly to all grammatically unacceptable items with a percentage of 78,4 per cent. The ratio for the items in this type is 85,8 per cent. What can be inferred from this situation is that the subjects are relatively more successful in the use of the basic constituent order structures in the acquisition of the constituent order parameter as a whole. The distribution of the responses for the proficiency levels is demonstrated in the table below:

Table 6
The Responses in each Level on the Use of SOV or SVO order

Responses		A1	A2	B1	B2	C1	C2
Grammatically Acceptable		36.3 %	21.3 %	2.5 %	0 %	1.3 %	0 %
Grammatically Unacceptable	Correct Modification	47.5 %	70 %	96.3%	100 %	98.7 %	100 %
	Incorrect Modification	12.5 %	7.5 %	1.3 %	0 %	0 %	0 %
	No Modification	0 %	0 %	0 %	0 %	0 %	0 %
Not Sure		2.5 %	1.3 %	0 %	0 %	0 %	0 %
Missing		1.3 %	0 %	0 %	0 %	0 %	0 %

The most remarkable inference that can be made from this table is that first language interference is in a considerable number at A1 proficiency level. 36,3 per cent of the subjects still rely on the parameter values of their mother tongue. However, the ratio for the correct use of the SVO constituent order structure in the target language is still higher. 60 per cent of the subjects in this level rejected the constituent order of their mother tongue, and 47,5 per cent of these subjects could modify the ungrammaticality in these items correctly. From this data, it is possible to deduce that UG is accessible in the acquisition of constituent order parameter since most of the subjects in the first stage of the acquisition process rejected the parameter values of their native language, used the values of the target language.

It is also noticeable in the table that the ratio for the correct modifications increased remarkably at B1 proficiency level and the subjects did a few mistakes in the upper levels of proficiency. What can be derived from this situation is that although the first language interference is prominent at the first stages of the basic constituent order acquisition, the interference decreases considerably in the B1 level. In the upper levels of the acquisition process, the subjects are very successful in the use of the correct parameter values of the target language. At B2 level, the subjects responded correctly to all items in this type and they made the necessary adjustments as well. Although there is a small decrease in the C1 level, the responses are fully correct at C2 level. Since the subjects did not produce any incorrect response at C2 proficiency level, this data can be viewed as an indication for the accessibility of UG in the acquisition of the basic constituent order structures in the target language. The subjects used the parameter

values of the target language successfully, and they do not rely on the parameter values of their mother tongue any more. The items 1, 6, 13, 15, 18, 21, 23, and 24 were English sentences that have SOV structure. The table below displays the responses of the subjects for each item in this type:

Table 7
The Responses to Each Item on the Use of SOV or SVO order

Items	Responses	A1	A2	B1	B2	C1	C2
1	GA	3	3	0	0	0	0
	GU	6 (1)	6	9 (1)	10	10	10
	NS	0	0	0	0	0	0
6	GA	4	1	0	0	0	0
	GU	5 (1)	8 (1)	10	10	10	10
	NS	0	0	0	0	0	0
13	GA	3	1	0	0	0	0
	GU	4 (2)	7 (2)	10	10	10	10
	NS	1	0	0	0	0	0
15	GA	2	1	0	0	0	0
	GU	7 (1)	8 (1)	10	10	10	10
	NS	0	0	0	0	0	0
18	GA	6	3	1	0	0	0
	GU	3 (1)	6	9	10	10	10
	NS	0	1	0	0	0	0
21	GA	2	2	0	0	0	0
	GU	6 (1)	7 (1)	10	10	10	10
	NS	1	0	0	0	0	0
23	GA	5	4	1	0	0	0
	GU	4 (1)	6	9	10	10	10
	NS	0	0	0	0	0	0
24	GA	2	2	0	0	1	0
	GU	5 (2)	7 (1)	10	10	9	10
	NS	1	0	0	0	0	0

In the table, the codes GA, GU, and NS stand for: Grammatically Acceptable: GA, Grammatically Unacceptable: GU, and Not Sure: NS. In the grammatically unacceptable responses line, the numbers out of the parentheses display the correct modifications of the items, whereas the numbers in parentheses demonstrate the incorrect modifications of the items. The analyses of these items are presented below:

1. *Ümit Karan six goals scored in eight matches.

This item was responded as grammatically acceptable by six subjects. Three of them were at A1 proficiency level, and the other three were at A2 proficiency level. These six mistakes signify the interference of the first language. However, the ratio for the correct use of the parameter values of the target language is far higher in these proficiency levels. It is obvious that majority of the subjects did not rely on the parameter values of their mother tongue in this item even if they are at the first stages of their acquisition process. Beside these six subjects, two other subjects made mistakes on this item. These subjects responded to this item as grammatically unacceptable, but they could not suggest a correct modification for it. One of them is at A1 proficiency level, and the other one is at B1 proficiency level. The subjects at B2 and upper proficiency levels recognized the ungrammaticality in this item. They used the parameter values of the target language correctly.

6. *Ayşe a question asked to the mathematics teacher.

This item was accepted as grammatical by five subjects in lower proficiency groups. That is to say, the first language interference can be viewed only in some responses of the subjects at A1 and A2 proficiency levels. The rest of the subjects responded to this item correctly, but two of them could not make a correct adjustment for it. Overall, 53 subjects provided the desired response. It can be concluded that although a few subjects in the lower proficiency levels used the parameter values of their mother tongue, a great majority of the sixty subjects used the parameter values of the target language successfully in this item.

13. *Ayşe an expensive ring wanted from Ali.

This item was accepted as grammatical by four subjects who are at A1 and A2 proficiency levels. In these levels, only these four subjects used the parameter values of their native language. Another subject at A1 proficiency level responded to it as “Not Sure” and the rest of the subjects recognized the ungrammaticality in this item. Overall,

it was responded and modified correctly by 51 subjects. It is possible to deduce that the subjects mainly used the correct parameter values of the target language.

15. *Yesterday, my mother a new carpet bought.

This item was accepted as grammatical by three subjects; two at A1, and one at A2 proficiency levels. Two more subjects in these proficiency levels could not provide a correct modification for this item. The other subjects responded and corrected the ungrammaticality successfully. Overall, 55 subjects responded to this item correctly, and made the desired modification. These figures indicate that except for five subjects in the lower proficiency levels, all subjects used the parameter values of the target language without making any mistake.

18. *The robbers two innocent men killed in the robbery.

This item was accepted as grammatical by ten subjects. This number is remarkably higher compared with other items of this type. Relatively more subjects relied on the constituent order properties of their native language. However, as it is clearly noticed in the table, the subjects at B2 and upper proficiency levels did not make any mistakes. Another subject at A1 proficiency level was not sure about the grammaticality of the item. The rest of the subjects recognized the ungrammaticality, but one of them could not provide a correct modification for it. Overall, this item was responded and correctly modified by 48 subjects.

21. *After school, William three hamburgers ate in the cafeteria.

This item was accepted as grammatical by four subjects; two at A1 and two at A2 proficiency levels. Another subject at A1 proficiency level was not sure about the grammaticality of the item. What is striking in the table is that the incorrect responses were produced by only these five subjects at A1 and A2 proficiency levels, just like in most of the items in this group. The subjects at B1 and upper proficiency levels subjects recognized and modified the ungrammaticality correctly. They did not have any problem in the use of the SVO constituent order of English.

23. *Sezen Aksu 542 songs composed in 20 years.

This item was accepted as grammatical by 10 subjects. Similar to the item 18, the structure of this item caused more subjects produce incorrect responses. These subjects are again in the lower proficiency levels. The ones in the upper levels did not make any mistake in this item. Overall, 48 subjects responded and corrected this item. These subjects used the basic constituent order structure of English successfully.

24. *In the English class, they the Present Simple Tense learnt.

This item was accepted as grammatical by five subjects. What is remarkable in these five responses is that one of them was given by a subject at C1 proficiency level. As a matter of fact, this is the only incorrect response produced by the subjects in B2 and upper levels. One subject in A1 proficiency level responded this item as “I am not sure”. The rest of the subjects recognized the ungrammaticality in this item, but three of them could not provide a correct adjustment for it. Overall, 51 subjects recognized the ungrammaticality in this item and provided a correct adjustment for it.

When the eight items in this type are assessed altogether, the most prominent conclusion that can be drawn is that except for one incorrect response, the subjects at B2, C1, and C2 proficiency levels in English recognized the ungrammaticality in the items and they modified them correctly. The number of mistakes produced by the subjects at B1 level are far fewer than the other two lower proficiency levels; A1, and A2. The wrong responses were mostly produced by the subjects who are in A1 and A2 proficiency levels. What can be concluded from this data is that at the first stages of the constituent order acquisition, it is possible to see the interference of the first language. However, when the subjects reach B1 level, the number of their mistakes decreases remarkably. When they reach B2 level, they produce almost no mistake. It can be concluded that far before they become advance level users of that language, the interference of the mother tongue disappears.

When the responses of the subjects at A1 proficiency level are analyzed, it is recognized that the ratio for the correct responses is considerably higher than the ratio of the incorrect responses. This situation reveals that even at the beginning of the acquisition process, the language learners start to assign a new parameter value for the target language. Even though their first language interferes in that process to some extent, the ratio for the use of the correct parameter value for the target language is considerably higher. This situation reveals that UG is accessible in the acquisition of constituent order parameter.

3.1.1.ii The Use of Prepositional Phrases

The grammaticality judgment task contained 2 items that aimed to assess the use of prepositional phrases in the sentence structures of the target language. Although the items are English sentences, the places of the prepositional phrases are suitable for Turkish, instead of English. In other words, the prepositional phrases in these sentences are used in an unacceptable position in English, but when these sentences are translated into Turkish without changing the places of the constituents, they are grammatically acceptable in Turkish. The responses of the subjects to the items in this type are demonstrated in the table below:

Table 8
The Responses to the Items on the Use of Prepositional Phrases

Responses		Frequency	Per cent
Grammatically Acceptable		3	2,5 %
Grammatically Unacceptable	Correct Modification	110	91,7 %
	Incorrect Modification	4	3,3 %
	No Modification	0	0 %
Not Sure		3	2,5 %
Missing		0	0 %
Total		120	100 %

The percentage of the correct responses of the subjects for these items is remarkably higher compared with the percentages of the other responses. This clearly shows that the subjects were quite successful in the use of prepositional phrases in the target language.

Another point is that almost all the subjects who recognized the ungrammaticality in these items, provided a correct modification for them. Only four subjects could not modify the items correctly. Compared with the percentage of the whole correct responses in the grammaticality judgment task, the percentage of the correct responses are remarkably higher. In the overall responses, the percentage of the correct responses with correct modifications was 78,4 per cent; however, for this group of items, the percentage is 91,7 per cent. Furthermore, this group of items have the highest percentage compared with other groups of items like the use of SOV or SVO orders, interrogative structures, adverbs or adverbial phrases. It is obvious that the subjects are relatively more successful in the use of prepositional phrases compared with the other aspects of the constituent order parameter. The distribution of the subjects' responses to the proficiency levels is demonstrated in the table below:

Table 9
The Responses in Each Level on the Use of PP

Responses		A1	A2	B1	B2	C1	C2
Grammatically Acceptable		10 %	5 %	0 %	0 %	0 %	0 %
Grammatically Unacceptable	Correct Modification	65 %	85 %	100%	100 %	100 %	100 %
	Incorrect Modification	20 %	0 %	0 %	0 %	0 %	0 %
	No Modification	0 %	0 %	0 %	0 %	0 %	0 %
Not Sure		5 %	10 %	0 %	0 %	0 %	0 %
Missing		0 %	0 %	0 %	0 %	0 %	0 %

The incorrect responses were produced by the subjects who had A1 or A2 level of proficiency in English. The other subjects in the upper levels of proficiency did not make any mistakes in these items. It is evident that the influence of the mother tongue in the use of prepositional phrases can only be viewed at A1 and A2 levels. When the subjects reach at B1 level, the influence of their first language seems to disappear. Although there were incorrect responses produced by the subjects at A1 and A2 levels, the percentages of these mistakes are strikingly low compared with the correct responses produced by the subjects in the same proficiency levels. It can be deduced that the subjects do not rely on their mother tongue in the use of prepositional phrases even at the first stages of their acquisition process. Instead of using the parameter values

of their mother tongue, they have started to use the parameter values of the target language which can be viewed as an indication for the accessibility of UG in the second language acquisition. That is to say, as subjects mainly use the parameter values of the target language instead of the parameter values of their mother tongue even at the first stages of the acquisition process, and as the subjects in the upper levels use the parameter values of the target language successfully in the highest level of proficiency, it can be concluded that UG is still accessible for them, because they assign and use the parameter values of the second language with an appreciable success. The items numbered 3 and 25 included prepositional phrases that are used in unacceptable positions:

Table 10
The Responses to Each Item on the Use of PP

Items	Responses	A1	A2	B1	B2	C1	C2
3	GA	1	0	0	0	0	0
	GU	5 (4)	9	10	10	10	10
	NS	0	1	0	0	0	0
25	GA	1	1	0	0	0	0
	GU	8	8	10	10	10	10
	NS	1	1	0	0	0	0

3. *I at this job won't work

Only one subject responded to this item wrongly, and another subject responded to this item as "I am not sure". The rest of the subjects judged correctly that this item is not grammatically acceptable in English. Four subjects at A1 proficiency level recognized the ungrammaticality in this item, but they could not provide a correct modification for it. Since the subjects have not fully grasped the syntax of the target language yet, it is possible for them to produce such unacceptable structures. However, they still reject the structure of their mother tongue. In the upper proficiency levels, the subjects corrected the ungrammaticality successfully.

25. *My brother and I in this house won't sleep tonight.

This item was accepted as grammatical by two subjects, one at A1, and 1 at A2 proficiency levels. Two other subjects in the same proficiency levels could not make any judgment on the grammaticality of this item. The rest of the subjects recognized and corrected the ungrammaticality in this sentence successfully. Overall, the subjects were quite successful in the use of prepositional phrases in the target language. There were only a few mistakes produced by the subjects at A1 and A2 proficiency levels, but the ones in the upper levels of proficiency did not make any mistake in these sentences; and they made the necessary modifications successfully. This situation shows that even at the first stages of the acquisition process, the learners mainly use the parameter values of the target language, and in the upper levels of proficiency, they use the parameter values of this language successfully. This can be considered as an indication for the accessibility of UG in the second language acquisition.

3.1.1.iii The Use of Interrogative Structures

The grammaticality judgment task contained two items that aimed to assess the use of interrogative structures in the target language. The form of these interrogative sentences are not grammatically acceptable in English, however when they are translated into Turkish without changing the places of the constituents, the equivalent sentences are grammatically acceptable in Turkish. The responses of the subjects to these items are demonstrated in table 10:

Table 11
The Responses to the Items on the Use of Interrogative Structures

Responses	Frequency	Per cent	
Grammatically Acceptable	7	5,8 %	
Grammatically Unacceptable	Correct Modification	88	73,4 %
	Incorrect Modification	24	20 %
	No Modification	1	0,8 %
Not Sure	0	0 %	
Missing	0	0 %	
Total	120	100 %	

As it is noticed in the table, 94,2 per cent of the subjects rejected the interrogative structures of their mother tongue in the target language. Only 5,8 per cent of the subjects accepted these items as grammatically acceptable. It is possible to deduce that a great majority of the language learners do not use the parameter values of their mother tongue in the acquisition of interrogative structures. They are aware of the parametric differences between Turkish and English. This situation can be viewed as a sign for the accessibility of UG in L2 acquisition.

When the modifications that are provided by the subjects are examined, it is seen that 20 per cent of the subjects made incorrect modifications at these items. The percentage of the incorrect modifications made by all subjects in all items was 6,8 per cent. As it is obvious, the percentage of the incorrect modifications made by the subjects on the items on the use of interrogative sentences is strikingly high when it is compared with incorrect modifications of all subjects in the constituent order acquisition in general. It can be derived from this situation is that although these subjects are aware of the parametric differences between English and Turkish in the acquisition of the interrogative sentence structures, and they do not use the parameter values of their mother tongue, they may not use the parameter values of the target language properly. The table below provides more detailed information on this point:

Table 12
The Responses in Each Level on the Use of Interrogative Structures

Responses		A1	A2	B1	B2	C1	C2
Grammatically Acceptable		20 %	10 %	0 %	5 %	0 %	0 %
Grammatically Unacceptable	Correct Modification	40 %	50 %	65 %	85 %	100 %	100 %
	Incorrect Modification	35 %	40 %	35 %	10 %	0 %	0 %
	No Modification	5 %	0 %	0 %	0 %	0 %	0 %
Not Sure		0 %	0 %	0 %	0 %	0 %	0 %
Missing		0 %	0 %	0 %	0 %	0 %	0 %

As it is apparent in table 11, a great majority of the incorrect modifications were made by the subjects in lower proficiency levels. 35 per cent of the subjects at A1 proficiency level, and 40 per cent of the subjects at A2 proficiency level, and 35 per cent of the subjects at B1 level could not provide correct modifications for these items. This may

mean that although they do not use the parameter values of their mother tongue, they are still not competent enough to use the correct structures for the target language.

However, when the subjects become more proficient in the target language, they can use the correct form in the target language successfully. It can be inferred that the learners acquire the parameter values of the interrogative sentence structures later compared to other aspects of the constituent order parameter like the use of the SVO order of English, or the use of prepositional phrases. When the responses of the subjects at C1 and C2 proficiency levels are analyzed, it is seen that the subjects are capable of providing a correct modification for them without making any mistake in the upper levels of proficiency. The items 16 and 26 aimed to assess the use of interrogative sentence structures in the target language. The analyses of these items is demonstrated in the table below:

Table 13
The Responses to Each Item on the Use of Interrogative Structures

Items	Responses	A1	A2	B1	B2	C1	C2
16	GA	3	1	0	1	0	0
	GU	(4) 3	(4) 5	(6) 4	(1) 8	10	10
	NS	0	0	0	0	0	0
26	GA	1	1	0	0	0	0
	GU	(4) 5	(4) 5	(1) 9	(1) 9	10	10
	NS	0	0	0	0	0	0

16. *The second semester when will start?

Five subjects responded to this item as grammatically acceptable. Since three of these responses are in the A1 proficiency level, it can be concluded that the first language of the subjects may interfere in the acquisition process of the interrogative sentence structures in the lower levels of proficiency. However, when they reach C1 level of proficiency, it is not likely to note the interference of the first language.

The incorrect modifications made by the subjects for this item is also noteworthy. Most of the subjects at A1, A2, and B1 proficiency levels recognized the ungrammaticality in this item. However, half of them could not provide a correct modification for the ungrammaticality. It can be concluded that although these subjects know that the

interrogative sentence structures between their first language and second language are different from each other, they are still not competent enough to use the correct interrogative sentence structures for English. They could not assign the correct parameter values for the target language yet. They still make mistakes while they are setting up interrogative sentences in English.

When the subjects reach B2 level of proficiency in the target language, the number of the mistakes produced by them decreases considerably, and at C1 and C2 proficiency levels, the subjects did not make any incorrect modification. When the subjects become more proficient in the target language, the number of their mistakes decreases, and finally disappears. They become competent enough to use the correct form of the interrogative sentence structures in the target language.

26. *This door why doesn't open?

Two subjects responded to this item incorrectly and the other subjects recognized the ungrammaticality in this item. However, a few of the subjects in the lower levels of proficiency could not provide a correct modification for it. Five subjects at A1 proficiency level, and five subjects at A2 proficiency level achieved to correct the ungrammaticality in this item, the other subjects in these levels made incorrect modifications. At B1 and B2 proficiency levels, the number of the incorrect modifications decreases considerably. Only two subjects in these proficiency levels made incorrect modifications. At C1 and C2 proficiency levels all subjects made a correct modification for this item.

As it is clearly noticed, the responses for this item is similar to the ones for the item 16. It can be concluded that although the subjects in the lower proficiency levels did not use the parameter values of their mother tongue, some of them may not be capable of using the correct parameter values for the target language, and they may continue to make mistakes until they reach C1 level of proficiency. Even at B2 proficiency level, it is possible to note the existence of incorrect modifications. This may mean that compared with other aspects of the constituent order acquisition like the acquisition of SOV/SVO

order or the acquisition of the preposition phrases, the structures of interrogative sentences are acquired in the later stages of the acquisition process.

3.1.1.iv The use of Adverbial Phrases

The grammaticality judgment task contained two items that aimed to assess the use of adverbial phrases in the target language. In these items, the adverbial phrases follow the subjects of the sentences which cause ungrammaticality in the sentences. However, subjects can precede the adverbial phrases in Turkish. Thus, it has been aimed to assess whether the subjects use the parameter values of their mother tongue, or they have already assigned a new value for it. The responses of the subjects to these items are demonstrated in table 13:

Table 14
The Responses to the Items on the Use of AdvP

Responses		Frequency	Per cent
Grammatically Acceptable		16	13,3 %
Grammatically Unacceptable	Correct Modification	85	70,8 %
	Incorrect Modification	9	7,5 %
	No Modification	2	1,6 %
Not Sure		8	6,8 %
Missing		0	0 %
Total		120	100 %

13,3 per cent of the subjects used the parameter values of their mother tongue. However; as it is evident in the table, 79,9 per cent of the subjects recognized the ungrammaticality in these items and they provided a correct modification for it with a percentage of 70,8. Hence, it can be deduced that although a few of the subjects used the parameter values of their mother tongue, their proportion is prominently low compared to the percentage of the subjects who used the parameter values of the target language correctly which can be viewed as an indication for UG access. The distribution of the subjects' responses to the proficiency levels is demonstrated in the table below:

Table 15
The Responses in Each Level on the Use of AdvP

Responses	A1	A2	B1	B2	C1	C2	
Grammatically Acceptable	30 %	30 %	15 %	0 %	5 %	0 %	
Grammatically Unacceptable	Correct Modification	35 %	30 %	80 %	95 %	85 %	100 %
	Incorrect Modification	20 %	25 %	0 %	0 %	0 %	0 %
	No Modification	5 %	5 %	0 %	0 %	0 %	0 %
Not Sure	10 %	10 %	5 %	5 %	10 %	0 %	
Missing	0 %	0 %	0 %	0 %	0 %	0 %	

At A1 proficiency level, 30 per cent of the responses indicate the interference of the first language. It can be concluded on these responses that these subjects still use the parameter values of their mother tongue. The influence of the mother tongue decreases as the subjects become more proficient in the target language. When the language learners reach at C1 level of proficiency, the influence of the first language seems to disappear completely.

The subjects at A1 proficiency level recognized the ungrammaticality in these items with a percentage of 60. However, 25 per cent of them could not provide a correct modification for them, and 5 per cent of them could not provide any modification at all. At A2 proficiency level, 65 per cent of the subjects responded to these items as 'grammatically unacceptable', but 30 per cent of them could not correct the ungrammaticality, and 5 per cent of them made no modifications at all. It can be derived from this data that a few of the subjects in the lower proficiency levels could not assign a correct parameter value for the use of adverbial phrases in the target language yet.

At B1 proficiency level, the percentage of the correct modifications increases considerably and when the responses of the subjects at C2 proficiency level is analyzed, it is clearly noticed that the subjects in this proficiency level used the parameter values of the target language successfully without making any mistakes. The items 19 and 29 aimed to assess the use of adverbial phrases in the target language. The analyses of these items is demonstrated in the table below:

Table 16
The Responses to Each Item on the Use of AdvP

Items	Responses	A1	A2	B1	B2	C1	C2
19	GA	3	3	3	0	1	0
	GU	3 (3)	(6)	6	9	8	10
	NS	1	1	1	1	1	0
29	GA	3	3	0	0	0	0
	GU	4 (2)	6	10	10	9	10
	NS	1	1	0	0	1	0

19.* The students despite the heavy rain went to school yesterday morning.

Three subjects at A1 proficiency level judged this item as grammatically acceptable. This mistake reveals the interference of the mother tongue in the acquisition process. The existence of the first language interference can also be viewed in the responses of the subjects at A2, and B1 proficiency levels as well. Even at C1 proficiency level, the first language still interferes in the acquisition of the adverbial phrases. It can be concluded that the subjects assign the parameter values for the acquisition of the adverbial phrases rather late.

When the modifications made by the subjects for this item are analyzed, striking interpretations can be made on them. Nine subjects at A1 and A2 proficiency levels could not provide a correct modification for the ungrammaticality in this item. It can be deduced that although these subjects are aware of the parametric differences between their first and second languages, they have not assigned correct parameter values for the use of adverbial phrases in the acquisition of the constituent order parameter yet. Incorrect modifications produced by the subjects can be viewed in the responses of the subjects in the upper proficiency levels as well. Only the subjects at C2 proficiency levels could modify this item correctly without making any mistakes. Again, it can be assessed as an indication for the fact that the subjects assign the correct parameter values for the use of adverbial phrases in the later stages of their acquisition process compared with other aspects of the constituent order acquisition like the use of SOV/SVO orders, or the use of prepositional phrases.

29. *The old man before sleeping washed his hands.

Similar to the item 19, three subjects accepted this item as grammatical at A1 level. This situation can be interpreted as an indication for the fact that it is rather possible for a few of the subjects to use the parameter values of their first language at the beginning of their acquisition process. In the lower levels of proficiency, it is also possible to see the incorrect modifications for this item. Even in the C1 proficiency level, one subject could not be sure about the grammaticality of this item. This situation reveals that the subjects assign the parameter values for the use of adverbial phrases in the later stages of their acquisition process, and until they reach C2 level of proficiency in the target language, some of them may have difficulty in placing the adverbial phrases in the sentence structure.

3.1.1.v The Use of Adverbs

The grammaticality judgment task contained six items that aimed to assess the use of adverbs in the sentence structure of L2. In each of the items, different types of adverbs have been used: an adverb of manner, place, frequency, time, degree, and a sentential adverb were included in the task. In this way, the researcher aimed to gather data on the use of different types of adverbs. In the sentences, the adverbs are used in grammatically unacceptable positions. The table below demonstrates the responses of the subjects for these items:

Table 17
The Responses to the Items on the Use of Adverbs

Responses		Frequency	Per cent
Grammatically Acceptable		80	22,2 %
Grammatically Unacceptable	Correct Modification	261	72,5 %
	Incorrect Modification	12	3,3 %
	No Modification	0	0 %
Not Sure		7	1,9 %
Missing		0	0 %
Total		360	100 %

22,2 per cent of the subjects labelled the items in this type as grammatical; this percentage is considerably high compared to the percentage of the whole responses in

the grammaticality judgment task. In the overall responses, the percentage of these responses was 12,8; however, for this group of items, the percentage is fairly higher. This situation can be interpreted as an indication for the fact that first language interference is more obvious in these structures. These subjects could not assign a correct parameter value for the use of adverbs in the correct place in the sentence structure of the target language. Their first language seems to interfere in their acquisition process. However, since 72,5 per cent of the subjects responded and corrected the ungrammaticality in these items, it is clear that the number of the subjects who have assigned a new parameter value in the use of the adverbs in the target language is far higher, which can be assessed as a sign for UG access. The distribution of the subjects' responses to the proficiency levels is demonstrated in the table below:

Table 18
The Responses in Each Level on the Use of Adverbs

Responses		A1	A2	B1	B2	C1	C2
Grammatically Acceptable		41.7 %	40 %	23.3 %	13.3 %	8 %	5 %
Grammatically Unacceptable	Correct Modification	43.3 %	51.7 %	75 %	81.7 %	88 %	95 %
	Incorrect Modification	10 %	8.3 %	1.7 %	0 %	1.7 %	0 %
	No Modification	0 %	0 %	0 %	0 %	0 %	0 %
Not Sure		5 %	0 %	0 %	5 %	1.7 %	0 %
Missing		0 %	0 %	0 %	0 %	0 %	0 %

Unlike other aspects of the constituent order acquisition, the first language interference has been viewed even at C2 proficiency level. That is to say, the subjects in all proficiency levels produced incorrect responses for these items. In the other aspects of the constituent order acquisition like the use of the SVO or SOV order, prepositional phrases, adverbial phrases or interrogative sentence patterns, it has been noticed that all subjects at C2 proficiency level recognized the ungrammaticality in the items and modified it successfully. The subjects did not make any mistakes in these groups of items. However, in the use of adverbs in the sentence structure, it is possible to notice the incorrect responses even in C2 level.

It is possible to ignore these errors by claiming that they are related to the performance of the subjects rather than their competence in L2. However, it is quite reasonable to

wonder why the subjects at C2 proficiency level did not produce any incorrect responses in other types of items, and made mistakes only on the use of adverbs. Hence, these mistakes are worthy of discussion. Six items at C1 proficiency level, and seven items at C2 proficiency level could not be responded correctly by the subjects. It is impossible to ignore these thirteen incorrect responses as just performance errors.

This data is important for the general aim of the study, because it may be taken as an indication for the fact that the interference of the first language may not disappear in all aspects of the constituent order acquisition even if the language learners reach C2 level proficiency in the target language. Although the subjects used the correct parameter values in the use of the other aspects of the constituent order parameter, it is not possible to make the same conclusion for the use of adverbs in the sentence structures. This can be taken as an indication for the fact that although the language learners assign and use the parameter values of the target language successfully without producing any mistakes in some aspects of the constituent order acquisition, they may still make mistakes in some other aspects like the use of adverbs in the target language even if they become proficient language users. In other words, they may not reach native-like competence in L2. This does not mean that UG is not inaccessible in second language acquisition, because still 95 per cent of the subjects use the parameter values of the target language successfully in this level. Yet, it is possible to deduce that the acquisition of adverb placement take place rather late in SLA. The items 4, 7, 8, 10, 12, and 30 aimed to assess the use of adverbs in the target language. The analyses of these items is demonstrated in the table below:

Table 19
The Responses to Each Item on the Use of Adverbs

Items	Responses	A1	A2	B1	B2	C1	C2
4	GA	5	10	6	2	1	0
	GU	5	0	(1) 3	7	9	10
	NS	0	0	0	1	0	0
7	GA	1	1	0	0	0	0
	GU	(3) 5	(2) 7	10	10	10	10
	NS	1	0	0	0	0	0
8	GA	4	2	1	0	0	0
	GU	5	(3) 5	9	10	10	10
	NS	1	0	0	0	0	0
10	GA	2	1	1	0	0	1
	GU	8	9	9	9	9	9
	NS	0	0	0	1	1	0
12	GA	6	3	3	3	3	2
	GU	(2) 1	7	7	6	7	8
	NS	1	0	0	1	0	0
30	GA	7	7	4	3	0	1
	GU	3	3	6	7	(1) 9	9
	NS	0	0	0	0	0	0

4. *William can solve easily those problems, because he is very intelligent.

In this item, the position of the adverb of manner in the sentence structure is not grammatically acceptable in English. It can be placed either before the auxiliary verb, or after the object of the main clause. Manner adverbs cannot follow the main verbs in English. However, there is not such strict rules for Turkish as it is a free constituent order language. At A1 level, half of the subjects responded to this item correctly. This may be taken as a sign for the fact that the first language interference is obvious in the first stages of L2 acquisition on the use of adverbs. In the upper levels of proficiency the number of incorrect responses decreases, however they do not disappear. It is possible to deduce that the subjects may make mistakes on the use of the manner adverbs although they reach at advance level of proficiency in the target language.

7. *I here won't come again.

In this item, the position of the place adverb in the sentence structure is not grammatically acceptable for English. It can be placed after the main verb of the sentence. It cannot be positioned before the auxiliary verbs. However, this position is acceptable for Turkish. This item was responded correctly by majority of the subjects at A1 and A2 proficiency levels. Only two subjects made mistakes on this item in these proficiency levels. However, when their modifications are analyzed, it is noticed that five subjects could not provide a correct modification for this item. It can be inferred that the use of adverbs of place is problematic for the subjects in the lower levels of proficiency. The subjects in other proficiency levels did not make any mistake on this item which can possibly be concluded that the subjects in the upper levels of proficiency are not likely to have problems on the use of place adverbs.

8. *She tells me always the truth.

In this item, the frequency adverb is in an unacceptable position in the sentence structure. It cannot be placed before the main verb of the sentence. However, when this sentence is translated into Turkish without changing the places of the constituents, the equivalent sentence is grammatically acceptable in Turkish. The interference of the mother tongue can be viewed in a few of the responses of the subjects in the lower levels of proficiency. Yet, more subjects used the parameter values of the target language even in the first stages of their acquisition process, The subjects at B2 and upper proficiency levels did not make any mistake on this item. They could use the correct parameter values of the target language.

10. *Forty students and their three teachers yesterday visited Anıtkabir.

The adverb of time is used in an unacceptable position in this sentence. It cannot precede the main verb. This item was accepted as grammatical by two subjects at A1 proficiency level. This number is not high compared to other types of adverbs; however, as it is clearly noticed in the table, the subjects in upper levels, even at C2 proficiency

level, produced incorrect responses for this item. As all subjects had problems on the use of this adverb, it can be assumed that the influence of the first language on the use of time adverbs may not disappear even if the language learners reach C2 proficiency level.

12. *She finally opened the door and went out.

The sentential adverb 'finally' cannot be used after the subject. It can be positioned either at the beginning, or at the end of the sentence. However, in Turkish, there is not such a strict restriction. This item was accepted as grammatical by six subjects at A1 proficiency level. The incorrect responses for this item can be noted in all proficiency levels. Three subjects at C1 proficiency level, and two subjects at C2 proficiency level accepted this item as grammatical. It can be inferred that influence of the first language may not disappear on the use of adverbs even if the subjects become proficient language users in the target language.

30. *I couldn't understand precisely your question.

The adverb of degree is used in an unacceptable position in this sentence. It cannot precede the object, on the contrary, it must follow the object. This item was accepted as grammatical by seven subjects at A1 proficiency level. This means that most of the subjects in this proficiency level responded to this item incorrectly. In the other proficiency levels, the percentage of the incorrect responses of the subjects is noteworthy. In all of the proficiency levels, the subjects produced incorrect responses. This means that the subjects might have problems on the use of the degree adverbs even if they reach C2 proficiency level. They do not seem to reach the level of native-like competence on the use of these structures.

3.1.2 Grammatically Acceptable Items

The grammaticality judgment test contained ten grammatically acceptable sentences besides the twenty unacceptable ones. These sentences have been included in the task in order to gather data on the judgments of the subjects on the grammatical sentence

structures of the target language. In other words, the researcher wanted to obtain data on how successfully the subjects would react to grammatically acceptable sentence patterns of English. These sentences have not been selected arbitrarily; in each of these items, one of the five sentence structures have been analyzed. That is to say, in each of these items a sentence pattern like the use of SVO structures, prepositional phrases, adverbial phrases, adverbs or interrogative sentences is taken into account. These ten items have been analyzed altogether first, then the analysis of the items is presented individually. The table below demonstrates the responses of the subjects on these ten grammatically acceptable items:

Table 20
The Responses to the Grammatically Acceptable Items

Responses	Frequency	Per cent
Grammatically Acceptable	561	93,5 %
Grammatically Unacceptable	29	4,8 %
Not Sure	10	1,7 %
Total	600	100 %

As it is apparent in the table, the subjects responded to these items correctly with a ratio of 93, 5 %. This means that a great majority of the subjects used the parameter values of the target language correctly. It is possible to deduce that these subjects have already assigned a new value for the constituent order parameter in the target language. Only 4,8 per cent of the subjects responded incorrectly to these items. The table below displays the distribution of the subjects' responses according to the proficiency levels:

Table 21
The Responses in each Level to Grammatically Acceptable Items

Responses	A1	A2	B1	B2	C1	C2
Grammatically Acceptable	88 %	88 %	94 %	95 %	97 %	99 %
Grammatically Unacceptable	9 %	10 %	5 %	3 %	2 %	0 %
Not Sure	3 %	2 %	1 %	2 %	1 %	1%

Incorrect responses were given mainly by the subjects in lower levels of proficiency. 9 per cent of the responses at A1 proficiency level, and 10 per cent of the responses at A2 level were incorrect. These incorrect responses can be viewed as a sign for the fact that these subjects could not assign correct parameter values for the target language, and

they still make mistakes on the use of constituent order structures of L2. However, as it is apparent in the table, 88 per cent of the subjects at A1 and A2 proficiency levels responded to these items correctly. This means that even at the first stages of acquisition process, a great majority of the language learners use the correct sentence structures of the target language. They seem to have assigned and used the correct parameter values of English successfully.

The ratio of the incorrect responses decreases when the subjects become more proficient in the target language. Only the subjects at C2 proficiency level did not produce any incorrect responses. However, one of these subjects could not make any certain judgment on the grammaticality of one of these items. This response was given to the item that contains the use of a manner adverb. It is possible to ignore this individual response as a performance error, since it is highly probable that even a native speaker of a language may not be certain about the grammaticality of some sentences in his or her mother tongue. Yet, since this response was given to an item on the use of adverbs, it is necessary to examine it in detail, because as it has already been stated in the analysis of the grammatically unacceptable items, the subjects at C2 level produced incorrect responses only on the use of adverbs. It is likely that subjects may produce incorrect responses even if they reach C2 level in the target language on the use of adverbs.

In sum, it is possible to conclude that almost all subjects at C2 proficiency level achieved to cope with the sentence structures of the target language successfully. Since 88 per cent of the subjects at A1 proficiency level used the parameter values of the target language correctly, and 99 per cent of the subjects at C2 proficiency level produced correct responses, it can be derived that UG is accessible in the acquisition of constituent order parameter. The analysis of the grammatically acceptable items is demonstrated in the table below:

Table 22
The Responses to Each Item on the Use of Grammatically Acceptable Items

Items	Responses	A1	A2	B1	B2	C1	C2
2	GA	8	8	10	10	10	10
	GU	1	2	0	0	0	0
	NS	1	0	0	0	0	0
5	GA	10	9	10	9	10	10
	GU	0	0	0	0	0	0
	NS	0	1	0	1	0	0
9	GA	9	6	10	10	9	10
	GU	1	3	0	0	0	0
	NS	0	1	0	0	1	0
11	GA	8	10	10	10	10	10
	GU	2	0	0	0	0	0
	NS	0	0	0	0	0	0
14	GA	7	8	7	8	10	9
	GU	3	2	3	2	0	0
	NS	0	0	0	0	0	1
17	GA	9	9	9	10	10	10
	GU	1	1	1	0	0	0
	NS	0	0	0	0	0	0
20	GA	9	9	10	10	10	10
	GU	1	1	0	0	0	0
	NS	0	0	0	0	0	0
22	GA	10	10	10	10	10	10
	GU	0	0	0	0	0	0
	NS	0	0	0	0	0	0
27	GA	9	9	8	8	8	10
	GU	0	1	1	1	2	0
	NS	1	0	1	1	0	0
28	GA	9	10	10	10	10	10
	GU	0	0	0	0	0	0
	NS	1	0	0	0	0	0

2. Mehmet gave the money to the old man.

The use of SVO constituent order, and the use of a prepositional phrase are assessed in this item. 8 subjects at A1 level, and the same number of subjects at A2 level responded to this item correctly. In other words, only 4 subjects at A1 and A2 proficiency levels could not provide the desired response for this item. The subjects in upper levels of

proficiency produced a correct response. It means that even the subjects who are at the first stages of the acquisition process used the parameter values of the target language with a great majority. As for the subjects at B1 and upper proficiency levels, they seem to have no difficulty in using the correct constituent order structure of the target language.

5. Julia often smokes cigars.

The use of the frequency adverb 'often', and the use of SVO constituent order of English is assessed in this item. None of the subjects rejected this item as unacceptable; only two subjects could not make any judgment on the grammaticality of this item. The other subjects responded to it correctly. This means that the subjects in all proficiency levels used the correct structural form of the target language with only two exceptions.

9. After doing my homework, I met my friends at an internet cafe.

The use of an adverbial phrase is assessed in this item. Although only one subject produced an incorrect response at A1 proficiency level, this figure increased to four at A2 proficiency level. It is also surprising that one subject at C1 proficiency level could not be sure about the grammaticality of this item. However, since a great majority of the responses indicated a correct response for the item, it is possible to infer that the subjects did not have much difficulty in the use of the sentence structure in this item.

11. The angry man killed the dog with a stick.

The use of SVO constituent order, and the use of a prepositional phrase are assessed in this item. Only two subjects at A1 proficiency level produced incorrect responses, the other 58 subjects responded this item correctly. It is clear that almost all subjects used the parameter values of the target language successfully in this item.

14. Angela carefully listened to her father.

The use of manner adverb 'carefully' is assessed in this item. 11 subjects could not provide the desired response for this item. Yet, 49 subjects produced a correct response. It can be concluded that although the use of manner adverbs is problematic for some of the subjects, and they may produce incorrect responses even at C2 proficiency level, still a great majority of them use it successfully in all proficiency levels. Thus, although it is still possible to claim that UG is accessible in L2 acquisition, the subjects may not reach native-like success on the use of manner adverbs. Support to this claim comes from the fact that the subjects at C2 proficiency level produced incorrect responses on the use of manner adverbs as already stated in the analysis of the grammatically unacceptable items.

17. I saw your father in front of the cinema a few minutes ago.

The use of SVO constituent order, and the use of a prepositional phrase are assessed in this item. Only three subjects produced incorrect responses for this item. The rest of the subjects responded to it correctly. It is obvious that a great majority of the subjects did not have any difficulty in using the parameter values of the target language for this item.

20. Why didn't you phone him yesterday?

The use of interrogative sentence structure is assessed in this item. Only two subjects could not produce a correct response for the item. These subjects are at A1 and A2 proficiency levels. The remaining 58 subjects responded it correctly. However, there is something surprising with this data; in the analysis of the unacceptable sentences, it was apparent that even the subjects in the upper levels of proficiency produced incorrect modifications on the use of interrogative sentences. However, they achieved to respond to this item correctly. Then, it can be concluded that although these subjects are aware of the parametric differences between L1 and L2, they are likely to have problems when they are asked to modify a structurally incorrect interrogative sentence.

22. The lazy boys are watching television in their room.

The use of SVO constituent order, and the use of a prepositional phrase are assessed in this item. All subjects responded to this item correctly. None of the subjects rejected this item as unacceptable. They all recognized the use of the correct form of the target language in this item. This data again supports the theory that UG is accessible in L2 acquisition.

27. We had lunch there in a nice restaurant.

The use of place adverb 'there' is assessed in this item. Eight subjects produced incorrect responses, and 52 subjects responded to this item correctly. Since nine subjects at A1 level achieved to produce a correct response, it is possible to deduce that even the subjects who are at the first stage of acquisition used the parameter values of the target language mainly. Besides, all subjects at C2 proficiency level produced the desired response. These data can be interpreted as a sign for the fact that UG is accessible in L2 acquisition.

28. Teresa found a wallet in the school garden.

The use of SVO constituent order of the target language is assessed in this item. Only one subject produced an incorrect response, and it is at A1 proficiency level. The remaining 59 subjects responded to it correctly. This situation can also be taken as a sign for the accessibility of UG in L2 acquisition.

When the responses of the subjects to all grammatically acceptable sentences are analyzed all together, it is noticed that the subjects used the parameter values of the target language correctly with a percentage of 93,5. It is also evident that even the subjects in the lowest proficiency level produced a few number of incorrect responses for these items. It is possible to derive that majority of the subjects assigned a new value for the constituent order parameter as soon as they started to acquire English which can be viewed as an indication for the UG access. Besides, the subjects in the

highest proficiency level did not produce any incorrect responses; only one subject could not be sure about the grammaticality of an item. This situation also confirms the accessibility of UG in second language acquisition.

3.2 TRANSLATION TASK

In the second part of the structure test, the subjects were asked to translate five sentences from their native language to the target language. These five sentences contained one of the five sentence patterns that are analyzed in the study: the use of SOV/ SVO order, the use of prepositional phrases, the use of adverbial phrases, the use of adverbs, and the use of interrogative sentences. In the analysis of the translations, only the use of these patterns have been taken into account. The mistakes on the vocabulary selection, on the use of correct tense, etc have been ignored, because such mistakes are not related to constituent order acquisition. The frequencies and percentages of the correct and incorrect translations are demonstrated in the table below:

Table 23
The Responses in the Translation Task

Responses	Frequency	Per cent
Acceptable Translation	265	88,3 %
Unacceptable Translation	32	10,7 %
Missing	3	1 %
Total	300	100 %

As it is seen in the table, 88,3 per cent of the subjects translated the sentences into the target language successfully. Only 10,7 per cent of the subjects could not translate them into English. These figures are consistent with their performance in the grammaticality judgment task. Just like in that task, the subjects are quite successful in using the parameter values of the target language. The distribution of the correct and incorrect translations into the proficiency levels is demonstrated in the table below:

Table 24
The Responses in each Level in the Translation Task

Responses	A1	A2	B1	B2	C1	C2
Acceptable Translation	72 %	76 %	96 %	96 %	94 %	96 %
Unacceptable Translation	26 %	24 %	2 %	4 %	6 %	2 %
Missing	2 %	0 %	2 %	0 %	0 %	2 %

As it is apparent in the table, the ratio of unacceptable translations are higher at A1 and A2 proficiency levels. Almost one of the four subjects translated the items incorrectly. However, it is also possible to interpret this data as almost three of the four subjects made a correct translations. That is to say, still a great majority of the subjects even at A1 and A2 proficiency levels made a correct translation. Majority of them do not use the parameter values of their mother tongue even at the first stage of their acquisition process. They have started to assign a new parameter value for the target language and used it successfully. As for the upper levels of proficiency, it is clearly noticed that almost all subjects translated these sentences into English correctly. The ratio of the unacceptable translations is only 2 per cent at C2 proficiency level. The analysis of the items in this task is displayed in the table below:

Table 25
The Responses to Each Item in the Translation Task

Items	Responses	A1	A2	B1	B2	C1	C2
1	AT	5	9	10	9	10	10
	UT	5	1	0	1	0	0
	M	0	0	0	0	0	0
2	AT	8	7	10	10	9	9
	UT	2	3	0	0	1	1
	M	0	0	0	0	0	0
3	AT	3	2	8	9	8	9
	UT	6	8	1	1	2	0
	M	1	0	1	0	0	1
4	AT	10	10	10	10	10	10
	UT	0	0	0	0	0	0
	M	0	0	0	0	0	0
5	AT	10	10	10	10	10	10
	UT	0	0	0	0	0	0
	M	0	0	0	0	0	0

1. Murat yine Ankara' ya gitti.

In this item, the use of sentential adverb 'again' has been assessed in second language acquisition. At A1 level, half of the subjects could translate this sentence into English successfully, and half of the subjects used the parameter values of their first language, and they made mistakes in their translations. In other words, they did not change the place of the adverb in the sentence structures. They translated this sentences as "Murat again went to Ankara." into the target language. In the upper levels of proficiency, the number of unacceptable translations decreases prominently, and the subjects at C1 and C2 proficiency levels did not make any mistake while translating this sentence into English. It is possible to deduce that a conspicuous number of subjects used the parameter values of their mother tongue at the first stage of their acquisition process, but in the upper proficiency levels, almost all subjects used the parameter values of the target language successfully.

2. Akşamları ben bazen arkadaşlarımla sohbet ederim.

In this item, the use of the frequency adverb 'sometimes' and the use of two prepositional phrases have been assessed. 7 subjects translated this sentence into English incorrectly. What is surprising is that these seven incorrect translations were not made only by the subjects in lower levels of proficiency. Two subjects at C1 and C2 proficiency levels made incorrect translations. However, since a great majority of the subjects translated this item successfully, these two incorrect translations can be viewed as related to the performance of these two subjects rather than their competence in L2. Overall, 53 subjects translated this sentence into English correctly.

3. Öğrenciler hangi resmi beğenmediler?

In this item, the use of an interrogative sentence structure has been assessed. Only three subjects at A1 proficiency level, and two subjects at A2 proficiency level translated this sentence correctly. The remaining 15 subjects in the lower proficiency levels made mistakes in their translations. This data is consistent with the data gathered in the

grammaticality judgment task. In that task, 35 per cent of the subjects at A1 level, and 40 per cent of the subjects at A2 level could not modify the incorrect interrogative sentences. What is apparent in this situation is that the subjects in the lower levels of proficiency may not use the parameter values of the target language successfully in the use of interrogative sentences. They are likely to make mistakes when they are asked to set up interrogative sentences. It can be concluded that interrogative sentence structures are acquired in the later stages of the acquisition process. A great majority of the subjects in the upper levels of proficiency translated this item correctly. At C2 proficiency level, only one subject did not make any translation on this item; the remaining 9 subjects translated it into English successfully. This means that although a considerable number of subjects in lower proficiency levels may produce incorrect responses on the use of interrogative sentence structures, only a few subjects may make mistakes in the upper levels of proficiency.

4. Meral 100 dolar kaybetti bugün.

The use of SVO or SOV orders in the constituent order structures has been assessed in the item. All subjects achieved to transform SOV order of Turkish into SVO order of English. Since, even the subjects at A1 proficiency level used the parameter values of the target language successfully, and none of other subjects in the upper proficiency levels produced incorrect translations, this data can be viewed as a clear indication for UG access in second language acquisition.

5. Cem yeni bir ev satın aldı.

Similar to the previous item, the use of SVO or SOV orders in the constituent order structures has been assessed in this item. Again, all subjects translated this sentence into English correctly. It is possible to deduce that the subjects did not have any difficulty in using the SVO order of the target language successfully even if they are at the first stages of the acquisition process. They seem to have assigned a new parameter value for the target language which can be viewed as an indication for UG access.

When these five items are assessed altogether, it is recognized that 265 correct, and 32 incorrect translations were made by the subjects. It is apparent that a great majority of the subjects translated these sentences into English correctly, which can be taken as an indication for the accessibility of UG in the acquisition of constituent order parameter. At A1 proficiency level, majority of the subjects used the parameter values of the target language successfully. Since 72 per cent of the subjects used the parameter values of the target language even in the first stage of the acquisition process, it is possible to conclude that UG is accessible in L2 acquisition.

3.3 THE TASK OF ORDERING THE CONSTITUENTS

In the third part of the structure test, the subjects were asked to put the given constituents in an order. These five items contained one of the five sentences patterns that have been analyzed in this study: the use of SOV or SVO order, the use of prepositional phrases, the use of adverbial phrases, the use of adverbs, and the use of interrogative sentences. The frequencies and percentages of the correct and incorrect responses of the subjects are demonstrated in the table below:

Table 26
The Responses to the Task of Ordering the Constituents

Responses	Frequency	Per cent
Acceptable Ordering	288	96 %
Unacceptable Ordering	11	3,7 %
Missing	1	0,3 %
Total	300	100 %

The subjects were quite successful in ordering the given constituents, and only 3,7 per cent of the subjects could not form acceptable sentences from the given constituents. As it is clear from this statistical data, the subjects used the parameter values of the target language successfully which can be taken as a sign for UG access in L2 acquisition. The distribution of subjects' responses into the proficiency levels is displayed in the table below:

Table 27
The Responses in each Level in the Task of Ordering the Constituents

Responses	A1	A2	B1	B2	C1	C2
Acceptable Ordering	80 %	98 %	98 %	100 %	100 %	100 %
Unacceptable Ordering	18 %	2 %	2 %	0 %	0 %	0 %
Missing	2 %	0 %	0 %	0 %	0 %	0 %

The subjects produced incorrect responses mainly at A1 proficiency level. However, 80 per cent of the subjects achieved to set up meaningful sentences by using the given constituents in this level. It is obvious that even at the first stage of the acquisition process, a great majority of the subjects used the parameter values of the target language successfully. At A2 and B1 proficiency levels, the ratio of the unacceptable responses decreased to 2 per cent, and at B2, C1 and C2 proficiency levels, the subjects did not produce any incorrect sentences. They achieved to set up acceptable sentences in the target language by putting the given constituents in an order. Since majority of the subjects at A1 proficiency level, and almost all subjects in upper proficiency levels used the parameter values of the target language, it is possible to claim that UG is accessible in L2 acquisition. The analysis of the five items of this task is demonstrated in the table below:

Table 28
The Responses to Each Item in the Task of Ordering the Constituents

Items	Responses	A1	A2	B1	B2	C1	C2
1	AO	9	10	10	10	10	10
	UO	1	0	0	0	0	0
	M	0	0	0	0	0	0
2	AO	9	10	10	10	10	10
	UO	1	0	0	0	0	0
	M	0	0	0	0	0	0
3	AO	10	10	10	10	10	10
	UO	0	0	0	0	0	0
	M	0	0	0	0	0	0
4	AO	6	9	9	10	10	10
	UO	4	1	1	0	0	0
	M	0	0	0	0	0	0
5	AO	6	10	10	10	10	10
	UO	3	0	0	0	0	0
	M	1	0	0	0	0	0

1- in front of the post office / Ali / a golden watch / found/

In this item, the use of SVO order, and the use of a prepositional phrase have been assessed. Only one subject could not put the constituents in a correct order. This subject is at A1 proficiency level. The remaining 59 subjects provided the desired response for this item. Since almost all subjects put the constituents in an order successfully, it can be inferred that the subjects have already assigned a new value for the constituent order parameter and they are quite successful in using the constituent order structures of the target language.

2- I / last night/ very / early / slept /

The use of adverb of degree ‘very’ is assessed in this item. Only one subject who had A1 level of proficiency produced an unacceptable ordering. The rest of the subjects put the constituents in an order successfully. This situation also indicates that they have already assigned a new value for the constituent order parameter.

3- my mother / a cake/ after cleaning the house / made/

The use of an adverbial phrase has been assessed in this item. All subjects put the given constituents in a correct order. This situation also indicates that they have already assigned a new value for the constituent order parameter

4- he / today / well / played/

In this item, the use of manner adverb ‘well’ is assessed. Consistent with the previous two tasks, the subjects produced relatively more incorrect responses for this item. Four subjects at A1 proficiency level, and two other subjects at A2, and B2 proficiency levels could not put the constituents in an order correctly. Majority of them formed a sentence like ‘He well played today’. This data indicates that they still use the parameter values of their mother tongue, and these subjects could not assign a new value for the parameter of the target language. At B2, C1, and C2 proficiency levels the subjects put

the given constituents in an order correctly. It can be concluded the subjects assigned a new value in L2 on the use of manner adverbs relatively late. Once they assign a new value for it, they can use it successfully.

5- Cenk / there/ went / with Ayşe / by plane/

The use of a place adverb, and two prepositional phrases are assessed in this item. Four subjects at A1 proficiency level could not put the given constituents in a correct order. The remaining 56 subjects achieved to provide the desired response. This situation indicates that a great majority of the subjects have already assigned a new value for the constituent order parameter and they are quite successful in using the correct language structures in the target language.

In the analysis of the items in this part, it is apparent that subjects mainly used the parameter values of the target language. First language interference can be viewed only in a few responses of the subjects at A1 proficiency level. From this data, it is possible to deduce that a great majority of the subjects start to assign a new value for the constituent order parameter as soon as they begin to acquire the target language, and they are quite successful in dealing with the correct sentence structures of the target language in the upper levels of proficiency. This data can be viewed as a clear indication for UG access in L2 constituent order acquisition.

CHAPTER 4

CONCLUSION

In this study, the accessibility of UG in the acquisition of English constituent order parameter by native speakers of Turkish has been investigated; and three research questions have been tried to be answered. These research questions are:

- * Is UG accessible in the acquisition of a second language that has a different constituent order? If yes, is it directly accessible, or indirectly accessible through L1?
- * What is the function of transfer from L1 during the acquisition of the constituent order of the target language?
- * If UG is accessible in the acquisition of constituent order acquisition, in which language structures the language learners have more difficulty in using the parameter values of the target language, and in which language structures the language learners are more successful in using the parameter values of the target language?

After the analysis of the obtained data, it is possible to conclude that UG is accessible in the acquisition of constituent order parameter. In all tasks of the study, the percentages indicating the use of the parameter values of the target language is remarkably higher than the ones indicating the interference of the mother tongue. In the first task, 85,4 per cent of the subjects recognized the ungrammaticality in the items and 78,4 per cent of them modified the ungrammaticality correctly. Besides, in this task, the subjects responded correctly to the grammatically acceptable items with a percentage of 93,5. In the second task, 88,3 per cent of the subjects translated the sentences to the target language correctly. In the third task, the subjects put the constituents in a correct order with a percentage of 96. As it is apparent, in all tasks, majority of the subjects used the parameter values of the target language correctly.

However, although a great majority of the subjects used the parameter values of the target language correctly, it is not possible to deduce that UG is accessible by just relying on these figures. The overall responses of the subjects may not be sufficient to be able to judge on the accessibility of UG in second language acquisition. Hence, specifically, the responses of the subjects at the lowest level of proficiency (A1) and at

the highest level of proficiency (C2) should be analyzed in detail since these responses provide more valuable data on this issue. That is to say, the parameter values that are used by the subjects in these proficiency levels reveal more about their acquisition process. If the subjects use mainly the parameter values of their mother tongue at the first stage of their acquisition process (more than 50 %), and if this influence can still be recognized at C2 proficiency level with a remarkable percentage (more than 5 %), it can be concluded that UG is not accessible in L2 acquisition. However, if the subjects mainly use the parameter values of the target language even at the first stage of the acquisition process (more than 50 %), and if almost all of them use correct parameter values for the target language at C2 proficiency level (more than 95 %), it is possible to conclude that UG is accessible in L2 acquisition. It does not mean that the other proficiency levels are not worthy of investigation, they show how the acquisition process of the subjects develop from A1 to C2. However since the responses of the subjects at A1 and C2 proficiency levels provide more valuable data to be able to judge the accessibility of UG in L2 acquisition, it is necessary to analyze the responses given in these proficiency levels in detail.

4.1 EVIDENCE FROM THE RESPONSES AT A1 LEVEL

In the first task, 58,5 per cent of the subjects recognized the ungrammaticality in the items whereas 37 per cent of the responses indicated first language interference. It means that majority of the subjects assigned and used the parameter values of the target language correctly even at the first stage of their acquisition process. In the grammatically acceptable items of this task, the use of the parameter values of the target language is remarkably higher. 88 per cent of the subjects responded to these items correctly, whereas only 9 per cent of the subjects responded to them incorrectly. Again, this data reveals that a considerable number of subjects are aware of the parametric differences between their native and target languages, and they use the parameter values of the target language.

In the second task, 72 per cent of the subjects translated the sentences correctly to the target language. The percentage of the responses indicating the interference of the

mother tongue is 26. As it is apparent, a great majority of the subjects used the parameter values of the target language correctly while making the translations. Although these subjects are at the first stage of the acquisition process, majority of them do not rely on the parameter values of their mother tongue.

In the third task, 80 per cent of the subjects put the given constituents in an order and they formed meaningful sentences in the target language. The percentage that indicate the interference of the mother tongue is 18. As it is clearly noticed, even at the first stage of the acquisition process, the subjects mainly used the parameter values of the target language.

In all tasks, although the number of the subjects who used the parameter values of their mother tongue is also noteworthy, still far more subjects used the parameter values of the target language. This shows that as soon as the subjects start acquiring the target language, majority of them assign and use the parameter values of the target language. This situation can be taken as an evidence for the accessibility of UG in second language acquisition.

4.2 EVIDENCE FROM THE RESPONSES AT C2 LEVEL

In the first task, 97,3 per cent of the subjects recognized and modified the ungrammaticality in the items. The interference of the mother tongue can only be viewed in the 1.5 per cent of the responses. This shows that, although the subjects may not reach native-like competence in the target language, almost all of them use the parameter values of the target language successfully. They do not rely on the parameter values of their mother tongue. Besides, 99 per cent of the subjects responded to the grammatically acceptable test items correctly in this task. Only 1 per cent of the subjects gave an incorrect response which can be ignored as a performance error. It is a fact that even native speakers of a language may produce incorrect responses when they are asked to judge the grammaticality of a sentence in their mother tongue.

In the second task, 96 per cent of the subjects translated the sentences into the target language correctly. Only 4 per cent of the subjects made incorrect translations. Again, almost all of the subjects are aware of the parametric differences between their native and target languages and when they are asked to translate sentences from L1 to L2, they use the constituent order structures of the target language correctly. They do not use the sentence structures of their mother tongue. This situation can be viewed as an indication for the accessibility of UG in second language acquisition.

In the third task, a 100 per cent of the subjects set up meaningful sentences in the target language by putting the given constituents in an order. That is to say, all of the subjects in this level provided the desired responses. Since the subjects used the parameter values of the target language, and they did not rely on the constituent order properties of their mother tongue, it is possible to deduce that UG is accessible in second language acquisition.

As it is apparent in all tasks, with a few exceptions, all of the subjects at C2 proficiency level used the parameter values of the target language successfully, and they do not use the parameter values of their mother tongue. Thus, it is possible to conclude that UG is directly accessible in second language acquisition. If it was indirectly accessible through L1, the interference of the mother tongue would be clearly viewed in all levels of proficiency. However, in the upper levels of proficiency, it is almost impossible to view the first language interference. If UG was indirectly accessible through L1, the number of the responses that indicate first language interference would be far higher in the upper levels of proficiency.

In this study, five different types of sentence structures have been examined: the use of SOV or SVO sentence structures in the target language, the use of prepositional phrases, the use of adverbial phrases, the use of adverbs, and the use of interrogative sentence structures in the target language. One of the aim of the research was to investigate in which language structures the language learners have more difficulty in using the parameter values of the target language, and in which language structures the

language learners are more successful in using the parameter values of the target language. Hence, the following results give us the answers of these questions:

The subjects were quite successful in the use of SVO constituent order of English. Even at A1, and A2 proficiency levels, the subjects mainly used the parameter values of the target language. First language interference has been recognized only in some responses of the subjects in the lower levels of proficiency. The subjects in the upper levels of proficiency did not produce any incorrect responses on the use of SVO constituent order of English. Thus, it is possible to deduce that the learners do not have much difficulty in the acquisition of the SVO constituent order of the target language.

Just like the use of SVO order of the target language, the subjects were quite successful in the use of prepositional phrases. Even at the first stages of the acquisition process, they did not produce many incorrect responses. In all tasks, the subjects at C2 level responded to the items on the use of prepositional phrases correctly, and none of them produced incorrect responses on these items.

As for the use of interrogative sentence structures, it can be concluded that these sentence structures are acquired in the later stages of the acquisition process. When the subjects were asked to judge the grammaticality of the items; majority of the subjects provided correct responses. However, when they were asked to modify the ungrammaticality, or when they were asked to translate an interrogative sentence to the target language, they produced incorrect responses in considerable numbers. This means that although the subjects are aware of the parametric differences between L1 and L2, they are likely to have problems when they are asked to modify a structurally incorrect interrogative sentence, or when they are asked to make a translation. Thus, it is possible to conclude that interrogative sentence structures are acquired in the later stages of the acquisition process.

The percentage of the incorrect responses on the use of adverbial phrases is higher when compared with the general percentages of the study. At A1, and A2 proficiency level, 30 per cent of the responses indicated the first language interference which means that

the first language of the subjects interferes more in their acquisition process in the use of adverbial phrases. Even at C1 proficiency level it is possible to notice incorrect responses in the use of these sentence structures. Only at C2 level, the subjects used the parameter values of the target language successfully without producing any incorrect response. Thus, this situation can be assessed as an indication for the fact that the subjects assign the correct parameter values for the use of adverbial phrases in the later stages of their acquisition process

As for the use of adverbs, it is possible to conclude that the acquisition of adverb placement in the target language also takes place in the later stages of the acquisition process. In other words, the subjects had difficulty on the use of adverbs. In the first task, the subjects produced incorrect responses at C2 proficiency level with a percentage of 5 on the use of adverbs. In the other tasks the situation is similar. It is possible to notice the incorrect responses of the subjects at C2 proficiency level in other tasks as well. This means that the subjects may not reach native-like success on the use of adverbs. However, this does not mean that UG is not accessible in L2 acquisition, but this situation can be viewed as an indication for the fact that adverb placement is acquired in the later stages of the acquisition process, and the some learners may not reach native-like level on the use of adverbs in the sentence structures of the target language.

To conclude the study, it has been found that UG is directly accessible in the acquisition of constituent order structures of English by native speakers of Turkish. First language interference has been noticed in the first levels of proficiency. However, its percentage cannot be considered as very high. Most of the subjects used the parameter values of the target language in these levels which can be considered as a sign for the accessibility of UG. As the subjects become proficient in the target language, the influence of the mother tongue decreases and at C2 proficiency levels almost all subjects use the parameter values of the target language successfully which can also be viewed as an indication for UG access. Besides, the subjects had more difficulty in using the parameter values of the target language on the use of interrogative sentence structures,

adverbial phrases, and adverbs compared to the use of SVO order and prepositional phrases.

As a final remark, we can draw the attention to the inadequacy of the studies carried out on the accessibility of UG in L2 acquisition of Turkish learners. It should be stated that this area requires new investigations. For example, Head Parameter, Subject Placement Parameter are some of the parameters that can be investigated to assess the accessibility of UG in L2 acquisition of Turkish learners in the future.



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APPENDICES



APPENDIX 1

VOCABULARY PLACEMENT TEST of DIALANG ASSESSMENT SYSTEM

1- to campaign	Y / N	43- to honch	Y / N
2- to futt	Y / N	44- to name	Y / N
3- to bourble	Y / N	45- to organize	Y / N
4- to fear	Y / N	46- to mention	Y / N
5- to preout	Y / N	47- to struggle	Y / N
6- to study	Y / N	48- to yell	Y / N
7- to savedown	Y / N	49- to promise	Y / N
8- to compile	Y / N	50- to violate	Y / N
9- to motivate	Y / N	51- to digame	Y / N
10- to decite	Y / N	52- to numbelate	Y / N
11- to megalize	Y / N	53- to colour	Y / N
12- to markle	Y / N	54- to wordle	Y / N
13- to abolish	Y / N	55- to complement	Y / N
14- to root	Y / N	56- to repair	Y / N
15- to distinguish	Y / N	57- to reform	Y / N
16- to outlate	Y / N	58- to quote	Y / N
17- to sink	Y / N	59- to address	Y / N
18- to encompass	Y / N	60- to waste	Y / N
19- to review	Y / N	61- to announce	Y / N
20- to celebrate	Y / N	62- to mayto	Y / N
21- to demolish	Y / N	63- to type	Y / N
22- to administer	Y / N	64- to wait	Y / N
23- to erode	Y / N	65- to eaude	Y / N
24- to fabulation	Y / N	66- to kinnear	Y / N
25- to join	Y / N	67- to stay	Y / N
26- to settle	Y / N	68- to monadate	Y / N
27- to driggle	Y / N	69- to box	Y / N
28- to witness	Y / N	70- to authorise	Y / N
29- to emerge	Y / N	71- to commision	Y / N
30- to prinkle	Y / N	72- to trace	Y / N
31- to pronate	Y / N	73- to judge	Y / N
32- to complicate	Y / N	74- to conceive	Y / N
33- to squeeze	Y / N	75- to inherit	Y / N
34- to congratulate	Y / N		
35- to keepsick	Y / N		
36- to hesitate	Y / N		
37- to chariover	Y / N		
38- to strang	Y / N		
39- to permit	Y / N		
40- to oldenate	Y / N		
41- to skey	Y / N		
42- to unleash	Y / N		

APPENDIX 2

THE PROFICIENCY TEST OF DIALANG ASSESSMENT SYSTEM

Choose the best word for the gap below.

1-My car costs _____ thousand three hundred pounds.

- a) one b) a c) -

2-Tommorrow is the _____ day of spring.

- a) first b) one c) number one

3-_____ mother is a good cook.

- a) Susan's b) Susans c) Susans'

4-_____ do you spell that word? I haven't got a dictionary.

- a) What b) Which c) How

5-I want to go to the cinema with them... I like them.

- a) but b) and c) because d) besides

6-You have to take the pills _____ a day.

- a) twice b) two times c) two

7-Mr Brown is a teacher. _____ does Mr Brown do?

- a) Which b) Who c) Where d) What

8-Choose the best word/group of words for the gap below

Please arrive at two _____

- a) oclock b) o clock c) o'clock d)'clock

9-Have you spoken to your boss _____?

- a) still b) yet c) by now c) until now

10- *Make a sentence with the words that are listed below. Use all the words*

Josie is a lovely baby. _____

she / is / angry / never

11-Smoking _____ on all underground trains.

- a) be forbidden b) are forbidden c) is forbidden d) has forbidden

12-Who is your _____ sister?

- a) the youngest b) the young c) youngest d) young

13-Roger's bike is bigger _____ my bike.

- a) like b) before c) as d) than

14-You _____ to a reception at Grand Hotel.

- a) be invited b) invited c) are invited

15- Put the words below in an order

A: Do not think this is typical. _____ only light beer.

B: I /drink /usually)

16- She has _____ beautiful smile.

- a) --- b) the c) a

17- I was born _____ 1977.

- a) on b) in c) at

18- He was always the _____ to get up in the morning.

- a) last b) most last c) late

19- _____ do you like your coffee?

- a) Which b) What c) How

20- Fill in the gap below with a suitable word

Hi, my name is Greg. What's _____ name?

21- Do you _____ love me?

- a) yet b) still c) already

22- Fill in the gap below with a suitable word

Please go now, and _____ back when you are sober.

23- The _____ mountains are in the south of Scotland.

- a) most high b) most highest c) highest d) more highest

24- My hometown is about three _____ kilometers away from here.

- a) hundred b) hundreds c) hundreds of

25- _____ music do you like?

- a) What sort of b) How kind of c) Which

26- Dumbo is _____ elephant.

- a) a b) --- c) that d) an

27- Could I have _____ apples?

- a) a kilo of b) kilo c) one kilo

28- Do you know who he was talking _____ on the phone?

- a) to b) at c) for

29- _____ late tonight or can we go to the cinema?

- a) You are working b) Are you working c) Did you work

30- The price of petrol has gone up again. _____ have increased the price to reduce the use of car.

- a) They b) One c) Each d) It

31- I am sorry. I have _____ much work to do that I can not meet you this week.
 a) so b) such c) too d) very

32- I have never seen _____ beautiful girl in my life.
 a) such a b) such an c) a such d) such

33- Something always go wrong when _____ is my turn to work the machine.
 a) there b) here c) it d) its

34- *Put the words below in an order*

I do not always drink Coke.I _____

Drink Pepsi sometimes

35- I have nearly finished. There is very _____ left to do.
 a) little b) least c) less

36- She gave me her _____ when I got my degree.
 a) congratulation b) congratulations c) congratulates

37- The dog ate _____ food and went to sleep.
 a) its b) it's c) its'

38- *Fill in the gap with a suitable word.*

This is our first child but we both want at least three more _____

39- There can be _____ reasons why people fail their driving test.
 a) dozen b) dozen of c) dozens of

40- Charles Dickens was a successful writer in his country, and he was also known in America. _____ works enthusiastically received there, too.

a) Dicken's b) Dickens' c) Dickenses d) Dickenses' e) Dickens'es

41- Everbody is here, _____?
 a) are they b) aren't they c) isn't he d) is he

42- People use a local language at home, but English _____ in all government offices.

a) speaks b)is spoken c) is speaking d) was speaking,

43- *Put the words below in an order*

I/ get /late/on /weekends/ up /always

44- *Fill in the gap with a suitable word or phrase*

Please no more of this, and _____ speak before you are asked to!

45- *Fill the blank with the suitable form of 'come'*

Her criticism brought me to the sudden realisation, which ___ as something of a shock, that I was wrong.

46- I was counting _____ my father to help pay for my studies.

- a) with b) for c) on

47- He left his _____ in my flat while he went on holiday.

- a) belongings b) belonging c) belongs

48- She asked me _____

- a) what is my name b) what my name was c) what my name are d) what my name be

49- *Use the correct form of the word 'knife' for the gap.*

We don't need forks and _____. We can eat this with our hands.

50- This chap with _____ I am supposed to be travelling hasn't turned up yet.

- a) which b) whom c) what d) whose

51- *Fill in the gap below with a word or phrase.*

He _____ there by now. He left two hours ago, and it is only a 20 minute walk.

52- A _____ car is handy for a family with children.

- a) five door b) fifth door c) five doors d) five door's

53- *Fill in the gap with a suitable word or phrase*

Tell Auntie what it is. _____ shy!

54- *Use the correct form of the verb 'talk'*

The boss _____ with his visitor for two hours now. I hope it isn't bad news.

55- *Fill in the gap below with a suitable word*

Mom's pretty baby! Mom's pretty baby! _____ pretty baby are you? Mom's! Yes, you are mom's own pretty baby!

56- *Use the correct form of the word 'captivate'*

Perhaps you would like to say something about how you came to _____ by this topic.

57- _____ hearing the news, he decided not to go on holiday.

- a) At b) On c) By

APPENDIX 3

STRUCTURE TEST

Part I: Read the sentences below. Some of them are grammatically acceptable while some of them are not grammatically acceptable. There are no mistakes in tense, aspect, voice, or in choice of vocabulary Please judge the sentences if they are acceptable or not in English.

***Grammatically acceptable GA**

***I am not sure NS**

***Grammatically Unacceptable GU**

Write GA, NS, or GU into the gaps! Please rewrite the sentences you reject as grammatically unacceptable to provide a possible correction. In other words, what would be a correct way of saying the same thing? Thank you!

_____ 1- Ümit Karan six goals scored in eight matches.

_____ 2- Mehmet gave the money to the old man.

_____ 3- I at this job won't work.

_____ 4- William can solve easily those problems, because he is very intelligent.

_____ 5- Julia often smokes cigars.

_____ 6- Ayşe a question asked to the mathematics teacher.

_____ 7- I here won't come again.

_____ 8- She tells me always the truth.

_____ 9- After doing my homework, I met my friends at an internet cafe.

_____ 10- Forty students and their three teachers yesterday visited Anıtkabir.

_____ 11- The angry man killed the dog with a stick.

_____ 12- She finally opened the door and went out.

_____ 13- Ayşe an expensive ring wanted from Ali,

_____ 14- Angela carefully listened to her father.

_____ 15- Yesterday, my mother a new carpet bought.

_____ 16- The second semester when will start?

_____ 17- I saw your father in front of the cinema a few minutes ago.

- _____18- The robbers two innocent men killed in the robbery.
- _____19- The students despite the heavy rain went to school yesterday morning.
- _____20- Why didn't you phone him yesterday?
- _____21- After school, William three hamburgers ate in the cafeteria.
- _____22- The lazy boys are watching television in their room.
- _____23- Sezen Aksu 542 songs composed in 20 years.
- _____24- In the English class, they the Present Simple Tense learnt.
- _____25- My brother and I in this house won't sleep tonight.
- _____26- This door why doesn't open?
- _____27- We had lunch there in a nice restaurant.
- _____28- Teresa found a wallet in the school garden.
- _____29- The old man before sleeping washed his hands.
- _____30- I couldn't understand precisely your question.

Part2: Please translate the sentences below into English.

- 1- Murat yine Ankara' ya gitti.
- 2- Akşamları ben bazen arkadaşlarımla sohbet ederim.
- 3- Öğrenciler hangi resmi beğenmediler?
- 4- Meral 100 dolar kaybetti bugün.
- 5- Cem yeni bir ev satın aldı.

Part 3: Please put the words below into order.

- 1- in front of the post-office / Ali / a golden watch / found/
- 2- I / last night/ very / early / slept /
- 3- my mother / a cake/ after cleaning the house / made/

4- he / today / well / played/

5- Cenk / there/ went / with Ayşe / by plane/

