Hacettepe University Institute of Social Sciences

Department of English Linguistics

DEGREE OF ACCESS TO UNIVERSAL GRAMMAR / TRANSFER FROM L1 IN THE LEARNING OF RELATIVE CLAUSES BY TURKISH LEARNERS OF ENGLISH

Cengiz TURAN

A Master's Thesis

Ankara, 2012

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KABUL VE ONAY

Cengiz Turan tarafından hazırlanan "Degree of Access to Universal Grammar / Transfer from L1 in the Learning of English Relative Clauses by Turkish Learners of English" başlıklı bu çalışma, 28 Haziran 2012 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Prof. Dr. Gülsev Pakkan(Başkan)

Prof. Dr. Işıl Özyıldırım (Danışman)

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C. Turan

Cengiz TURAN

ACKNOWLEDGEMENTS

During my time in Hacettepe University and in the process of writing this thesis, there have been a number of influential people I am grateful to and I feel obliged to thank. But for Prof. Dr. Jaklin Kornfilt's suggestion and highly influential reference, I probably would not have been accepted to this Department and this thesis would not be possible now; thus, I thank her for her guidance following my Fulbright year at Syracuse University. As my advisor, Prof. Dr. Işıl Özyıldırım has edited my thesis from top to toe and helped me improve it with her insights and guidance; thus, it is not possible to thank her enough. I hereby want to thank Assoc. Prof. Dr. Emine Yarar, who helped me make changes and shared her expertise on the field.

Although I was not in Ankara for the last year of my MA program, Emre Yağlı made it possible for me to have connections with the Department. Therefore, many thanks are reserved for his great help and more importantly his friendship and support.

Thea Ince is the director of the language school I started working along with the MA program and if she had not hired me, it would have been too difficult to continue living in Ankara and complete the courses. Last but not least, Nihat Koçyiğit, the director of the prep school in Izmir University, is one of the people that I have had the privilege to meet and work with. He has always been so kind and tolerant to let me take days off and go to Ankara for meetings with my advisor. Also, I wish to express my sincere gratitude to Heidi Greimann, who contributed a lot by proofreading this thesis.

Finally, I would like to thank all my family. They were always supporting me and encouraging me with their unconditional love and best wishes.

ÖZET

TURAN, Cengiz. İngilizceyi İkinci Dil Olarak Öğrenen Türk Öğrencilerin Ortaç Yapısını Öğreniminde Evrensel Dilbilgisine Erişimi/Birinci Dilden Aktarımların Derecesi. Yüksek Lisans Tezi, Ankara, 2012.

Bu tez İngilizceyi ikinci dil olarak öğrenen Türk öğrencilerin Evrensel Dilbilgisine erişimini ve birinci dillerinden yaptıkları aktarımları incelemek amacıyla bu dildeki ortaç yapısının öğrenimini araştırmaktadır. Diğer bir amaç bu süreçteki öğrencilerin birinci dilleri olan Türkçedeki son-baş değiştirgenini İngilizcedeki ilk-baş değiştirgeni ile ne ölçüde yer değiştirdiklerini incelemektir. Bu çalışmada, İngilizceyi ikinci dil olarak öğrenen Türklerin bu dildeki ortaç yapısını öğrenimini açıklamada White (2000)'in beş varsayımı (Tam Aktarım/Kısmi Erişim, Aktarım Yok/Tam Erişim, Tam Aktarım/Tam Erişim, Kısmi Aktarım/Tam Erişim, Kısmi Aktarım/Kısmi Erişim) kullanılmıştır.

105 katılımcıya(35 alt orta düzey, 35 orta düzey, 35 ortanın üstü düzey) 3 test uygulanmıştır. Bunlardan birincisi 30 cümlelik bir "Dilbilgisi Değerlendirme Testi" 5 cümlelik bir "Çeviri Testi" ve 5 cümlelik bir "Cümlenin Öğelerini Sıralama Testi"dir. Elde edilen verinin karşılaştırmalı analizi için istatistiksel araçlar (Anova Testi, Scheffe Testi) kullanılmıştır. Yapılan analizler sonucunda katılımcıların alt orta ve orta düzeylerde baş-değiştirgenini düzeyleriyle paralel olarak yeniden düzenledikleri görülmüştür ancak, orta-üst düzeyde katılımcılar orta düzeydeki katılımcılardan istatistiksel olarak daha başarılı olamamışlardır ve bu da Evrensel Dilbilgisine erişimin bu düzeyde kısıtlı olduğunu göstermiştir. Diğer yandan, aktarımların yüzdesi katılımcıların düzeyleriyle aynı doğrultuda düşüş gösterse de birinci dil aktarımları her yeterlilik düzeyinde gözlemlenmiştir.

Bu bulgular White'ın(2000) varsayımına göre Tam Aktarım/Kısmi Erişimin'in İngilizceyi ikinci dil olarak öğrenen Türk öğrencilerin ortaç yapısının öğreniminde geçerli olduğunu göstermiştir.

Anahtar Sözcükler: Evrensel Dilbilgisi, İkinci Dil Edinimi, Baş-Değiştirgeni, Ortaç Yapısı, Anadilin Etkisi

ABSTRACT

TURAN, Cengiz. Degree of Access to UG/Transfer from L1 in The Learning of Relative Clauses by Turkish Learners of English. Master's Thesis, Ankara, 2012.

This thesis investigates the learning of relative clauses by Turkish L2 learners of English in order to find out the extent of learners' access to UG and transfers from L1 and in this context to observe the extent to which they reset the head-final parameter of Turkish into the head-initial parameter of English. Five hypotheses (Full Transfer/Partial Access, Full Transfer/Partial Access, Full Transfer/Full Access, Full Transfer/Full Access, Partial Transfer/Partial Access) from White (2000) were used to explain the acquisition of relative clauses by Turkish learners of English in this study.

Three tasks were administered to 105 participants (35 pre-intermediate, 35 intermediate and 35 upper-intermediate): a 30-item grammaticality judgment task, 5-item translation task and 5-item scrambled sentence task. Statistical tools (Anova test, Scheffe test) were used to bring a comparative analysis of the obtained data. It has been found that although learners reset their L1 head-direction parameter in pre-intermediate and intermediate levels in line with their proficiency, in the upper-intermediate level, participants did not statistically perform better than intermediate level, and this constitutes an implication that in this level access to UG is limited. On the other hand, first language transfers were observed in every proficiency group although the percentages of transfer decreased in line with their level.

These findings suggest that according to the classification from White (2000), Full Transfer/Partial Access is valid in English relative clause learning of Turkish L2 learners of English.

Key Words: Universal Grammar, Second Language Acquisition, Head-direction Parameter, Relative Clauses, First Language Interference.

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LIST OF ABBREVIATIONS

SLA:	Second Language Acquisition
UG:	Universal Grammar
L1:	First Language
L2:	Second Language
ACC:	Accusative case
LOC:	Locative case
ABL:	Ablative case
DAT:	Dative case
POSS:	Possessive
PL:	Plural
SG:	Singular
1SG:	First person singular
3SG:	Third person singular
RC:	Relative Clause
PAST:	Past Tense
PART:	Past Participle
NP:	Noun Phrase
VP:	Verb Phrase
ILG:	Interlanguage Grammar
CAH:	Contrastive Analysis Hypothesis
CC:	Creative Construction
GG:	Generative Grammar
LAD:	Language Acquisition Device
NPAH:	Noun Phrase Accessibility Hierarchy
OPI:	Oral Proficiency Interview

JSL:	Japanese as a Second Language
RPs:	Resumptive Pronouns

CHAPTER I

INTRODUCTION

For various reasons, a great deal of importance has been attached to speaking two or more languages for quite a long time. For the last century, academic researchers have approached this issue with different perspectives. Despite this, the common perspective among most theories has been that acquiring second languages should follow patterns similar to acquiring first languages. Until the late 1960's, the main stream assumption for first language acquisition was Behaviorism. This theory held the claim that language acquisition was a "habit formation." Language forms were thought to be acquired with the help of repetition and reward. That is why the Creative Construction Theory was developed for explaining second language acquisition from a Behaviorist point of view. In time, however, Chomsky's criticism of Skinner in 1959 brought a completely different perspective and has influenced the field of language acquisition since then. Chomskian linguists have argued that children acquire the full set of rules of their mother tongue with only limited exposure to it. Following this evidence, it was theorized that children actually possess an abstract tool, "Language Acquisition Device" (LAD), which was later termed as Universal Grammar (UG).

Taking UG as the base, Generative Grammar (GG) suggests that all languages share common features called principles. Principles are fixed properties that are traced across every human language such as subjacency principle, projection principle, binding principles and so on. Parameters, binary values that can be either (+) or (-) depending on the typology of languages, constitute another leg of Generative Grammar. To illustrate, Japanese is a pro-drop (+) language, which refers to the property that pronouns in this language can be omitted without restricting the meaningfulness of sentences while English is considered to be pro-drop (-); that is to say, semantics of utterances are restricted when pronouns are omitted.

Studies in the domain of second language acquisition (SLA), which select Universal Grammar (UG) as the baseline, investigate languages with similar/different parametric properties. By delving into the characteristics of parameters across languages, these studies are aimed at providing a comprehensive account of how second languages are acquired. Analysis of interlanguage development in the course of second language acquisition is observed in order to explain the direction of acquisition. Although the first followers of generative grammar questioned whether learners have access to UG or not, over the course of time, the focus shifted to an area in which UG is thought to be present in language acquisition. Thus, contemporary

researchers investigate the degree of UG representation in SLA and the degree of native language (L1) interferences (White, 2003).

There have been studies delving into how learners acquire second languages with dissimilar parameter settings from their L1 (Lantolf 1990, Ekmekçi et al. (2000), Bulut & Can 2000, Ellidokuzoglu 2002, Lafond 2003, Kırkıcı 2006, Çelik 2003) In a similar vein, opposing properties of Turkish and English constitutes a fruitful area for investigation where head-direction parameter is concerned.

1.1. STATEMENT OF THE PROBLEM

There have been numerous studies on second language acquisition in the domain of Universal Grammar; however, concrete results that satisfy researchers concerning the extent to which learners have access to UG or make transfers from L1 are not sufficient. Thus, more studies on this topic need to be conducted. As Mitchels and Miles state, "L2 learners do not seem to produce languages 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).

Most of the studies which delve into SLA conclude whether UG is fully, partially or not accessed at all. Although some studies also make conclusions regarding points on L1 transfer, they are limited in number and do not contribute to the major cornern of these studies. As the purpose of SLA studies is to describe the development of interlanguages in detail, studies should attach importance to UG accessibility and L1 transfer equally. Thus, studies that only take UG accessibility are insufficient to successfully bring an explanation to the issue.

When head-direction parameters of Turkish and English are concerned, Göksel and Kerslake (2005) indicate that Turkish RC's precede noun phrases they modify, which means that Turkish is a head-final language.

(1) oyuncak-lar-ın-ı kır-an (küçük) kız
toy-PL-3SG.POSS-ACC break-PART little girl
'the (little) girl who breaks/has broken her toys'

On the other hand, in English RC structures follow the noun phrases (NP) they modify, which means that English is a head-initial language.

Perhaps the people [who were waiting REL] are still here.

(Downing & Lock, 2006)

Investigating the acquisition of English RC's by Turkish L2 learners, therefore, could be useful to bring an explanation to describe the extent of access to UG and transfer from L1 in SLA.

SLA studies that investigate parameters such as constituent order parameter or pro-drop parameter have been conducted on Turkish learners of English; however, there are not studies that specifically investigate the head-direction parameter, which are concerned with acquisition of English relative clauses by Turkish L2 learners. As indicated above, Turkish and English have opposing head-direction parameter properties and a study, which is intended to investigate the acquisition of English head-direction parameter by Turkish L2 learners, can contribute to the field.

1.2. AIM OF THE STUDY

The purpose of this study is to investigate the properties of Turkish learners' learning of English relative clauses. In order to bring an explanation, three proficiency groups (pre-intermediate, intermediate and upper-intermediate) were administered several tasks. By analysing and comparing their responses and productions, this thesis attempts to explain the roles of accessibility of UG and transfers from L1 in this process. Based on the assumption that learners make use of both UG and L1 transfer, the focus is on observing the state of learners' practicing both of them at low levels and exhibiting the direction of learning from low levels to higher levels by comparing their judgments and productions with statistical tools. On the other hand, while trying to explain the nature of learners' grammar considering these two fundamentals, another purpose is to observe head-direction parameter resetting of the learners. Typologically, English is a head-final language while Turkish is head-initial. In acquiring RC structures, Turkish learners of English are supposed to reset their head-initial parameters into head-final setting. By observing their responses and productions, our aim is to exhibit their initial state of English RC's at low levels and also exhibit how it is learned in further stages. By observing participants' responses and productions, this structure might yield results that explain the nature of UG and transfer in learning of English relative clauses by Turkish learners. Therefore, this thesis is aimed at providing a comprehensive explanation to the learning of English RC's by Turkish L2 learners.

1.3. RESEARCH QUESTIONS

In this study, the questions below will be the centre of consideration and striven to be answered.

1. What is the direction of learning of English RC's from lower levels to higher levels?
2. Do Turkish L2 learners of English reset head-direction parameter from Turkish (head-initial) to English (head-final) as the performances of proficiency groups are taken into consideration?
3. What are the roles of access and transfer in the learning of relative clauses by Turkish learners of English?

1.4 LIMITATIONS

In the history of second language studies, various aspects and features of languages have been investigated in order to obtain an optimum result of studies in question. Thus, with a similar approach in this study, the focus is only on learning English relative clauses by Turkish learners of English. Thus, this study is restricted to the learning of English relative clauses by Turkish L2 learners. Moreover, in English, most of the relative clauses are finite; however, non-finite relative clauses are also observed. Despite this fact, this study selects only the finite relative clauses as the baseline.

Another limitation is that this study only includes participants from TOBB ETU University School of Foreign Languages and the results obtained are restricted to the tasks (the Grammaticality Judgment Task, Translation Task and Scrambled Sentences Task) given in this study.

In this study, variables such as age and gender are not taken into consideration although there have been some studies (Johnson and Newport 1991) indicating that there is a relationship between age and learning.

CHAPTER II

LITERATURE REVIEW

2.1 INTRODUCTION

Recent studies in the SLA domain have been influenced by Generative Grammar based approaches to a great extent. The question of whether Universal Grammar, which was originally developed and proposed to account for first language acquisition by Chomsky (1965), also constrains the acquisition of second languages has been the major concern of the studies conducted in SLA (Bley-Vroman, Felix and Ioup, 1988; Hilles, 1991; Schwartz and Sprouse, 1998; Hawkins, 1999; White, 2003). This concern in UG has provided a deeper insight into the nature of SLA research. Most of the controversy raised by the issue of UG in SLA is that the knowledge of L2 is never as perfect as L1 except some extreme examples. According to Ellis (1999), only five percent of L2 learners attain a native like proficiency. For this reason, L2 is expected to have unique characteristics different from L1 and target language; therefore it should be studied taking this into consideration. If the same processes were involved in second language acquisition, one would expect to get the same outcomes as in L1. However, the outcome is usually what is called 'steady interlanguage'.

The concept of *interlanguage*, as put forward by Selinker (1969, 1972, 1992), is the "separate linguistic system based on observable output which results from a learner's attempted production of a target language norm," where the target language is defined as "one norm of one dialect" (1972, p. 214). Hence, the language the L2 learner comes up with is not the L2 in fact. For this reason, it can be considered as "an attempted production" of L2. After the emergence of interlanguage, studies were conducted within a generative framework asking whether UG is still available to the L2 learner concentrated on interlanguage itself (Schwartz and Sprouse, 1998; White, 1998). As stated by White (2003), "the main focus of UG studies shifted from access issue to whether interlanguage grammars exhibit properties characteristic of natural language" (p.17). Within the same line of reasoning, studies in this regard such as Schwartz and Tomaselli's (1990) and Schwartz and Sprouse's (1994) investigated the UG trace (in terms of word order) in German interlanguage of L1 Turkish speakers, and they claimed support for UG in adult SLA.

The following part explains the historical development of second language acquisition studies. Approaches and theories before UG are presented in a chronological order and following this part, SLA with UG perspective are provided. Next, relative clause constructions in Turkish and

English are given and finally a part dedicated to the previous studies on relative clause acquisition is provided.

2.2 CONTRASTIVE ANALYSIS HYPOTHESIS

Conducted by researchers from the 1940's to the end of 1960's, Contrastive analysis was about comparing languages in a systematic way. Researchers of this era had the idea that foreign languages can be best taught when the differences and similarities between native languages and target languages are taken into consideration. Fries, who was one of the leading applied linguists of the era, articulated this assumption in this way:

"The most efficient materials are those that are based upon a scientific description of language to be learned, carefully compared with a parallel description of the native language of the learner." (1945, p.9)

Following such statements, a number of contrastive analysis studies started to be carried out. Once a student and later a colleague of Fries' at the University of Michigan, Lado expressed his assumption that language materials would be more successful when they are based on a contrastive analysis by saying:

"Individuals tend to transfer the forms, meanings, distribution of forms and meaning of their native language and culture of foreign language and culture- both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and culture as practiced by natives." (1957, in Gass and Selinker, 1983, p.1)

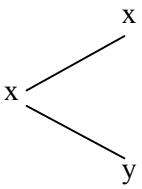
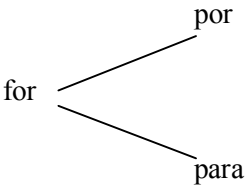
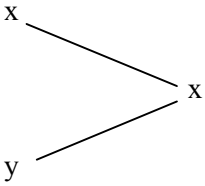
In the meantime, the field of language teaching was dominated by behaviorism. Proponents of behaviorism held that language acquisition (first language) was the product of habit formation and all these habits of acquiring native languages were through the repeated association between some stimulus and some response, which would then be conjoined when rewarded. By the same token, second language acquisition started to be viewed with the same perspective and it was claimed that second language acquisition (SLA) is another process of creating habits within the target language.

Following the theoretical background of this approach, Contrastive Analysis Hypothesis emerged claiming that "where two languages were similar, positive transfer would occur; where they were different, negative transfer or interference would result." (Larsen-Freeman, Long, 1991, p.53)

However, Contrastive Analysis Hypothesis (CAH) was not only about lists of binary predictions of the form: similarity/difference; ease/difficulty. Researchers (Stockwell, Bowden and Martin, 1965) came up with a more detailed and sophisticated classification of contrasts between languages to be compared and learners of which would be learned.

The table shown below is a simplified version of their "hierarchy of difficulty" (Larsen-Freeman, Long, 1991, p. 54)

Table: 1 Hierarchy of difficulty

Type of Difficulty	L1: English L2 Spanish	Example
1. Split		
2. New	Θ- - - - - - - - - - - - x	Marking grammatical gender
3. Absent	x- - - - - - - - - - - - Θ	*Do* as a tense carrier
4. Coalesced		his/her realized as a single form *su*
5. Correspondence	x- - - - - - - - - - - - x	-ing = *-ndo* as a complement with verbs of perception

Although CAH constituted its foundations by associating itself with behaviorism, this paved the way for its being abandoned as a hypothesis to explain second language acquisition. The first impact came from Chomsky's review of Skinner's Verbal Behavior, (1959) in which he severely criticized the view of language acquisition. Moreover, the studies in the domain of CAH were later subjected to empirical tests (i.e Alatis, 1968) and serious flaws were revealed and CAH was finally refuted.

2.3 CREATIVE CONSTRUCTION THEORY

Taking lessons from the inconveniences of behaviorist approach of CAH, 1970's witnessed the first proponents of Creative Construction (CC) Theory. As a theory with nativist foundations, despite its extreme claims as to innateness of language acquisition, CC introduced the claim that language learners acquire an L2 without a considerable transfer from L1. Flynn (1987) hypothesized that learners develop a *creative constructive* phase in which they learn L2 and which is not determined by L1.

As the name implies, the theory of Creative Construction proposes language acquisition as a developmental and creative process in which learners of any L1 with various parameter-settings end up acquiring the language with the same patterns. To illustrate, Dulay and Burt (1974a; 1974b) investigated the order of acquisition for morphemes in English. They found out that regardless of their L1, learners followed the same order of morpheme acquisition. This, and research in the same vein, concluded that second language acquisition follows a rather innate path instead of CAH approach of sheer L1 effect. Concerning their hypothesis, Dulay and Burt stated that

> "Language learners have a disposition to organize input in ways that exhibit a creative independence from external environmental characteristics. This aspect of language acquisition is believed to be rooted in innate and universal structural properties of mind." (1974a p.68)

Supporting evidence came after their morpheme acquisition studies. Similar to their hypothesis, all the studies in this approach claimed that L1's are not determinant in the process of L2 learning such as that indicated in the study by Bailey, Madden and Krashen (1974). They also investigated the natural sequences in L2 acquisitions and came up with conclusions supporting Dulay and Burt. In the later years, d'Anglejan and Tucker (1975), Gass (1980) and Apel (1984) worked on the same hypothesis and concluded the same results.

CC theory held a truly realistic ground; the proponents' claim about how second language acquisition takes place was accepted to a certain extent, and innateness of language acquisition and variation, whether free or controlled, in construction were also accepted by Generative Grammar proponents. They shifted the focus from a behaviorist approach to an innate approach and although it was abandoned as a theory to wholly explain how languages are acquired, it at least served as a transitional tool. However, Ellis' 1985 work (in Mitchell and Myles, 1998) emphasized the role of L1 in SLA with empirical evidence and paved the way for its failure.

2.4 UNIVERSAL GRAMMAR

Generative Grammar (GG) is one of the theories that approach the field of language acquisition with a nativist perspective. Among linguists, there are two positions of nativism: general nativism and special nativism. General Nativism (Hamilton, 1996; O'Grady, 1996, 2005; Wolfe-Quintero, 1996) suggests that there is not a particular part of the brain that facilitates and enforces language acquisition; rather, it is a larger part of a mechanism that also has implications for language acquisition. Special nativism, on the other hand, includes theories and principles that are only attributable to language acquisition. Similar to other special nativist theories, GG "purports to explain acquisition by positioning an innate biological endowment that makes learning possible." (e.g. Chomsky, 1965; Brickerton, 1981, 1984; Pinker, 1984; Wode 1984; Krashen, 1985) (Larsen-Freeman, Long, 1991, p.227) What is meant by "biological endowment" is explained with the Language Acquisition Device as proposed in Chomsky's 1964 study.

The figure below attaches considerable importance to the Language Acquisition Device (LAD) for its responsibility to explain language acquisition.

Figure: 1 Language Acquisition Device (Chomsky, 1964)

Input ⟶ ***Language Acquisition Device*** ⟶ **Output (a grammar of a language) (language data)**

Until the 1980s, Chomskyan language acquisition perspective put the LAD in the centre of the logical problem of language acquisition. Followers of this ecole insisted that the LAD, a so-called 'black box', instantiates one of the possible grammars in the mind. The LAD was quite an abstract notion without a detailed theoretical background.

This theory was later developed and termed as Universal Grammar (UG) by Chomsky (1981, 1986, 1993, and 1995) According to UG, properties of the human mind are what make language universals the way they are. Following and adding onto Chomskyan nativism, White (1985b) states that Generative grammar has had two aims: one is to devise grammars which characterize the ideal speaker-hearers' *competence*, the underlying system of rules which has been internalized. The second aim, which has taken precedence over the first one in the recent years, is to provide not only a description of what it is that native speakers unconsciously know about their language but at the same time to explain how they come by this knowledge, to answer the so called logical problem of language acquisition. As Chomsky (1995, p.65) noted: "The theory

of languages and the expressions they generate is Universal Grammar. UG is a theory of the initial state S_0 of the relevant component of the language faculty." He proposed that children, in the process of rule-formation of their mother tongue, successfully acquire language although they are exposed to insufficient input. What is meant by insufficient input is that it does not contain *negative evidence*, information from which learners could work out what is not possible in a language to be acquired. In a typical language acquisition situation negative evidence is not available because care-takers only pay attention to grammatical utterances and do not correct errors. Even if they try to correct errors, children depending on developmental stage, do not correct their errors. The example of a dialogue between a mother and a child below is an indicator of this:

(2) Child: Want other one spoon, Daddy.
Father: You mean, you want the other spoon.
Child: Yes, I want other one spoon, please Daddy.
Father: Can you say "the other spoon"?
Child: Other…one…spoon.
Father: Say "other".
Child: Other.
Father: "Spoon".
Child: Spoon.
Father: "Other spoon".
Child: Other…spoon. Now give me other one spoon.

Jackendoff (1994 p.104)

As seen above, the child rejects the negative evidence and uses his/her individual/developing grammar. Such examples prove that children acquire their L1 ignoring negative evidence and wholly depending on *positive evidence*, which refers to the overall language that the learner is exposed to. Another important piece of evidence on the redundancy of negative evidence can be given from White (1985a) study. In this study, the complex "island constraint" is claimed to be acquired perfectly by young native speakers of English.

(3)

a) The car is expensive.
b) Is the car expensive?

c) The car which is advertised in the paper is expensive.
d) *Is the car which – advertised in the paper is expensive?
e) Is the car which is advertised in the paper – expensive?

Both of the examples above prove that although children are accompanied by only positive evidence during their language acquisition process, they seem to develop a language system of producing infinite combinations to utterances and sentences, all within the scope of their mother language.

A child, however, at the age of 2-3 is never exposed to enough linguistic data in order to fully acquire the language. Taking this point into consideration, Universal Grammar puts forward 'the poverty of stimulus.' Crain & Lillo-Martin (1999) states that the input to a child consists of sample sentences generated by the grammar. If there is a failure in generalizing properly, there will be no ability to generate all of the sentences of the language This hypothesis is also shared by Cook and Newson (1996a) stating that there is not only the complexity of language knowledge, but also the impoverished data available to the learner. If the child's mind could not create language knowledge from the data in the surrounding environment, the source must be innately given. This is known as 'the poverty of the stimulus' argument. Haegemann (1991) also points out important issues regarding the poverty of the stimulus argument. He states that there are important inadequacies in the linguistic experience. In spite of these inadequacies, human beings gain linguistic competence. The first inadequacy occurs during the language acquisition of a child where he comes across various ungrammatical sentences like slips of the tongue, hesitations and incomplete sentences. The second inadequacy is the input stimulus. It is quite limited during the acquisition of a language; therefore, the output is finite.

2.4.1 Principles and Parameters Theory

Government and Binding theory (Chomsky, 1981, 1986) claims that UG puts constraints on language faculty. These constraints include stable and constant principles that can be traced in all languages of the world and parameters which are binary options switched on either side depending on the typology of the language. To illustrate, Cook (1993) explains "according to X-bar syntax all phrases have two levels; according to Projection Principle all lexical items project their syntactic specifications on the phrases of which they are heads. These principles form part of the language faculty of the mind – Universal Grammar. The claim is that it is impossible for a human mind to know/speak a language without knowing the X-bar and Projection Principles, since they are already present inside it. UG allows for variation between languages through

parameters; languages can only vary within the pre-set limits for a particular parameter. The parameter itself is universal but the values it may take vary from one language to another. Any language a human being knows must, among other things, be either pro-drop or non-pro-drop, must have settings for each of the parameters affecting the word order, and must have one of the possible settings for the governing category parameter of Binding Theory." (pp. 200,201)

In order to clarify what principles and parameters theory suggests, the following analogy is given by Cook (1997):

"Overall there is a principle that drivers have to keep consistently to one side of the road, which is taken for granted by all drivers in all countries. Exceptions to this principle, such as people driving down motorway on the wrong side, rate stories in media or car crashes in action movies. The principle does not, however, say which side of the road people should drive on. A parameter of driving allows the side of the road people should drive on. A parameter of driving allows which side to be the left in England and Japan, and the right in the USA and France. The values have two options or "settings" left-right. Once a country has adopted for one side or the other, it sticks to its choice; a change of settings is a massively complex operation, whether it happens for the whole country, as in Sweden, or for the individual travelling from England to France. So a universal principle and a variable parameter together sum up the essence of driving. The principle states the universal requirement on driving; the parameter specifies the variation between countries." (pp. 250-251)

2.4.1.1 Principles

As Chomsky states, children are biologically endowed with innate language faculty. There have been various attempts to explain the nature of this faculty. Innate language faculty enables humans to acquire any natural language regardless of race or any other factors. Take the example of a Gypsy orphan boy raised in an English-speaking family. It will be noted that the child will acquire the language as his/her mother tongue without any difficulty. So Universal Grammar instantiates the exact proper settings for the specific grammar the child will strive to acquire. However, to any layman, the grammars of languages of the world display rather different properties and on the surface, the only similarity that seems convincing is the vocabulary which is shared across languages. Despite this, there are certain principles that permit or prohibit structures from occurring in all human languages.

2.4.1.1 i The Subjacency Principle: A constituent such as a WH-word may only be moved across only one bounding category at a time (White, 1989). In order to illustrate, the following example can be given.

(4) Peter stole something

What did Peter steal __?

(5) The policeman believes that Peter stole something.

What does the policeman believe that Peter stole __?

(6) The lawyer says that the policeman believes that Peter stole a watch.

What does the lawyer say that the policeman believes that Peter stole __?

(7) Mary likes the children in her morning class.

*Which class does Mary like the children in __?

(8) His love of weapons frightened her

*What did his love of __ frighten her?

The examples above with asterisks show that a constituent which is moved out of a bounding category at a time violates the Subjacency Principle, making the utterance ungrammatical.

2.4.1.1 ii The Projection Principle: Haegeman (1991) states that all structure is projected from the Lexicon. The claim comes from the stipulations of Chomsky (1986), who proposed that "lexical structure must be represented categorically at every syntactic level." For example the verb strangle, apart from the subject, has an obligatory argument, its object, which must appear in the sentence. The following subcategorization frame for the verb strangle specifies its properties; the underlined gap for the location of the verb is followed by the noun phrase (NP):

(9) strangle Verb, [__ NP]

It is out of this frame that a sentence like the following can be generated:

(10) Fabio strangled Prince Jamal.

A sentence without the object, in violation of the verb's subcategorization frame and the Projection Principle, would be ill-formed:

(10) *Fabio strangled.

2.4.1.1 iii Binding Theory: Reinhart (1976) explains Binding Principle as the branch of linguistic theory that explains the behavior of sentence-internal anaphora, which is labeled 'bound anaphora'. It is about the relationship between an anaphora and its antecedent.
There are three major principle of Binding Theory which can be summarized as

- **Binding Principle A**: "An anaphor must be bound in its binding domain."

  (11)

  - $Heidi_i$ bopped $herself_i$ on the head with a zucchini:
  - $[Heidi_i's\ mother]_k$ bopped $herself_k$ on the head with a zucchini.
  - *$[Heidi_i's\ mother]_k$ bopped $herself_i$ on the head with a zucchini.

The first two sentences above are grammatical because the anaphors are bound by the subjects of the binding domain they are placed. However, in the last example the anaphor is bound by the NP inside the subject, the position of which is not the binding domain that the anaphor is bound by.

- **Binding Principle B**: "Pronouns must be free in their binding domain"

  (12)

  - $Heidi_i$ bopped her_k on the head with the zucchini
  - *$Heidi_i$ bopped her_i on the head with the zucchini
  - $Heidi_i$ said that she_i danced with Art
  - $Heidi_i$ said that she_k danced with Art.

  As the principle simply puts the second sentence is wrong because the pronoun is bound by an R-expression in its binding domain and the others are correct because they are bound by an R-expression out of their binding domain.

- **Binding Principle C**: "R-expressions must be free."

  (13)

  - *$Heidi_i$ kissed $Miriam_i$
  - *Art_i kissed $Geoff_i$

- *She$_i$ kissed Heidi$_i$
- *She$_i$ said that Heidi$_i$ was a disco queen.

The above sentences are wrong because R-expressions are not bound in any domain.

2.4.1.1 iv: Structure Dependency

The core claim of this principle is that all grammatical operations are structurally dependent. It further suggests that syntactic rules are defined in terms of the structural relations between sentence constituents and not in terms of their serial ordering. An example is:

(14)

- He is doing his homework.
- Is he_doing his homework?

As seen in the example, in order to produce a question sentence, the auxiliary verb "is" is moved to the left of the NP Ali. In the process of language acquisition, a child learns that he/she has to move the constituents in this way to form interrogative sentences. Although utterances such as the one below are never taught to be ungrammatical, children never produce sentences as below.

(15) *And Cengiz Burak are two good friends?

Children do not change the places of the first and second words of the sentence. Although nobody teaches children such a rule, they innately know that "Cengiz and Burak" is an NP that cannot be broken while setting up an interrogative sentence. Thus, they innately know that it should be as:

(16) Are Cengiz and Burak two good friends?

Children do not form such ungrammatical sentences because they innately know that a noun phrase cannot be broken while setting up an interrogative sentence. They know that a sentence is not a serial ordering of individual words. This principle is called Structure Dependency

2.4.1.2 Parameters

Although principles are universal throughout languages of the world, parameters vary in correlation with the principles of the language. Moreover, setting of a certain parameter also

affects setting of other parameters. An example of this could be illustrated from Chomsky (1981) and Rizzi (1982), a pro drop parameter (a parameter which allows null subjects) brings along null subject pronouns, subject-verb inversion in declarative sentences and also extraction of subjects from embedded clauses with overt complementizers. (as cited in Braidi, 1999)

Parameters in general display a binary feature. For example they are (+) pro drop or (-) pro drop or head initial or head final. What decides the choice over the parameter value is the linguistic experience according to Chomsky (1980). On this topic, however, Yates (1990) believes that some parameters get to be used with a default setting. This means that children start with an unmarked parameter value before exposure to positive evidence. They switch to the other value of the parameter if their default parameter value is in contrast with positive evidence they get from their mother tongue. To illustrate, pro drop parameter research has shown that regardless of the language children acquire, they all start with a default setting of (+) pro drop due to certain reasons. In this way children improve their core grammar with exposure to linguistic data and complete the acquisition of their L1 in a limited time.

In this study, the main focus is to observe how Turkish learners of English start acquiring the relative clause construction in English and see to what extent they access UG and reset parameters. As a parametric variation, Turkish allows RC to appear to the left of noun phrases (NP) on the other hand English requires RC's to be on the right of NP's, which proposes that Turkish is a head-initial language and English is a head-final language according to Principles and Parameters Syntax.

2.4.1.2 i Head Direction Parameter

Like pro drop and Binding Principles, head-direction parameter is another parameter in the framework of Principles and Parameters Syntax. In the earlier studies, this parameter was referred to as Principle Branching Direction and the terminology preferred was right-branching and left-branching (Lust, 1983). However, later researchers have preferred to call it head direction parameter or head-initial/head final parameter Flynn (1987, p. 187) defines this parameter as

"Head direction captures a broad division between languages over the location of subordinate clauses with the structures of the sentences."

By head direction, it is implied that all languages of the world either of two main trends, one of which allows subordinate clauses to precede NP's and another of which allow them to follow NP's. On this point, English RC's by nature follow NP's that they modify.

“I like the meal which he cooked.

This is why English is a head-initial language because the head (the meal) is before the RC by which it is modified. However, in Turkish, in contrast, RC’s precede the NP’s that they modify, which makes Turkish a head-final language.

Further detail concerning both languages’ RC properties will be presented in the next chapters.

2.5 COMBINING UG AND SECOND LANGUAGE ACQUISITION

Although UG theory was originally formulized as a theory of L1 acquisition, it also makes assumptions about the L2 acquisition. If there is a hypothetical innate biological device that children activate to acquire a language on basis of a limited set of linguistic data, it is also logical to assume that this mechanism might also be accessible in the course of L2 acquisition. On the other hand, Schwartz and Sprouse state that “In the 1980s, we were—metaphors aside—asking the right question for adult L2 acquisition research: "Is Universal Grammar accessible to the (adult) L2 learner?" And we even had the right answer: "To find out requires testing for the operation of UG constraints.” (1998, p. 10). In order to make a claim as to acquisition of a second language, SLA studies mainly focus on the resetting of parameters and ask whether data from learners display certain evidence proving access to UG and/or transfer from L1.
Below is a summary of hypotheses which are employed to explain to what extent UG is available in the course of SLA.

2.5.1. Direct Access Hypothesis

Direct access hypothesis formulates L2 acquisition the same as in L1 acquisition. The proponents of this approach claim that L1 does not interfere in the L2 acquisition thus disorders or difficulties due to resetting of parameters, if needed, do not take place. Therefore, the hypothesis claims that the initial state of L2 acquisition is UG. The following figure shows the interaction between L2 and L1 in L2 acquisition

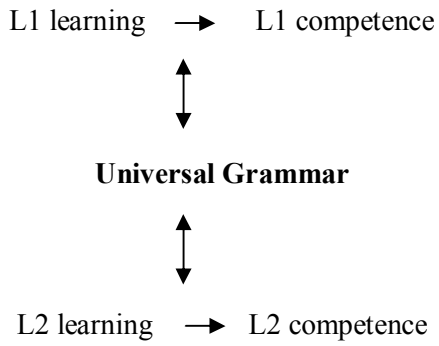


Figure 2: Direct Access model of L2 learning
(adapted from Cook and Newson, 1996, p. 292)

Evidence which made this hypothesis worthwhile mostly came from Bley-Vroman *et al.* (1988), Felix (1988) and White's (1988, 1992) studies. Results from these studies on grammaticality judgment task prove that learners have access to UG. In these studies subjects were able to display knowledge of UG in their judgments of grammaticality.

2.5.2. No Access Hypothesis

As the name suggests, No access hypothesis' claim is that L2 learners do not have access to UG in the process of L2 acquisition. Rather, the claim is that they employ their problem solving skills to compensate for the missing access to UG as shown in figure 4:

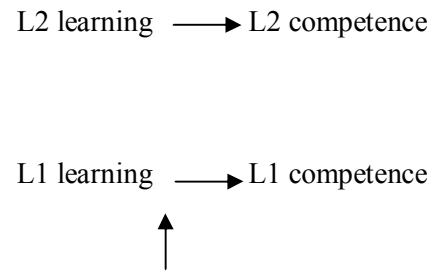


Figure 3: No Access model of L2 learning
(adapted from Cook and Newson, 1996, p. 294).

Clahsen and Muysken (1986), who are the proponents of this hypothesis, state that any error made in the course of acquisition proves that learners do not have access to UG.

2.5.3. Indirect Access Hypothesis

Linguists holding this view claim that learners have access to UG via their L1. In the course of L1 development, learners have already acquired the required principles and set parameters so later in the process of L2 acquisition, they simply copy the principles and set parameters of their L1; however, if there is a mismatch between parameter settings of L1 and L2, learners make use of strategies like linear ordering of words rather than UG activation of principles and parameters. Proponents holding this view include Bley-Vroman (1988), Schachter (1988, 1996) and Johnson and Newport (1991). The figure 5 indicates the main characteristics of the indirect access hypothesis.

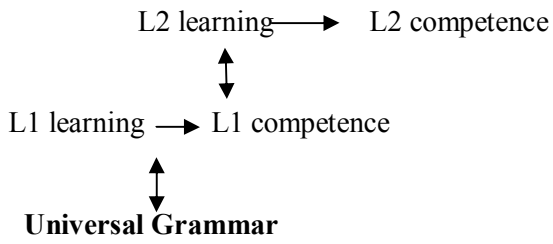


Figure 4: Indirect Access model of L2 learning
(adapted from Cook and Newson, 1996, p. 293).

Apart from the hypothesis summarized above, White (2000) also brings together five hypotheses that aim to explain the nature of transfer/access in the process of SLA.

2.5.4 Full Transfer/Partial Access

In this approach, the starting point of L2 acquisition is the L1 final state and because of this reason; UG properties that are not on in L1 are not available in the process of L2 acquisition either. Although there presumed to be a full transfer from L1, White (2000) precorrects a misunderstanding that this approach does not necessarily support 'no access'. She refers to Bley-Vroman's (1990) Fundamental Difference Hypothesis for an example of UG traces in the interlanguage grammars. To explain this, she states that "Although Full Transfer/Partial Access takes the L1 grammar as the starting point, this does not mean that proponents are committed to the impossibility of grammar development though they differ radically over what kind of change is assumed to take place and the extent to which L1 principles and parameters can accommodate a totally new situation in the L2 (e.g., Schacter, 1989)." (White, 2000 p.135) She adds that although there is a partial access to UG, learners may also reach L2 correct productions sometimes despite different principle and parameter settings from L1.
Below is a figure for a brief explanation for this approach from White (2000)

Figure 5: Full Transfer/Partial Access (White, 2000)

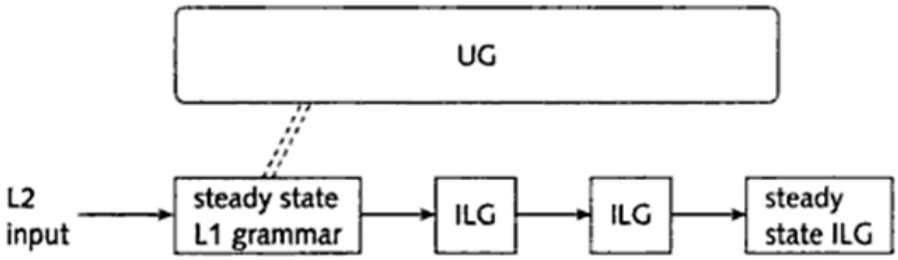


Figure 5: Full Transfer/Partial Access (White, 2000)

2.4.5. No Transfer/Full Access

Acquisition of L2 is not based on the final state of L1 in this approach. It is rather fully constrained by UG parameters and principles, thus learners manage to form and alter new principles and parameters based on L2 that is being acquired. L2 acquisition process is viewed as a similar process to the one at L1 acquisition. Besides the fact that L2 starting point is not L1 final state, White (2000) shows that L1 and L2 productions show similar developmental stages thus showing similar interlanguage productions.

White (2000) states that "As far as development is concerned, No Transfer/Full Access predicts that the grammars of L1 and L2 acquirers should be essentially alike; furthermore, there will be no differences in developing interlanguage grammars attributable to the mother tongue of the leaner. This view further predicts that the L2 learner should in principle converge on the L2 grammar; in other words, ultimate attainment should be similar to that of native speakers.

The following figure shows the main characteristics of No Transfer/Full Access Hypothesis

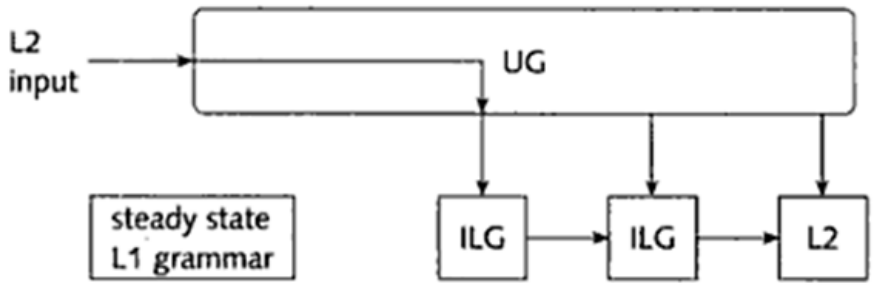


Figure 6: No Transfer/Full Access (White, 2000)

2.5.6. Full Transfer/Full Access

In this approach, White maintains that L2 and L1 share similar grounds as to the involvement of UG; however, they hold differences as to the starting point of acquisition. Transfer from L1 does not involve those of surface properties of L1 but rather 'deep consequences' as she puts forward such as clustering of parametric properties, syntactic consequences of certain functional categories and feature values etc. She confesses that this approach shares similar properties with Full Transfer/No Access and No Transfer/Full Access. Further, she states that "the learner, faced with L2 input that must be accounted for, initially uses a representation based entirely on the L1 grammar. However, where properties of the L2 input suggest that the L1 grammar is inadequate, there is restructuring. When the L1 grammar is unable to accommodate the L2 input, the learner has recourse to UG options, including new parameter settings, functional categories and feature values, in order to arrive at an analysis more appropriate to the L2 input. (p137)

For this approach, she finally states that "Full Transfer/Full Access predicts that grammars of L1 and L2 learners will differ, prior to any parameter setting, as will the grammars of learners of different L1s. It is also not expected that learners will necessarily converge on the L2 grammar, since properties of the L1 grammar may prevent the learner from noticing the relevant properties of the L2, in effect leading to fossilization at a point short of native-like competence." (White, 2000, p137) The following figure indicates the main characteristics of this hypothesis.

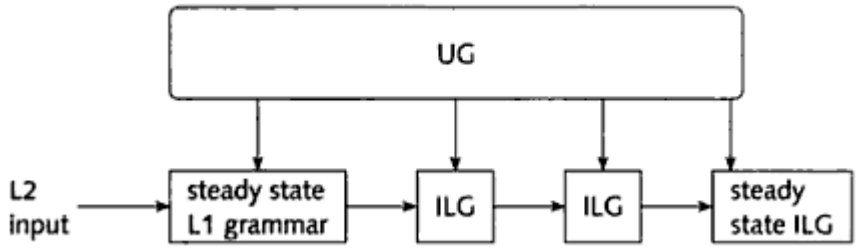


Figure: 7 Full Transfer/Full Access (White, 2000)

2.5.7 Partial Transfer/Full Access

Referring to Vainikka and Young-Scholten (1996) White states that L2 initial state draws on properties of both the L1 and UG concurrently. More into detail, it is proposed that only L1 lexical categories are found in the initial L2 grammar. Functional categories are not transferred. In the initial state L2 learners are assumed to project NP and VP but not DP, IP, or CP.

In sum, White maintains that" Only part of the L1 grammar is represented in the L2 initial state (either lexical categories alone or lexical and functional categories, the latter lacking their feature strength)." (p. 138) Figure 9 indicates the main chracteristics of this hypothesis.

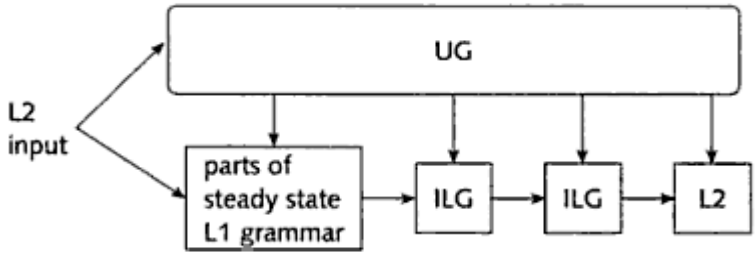


Figure 8: Partial Transfer/Full Access (White, 2000)

2.5.8 Partial Transfer/Partial Access

In this approach , White refers to Beck (1997), Eubank, Beck, and Aboutaj (1997) and Eubank, Bischof, Huffstutler, Leek and West (1997) and states that certain functional features never become specified for strong /weak values in the course of L2 development. "In other words, L2 grammars are permanently impaired in a local domain, with a range of consequences not found in native speaker grammars. Since inflectional features are never specified, there is permanent variability in word order, with verbs sometimes rising and sometimes not."(p. 138) Figure 10 explains this hypothesis as follows:

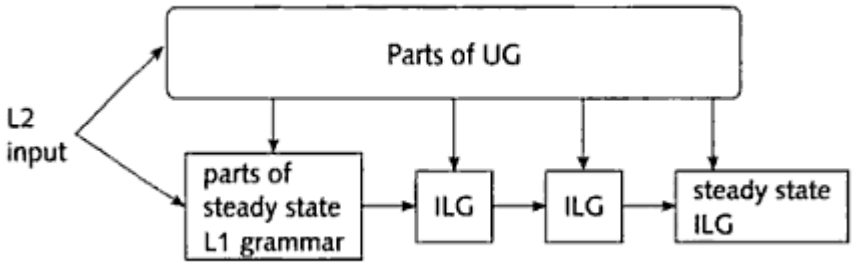


Figure 9: Partial Transfer/Partial Access (White, 2000)

Table 2: Summary of the claims on UG availability and transfer (based on White, 2000, p. 149).

	FT/PA	NT/FA	FT/FA	PT/FA	PT/PA
Initial state	L1	UG	L1	UG and parts of L1	Parts of UG and L1
Grammar development	UG principles (via L1)	UG principles	UG principles	UG principles	(Some) UG principles
	L1 parameter settings + local adjustments	L2 parameter settings	Parameter resetting from L1 – L2/Ln	Parameter resetting from L1 – L2	Parameters associated with functional features remain unspecified
	Possibility of "wild" grammars	No wild grammars	No wild grammars	No wild grammars	Locally wild grammars
Final state	L1 (+local adjustments)	L2	Ln (L2 possible but not inevitable)	L2 (Ln)	L2 not attainable

2.6. INTERLANGUAGE

Following Chomskian tradition in accordance with the concept that language acquisition is more than a habit formation, proponents of the Generative Grammar perspective obtained research findings claiming that in the course of second language acquisition, people follow a path that is not exactly a clone of the syntactic properties of one's L1 and errors which are due to L1. With this perspective, generative grammarians started to point out properties of learner-language which consists of a wide range of L1 and moreover transitional assets. The first person to mention this phonemenon was Selinker (1969, p. 71) referring to it as "interlanguage" and he described it as "An 'interlanguage' may be linguistically described using as data the observable output resulting from a speaker's attempt to produce a foreign norm, i.e., both his errors and non-errors. It is assumed that such behavior is highly structured. In comprehensive language transfer work, it seems to me that the existence and recognition of interlanguage cannot be avoided and it must be dealt with as a system, not an isolated collection of errors."

Larsen-Freeman and Long (1991) summarize major findings in terms of three major principles governing interlanguage (IL) development:

1. ILs vary systematically.
2. ILs exhibit common accuracy orders and developmental squences.
3. ILs are influenced by the learners' L1.

Under the first principle, Larsen-Freeman and Long state that ILs vary in two ways: one is free variation and the other is systematic variation. They articulate "Like all natural languages, ILs are variable; however, the amount of synchronic variability ILs exhibit is especially large." (p. 81) The examples of free variation include Ellis (1984) giving the example of a Portuguise boy producing *No V* and *Don't V* negation('No look my card' and 'Don't look my card') both being produced at very close intervals within the same activity. They provide another example from Einstein, Bailey and Madden (1982) stating that adult ESL learners use simple and progressive verb forms in free variation in cross sectional study.

Within systematic variation, Larsen-Freeman and Long (1991) stress that much of internal inconsistancy is not due to free variation, like Ellis's example of the interchangeable use of *No V* and *Don't V*, but rule governed or as Selinker (1969) claimed "systematic". They put forward that at least part of the variability can be predicted and accounted for as due to the effect of situation, linguistic context, degree of planning, or some other identifiable cause. As an example of this view, they provide the example of Huebner (1983). Heubner found that his informant initially used a definite article '*da'* ('the') before an NP which referred to a specific referent

which he 'assumed' was known to his interlocutor and which was not a topic or constituent of a topic, whereas other NPs received zero marking at this stage. Thus, while the learner's IL varied with respect to supliance of *da,* the variability was rule-governed, the rule this time being semantico-pragmatic (and, of course, non-target-like). 'Recognition' that this was wrong subsequently led the learner to neutralize the rule by 'flooding' almost 90 per cent of all NP environments with *da.* Later, learner gradually started to produce *da* from one syntactic environment after another until its function closely matched target *the*.

To examplify the second principle: 'ILs exhibit common accuracy orders and developmental squences.' Larsen-Freeman and Long (1991) provides results of some of the morpheme studies. First of all, early studies by Dulay and Burt (1974b) found that some 250 Spanish- and Chinese-speaking children, aged six to eight, learning English in the USA, exhibited syntactically significantly related orders in speech data elicited using the Bilingual Syntax Measure (BSM).

Finally, as can be predicted, ILs are also affected by L1. Although it is not the sole factor to shape SLA, L1 plays a role during the acquisition process. In the 1950's and 60's under Contrastive Analysis Hypothesis (CAH) L1 was seen as playing a decisive role in SLA and proponents of this hypothesis held the prediction that L1 would cause difficulty or it would facilitate SLA. For example, Schacter and Rutherford (1979) noted that certain of their ESL subjects (one Chinese and one Japanese) *overproduced* extraposed and existential sentences with 'dummy' subjects, e.g.

(17) It is unfortunate that…(extraposed)

(18) There is a small restaurant … (existential)

They hypothesized that the over use of such sentences was due to the learners' having seized a particular English syntactic pattern to serve a discourse function that their L1s, being topic-comment, require. Later Schachter (1983) indicated that language transfer is a constraint on the nature of hypotheses language learners are inclined to make about the L2. Thus, other ways the L1 may affect SLA are through causing learners to overproduce certain L2 forms and by influencing the hypotheses learners are likely to entertain about how the L2 is structured.

2.7. RELATIVE CLAUSES IN TURKISH AND ENGLISH

As the study is on the acquisition of English relative clauses by Turkish learners, this part provides detailed information on Turkish and English relative clause constructions.

2.7.1. Relative Clauses in Turkish

Relative clauses in Turkish are complex nominal structures that modify noun phrases and thus functioning similar to adjectives. As in the case of adjectives, Turkish, which is a head-final language, also allows the relative clauses to the right of the noun they modify.

Kornfilt (1997) states that Turkish Relative Clauses (RC) are nominalized structures, which means that they are non-finite. Participle suffixes of -(y)An, -DIK, or -(y)AcAK are employed to make relativization.

1. **-(y)An**

-(y)An suffix attaches to non-finite verbs and it does not get inflected for case or person.

(19) [[e_i geçen yaz ada-da ben-i gör-en] kişi-ler_i]

Last summer island-LOC I-ACC see-(y)An person-PL

'The people who saw me on the island last summer' (Subject as target)

Kornfilt (1997, p. 58)

However, in the case of headless relative clauses this rule does not apply.

(20) [opera-yı sev-me-yen]-ler-e (şaşıyorum).

opera-ACC like-NEG-PART-PL-DAT

'(I am surprised) at those [who don't like opera].'

(21) [operayı sevmeyen] kişi-ler-e…

person-PL-DAT

'…at people [who don't like opera]'

Another example for headless relative clauses is as follows:

(22) [Biz-im dik-ecek]-ler-imiz-de (hata var).

we-GEN sew-PART-PL-1PL.POSS-LOC

'(There is a fault) with the ones [that we shall be making].'

(23) [biz-im dik-eceğ-imiz] elbise-ler-de…

'…at the clothes [that we shall be making].'

Kornfilt (1997, p. 58)

It can be used for subject relativization and possessor relativization. If the relativized constituent is the subject of the verb, relative clause is non-case marked, which means that regardless of the subject whether it is 1st singular or 3rd person plural, it is all marked by 3rd person singular.

(24) [araba-***sı*** çal-ın-**an**] ***komşu-muz***

car-3SG.POSS steal-PASS-PART neighbour-1PL.POSS

'*our neighbour* [*whose* car was stolen]'

(25) [rol***ü*** büyük olma**yan**] ***oyuncu*** (cf. ***Oyuncunun*** rolü büyük değil.)

'*the actor* [*whose* part isn't big]'/'the actor [who does not have a big part]'

In such sentences, when the possessor is not the subject of the sentence, it is non-definite. Because of that the possessor can be part of any non-subject constituent, such as:

A direct object:

(26) [koyun-ların-ı kurt kap-an] köylü-ler (cf. Köylülerin koyunlarını kurt kaptı.)

sheep-PL.3PL.POSS-ACC wolf catch-PART villager-PL

'the villagers [whose sheep were caught by wolves]' (lit. 'whose sheep wolves caught')

An adverbial:

(27) [çatı-sın-dan birkaç küçük kiremit düş-en] ev roof-3SG.POSS-ABL a.few small tile fall-PART ouse

'the house [from the roof of which a few small tiles fell]'

A possessive-marked postposition:

(28) [arka-sın-da adam ol-an] çocuk (cf. Çocuğun arkasında adam var.)

back-3POSS.SG-LOC man be-PART child

'the child [behind whom there is a man]' Kornfilt (1997, p. 59)

Goksel and Kerslake (2005) also state that although –(y)An is attached to uninflected verb stems for time and aspect, it usually states a non-future time situations.

(29) [dün başla-yan] fırtına

yesterday start-PART storm

'the storm [that started yesterday]'

(30) [iki yıldır süren] kuraklık

'the drought [that has been going on for two years]'

(31) [şu anda çalan] parça

'the piece [that is playing at the moment]'

Goksel and Kerslake (2005, p.390)

2. **-DIK and –(y)AcAk**

Goksel and Kerslake (2005) state that just as in –(y)An, -DIK and –(y)AcAk attach to non-finite verbs. On the other hand, although they are attached to uninflected verbs for tense and aspect, -DIK is usually used for past and ongoing verbs and –(y)AcAk for future tenses:

(32) [***geçen hafta*** bitir-**diğ**-im] roman

last week finish-PART-1SG.POSS novel

'the novel [I finished *last week*]'

(33) [***şu sırada*** oku**duğ**um] roman

'the novel [I am reading *at the moment*]'

(34) [yarın oku-**yacağ**-ım] makale

tomorrow read-PART-1SG.POSS article

'the article [that I'm *going to* read tomorrow]'

Goksel and Kerslake (2005, p.391)

Kornfilt (1997) explains that unlike –(y)An, they are followed by subject agreement morphology.

(35) [[$_{pro}$ geçen yaz ada-da e_i gör-düğ-üm] kişi-ler$_i$]

last summer island-LOC see-DIK 1st SING person-PL

'The people who(m) I saw on the island last summer' (Non-subject as target)

Kornfilt (1997, p. 60)

Although the frequency of its use in daily life is quite limited and typologically rather different from the Turkish variants, "ki" is another relativization word (not a suffix). The first difference of this RC word is that it comes from Persian and because Persian is considered to be in the same language family with English, "ki" also displays similar features compared to the use of English relative clause constructions. Furthermore, Gökse& Kerslake (2005) explains that

unlike typical Turkish RC suffixes, this RC word does not follow the noun phrase it modifies and also it is finite.

(36) Bu araba ki geçen sene satın aldım henüz bir sorun çıkarmadı.

This car that last year buy(PAST,1st SING) yet a problem cause (NEG, PAST)

'This car which/that I bought last year has not caused any problem.'

As stated above, due to its low frequency and distant syntactical and typological features, *ki* will not be considered in this study.

Restrictiveness in Turkish Relative Clauses

Goksel and Kerslake (2005) state that Turkish relative clauses are underlyingly restrictive. However, if a proper noun is modified with the use of a relative clause then they are non-restrictive. On this point it also has to be noted that whether it is restrictive or non-restrictive, there is not a difference in the rule which is applied or an additional rule to specify the restrictiveness.

(37) Yaprakları dökülen ağaçlar

'trees that lose their leaves'*(Restrictive)*

(38) Damadıyla hiçbir zaman iyi geçinmemiş olan Hayriye Hanım (Non-restrictive)

'Hayriye Hanım, who had never got on well with her son-in-law'

2.7.2. Relative Clauses in English

Languages have different ways of identifying elements in a sentence. For instance, languages like Japanese mark subjects and objects with different suffixation to differentiate one from the other. Since English does not have such an option, it uses word order or position, which leads to a strict word order in sentence formation. The basic word order for English is SVO and English is considered as a head-initial language, which reflects itself in its phrase structures, too. The major elements in a sentence are subject NP, a verb, and an object NP. A typical English sentence has the following order of elements:

Subject/auxiliary/main verb/direct object/indirect object/

Marry / has / given / her dress / to Amy / for her graduation party.

If any of these elements are modified, it is expected that the modifier follows the modified element (e.g. speak *properly*). Most of the time this rule applies to phrase structures in English;

a verb always precedes its objects. However, for NPs the modifier can both precede and follow the head noun (e.g. *nice* sweater, the sweater *which is green*). Locke and Downing define relative clauses as:

"Finite relative clauses are introduced by a relative pronoun or adverb (called a relativizer). English uses several different relativizers: who, whom, whose, which, that, where, when, why, and zero (0). The relativizer refers back to the head of the nominal group, which is termed the antecedent, for example, 'people' in *the people who were waiting.* (2006, p.449)

In the further chapter of their book, Locke and Downing bring a traditional taxonomy of English RCs. According to them, English RCs are classified as restrictive and non-restrictive. It is stated that the restrictive relative integrates with the head noun together with its pre-modifiers to form a larger unit, syntactically, prosodically and semantically.

The features of restrictive relative clauses, according to Locke and Downing (2006), are:

- Syntactically, it is embedded in the NG matrix structure.
- Prosodically, it shares the intonation contour of its antecedent, as the two together constitute one information unit:

  They admitted the immigrants *who had their papers in order*. (= only the immigrants who had their papers in order)
- Semantically, the restrictive relative is an integral part of the meaning of the whole nominal group. It helps to establish what (or whom) the speaker is talking about. It picks out the referents from other possible referents by some distinguishing property; in this case, that only the immigrants who had their papers in order were admitted.
- The larger NG unit with its relative clause can be expanded by a further relative clause:

  The umbrella[1] *we bought*[2] *that has a duck's head handle* made a good impression.

They also stress that restrictive relative clauses are not common after proper nouns, as their referents are normally already identified. However, they can serve to distinguish between two referents with the same name (by treating them as common nouns), as in:

"Do you mean the Toledo *which is in Spain or the Toledo in the United States?"* (Locke and Downing, 2006, p.450).

Locke and Downing (2006) indicate that unlike restrictive relative clauses, non-restrictive relative clauses are not embedded in the matrix nominal group, Although they are marked as subordinate by a relativizer, they are parentheticals which have considerable semantic independence.

Prosodically, they do not share the intonation contour of the matrix clause. Instead, they have their own intonation contour, which constitutes an independent information unit:

"They admitted the immigrants, *who had their papers in order."* (Locke and Downing, 2006, p.450).

They do not identify one referent from other possible referents. The antecedent is already restricted and the clause is complete. "*The immigrants*" is a delimited subset of immigrants.

Unlike restrictive relative clauses, non-restrictive can have as antecedent a proper noun or name which identifies a particular person or people, object(s), institution(s).The pronouns used are *who, whom, whose, which* and rarely *that.*

"I'll give the CD to Ben, *who likes music*. (*that likes music)"

"The injured child was taken to Alderhey Children's Hospital, *which is in* Wavertree." (Locke and Downing, 2006, p.450).

Semantically, the non-restrictive relative clause is not an integral part of the NG. as the antecedent is already defined, the supplementive provides additional new information which is not essential, but may explain or elaborate on the content of the previous clause.

When placed medially, the non-restrictive relative clause is enclosed:

"Plans for the new airport, *which will cope with ten times the present air traffic,* are now under way."

"You would think that my dad, *who is an international economist with the World Bank,* would understand this." (Locke and Downing, 2006, p.450).

2.8. PREVIOUS STUDIES ON RELATIVE CLAUSES AND OTHER PARAMETERS

In the history of SLA research, there have been various studies that delve into the acquisition of language parameters. As they are emprically observable varieties across languages, results from these studies have had fruitful implications in order to describe development of second language acquisition.

Of the studies on English relative clause acquisition by Japanese learners, Sakamoto and Kubota (2000) reported that their study of essays, which were written by non-native speakers of Japanese showed that subject-gap RCs were the most frequently used type of RC, followed by object-gap RC's. The findings of their second study, which involved a sentence combination task, are also more or less consistent with the NPAH because the learners found it easier to relativized NPs in the subject position of an action verb than in the direct object position. A parallel result was reported by Kanno (2000), who found that subject-gap RC's were easier to comprehend and faster to process than object-gap RC's. Ozeki (2005a, 2005b) presented somewhat mixed results, in that subject-gap RC's were most frequently used in the Oral proficiency interview (OPI) data collected from Korean-, English-, and Chinese-speaking

Japanese as a second language (JSL) learners at all of the non-novice proficiency levels in her study—except for the English- and Chinese speaking learners at the intermediate level, who produced more object-gap RC's. However, the importance of this exception might be tempered by the fact that the number of tokens was very small, as Ozeki noted.

Gass (1980) and Hyltenstam (1984) have found that the more marked the syntactic position on the NPAH, the higher the acceptability of a resumptive pronoun; that is, the hierarchy relevant to the acceptability of a resumptive pronoun in various positions is the reverse of the NPAH (Hawkins, 1999). Tarallo and Myhill (1983) found that English-speaking learners of post nominal RC languages (i.e., German and Portuguese) were more likely to accept the RC with a resumptive pronoun in the object position than the subject position—consistent with the prediction of the NPAH. On the other hand, their Chinese and Japanese subjects were more likely to accept the RC with a resumptive pronoun in the subject position than in the object position—the reverse of what the NPAH predicts.

Another study that deals with acquisition of RCs is by Hawkins and Chan (1997) who involved mainly L1 Cantonese-speaking learners. They investigated the L2 acquisition of English RRC's by Cantonese-speaking learners. They observed that following an initial period of transfer from the L1 their participants move towards the surface patterns of English RCs in their mental representations. They argue that it cannot be taken as the Cantonese-speaking participants' acquisition of L2 RRCs because their internalized grammars for English are different from those of native speakers in that their L2 RRCs do not involve *wh* -operator movement. Hawkins and Chan attribute this result to the Cantonese participants' failure to reset a parametric value of their L1 to a different setting in the L2: Cantonese RCs disallow *wh*- operator movement in overt syntax while English RCs do. They further argue that the interlanguage grammars of their Cantonese-speaking participants are subject to 'a presumed universal concerning pronominal binding in a domain for which there is no evidence in overt syntax in Chinese'.

Yuan and Zhao (2005) investigated acquisition of resumptive pronouns (RPs) in relative clauses in L2 Chinese through a sentence acceptability judgment test by Palestinian Arabic-speaking participants and English-speaking participants of L2 Chinese. English is head-initial for relative clauses and disallows RPs. Palestinian Arabic is also head-initial for relative clauses but allows RPs in direct object, indirect object and genitive positions. Chinese is head-final for relative clauses and, according to Yuan and Zhao (2005), allows RPs in indirect object and genitive positions. They observe that English participants' interlanguage grammars seemed to approach the target language grammar whereas Palestinian Arabic-speaking participants failed to progress to a native-like grammar. They suggest that there is no L1 transfer in the case of English-speaking participants' acquisition of RPs in L2 Chinese relative clauses They further suggest

that overgeneralization of the use of RPs occurs in the case of the Palestinian Arabic-speaking participants because they perceive Chinese not to be typologically distinct from their L1 and this leads to fossilization of this particular aspect in their interlanguage grammars.

Bulut (2000), in her investigation of the acquisition of structure dependency and subjacency principles, found that Turkish learners have full access to UG. Moreover, she concluded that even though subjacency is not an active principle in Turkish, her subjects were sensitive to the syntactic movement in the target language.

Ekmekçi *et al.* (2000) investigated the acquisition of binding principles A and B in the productions of children acquiring English as a second language. The results indicated that children have an indirect access to UG in their acquisition of binding principles A and B in English and that their IL was constrained by UG. They also concluded that "UG plays an active role in L2 acquisition in conjunction with L1 grammar and does not function in the same way as in L1 acquisition" (Ekmekçi *et al.,* p. 501).

CHAPTER III

METHODOLOGY

3.1. INTRODUCTION

A descriptive research design constitutes the base of the methodology in this study. This study is aimed at shedding light on degrees of access to UG and transfer from L1 and also whether learners reset head-initial parameter of their L1 into head-final parameter while learning English RC's. In order to reach the aims of the study, three proficiency groups were administered several tasks, and the data from these groups were analyzed and compared using statistical tools.

In this chapter, information about the research design, subjects, instruments, data collection and procedure are presented.

3.2. RESEARCH DESIGN

This study is designed to be a descriptive research in which the judgments and productions of the subjects (pre-intermediate, intermediate and upper-intermediate levels) to relative clauses in English are described with the help of the statistical tools. As the study is based on comparative analysis of the gathered data, first the descriptives of the proficiency groups are provided, for the next step the Anova Test was administered in order to analyze performances and indicate significant/insignificant differences and lastly, the Scheffe Test was administered in order to indicate where significant/insignificant differences stem from.

3.3. SUBJECTS

Participants are from three proficiency levels. 35 pre-intermediate, 35 intermediate and 35 upper-intermediate students participated in the study. A proficiency test was not applied to the participants in this study because they had already been given a placement test for their summer school intensive English course in TOBB University just before they participated in this study. In TOBB University there are also international students coming from foreign countries such as Azerbaijan, Kazakhstan and some African countries. As the study focuses on the acquisition of RC construction by Turkish learners of English, these students were eliminated from the study.

The ages of the groups range from 18 to 23 however, this is not taken as a variable in the study. Of the 105 participants, 58 were male and 47 were female.

Before the tasks were applied to the participants, a pilot study was carried out. 15 students from each level were given the test and at the same time, the researcher collaborated with 5 native speakers of English who work in Ankara as language teachers in order to detect possible drawbacks of the test such as ambiguities, typos and others.

3.4. INSTRUMENTS

The instruments of this study include a Grammaticality Judgment Task (GJT), Translation Task and a Scrambled Sentence Task (SST).

3.4.1. Grammaticality Judgment Task

The first of the three tasks in this study is a Grammaticality Judgment Task. It consists of 30 English sentences with RC. This task is composed of 20 grammatically unacceptable and 10 grammatically acceptable sentences, and participants were asked to judge whether they are grammatical or not. The primary purpose of this task is to elicit participants' intuitions as to grammatical and ungrammatical RC structures. For the inclusion of 20 ungrammatical sentences, the first aim was to sample errors that are thought probable to be made due to parametric differences between Turkish and English. This group of grammatically unacceptable sentences includes 5 sentences in which RCs precede the noun phrases, reflecting characteristics of Turkish RCs but revealed to be ungrammatical according to English RCs. Another aim was to sample common errors of Turkish learners of English in their IL (interlanguage) development. These include unnecessary prepositions in the production of RCs and lack of comma to indicate the indefiniteness of the RC used. This group of sentences does not show if there is a parameter resetting because in Turkish, RCs are underlyingly restrictive (Kornfilt, 2001). However, it is possible to reveal the extent to which participants have access to UG and acquire this construction. Double RC use, extra noun phrases which relative clauses already substitute, wrong choice of relative pronouns and RCs attached to the wrong NPs are other groups of ungrammatical sentences. The task contains sentences such as the following:

8. *I haven't met who comes to work early Christy.

✓

2. The thief who broke into my flat couldn't find a thing to steal.

✓

18. *I always prefer which is great Ruffles.

✓

3.4.2. Translation Task

The second task is a Translation Task, which includes 5 Turkish sentences to be translated into English. To sample equally, sentences to be translated included Turkish relative clauses of subject position, direct object position, indirect object position and object of the possessive RC. The purpose of this task is to observe participants' production of English RCs. As this task requires the participants to actively and consciously produce English RC, it will enable us to make judgments as to their head-direction parameter resetting and use of finite RC clauses instead of nominalized Turkish RCs. To illustrate:

1. Eve gelen küçük kız annesini göremedi.

✓

2. Tanıdığım diş doktoru işini çok iyi yapar.

✓

3. Yarın Ankara'ya gönderecekleri büyükelçi iyi derecede Türkçe biliyor.

✓

3.4.3. Scrambled Sentence Task

The final component of the tasks is the Scrambled Sentences Task. It requires 5 scrambled sentences to be unscrambled. The purpose of this task is to see the subjects' head-direction resetting from head-initial to head-final in English. Of the RCs used in the sentences, there are two subject RCs and three object RCs. To illustrate:

- /, which is one of the most beautiful parts of the country, / Antalya/a city/ by the Mediterranean Sea/ is

✓

- / by the police/ who had just broke into the house/ before he managed to steal anything / was caught/the boy

✓

- /against the looting/ the police/ helped/ who were trying to protect the museum/the public

✓

3.5 DATA ANALYSIS

All the data gathered from the tasks were analyzed with a computer program called SPSS (Statistical Package for Social Sciences). In order to assess the data, descriptives of the participants' performances were presented. These results display the percentages of the groups' performances on an item or a task. However, as the aim of the study is to observe the nature of English RC learning, more precise tools are needed to compare productions of the groups. The importance of employing these tools stems from the fact that performances of the groups on a certain item or a whole task might vary considerably, and without applying certain tests, it is not possible to be statistically sure whether their performances significantly improve from low levels to high levels. The reason for attaching such importance to significant changes through levels is that patterns of changes on specific items across levels enable us to observe the direction of learning. A significance value which is lower than .05 is considered to be significant in this study.

Descriptives tables, which present the performances of groups on a whole task or on an individual sentence, are provided.

Table 3:

GJT Results: Descriptives (to present performances of the groups on average)

	Pre-intermediate	Intermediate	Upper-intermediate
Grammatically Unacceptable Items	% 43,85 (307/700)	% 64,85 (454/700)	% 81,28 (569/700)

The descriptives table above shows the percentages and frequencies of proficiency levels on the Grammaticality Judgment Task. This data constitutes a preliminary insight into assessing participants' level performance.

In order to bring an overall comparison of proficiency groups on an item or task the Anova test was administered. This test enables us to find out whether groups' performances differ significantly from one another.

To illustrate, the table below displays Anova test results of a randomly chosen item.

Table 4:

GJT Results: Anova Test (to present significant differences between groups)

		Sum of Squares	df	Mean Square	F	Sig.
SST 1	Between Groups	4.705	2	2.352	12.880	.000
	Total	23.333	104			

In the table, the item SST 1, which represents the second item in Scrambled Sentence Task, is displayed. After providing the frequencies of the levels on this item, Anova test proves that all groups are significantly different from one another. However, Anova test alone is not sufficient. In order to delve into details about comparing performances of the levels, a second test was administered. Scheffe test results are used to state how significant or insignificant differences are. This test compares success differences among proficiency levels on an item or a task and shows if groups are significantly different from one another.

To illustrate, the table below displays Scheffe test result of a randomly chosen item.

Table 5:

GJT Results: Scheffe Test (to present where significant differences stem from)

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
GJT 1	pre	int	-.40000*	.10216	.001
		upper	-.48571*	.10216	.000
	int	pre	.40000*	.10216	.001
		upper	-.08571	.10216	.704
	upper	pre	.48571*	.10216	.000
		int	.08571	.10216	.704

In the table, the item GJT1, which represents the first item in the Grammaticality Judgment Task, is displayed. As a final installment of the data analysis, the Scheffe test shows that although there are significant differences between pre-intermediate and intermediate and also between pre-intermediate and upper-intermediate groups, there is not a significant difference between intermediate and upper-intermediate groups.

Such results will show us the direction of learning. Regarding this specific item, for instance, it can be said that the pre-intermediate group starts acquiring English RC with access to UG but also transferring from L1 when the wrong answers are taken into account. However, the pace of learning slows down considering not only the means of the two high levels but also the close performance degrees gathered from the Scheffe test.

CHAPTER IV

RESULTS AND DISCUSSION

The tasks prepared for this study were administered to a total of 105 participants. The participants are composed of three proficiency levels: 35 participants at pre-intermediate level, 35 participants at intermediate level and 35 participants at upper-intermediate level. The reason for three different proficiency levels is that by analyzing their judgments and productions on relative clauses in English, the extent of access to UG and transfer from L1 was observed and direction of learning of English RC's were determined. The proficiency level of these participants was predetermined by a placement test of the School of Foreign Languages in TOBB University. After the data was analyzed, tables which display the findings of the study were formed. This part of the study focuses on the results of the tasks that were applied and the findings from these tasks are analyzed in detail.

Tasks given to the participants are of three types:

1) Grammaticality Judgment Task: this task included 30 sentences and participants judged grammaticality of these sentences as acceptable or unacceptable.

2) Translation Task: this task included five sentences to be translated from L1 to L2.

3) Scrambled Sentences Task: this task included five scrambled sentences to be unscrambled.

These three tasks were then evaluated separately in the analysis of the gathered data.

In order to analyze the data, which were provided from the tasks, three major statistical tools were administered. The first one is Descriptives. This tool displayed means of the participants for a specific sentence or a whole task. By analyzing the data from the means, it was possible to indicate how participants from a group performed on a sentence or a whole task on average. The second tool that was used is Anova Test. This test indicated if there were significant differences among proficiency groups, which enabled us to make judgments as to directions of access to UG and transfers from L1 from lower levels to higher levels. The last tool that was utilized in this study is the Scheffe Test. This last tool presented a more detailed account of significant or insignificant differences among groups. Thanks to this tool, it was possible to state where differences stemmed from.

4.1 GRAMMATICALITY JUDGMENT TASK

The Grammaticality Judgment task included 30 sentences and the participants were asked to judge them as grammatically acceptable or unacceptable. In this task, 20 items were grammatically acceptable but 10 items were grammatically unacceptable; thus these two groups of items were analyzed separately.

4.1.1 Grammatically Unacceptable Sentences

The sentences in this part have unacceptable English RC structures. While constructing these unacceptable items the aim was that these sentences are embedded with English RC structures; however, they have errors about the RC structure in question. Eight of these sentences are unacceptable due to Turkish head direction parameter settings and others are about some common errors Turkish students make while constructing these structures. With these sentences, we aimed at finding out some features of IL grammars and direction of learning of RC by Turkish learners of English.

In order to present how participants from three different proficiency levels perform on grammatically unacceptable sentences, means of all groups are provided by the descriptives table below.

Table 6:

GJT Results: Descriptives (to present performances of the groups on average) (N: 105)

	Pre-intermediate	Intermediate	Upper-intermediate
Grammatically Unacceptable Items	43,85 % (307/700)	64,85 % (454/700)	81,28 % (569/700)

Although it is quite a general look into the performances of the levels, the table above enables us to discuss learning of the structure to a certain extent. From the lowest level (pre-intermediate) to the highest level (upper-intermediate), an increasing success can be detected. Before going into details, it can be stated that as the level of the learners increases, accurate use of RC structures also increases. In other words, learners are increasingly aware of the parametric

differences of their L1 and L2. In addition, as they become more proficient in English in time, they continue to use this structure more and more accurately. This is a proof that learners have full access to UG. It also serves as a proof that thanks to UG as a facilitator, learners increasingly perform better.

This table also demonstrates another critical finding as to the starting point of the learners' learning process. When the means of pre-intermediate group is concerned, the score 43,85 % shows that learners do not start from scratch when learning RC structures. At pre-intermediate level, the participants are thought to have been exposed to the structure for a relatively short period of time; however, they scored more than half of the overall task. This suggests they have access to UG at this level.

Although performances of groups increase in line with their levels, none of these groups perform flawlessly. It is a fact that transfer is traceable in every level when the means of the groups are considered. However, as discussed before, L1 transfer also decreases through proficiency levels. Therefore, even if traces of transfer are encountered in every level, its descending percentages imply that learners make less use of L1 parameter values.

In order to compare performances of the groups and discuss whether there are statistical differences between groups as to learning of the structure in question, it was needed to statistically compare the performances of these groups in order to exhibit whether participants from levels progress increasingly.

When all the grammatically unacceptable sentences were considered, Anova results showed that there is a significant difference between the three groups. Since the difference is at the level of .000, it is significant ($p < .05$). This value means that the performances of proficiency groups differed significantly for this task. Furthermore, it helps conclude that groups perform better as their level increases. Thus, it is possible to assume that this is proof of access to UG before it is further analyzed. UG helps learners become more and more aware of the differences between L1 and L2. Also, they have less dependence on L1 values for this structure.

Another statistical tool that was applied to the data is Scheffe test. This test enabled us to bring a further and more detailed look at the comparisons of level performances on whole tasks or also specific items. It showed where statistical differences stemmed from. According to Scheffe test, the proficiency levels performed significantly differently with a level of .000 ($p < .05$) when all 20 grammatically unacceptable sentences were considered.

A more detailed account of the grammatically unacceptable items is provided below. This 20-sentence part is divided into sub-sections according to the element that caused ungrammaticality.

4.1.1.i Relative Clauses which precede Noun Phrases

The Grammaticality Judgment Task included 5 sentences with RCs which precede noun phrases. This constitutes ungrammaticality in terms of English RCs. Most commonly encountered English RC constructions appear after the noun phrase that they modify. As stated before, this property makes English a head-initial language regarding Principles and Parameters Theory. However, this type of error has a significant importance for this study as to tracing L1 transfers in L2. As Turkish allows RCs to precede noun phrases (which makes it a head-final language), data from these items allowed us to make judgments about participants' parameter resetting from head-final to head-initial through three proficiency levels.

To illustrate, samples from this group are provided.

8. * I haven't met who comes to work early Christy.

11. *She has been looking after whose leg is paralyzed her mother for 10 years now at home.

18. * I always prefer which is great Ruffles.

29. *Who Cengiz likes is the girl studying at the university.

20. *Whose name I have seen frequently, Oliver is one of the best students.

The table below shows performances of the three groups on the items that are included in this group.

Table 7:

GJT Results: Descriptives (to present performances of the groups on average concerning the sentences 8, 11,18,20,29)

		N	percentage
8	pre	35	20 (7/35)
	int	35	40 (14/35)
	upper	35	74,28 (26/35)
	Total	105	44,76(47/105)
11	pre	35	25,71 (9/35)
	int	35	37,14 (13/35)
	upper	35	60 (21/35)
	Total	105	40 , 95(43/105)
18	pre	35	54,28 (19/35)
	int	35	62,85 (22/35)
	upper	35	68,57 (24/35)
	Total	105	61,90 (65/105)
20	pre	35	71,42 (25/35)
	int	35	85,71 (30/35)
	upper	35	97,14 (34/35)
	Total	105	84,76 (89/105)
29	pre	35	51,42 (18/35)
	int	35	88,57 (31/35)
	upper	35	91,42 (32/35)
	Total	105	77,14 (81/105)

At first glance, it is seen that the participants from the pre-intermediate have the lowest scores for these sentences, indicating that this group of participants has the lowest degree of success. Following the pre-intermediate group, intermediate and upper intermediate groups have increasing performances regarding these items. Percentages of the groups' success show that as the proficiency of the participants' increases their access to UG increases as well and it helps

them use the structure in question more successfully. In addition, errors that were made in this part have implications concerning L1-transfers. It can be suggested that as the participants are exposed to the target language more and get relatively more proficient in time, their dependence on L1 to interpret English RCs decreases.

Having briefly analyzed the performances, the Anova test was conducted in order to determine significant differences among proficiency groups. After having considered the data according to this test, it was found that performances of the groups are significantly different. (.000<.05) Up to this point, it seems that participants increase their awareness of the structure in question as their exposure to the target structure increases. The rise of success can also be interpreted as a reset in learners' L1 head-initial parameter. Their awareness of target structure head-final parameter is increasingly accepted as right as their level increases as well.

The last test, Scheffe test, was administered and a different panorama of the direction of learning was observed. When the grammatically unacceptable sentences were considered individually and Scheffe test was administered to each of them, it was gathered that pre-intermediate and intermediate level participants performed significantly different as to these sentences. This analysis suggests that learners have full access to UG and also in time their dependence on L1 parameter settings decreases, thus making less transfer. However, this is not the case in the comparison of intermediate and upper-intermediate levels. It shows that there is not a statistically significant difference between these groups.

When all these five items were taken into account, critical results could be obtained. The results illuminate that parameter settings for the left-branching RC construction from Turkish reflects itself in judging English RCs. Participants assume that left-branching RC construction is correct because their native language, Turkish, imposes so. Another point to be mentioned is that success among groups is mostly not significantly different. This implies that although proficiency levels increase and access to UG is maintained, only partial access to UG can be detected. There are still links to the parameter setting of Turkish RCs, which causes errors while interpreting English RCs. This implies that learners, in spite of decreasing percentages, transfer from L1 in every proficiency level.

4.1.1.ii Relative Clauses which are Attached to Wrong Noun Phrases

The ungrammatical sentences in this part include the RC attached to the wrong noun phrase (NP). Although Turkish only allows RC constructions to appear to the left of the noun phrase, it

is also permissible to be present, due to discourse reasons, elsewhere in the sentence thanks to morphological properties. On the other hand, doing so in English is, strictly speaking, wrong because for the RC to be meaningful, it has to be adjacent to the right of the NP that it defines. Following this information, the three sentences in this part provided an insight into the English RC learning of the participants. To illustrate, sentences from this type of error are provided below.

4. *This film is the best which I have ever seen.

24. *Aspava is in Küçük Esat which is the best 7/24 restaurant.

28. *Eggplant is my favorite vegetable, which is rich in calcium and minerals.

Below, descriptives of the participants' performances in this type are displayed.

Table 8:

GJT Results: Descriptives (to present performances of the groups on average concerning the sentences 4, 24, 28)

		N	percentage
4	pre	35	52,42 (18/35)
	int	35	65,71 (23/35)
	upper	35	80 (28/35)
	Total	105	65,71(69/105)
24	pre	35	34,28 (12/35)
	int	35	57,14 (20/35)
	upper	35	91,42 (32/35)
	Total	105	60,95(64/105)
28	pre	35	40 (14/35)
	int	35	60 (21/35)
	upper	35	74,28 (26/35)
	Total	105	58,09(61/105)

As far as the means are concerned, it can be said that all three levels have increasing accuracy levels as to judging this kind of error correctly. As expected, the pre-intermediate group has the

lowest degree of performances through all three items and the other two levels have increasing accuracy, which helps us argue that learners have access to UG. They were enabled to be aware of the L2 parameter settings and use them in order to acquire this structure. As there is seemingly an increase in judgments of this kind of error, the transfer from L1 in interpreting these items are on the decrease.

Results from Anova test suggest that all three levels are statistically different from one another. This implies that learners have full access to UG and they are more aware of the head-direction of English RC resetting their L1 values for L2.

After having considered the data generally, Scheffe test was administered and a different view was observed. According to this test, participants seem to have partial access to UG when judging grammaticality in English RC's. Pre-intermediate and intermediate level participants appear to have full access to UG since their responses to these sentences are increasingly successful; however, the comparison between intermediate and upper-intermediate level participants shows that there is not a statistically significant difference.

As a result, the items 4, 24, 28 exemplify errors of positioning RC clauses in a wrong place in a sentence. When participants' performances on average are taken into account, it was observed that there is a linear direction of performance; in other words, as they become proficient in English their success in judging RCs increases too. However, Scheffe test was decisive in supposing that at the level of upper-intermediate, learners do not have further access to UG because they could not perform significantly better than intermediate level participants. Considering the results, it is assumed that learners do not have full access to UG. It is rather partial access. They start acquiring head-final parameter settings of English with full access to UG but at the end of intermediate level, further access is stopped. Transfers from L1 slow down but it is still traced in every level of proficiency. Finally, although their dependence on L1 decreases and accordingly they make less transfer from L1 when judging English RCs, it slows down in high levels.

4.1.1.iii Extra Noun Phrases Which Relative Clauses Already Substitute

English RCs, as their counterparts in Turkish, modify noun clauses. In doing so, English RC's do not repeat the noun phrases in them or substitute them for a pronoun. Three grammatically unacceptable sentences in this part helped us argue to what extent this property of English RCs are acquired. In this respect, Turkish RCs do not act in a different way. In other words, they do

not allow repetitions of noun phrases or substitutions of them. Because of this, it was impossible to trace and argue about L1 transfer considering the judgments of the participants.

To exemplify, three sentences from this type of error were provided.

14. *Mark moved to a new city where he started his new life with his wife there.

21. *She bought the house, which I wanted to buy it.

26. *Egypt is a country which it is not at the top of my must-see countries now.

The table below displays descriptives of the participants' performances.

Table 9:

GJT Results: Descriptives (to present performances of the groups on average concerning the sentences 14, 21, 26)

		N	percentage
14	pre	35	40 (14/35)
	int	35	60 (21/35)
	upper	35	74,28(26/35)
	Total	105	58,09 (61/105)
21	pre	35	34,28 (12/35)
	int	35	65,71 (23/35)
	upper	35	68,57 (24/35)
	Total	105	56,19 (59/35)
26	pre	35	57,14(20/35)
	int	35	74,28 (26/35)
	upper	35	80 (28/35)
	Total	105	70,47 (74/105)

Considering the percentages of success belonging to the groups on three items in this part, it could easily be noticed that proficiency groups performed better in line with their level. It implies that learners were aware of this property of English RCs in time and thus they have access to UG for facilitating the use of this structure. When the means of the pre-intermediate

group is concerned, the scores of this level for each sentence show that learners do not start from scratch when acquiring RC structures. At pre-intermediate level, the participants are thought to have been exposed to the structure for a relatively short period of time; however they scored more than half of the overall task. Thus, this fact suggests that they have access to UG at this level.

According to Anova test, for sentences 14, 21 and 26, levels of participants have statistically different performances. This means that learners have access to UG and it does not slow down. The Scheffe test, on the other hand, shows that between pre-intermediate and intermediate level of participants, there is a statistically significant difference, whereas this significance cannot be observed between the comparison of intermediate and upper-intermediate.

Similar to the previous error type discussed above, it was once again seen that learners started correctly judging this property with access to UG. It was traced mostly in pre-intermediate and intermediate groups' performances. However, learning does not advance significantly enough in upper-intermediate level. This panorama concludes that learners only have partial access to UG when the items were considered.

4.1.1.iv Lack of Comma: Non-defining RC

English RC's are classified into Defining and Non-Defining Relative Clauses. Defining RCs modify and provide defining information about noun clauses in a sentence. The point is that this modification is necessary for defining the noun phrase in the sentence. Non-Defining RC, on the other hand, suggests that the RC clause is extra information about this noun phrase and is not essential for defining the noun phrase. Another crucial difference is that non-defining relative clauses are always separated from the rest of the sentence by commas. The commas have a similar function to brackets. For Turkish RCs, however, such classification is not possible. Turkish RCs are underlyingly defining; because of this, in this part, considering the performances of the participants, accessibility of UG is questioned.

To illustrate, grammatically unacceptable sentences from this type of error are provided:

3. *Morgan Freeman who is one of the best actors was born in Memphis.

10. *Candan Erçetin who is a musician and a teacher lives in Istanbul.

25. *Gerry whom I have been friends with since high school is now a judge.

The table below displays descriptives of the participants' performances.

Table 10:

GJT Results: Descriptives (to present performances of the groups on average concerning the sentences 3, 10, 25)

		N	percentage
3	pre	35	34,28 (12/35)
	int	35	42,85 (15/35)
	upper	35	65,71 (23/35)
	Total	105	47,62 (50/105)
10	pre	35	37,14 (13/35)
	int	35	51,42 (18/35)
	upper	35	62,85 (22/35)
	Total	105	50,47 (53/105)
25	pre	35	28,57 (10/35)
	int	35	51,42 (18/35)
	upper	35	68,57 (24/35)
	Total	105	49,52 (52/105)

In this part, there are three sentences which have grammatically unacceptable RCs with an error about the sentences' being defining or non-defining. The table above shows that in line with their proficiency levels, learners have increasing performances. When percentages of the pre-intermediate group are considered, it was possible to assume that these learners start acquiring this property with relatively low success. Also upper-intermediate groups' success rate shows that success rates for this level are relatively low. The reason for this could be attributed to the methodological issues. According to the Common European Framework, learners are taught this property as one of the last installments of RCs. Because of this, they probably have little time using this structure and they are also exposed relatively less to this aspect of RCs, and therefore they are not as successful judging these items as the previous sentences.

Before a more detailed discussion of the sentences, it is possible to argue that all three proficiency groups performed significantly differently for the three sentences. Anova test shows that for sentence 3, the result is .024<.05; for sentence 10, the result is .044<.05 and for sentence 25, the result is .038<.05. Despite the narrow difference, this is an indication that learners perform significantly better in line with their level. This also suggests that all proficiency levels have access to UG in acquiring this aspect of RCs.

When the sentences belonging to this type of error are considered, Scheffe test provided similar findings. Once again, it is seen that participants from intermediate level performed significantly more successfully than pre-intermediate level of participants but this statistical difference was not retrieved from the comparison between intermediate and upper-intermediate levels.

Three items in this part include errors about their being defining or non-defining. For this property of English, which does not exist in Turkish RC's, participants' responses indicate that they have access to UG in acquiring this property until upper-intermediate levels. The participants in this level are not significantly more successful than the intermediate group. Upon reaching this level, it was seen that the learners' access to UG is restricted. In line with the first two types of grammatically unacceptable items, for this type, learners' accessibility is also restricted in higher levels of proficiency.

4.1.1. v Unnecessary Prepositions

English Relative Clauses with the pronoun "where" do not allow prepositions that intensify the implication of the verb in RC. The assumption is that this pronoun includes the functions of a preposition, making the preposition unnecessary. Departing from this property of English RCs, this type of grammatically unacceptable sentences includes two items which have unnecessary prepositions. Yet again, for this part, discussion of these items did not include possible transfers from L1 in that Turkish RC's do not have a corresponding property.

To illustrate, grammatically unacceptable sentences from this type of error are provided:

1. *This is the resort where we usually go to.

16 *That is the hospital where I was born in.

The table below displays descriptives of the participants' performances.

Table 11:

GJT Results: Descriptives (to present performances of the groups on average concerning the sentences 1, 16)

		N	percentage
1	pre	35	37,14 (13/35)
	int	35	77,14 (27/35)
	upper	35	85,71 (30/35)
	Total	105	57,14 (60/105)
16	pre	35	22,85 (8/35)
	int	35	51,42 (18/35)
	upper	35	65,71 (23/35)
	Total	105	46,66 (49/105)

The three proficiency levels across the two items that have unnecessary prepositions show consistent percentages of success. According to distributions of means, it is possible to suggest that learners have access to UG as in the other types of grammatically unacceptable items which do not allow transfer from L1. The assumed access to UG is due to the fact that learners have higher success in line with their proficiency level.

Before going into details, Anova test was administered in order to judge if there are significant difference between groups' performances on these two items. From Anova test, it was gathered that the level of .000<.05 is a proof for the full/direct access of UG in all proficiency levels. All levels are aware of this property with higher success in line with their proficiency levels. Scheffe test results for sentence 1 indicate that the statistically significant difference can be observed in all level. However, sentence 16 does not have results like this. For this sentence, once again, the upper-intermediate group did not perform significantly different.

Using an unnecessary preposition in constructing an English RC with the RC pronoun "where" is a type of error that cannot be traced in Turkish. As stated before, points concerning L1 transfer were not possible to be mentioned. Although this was the case, a similar view of learning of the error types which are traced in Turkish was encountered. Access to UG can be classified as "partial" when considering success of the participants on these items because they

have access to UG until upper-intermediate level and beyond this level, they cannot perform better, which is an indication of partial access.

4.1.1. vi Wrong choice of Relative Clauses

English RCs are attached to the right of the noun phrases they modify. In doing so, RCs have pronouns which are determined depending on the nature of the noun they modify. When the nouns to be modified are a person, a place, an animal or inanimate object and possession, the pronouns "who, where, which and whose" are used correspondingly. Departing from this property of English RC's, two sentences which include an error in the RC pronoun were formulated. Turkish does not have a similar property in this aspect. Therefore, discussions about L1 transfer in learning of the property in question were not made.

To illustrate, grammatically unacceptable sentences from this type of error are provided:

6. *I never go to Panora, where is far away and expensive, with my friends.

15. *Istanbul is a city where everyone should visit.

The table below displays descriptives of the participants' performances.

Table 12:

GJT Results: Descriptives (to present performances of the groups on average concerning the sentences 6, 15)

		N	percentage
6	pre	35	57,14 (20/35)
	int	35	80 (28/35)
	upper	35	91,42 (32/35)
	Total	105	66,66 (70/105)

15	pre	35	60 (21/35)
	int	35	74,28 (26/35)
	upper	35	88,57 (31/35)
	Total	105	74,28 (78/105)

Considering the table above, which displays the percentages of the groups' success in correctly judging the items 6 and 15; it is possible to state that learners have above average success rates. It is seen that the participants from the pre-intermediate level are the ones that have the lowest scores for these sentences, showing that this group of participants has the lowest degree of success. Following the pre-intermediate group, intermediate and upper intermediate groups have increasing performances regarding these items. Means of the groups show that as the proficiency of the participants increases, their access to UG also increases and it helps them use the structure in question more successfully. In addition, errors that were made in this part have implications concerning L1-transfers. It can be suggested that as the participants are exposed to the target language more and get relatively more proficient in time, their dependence on L1 to interpret English RCs decreases.

Anova test results for these items indicate that learners are significantly different from one another in their performances on these items. This data can be interpreted as an access to UG as groups performed statistically high in line with their level. It is an indication that full/direct access to UG can be traced in every level of proficiency.

After having considered the data generally, Scheffe test results indicate a similar account of the access to UG and transfer. According to this test, participants from the levels of pre-intermediate and intermediate have statistically significant differences. However, upper-intermediate and intermediate level participants do not have a statistically significant difference.

Wrong choice of RC type of grammatically unacceptable sentences yielded similar pieces of data in this part of the discussion. In the results from the participants, the direction of learning was that full access to UG is observed in the success of the participants until upper-intermediate levels. For the two items in this part, the view is different. Means for these items show that participants are more successful in correctly judging these items but more importantly, partial access is observed at an upper-intermediate level. Scheffe tests for comparisons between intermediate and upper-intermediate groups show that there are not significant differences in their productions. This means that although learners progress to be upper-intermediate, they are not significantly more aware of this structure.

4.1.1. vii Double relative pronouns

English RCs allow only one pronoun, which is selected according to the noun they are supposed to modify. More than one RC pronoun constitutes an error and thus is considered to be grammatically unacceptable. Turkish RCs, on the other hand, do not have separate pronouns but suffixes for this function; thus, L1 transfers were not possible to be observed. In this part, learners were asked to judge sentences with double relative clauses and responses to these items were discussed.

To illustrate, grammatically unacceptable sentences from this type of error are provided:

7. *Tony Blair, who that was one of the most influential politicians of 20th century, now

23. *The cat which that attacked the mouse couldn't catch it.

The table below displays descriptives of the participants' performances:

Table 14:

GJT Results: Descriptives (to present performances of the groups on average concerning the sentences 7, 23)

		N	percentage
7	pre	35	40 (14/35)
	int	35	65,71 (23/35)
	upper	35	68,57 (24/35)
	Total	105	77,14 (81/105)
23	pre	35	51,42 (18/35)
	int	35	65,71 (23/35)
	upper	35	80 (28/35)
	Total	105	65,71 (69/35)

The three proficiency levels across the two items that have double relative pronouns show consistent percentages of success. According to distributions of means, it is possible to suggest that learners have access to UG as in the other types of grammatically unacceptable items which do not allow transfer from L1. The assumed access to UG is due to the fact that learners have higher success in line with their proficiency level.

According to the Anova test, overall comparisons of levels on these items show that they are statistically different from each other. This means that they have full access to UG in every level of proficiency.

After having considered the data generally, Scheffe test results indicate a similar account of the access to UG and transfer. According to this test, participants from the levels of pre-intermediate and intermediate have statistically significant differences. However, upper-intermediate and intermediate level participants do not have a statistically significant difference.

4.1.2. Grammatically Acceptable Sentences

In Grammaticality Judgment Task, the first part includes 20 sentences which are grammatically unacceptable due to various reasons. On the other hand, in this part, participants' judgments of 10 grammatically acceptable sentences were considered. Overall assumptions are provided with tables of descriptives and the Anova test, and following this, each item is dealt with in detail considering the results of the Scheffe test.

The table below presents the means of the groups on 10 grammatically acceptable items:

Table 15:

GJT Results: Descriptives (to present performances of the groups on average concerning the sentences2, 5, 9, 12, 13, 17, 19, 22, 27, 30)

		N	percentage
2	pre	35	80 (28/35)
	int	35	85,71 (30/35)
	upper	35	97,14 (34/35)
	Total	105	87,61 (92/105)
5	pre	35	74,28 (26/35)
	int	35	82,85 (29/35)
	upper	35	97,14 (34/35)
	Total	105	84,76 (89/105)

9	pre int upper Total	35 35 35 105	71,42 (25/35) 88,57 (31/35) 97,14 (34/35) 85,71 (90/105)
12	pre int upper Total	35 35 35 105	77,14 (27/35) 91,42 (32/35) 94,28 (33/35) 87,61 (92/105)
13	pre int upper Total	35 35 35 105	82,85 (29/35) 82,85 (29/35) 97,14 (34/35) 87,61 (92/105)
17	pre int upper Total	35 35 35 105	77,14 (27/35) 91,42 (32/35) 94, 28 (33/35) 87,61 (92/105)
19	pre int upper Total	35 35 35 105	68,57 (24/35) 94,28 (33/35) 100 (35/35) 87,61 (92/105)
22	pre int upper Total	35 35 35 105	82,85 (29/35) 88,57 (31/35) 100 (35/35) 90,47 (95/105)
27	pre int upper Total	35 35 35 105	82,85 (29/35) 88,57 (31/35) 100 (35/35) 90,47 (95/105)

30	pre	35	82,85 (29/35)
	int	35	85,71 (30/35)
	upper	35	97,14 (34/35)
	Total	105	88,57 (93/105)

The table above presents the percentages of the proficiency levels' success on grammatically acceptable sentences. The first conclusion that can easily be drawn is that participants have successfully judged the sentences with near perfection. Even low level (pre-intermediate) participants performed at least 68, 57 %, which is higher than the average performances of this group on the grammatically unacceptable sentences section. On the other hand, the other two proficiency levels also have exceedingly high accuracies as well. This is an indication that when participants encounter grammatical sentences embedded with RCs, they do not have conflicts between the parameter values of their L1 and the L2.

When the Anova test was administered, it was gathered that except for one item, item 12, it seems that all groups lack significant differences in their responses However, at this point it is not possible to conclude that there is not full access to UG. Almost each and every participant was aware of the grammaticality of the items and because all the groups' responses were high, there seemed to be equality in the analysis of their performances. The same result was also gathered from the Scheffe test. According to the Scheffe test, there are not statistically significant differences because of the high performances of the proficiency levels in this part.

4.1.3. Final Remarks on Grammaticality Judgment Task

When all the analyses of the data from grammaticality judgment task are considered, it could be stated that learners do not only have access to UG but they also make transfers from L1. After the means of the levels were examined, it was clear that lower level participants (pre-intermediate group) do not start from scratch. This is an indication that although learners' exposure to L2 and the structure in question is relatively limited, when compared to the other two groups, accessibility of UG enables them to be aware of this structure with an above-average performance. Another point to be mentioned about the direction of learning from lower levels to upper levels is that a similar and consistent direction was observed regardless of the types of items, whether it is an item which provokes L1 parameter settings to be used or not. It seems that learners have full access to UG from pre-intermediate group to intermediate group.

The reason for this conclusion comes from the statistical measurements from the Scheffe test. For each of the items that were taken into account, this test gave results that pre-intermediate groups and intermediate groups had statistical differences in between. This means that these two proficiency groups' awareness and judgment of the structure are significantly different. Intermediate level participants performed significantly higher than the pre-intermediate group. The analyses above enabled us to conclude that although pre-intermediate level learners are exposed to the structure for a relatively short period of time, they initially acquire this structure with access to UG when their above-average means are taken into account. In a similar vein, learners progress in time and become intermediate level of learners but their access to UG stays active. However, Anova and especially Scheffe tests on the given sentences above, regardless of the types of items, indicated that learners' access to UG slows down or at some point is restricted. This conclusion is drawn from the fact that there were not statistical differences between intermediate and upper intermediate groups. It means that this high level of learners do not have full and further access to UG in judging the grammaticality of the items.

Another point to be mentioned is transfer from L1. In this part, there were eight items for which L1 parameter settings could be transferred when judging the structure in question. The conclusion is that learners are increasingly aware of the differences between L1 and L2 parameter settings for RC structures yet there are errors in each and every level of proficiency. Similar to the conclusions about access to UG above, it could be stated that also for transfer, learners have decreasing dependencies on L1 parameter settings in line with their level. There are significant differences between pre-intermediate and upper intermediate levels in judging sentences; however between intermediate and upper-intermediate levels there were not significant differences, which means that transfers from L1 decrease up to upper-intermediate level; however, at this level learners' independence on L1 do not increase further. To sum up, transfer does not vanish completely in participants' judging sentences with RCs; it is traced in every level, which helps us conclude that learners have full transfer in acquiring this structure.

4.2 TRANSLATION TASK

Apart from the GJT, which was designed to assess participants' intuitions towards the correct use of relative clauses, in the Translation Task (TT) participants were required to translate 5 Turkish sentences with RC constructions. With this task, the aim was to observe productions of participants from different proficiency levels as to consciously constructing RC clauses. The analysis of participants' productions provide possible points about access to UG and/or transfer

from L1 and also the degree of head-parameter resetting. When marking the responses, errors such as vocabulary and spelling were ignored as they do not have implications about production of RC structures. The two basic differences between Turkish and English RCs are that Turkish allows the RC to appear before the noun it modifies and allows an infinite verb in RC whereas English allows the RC to appear after the noun it modifies and allows a finite verb in RC. Taking these two distinct properties of RCs in Turkish and English into consideration, a comparative analysis was conducted on the gathered data from three proficiency levels.

Of the 5 Turkish sentences to be translated into English, two of them include subject position RC's and three of them include object position RC's to sample equally.

To exemplify the sentences that were given to the participants, some examples are provided below:

1. Eve gelen küçük kız annesini göremedi.

2. Tanıdığım diş doktoru işini çok iyi yapar.

3. Yarın Ankara'ya gönderecekleri büyükelçi iyi derecede Türkçe biliyor.

In order to view the means of the groups, descriptives of the groups are provided:

Table 16:

TT Results: Descriptives (to present performances of the groups on average) (N: 105)

	Pre-intermediate	Intermediate	Upper-intermediate
Translation Task	45,14 % (79/175)	76 % (133/175)	83,42 % (146/175)

As opposed to the GJT, for the translation task, performances of the groups are lower. This conclusion can be attributed to the fact that this task involves production, not only judgment, which involved recognizing which sentences were correct and which sentences were wrong. Although they are lower than the average of GJT, it seems that accurate performances of the group increase in line with their level. This is an indication that UG enables learners to be aware of the parametric differences of the L1 and L2. In time, they produce sentences with higher accuracy.

In order to see whether the differences among the groups in this study are significant or not, Anova test was administered. The significance degree of .000 p>.05 proves that all the groups in this study are independent in their productions. Considering the result, it is possible to state that there are significant differences among them. Furthermore, it helps conclude that groups perform better in line with their levels. This is a proof of access to UG at first sight. UG helps learners become more and more aware of the differences between L1 and L2. Also, they have gradually less dependence on L1 values for this structure.

Another statistical tool that was applied to the data is the Scheffe test. This test enabled us to bring a further and more detailed look at the comparisons of levels' performances on whole tasks or also on specific items. It showed where the statistical differences stemmed from.

Results from the Scheffe Test reveal that between intermediate and upper-intermediate groups the difference is not significant enough (.251>.05). It could be stated that UG is not fully accessed in the learning of English RC when this task is considered. The reason is that productions of the participants from intermediate and upper-intermediate are too close to each other. If full access had been the case, the level of upper-intermediate would have performed statistically better than intermediate group, which would have helped us state that UG was fully accessible in this level as well.

4.2.1 Final Remarks on Translation Task

When all the items are considered together, there are a few conclusions that can be drawn from the participants. The first one is that participants' success in this part is lower than the one in the previous task. This situation is attributed to the fact that this task is a translation task which required production skills of the participants whereas in the previous task, grammaticality judgment task, they were only asked to recognize correct and incorrect sentences.

Another conclusion is about the similarity between the results of the TT and GJT tasks. It was once again seen that accessibility of UG can be observed in pre-intermediate and intermediate levels. What helped draw this conclusion is the results of the Scheffe test. According to data from this test, there are significant differences between these two levels. This fact proves learners have less and less dependency on their L1 and on the properties of Turkish RC. They are aware of the parametric differences between L1 and English. Another conclusion is that UG plays a role in the learning process. It is fully accessed by pre-intermediate and intermediate groups. Therefore, they perform better in line with their level. On the other hand, the Scheffe test reveals that upper-intermediate level learners did not perform significantly more than the intermediate group. This is an indication that accessibility of UG is restricted in the learning

process. When learners reach high levels of proficiency, they cannot further acquire this structure.

A further conclusion that can be drawn is that the use of transfer in translating the sentences decreases from the low levels to higher levels yet at upper-intermediate level, learners' use of transfer from L1 decreases to an optimum level and do not decrease anymore.

4.3. SCRAMBLED SENTENCE TASK

Another task to evaluate participants' productions of RC is the Scrambled Sentence Task (SST). It aims to view these three proficiency levels' performances on ordering constituents of 5 sentences which include an RC. With this task, the purpose was to view the extent of parameter resetting by participants through lower levels to higher levels. For this task, participants did not need to change or add to constituents; instead, they were expected to order them. Moreover, as the study focuses on learning of RC, the primary concern will be whether they have achieved resetting their head-initial parameter and to what extent they have done so, and furthermore, whether there is a correlation between the proficiency of groups and success rate of the task.

In order to view the means of the groups and have a general idea of the success of the groups, descriptives of the groups are provided.

Table 17:

SST Results: Descriptives (to present performances of the groups on average) (N: 105)

	Pre-intermediate	Intermediate	Upper-intermediate
Scrambled Sentences Task	69,14 % (121/175)	87,42 % (153/175)	92 % (161/175)

This table provides a general description of the performances of the levels, yet it allows discussing the learning of the structure to a certain extent. From the lowest level (pre-intermediate) to the highest level (upper-intermediate), an increasing success can be detected. Before going into details, it can be stated that as the level of the learners increase, the accurate use of this structure increases. It means that learners are increasingly aware of the parametric

differences of their L1 and L2. In addition, as they become more proficient in English in time, they continue to use this structure more and more accurately. This is a proof that learners have active access to UG. It also serves as a proof that thanks to UG as a facilitator, learners increasingly perform better.

Although performances of groups increase, "transfer" point of view provides us with another critical piece of analysis. It can be seen that the learners do not perform this task perfectly even in the upper-intermediate level. It is a fact that transfer is traceable in every level when the means of the groups are considered. However, as discussed before, L1 transfer also decreases through proficiency levels. Therefore, even if traces of transfer are encountered in every level, its descending percentages imply that learners make use of L1 parameter values less.

In order to compare performances of the groups and discuss whether there are statistically significant differences between groups as to the learning of the structure in question, it was needed to statistically compare the performances of these groups in order to exhibit whether participants from levels progress increasingly. After administering the Anova test it was gathered that when levels are compared, a significant difference of .000 is obtained. This value means that our proficiency groups performed for this task statistically differently. Furthermore, it helps conclude that groups perform better as their level increases. This is a proof of access to UG at first sight. UG helps learners become more and more aware of the differences between L1 and L2. Also, they have gradually less dependence on L1 parameter settings of this structure.

Another statistical tool that was administered is the Scheffe test. This test enabled us to bring a further and more detailed look at the comparisons of levels' performances on whole tasks or also on specific items. It showed where the statistical differences stemmed from. The Scheffe test repeats the analysis that has been done so far in the discussion part. It is seen that there are significant differences between pre-intermediate and intermediate levels, suggesting that learners have full access to UG in these levels and thus perform significantly accurately in line with their level. It also indicates that learners are aware of the parametric differences between L1 and L2 and use English RC settings more successfully in time. Although transfer is traceable in every level, it decreases from low levels to high levels. At the upper-intermediate level, the accessibility of UG slows down as there is not significance between this level and intermediate level. It is maintained that although transfer from L1 slows down, it stops at a level and access to UG is not maintained further.

4.3.1 Final Remarks on SST

The Scrambled Sentence Task required participants to order constituents to make grammatical sentences with an embedded relative clause. The gist of the task was to observe tendencies of the participants in resetting head-direction parameter from L1 to English. First of all, high means were observed at the low level group (pre-intermediate). It is maintained that this is an indication of full access to UG at early stages of learning. As they assign a new parameter value to acquiring RC in English, their dependency on L1 decreases in the same way; namely, they transfer less from L1. When the performances of the two high level groups were considered, it was found that accessibility of UG continues; however, it slows down at the level of upper-intermediate. According to the Scheffe test, this group could not perform significantly better than the intermediate group. This implies that at high levels, learners only have partial access to UG and in the same way, transfer from L1 persists.

CHAPTER V

CONCLUSION

This thesis aims to describe the process of learning of English RC structures by Turkish learners of English. In this study, the focus is on the characteristics of interlanguage improvement through participants of three proficiency levels (pre-intermediate, intermediate and upper intermediate). Analyzing judgments and productions of the participants, a descriptive approach was employed in the framework of Generative Grammar.

In order to elicit the level of access to UG and errors due to first language interferences (transfer), three tasks were given to a total of 105 participants (35 for each proficiency level). The first task was a Grammaticality Judgment Task, in which participants were supposed to evaluate 30 sentences with English relative clauses. With the help of this task, participants' intuitive, unconscious judgments of the target structure were aimed to be revealed. This task was utilized to reveal to what extent the participants have access to Universal Grammar and the extent to which they still refer to Turkish head direction as a starting point and transfer from it in the process of learning English RCs. The second task was a translation task, in which participants were expected to translate five Turkish sentences with RC into English. With the help of this task, participants' conscious, active knowledge of RC structures of English were evaluated, which helped to understand access/transfer through levels of proficiency and, more importantly, figure out their tendency to shift from head-initial parameter settings to head-final parameter settings. The third task was a Scrambled Sentence Task, in which participants were supposed to put chunks of words in a correct order to make grammatically acceptable sentences with RCs. This task also strived to describe participants' preferences as to head direction parameter settings from English to Turkish settings.

Evaluation of Research Questions

This section is concerned with the evaluation of the research questions of the study regarding the learning of English relative clauses by Turkish learning English as a second language. The first question that was striven to be answered was:

Research Question 1: What is the direction of learning of English RC's from lower levels to higher levels?

The analysis of pre-intermediate participants' (being the lowest level) success at all tasks constitutes the starting point of English RC learning. The pre-intermediate group's average performance on the Grammaticality Judgment Task shows a success rate of 43,85 %. For the second task, the Translation Task, participants' success is 45,14 % and for the Scrambled Sentences Task, their success rate is 69,14 %. All in all, it can be concluded that participants at this proficiency level were aware of the parametric differences of their L1 and the target language to a certain extent. When GJT is regarded, it is seen that participants have been successful for almost 50% of all questions (43,85 %). With this score, it can further be stated that participants at the lowest level have access to UG in acquiring English RCs.

In order to determine the direction of learning, performances of the three groups were compared and significant differences were sought. It was revealed through Anova and Scheffe tests that participants have further access to UG in the intermediate level when this level and pre-intermediate group were compared. However, at the upper-intermediate level, it was seen that learning was restricted although they had higher scores of performances than the intermediate group. The conclusion was drawn from the analysis of the Scheffe test, which indicated that there were not significant differences between the upper-intermediate and intermediate groups.

When all the data are regarded, it can be concluded that learners at pre-intermediate and intermediate levels progress in acquiring English RCs vertically; in other words, they increasingly improve in being able to recognize the parametric differences between L1 and the target language and also produce syntactically well-formed sentences; however, at the upper-intermediate level, learning follows a horizontal direction, in which participants do not improve statistically better than the preceding level.

Research Question 2: Do Turkish L2 learners of English reset head-direction parameter from Turkish (head-initial) to English (head-final) as the performances of proficiency groups are taken into account?

In terms of the analysis of the Translation Task and Scrambled Sentences Task, participants at the pre-intermediate level started with an above average performance in translating and unscrambling sentences. At a low level, their productions stated that they had an initial awareness of contrasting head-direction parameters between L1 and the target language.

In line with the analysis for the previous question, participants in these two tasks displayed similar results. They seemed to have access to UG when the pre-intermediate and intermediate levels' performances were compared by using the tools Anova and Scheffe. It provided the data

that learners reset their head-initial parameter of L1 into head-final parameter of the target language. However the comparative analysis of intermediate and upper-intermediate levels suggested that participants at high levels did not progress significantly in resetting head-direction parameters from L1 to the target language. Furthermore, it can also be stated that high level participants did not have a performance level which is even close to full achievement of the tasks, which states that learners did not completely reset this parameter.

Research Question 3: What are the roles of access and transfer in the learning of relative clauses by Turkish learners of English?

Considering the data, it could be stated that in the process of acquiring English RCs by Turkish learners of English, learners display Full Transfer/Partial Access, a hypothesis according to White (2000). In order to explain why there was assumed to be partial access to UG; performances of the low level were taken into account at first. At the pre-intermediate level, surface structures such as lexical items and deep structures such as parameters of their L1 are reset with high performances when this level is considered. At this point, it can be stated that "Full Access" is the case. However, the comparative analysis of the other two levels shows that full access could not be observed in terms of insignificant differences between intermediate and upper-intermediate groups and the low performances of the high level on all of the tasks. It was observed that learners do have access to UG yet due to above mentioned points; it was assumed that Partial Access was the case.

Considering the data, it is clear that participants from pre-intermediate to upper-intermediate make L1-related errors and try to make use of their L1 to make productions in the target language. It is acceptable to say that as their level increases so does their performance; however, they go on making L1-related errors even when at the upper-intermediate level, and thus in terms of transfer, even in high levels, they make almost the same number of errors as in intermediate level. The bottom line is that learners acquire English RCs by using the properties and parameters of L1 and during this process they gradually reset their L1 parameters although transfer from L1 is traceable in all levels of proficiency.

This study only focuses on second language learning of English relative clauses by Turkish learners; however, the area of second language acquisition is a vast one and in order to fully describe the nature of second language acquisition, more studies need to be conducted focusing on various aspects of languages which are especially contradictory to one another. Studies

considering other parameters of languages might be investigated, such as Pro-drop Parameter and Constituent Order Parameter.

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APPENDIX I

Level of Participant: **Age:**

GRAMMATICALITY JUDGMENT TASK

A. Read the sentences below and mark them as grammatical or ungrammatical.

1. This is the resort where we usually go to.

✓

2. The thief who broke into my flat couldn't find a thing to steal.

✓

3. Morgan Freeman who is one of the best actors was born in Memphis.

✓

4. This film is the best which I have ever seen.

✓

5. Nicholas Cage, who came to Turkey for a film shooting, was amazed by the landscape.

✓

6. I never go to Panora, where is far away and expensive, with my friends.

✓

7. Tony Blair, who that was one of the most influential politicians of 20th century, now volunteers for charities.

✓

8. I haven't met who comes to work early Christy.

✓

9. Jeffry, who lives in Ahenk Street, never buys milk from the market.

✓

10. Candan Erçetin who is a musician and a teacher lives in Istanbul.

✓

11. She has been looking after whose leg is paralyzed her mother for 10 years now at home.

✓

12. My mother, who was constantly telling me to marry, gave me a hard time.

✓

13. The boy hit the ball, which broke the window.

✓

14. Mark moved to a new city where he started his new life with his wife there.

✓

15. Istanbul is a city where everyone should visit.

✓

16. That is the hospital where I was born in.

✓

17. The Caribbean Islands were the first place where Columbus landed in the Americas.

✓

18. I always prefer which is great Ruffles.

✓

19. This watch, which is the only thing left from my uncle, still reminds me of him.

✓

20. Whose name I have seen frequently, Oliver is one of the best students.

✓

21. She bought the house, which I wanted to buy it.

✓

22. I bought my laptop, which was on sale in the USA.

✓

23. The cat which that attacked the mouse couldn't catch it.

✓

24. Aspava is in Küçük Esat which is the best 7/24 restaurant.

✓

25. Gerry whom I have been friends with since high school is now a judge.

✓

26. Egypt is a country which it is not at the top of my must-see countries now.

✓

27. I have never seen a dog which has a pink moustache.

✓

28. Eggplant is my favorite vegetable, which is rich in calcium and minerals.

✓

29. Who Cengiz likes is the girl studying at the university.

✓

30. The patient whom I visited last Sunday was very sick.

✓

TRANSLATION TASK

B. Translate the following sentences into English.

1. Eve gelen küçük kız annesini göremedi.

✓

2. Tanıdığım diş doktoru işini çok iyi yapar.

✓

3. Yarın Ankara'ya gönderecekleri büyükelçi iyi derecede Türkçe biliyor.

✓

4. Hakkında konuştuğumuz adam birden geldi.

✓

5. Köpeği ölen arkadaşımı dün gördüm.

✓

SCRAMBLED SENTENCES TASK

C. Please unscramble the words below.

- /, which is one of the most beautiful parts of the country, / Antalya/a city/ by the Mediterranean Sea/ is

✓

- / by the police/ who had just broke into the house/ before he managed to steal anything / was caught/the boy

✓

- /against the looting/ the police/ helped/ who were trying to protect the museum/the public

✓

- /in the morning/ I would like to live/ where the sun shines and birds sing/ in a city

✓

- /the top model of 2004? / whose sister/ have you seen/ the ugly girl/ became/

✓

APPENDIX II

ANOVA AND SCHEFFE TEST RESULTS

Anova Test Results

		Sum of Squares	df	Sig.
GJT 1	Between Groups	4.705	2	.000
	Total	23.333	104	
GJT 2	Between Groups	.076	2	.439
	Total	4.762	104	
GJT 3	Between Groups	1.848	2	.024
	Total	26.190	104	
GJT 4	Between Groups	10.533	2	.000
	Total	25.848	104	
GJT 5	Between Groups	.248	2	.176
	Total	7.390	104	
GJT 6	Between Groups	2.133	2	.002
	Total	19.048	104	
GJT 7	Between Groups	6.533	2	.000
	Total	19.562	104	
GJT 8	Between Groups	5.276	2	.000
	Total	25.962	104	
GJT 9	Between Groups	.133	2	.235
	Total	4.762	104	
GJT 10	Between Groups	1.543	2	.044
	Total	26.057	104	
GJT 11	Between Groups	2.133	2	.011
	Total	25.390	104	
GJT 12	Between Groups	.171	2	.045
	Total	2.914	104	
GJT 13	Between Groups	.019	2	.608
	Total	1.962	104	
GJT 14	Between Groups	.248	2	.615
	Total	26.133	104	
GJT 15	Between Groups	1.429	2	.023
	Total	20.057	104	

GJT 16	Between Groups	3.219	2	.000
	Total	20.990	104	
GJT 17	Between Groups	.076	2	.361
	Total	3.848	104	
GJT 18	Between Groups	.362	2	.472
	Total	24.762	104	
GJT 19	Between Groups	.019	2	.608
	Total	1.962	104	
GJT 20	Between Groups	1.390	2	.010
	Total	16.190	104	
GJT 21	Between Groups	8.819	2	.000
	Total	26.133	104	
GJT 22	Between Groups	.000	2	.
	Total	.000	104	
GJT 23	Between Groups	4.876	2	.000
	Total	15.562	104	
GJT 24	Between Groups	5.790	2	.000
	Total	24.990	104	
GJT 25	Between Groups	1.448	2	.038
	Total	23.333	104	
GJT 26	Between Groups	1.086	2	.091
	Total	23.657	104	
GJT 27	Between Groups	.133	2	.166
	Total	3.848	104	
GJT 28	Between Groups	8.629	2	.000
	Total	26.057	104	
GJT 29	Between Groups	.400	2	.200
	Total	12.857	104	
GJT 30	Between Groups	.057	2	.596
	Total	5.657	104	
TT 1	Between Groups	4.286	2	.000
	Total	21.429	104	

TT 2	Between Groups	2.971	2	.001
	Total	22.629	104	
TT 3	Between Groups	2.743	2	.001
	Total	22.629	104	
TT 4	Between Groups	5.733	2	.000
	Total	22.248	104	
SST 5	Between Groups	.057	2	.895
	Total	26.229	104	
SST 1	Between Groups	1.448	2	.024
	Total	20.533	104	
SST 2	Between Groups	1.276	2	.001
	Total	9.848	102	
			104	
SST 3	Between Groups	.533	2	.087
	Total	11.390	104	
SST 4	Between Groups	.057	2	.596
	Total	5.657	104	
SST 5	Between Groups	1.219	2	.010
	Total	14.248	104	

Scheffe Test Results

Dependent Variable	(I) seviye	(J) seviye	Mean Difference (I-J)	Sig.
GJT 1	pre	int	-.40000*	.001
		upper	-.48571*	.000
	int	pre	.40000*	.001
		upper	-.08571	.704
	upper	pre	.48571*	.000
		int	.08571	.704
GJT 2	pre	int	-.05714	.539
		upper	-.05714	.539
	int	pre	.05714	.539
		upper	.00000	1.000
	upper	pre	.05714	.539
		int	.00000	1.000
GJT 3	pre	int	-.08571	.764
		upper	-.31429*	.030
	int	pre	.08571	.764
		upper	-.22857	.153
	upper	pre	.31429*	.030
		int	.22857	.153
GJT 4	pre	int	.31429*	.004
		upper	-.45714*	.000
	int	pre	-.31429*	.004
		upper	-.77143*	.000
	upper	pre	.45714*	.000
		int	.77143*	.000
GJT 5	pre	int	-.08571	.403
		upper	-.11429	.201
	int	pre	.08571	.403
		upper	-.02857	.903
	upper	pre	.11429	.201
		int	.02857	.903
GJT 6	pre	int	-.22857	.068
		upper	-.34286*	.003
	int	pre	.22857	.068
		upper	-.11429	.504
	upper	pre	.34286*	.003
		int	.11429	.504
GJT 7	pre	int	-.54286*	.000
		upper	-.51429*	.000
	int	pre	.54286*	.000
		upper	.02857	.946
	upper	pre	.51429*	.000
		int	-.02857	.946
GJT 8	pre	int	-.20000*	.000
		upper	-.54286*	.000
	int	pre	.20000*	.000
		upper	-.34286	.183
	upper	Pre	.54286*	.000
		İnt	.34286	.183

GJT 9	pre	İnt	-.02857	.855
		upper	-.08571	.247
	int	Pre	.02857	.855
		upper	-.05714	.535
	upper	Pre	.08571	.247
		İnt	.05714	.535
GJT10	pre	İnt	.34286*	.013
		upper	-.25714*	.005
	int	Pre	.34286*	.013
		upper	-.15714	.095
	upper	Pre	.25714*	.005
		İnt	.15714	.095
GJT 11	pre	İnt	-.11429	.607
		upper	-.34286*	.013
	int	Pre	.11429	.607
		upper	-.22857	.140
	upper	Pre	.34286*	.013
		İnt	.22857	.140
GJT 12	pre	İnt	-.08571	.097
		upper	-.08571	.097
	int	Pre	.08571	.097
		upper	.00000	1.000
	upper	Pre	.08571	.097
		İnt	.00000	1.000
GJT 13	pre	İnt	.00000	1.000
		upper	-.02857	.688
	int	Pre	.00000	1.000
		upper	-.02857	.688
	upper	Pre	.02857	.688
		İnt	.02857	.688
GJT 14	pre	İnt	-.11429	.639
		upper	-.08571	.777
	int	Pre	.11429	.639
		upper	.02857	.972
	upper	Pre	.08571	.777
		İnt	-.02857	.972
GJT 15	pre	İnt	-.14286	.380
		upper	-.28571*	.023
	int	Pre	.14286	.380
		upper	-.14286	.380
	upper	Pre	.28571*	.023
		İnt	.14286	.380
GJT 16	pre	İnt	-.20000	.139
		upper	-42857*	.000
	int	Pre	.20000	.139
		upper	-.22857	.077
	upper	pre	.42857*	.000
		int	.22857	.077

GJT 17	pre	int	.00000	1.000
		upper	-.05714	.464
	int	pre	.00000	1.000
		upper	-.05714	.464
	upper	pre	.05714	.464
		int	.05714	.464
GJT 18	pre	int	-.08571	.765
		upper	-.14286	.477
	int	pre	.08571	.765
		upper	-.05714	.888
	upper	pre	.14286	.477
		int	.05714	.888
GJT 19	pre	int	.00000	1.000
		upper	-.02857	.688
	int	pre	.00000	1.000
		upper	-.02857	.688
	upper	pre	.02857	.688
		int	.02857	.688
GJT 20	pre	int	-.02857	.952
		upper	-.25714*	.022
	int	pre	.02857	.952
		upper	-.22857*	.047
	upper	pre	.25714*	.022
		int	.22857*	.047
GJT 21	pre	int	-.60000*	.000
		upper	-.62857*	.000
	int	pre	.60000*	.000
		upper	-.02857	.959
	upper	pre	.62857*	.000
		int	.02857	.959
GJT 23	pre	int	-.45714*	.000
		upper	-.45714*	.000
	int	pre	.45714*	.000
		upper	.00000	1.000
	upper	pre	.45714*	.000
		int	.00000	1.000
GJT 24	pre	int	-.22857*	.093
		upper	-.57143*	.000
	int	pre	.22857*	.093
		upper	-.34286	.106
	upper	pre	.57143*	.000
		int	.34286	.106
GJT 25	pre	int	.28571*	.040
		upper	.11429	.589
	int	pre	-.28571*	.040
		upper	-.17143	.306
	upper	pre	-.11429	.589
		İnt	.17143	.306
GJT 26	pre	İnt	-.02857	.968

		upper	-.22857	.132
	int	Pre	.02857	.968
		upper	-.20000	.211
	upper	Pre	.22857	.132
		İnt	.20000	.211
GJT 27	pre	İnt	-.05714	.459
		upper	-.08571	.176
	int	Pre	.05714	.459
		upper	-.02857	.822
	upper	Pre	.08571	.176
		İnt	.02857	.822
GJT 28	pre	İnt	.11429	.515
		upper	-.54286*	.000
	int	Pre	-.11429	.515
		upper	-.65714*	.000
	upper	Pre	.54286*	.000
		İnt	.65714*	.000
GJT 29	pre	İnt	-.11429	.396
		upper	-.14286	.237
	int	Pre	.11429	.396
		upper	-.02857	.943
	upper	Pre	.14286	.237
		İnt	.02857	.943
GJT 30	pre	İnt	-.02857	.878
		upper	-.05714	.596
	int	Pre	.02857	.878
		upper	-.02857	.878
	upper	Pre	.05714	.596
		İnt	.02857	.878
TT1	pre	İnt	-.42857*	.000
		upper	-.42857*	.000
	int	Pre	.42857*	.000
		upper	.00000	1.000
	upper	Pre	.42857*	.000
		İnt	.00000	1.000
TT 2	pre	İnt	-.28571*	.028
		upper	-.40000*	.001
	int	Pre	.28571*	.028
		upper	-.11429	.555
	upper	Pre	.40000*	.001
		İnt	.11429	.555
TT 3	pre	İnt	-.34286*	.007
		upper	-.34286*	.007
	int	Pre	.34286*	.007
		upper	.00000	1.000
	upper	Pre	.34286*	.007
		int	.00000	1.000
TT 4	pre	int	-.42857*	.000

		upper	-.54286*	.000
	int	pre	.42857*	.000
		upper	-.11429	.496
	upper	pre	.54286*	.000
		int	.11429	.496
TT 5	pre	int	.05714	.895
		upper	.02857	.973
	int	pre	-.05714	.895
		upper	-.02857	.973
	upper	pre	-.02857	.973
		int	.02857	.973
SST 1	pre	int	-.11429	.545
		upper	-.28571*	.025
	int	pre	.11429	.545
		upper	-.17143	.258
	upper	pre	.28571*	.025
		int	.17143	.258
SST 2	pre	int	-.20000*	.018
		upper	-.25714*	.002
	int	pre	.20000*	.018
		upper	-.05714	.713
	upper	pre	.25714*	.002
		int	.05714	.713
SST 3	pre	int	-.05714	.765
		upper	-.17143	.094
	int	pre	.05714	.765
		upper	-.11429	.346
	upper	pre	.17143	.094
		int	.11429	.346
SST 4	pre	int	-.02857	.878
		upper	-.05714	.596
	int	pre	.02857	.878
		upper	-.02857	.878
	upper	pre	.05714	.596
		int	.02857	.878
SST 5	pre	int	-.22857*	.031
		upper	-.22857*	.031
	int	pre	.22857*	.031
		upper	.00000	1.000
	upper	pre	.22857*	.031
		int	.00000	1.000

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Ankara, 2012