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**A Study of Transferred Negation in Iraqi EFL
Contexts**

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in English language

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To All People Who Supported me Throughout my Study

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Table of Contents

Subject	Page
Section One Introduction	5
1.1 Problem of the Study	5
1.2 Aims of the Study	6
1.3 Hypothesis	6
1.4 Procedures	6
1.5 Value of the Study	7
1.6 Limit	7
Section Two: Literature Review	8
2.1 Negation	8
2.2 The Position of Not	8
2.3 Form of Negation	9
2.4 Developmental Hierarchy for Negation	11
2.5 Types of Sentence Negation	12
2.6 Forming negative questions and imperatives	14
Section Three :The Test	24

Section Four: Conclusion	26
Bibliography	27

Section One

Introduction

Negation is an essential part of everyday communication. It is what makes us human, imbuing us with the capacity to deny, to contradict'. There is substantial cross-linguistic evidence to suggest that grammatical negation is a universal category. This universal category finds expression in a range of linguistic forms. In English, for example, it can be expressed with a morphologically explicit negator, not, or with other implicitly negative words, such as hardly and deny. In addition to being universal, negation has grammatical significance that dictates the distribution of a range of grammatical expressions, including the quantifier any.

- (1) John did not eat anything for lunch. (*John ate anything for lunch.)
- (2) Mary hardly touched any food at dinner. (*Mary touched any food at dinner. (Horn 2011, p.1)

1.1 Problem of the Study

When we want to say that something is not true or is not the case, we can use negative words, phrases or clauses. Negation can happen in a number of ways, most commonly, when we use a negative word such as (no, not, never, none, nobody, etc.) :

A: Is there a bus at ten o'clock?

B: No. The last one goes at nine forty-five. (No = There isn't a bus at ten o'clock.) (Horn 2011, p.1)

The problem arises is that the majority of Iraqi EFL learners face difficulties in transferring and using the different types of negation in English. The study tries to solve this problem by answering the following questions:

1. What are the types of negation?
2. How to form negative statement, questions and imperatives?

1.2 Aims of the Study

This study aims at the following:

1. Shedding light on the term "Negation" as well as the different types used to express negation.
2. Identifying the position of "not" and the form of negation.

1.3 Hypothesis of the Study

It is hypothesized that:

1. There are different forms of negation in English.
2. Iraqi EFL learners face difficulties in transferring negation in English.

1.4 Procedures of the Study

The steps adopted to fulfill the aims of the study are as follows:

1. Presenting a theoretical part about the definition of negation its types and how can we transfer negation.
2. Identifying the position of "not" and form of negation.
3. What is the developmental hierarchy for negation.
4. Presenting a test to identify whether students face difficulties in transferring negation or not.

1.5 Value of the Study

This study is valuable for students, EFL learners, teachers, book designers of English.

1.6 Limit of the Study

This study is limited to the transferring negation in English and to test 4th year students in English department during the academic year 2021-2022.

Section Two

Literature Review

2.1 Negation

In English grammar, negation is a grammatical construction that contradicts (or negates) all or part of the meaning of a sentence. Also known as a negative construction or standard negation. In English Grammar, sentence negation is a type of negation that affects the meaning of an entire clause. This form is also known as sentential negation, clausal negation, and nexal negation. In contrast, a negation that affects the meaning of just a single word or phrase is called constituent negation, special negation, and subclausal negation. (Horn 2011,p.2)

In standard English, negative clauses and sentences commonly include the negative particle not or the contracted negative n't. Other negative words include no, none, nothing, nobody, nowhere, and never. In many cases, a negative word can be formed by adding the prefix un- to the positive form of a word (as in unhappy and undecided). Other negative affixes (called negators) include a-, de-, dis-, in-, -less, and mis-.(Horn 2011,p.1)

2.2 The Position of Not

The preferred position for the negator not is after the first word of the auxiliary or after a copula, in a main clause. Under various circumstances, a negator that should properly be placed elsewhere is attracted into this position. Sentential negation can apply either to a main clause, or to a complement clause.(Dixon,2005)

1-I didn't say [that he lied] (I said nothing)

2-I said [that he didn't lie] (I said that he told the truth)

Here the difference in meaning is significant, and the negator n't is likely to be maintained in its proper place. But consider:

3-I don't think [that he came] (I don't know what he did)

4-I think [that he didn't come] (I think that he stayed away)

The sentiment expressed in (I don't think [that he came] (I don't know what he did)) is not likely to be often expressed, whereas that in (I think [that he didn't come] (I think that he stayed away)) is much used.

People often say I don't think that he came when they actually mean ,that he stayed away. This can be accounted for by attraction of n't from the complement clause into the preferred position, after the first word of the auxiliary in the main clause. (Dixon,2005)

2.3 Form of Negation

Randolph Quirk begins his grammatical theory with the fundamental principle of negative sentence forms. The negation of a simple sentence is

formed by placing the negative element 'not' between the operator and the predication. Operator is either the first auxiliary verb of the verb phrase or 'be' or 'have' as a main verb.

5- I am not fit to unfasten his shoes.

6- He would not let the devils speak.

7-The roots had not grown deep enough.

In the case of a simple sentence with no auxiliary, the negation is accomplished by using the substitute auxiliary 'do'.

8-But it does not sink deep into them.

9- But their statements did not tally.

As to abbreviated negation two colloquial forms are possible as exemplified below.

10- Some's not coming. Someone isn't coming.

11- We're not ready. ' We aren't ready.

12- They've not caught him They haven't caught him.

13-He mayn't give us any champagne. No, he may not.

14-You mustn't bathe there on account of the sharks.

15-I oughtn't to do that. No, you oughtn't.

16- Must he go? No, he needn't.

17-You daren't borrow it without my permission !

The negative word 'not' generally comes after a finite verb and an anomalous finite. There was a time when 'not' was used before the verb when the negative element 'ne' dropped out of the sentence. Since 'do' took

the role of an auxiliary verb, it has been treated in the same way as other anomalous' finite verbs. Thus the structures 'do not, does not, did not' + verb have been constructed. Concerning the contracted form of negation, there is a difference between the two types. For example, 'he isn't a coward' is different from 'he's not a coward' in the meaning. The former is similar to 'he is not a coward' but the latter is equivalent to 'he is no coward'. (<https://ell.stackexchange.com>)

2.4 Developmental Hierarchy for Negation

Present Tense – helping verbs and contractions used to indicate negative present tense, including: am not (I'm not), do not (don't), does not (doesn't), can not (can't), has not (hasn't), have not (haven't), is not (isn't), are not (aren't), would not (wouldn't)

Future and Past Tense – helping verbs and contractions used to indicate future and past tense, including: will not (won't), did not (didn't), could not (couldn't), had not (hadn't), was not (wasn't), were not (weren't)

Questions – Examples: Isn't he ready? Aren't you hungry? Shouldn't you be quiet? (<https://languagefixwordpress.com.cdn.ampproject.org/v/s/languagefix.wordpress.com>)

Complex Negation – Two or more auxiliary verbs, or additional syntactic structures – for example: should have, couldn't be, wouldn't have been, wouldn't have wanted to go, shouldn't have to tell, etc.

The Difficulties faced by Iraqi EFL learners is that It's difficult for them to distinguish between which Negative word affect tense since there are basic negatives (e.g. no, not, never), negatives that affect varied tense (e.g. do not, did not, didn't, don't, won't, etc.), and negatives in questions (e.g. "Won't you.." "Can't you..", "Wouldn't you...") .Advanced negation requires increasing demands upon working memory, both with comprehension and production. Negative prefixes, such as un-, dis-, and non- may be difficult for advanced language learners.(<https://languagefixwordpresscom.cdn.ampproject.org/v/s/languagefix.wordpress.com>)

2.5 Types of Sentence Negation

Constituent negation is fairly straightforward and one way it can be easily carried out is by using affixes such as the prefix un-; sentential negation is a bit more complicated. Jenny Cheshire, British sociolinguist, identified two distinct forms of sentence negation that are void of affixes. "It is usual to distinguish between two types of non-affixal sentence negation in English: firstly, negation with not or -n't; and secondly, negation with the negative words never, neither, nobody, no, none, nor, nothing and nowhere.

There are two negative equivalents for a positive sentence containing an assertive form: thus We've had some lunch has the two negative forms We haven't had any lunch and We've had no lunch (Quirk et al. 1985: 782). In the same way, He sometimes visits us has the two negative forms He doesn't ever visit us and He never visits us," (Cheshire 1998).

Exclamative Sentence Negation

Exclamative sentence negation can be defined as the combination of an idiomatic word or phrase, e.g., No way, like hell, the hell, yeah right, my eye, nonsense, with a sentence..., e.g., Like hell Al and Hilary are married, Al and Hilary are married, my eye," (Drozd 2001).

Examples of this type of sentence negation below.

18- "My throat's all tight, and there's no way I'm going to cry in front of Ellery and Peyton," (Nall 2015).

Examples of Sentence Negation

19-Arson isn't difficult to prove, but it can be very difficult to prove who committed it.

20-"I did not cry or yell or lie down on the pine floorboards and kick my feet," (Tomlinson 2015).

21-"It's not the case that I can't 'hold my own; I can," (Philin 1983).

22-"I don't think anybody is in a position to give answers to social problems, definite, final answers," (Ray 1968).

23-"I see what's going to happen. You only want to go to her. You want to get your share, after all. You'll leave me without a pang.'

24-"Mrs Magaw stared. 'But won't you be going too? When Mrs. Taker sends for you?'" (James 1904).

25-"My parents didn't want to move to Florida, but they turned sixty and that's the law." -Jerry Seinfeld

26-"Never in my life did I remember Mama staying in bed past sunrise," (Niven 2009).

27-"At no time did I feel threatened or in danger of violence. At no time did I feel inclined to regard any of my colleagues as lazy or inept—or feel they were insinuating similar judgments about me," (Keizer 2012)

2.6 Forming negative questions and imperatives

Negative questions

We use not or n't to form negative questions. When there is no modal verb or be, we use auxiliary verb do + n't (don't, do not, doesn't, does not, didn't):

28-Why didn't you ask Linda?

29-What don't you understand?

30-Won't we able to see the film?

31-Isn't that Mike's brother?

Negative imperatives We use do + not or don't + the base form of a verb to form negative orders or commands:

32-Do not open until instructed.

33-Don't take the car. Go on your bike.

Negation: two negatives

Standard English does not have two negatives in the same clause (double negatives). Words such as never, nobody, no one, none, nothing, nowhere, etc. already have a negative meaning, so we don't need another negative with the verb:

34-There was no one in the office so I left a message.

Not: There wasn't no one ...

35-Nobody likes to think they are worthless.

Not: Nobody doesn't like to think ...

If we use not with the verb, we use words such as ever, anybody, anyone, anything, anywhere, instead of never, nobody, no one, nothing, nowhere:

36-I haven't seen Ken anywhere today. In fact I don't think anyone's seen him for the last couple of days.

Not: I haven't seen Ken nowhere ... or I don't think no one's seen him ...

You may hear some speakers using two negatives in the same clause, but many people consider this to be incorrect.

Not ... I don't think

There are some cases where we can use reporting verbs such as imagine, suppose and think in end position, after the reported clause. In such cases, both clauses may have a negative verb:

37-He's not a teacher, I don't think. (or I don't think he's a teacher.)

Not: I don't think he's not a teacher.

38-I won't be very late tonight, I shouldn't imagine. (or I shouldn't imagine I'll be very late tonight.)

Not: I shouldn't imagine I won't be late.

Sometimes we use not in front position where a following reduced clause (a clause with something omitted but which is understood) also has a negative form:

39-A:Have you seen Leila?

B:Not today, I haven't. (I haven't seen Leila/her.)

A:Is Tony working at the university?

B:Not now, he isn't. He used to.

Negative clauses with any, anybody, anyone, anything, anywhere

We don't use not with some, someone, somebody, something, somewhere in statements. We use any, anyone, anybody, anything, anywhere:

40-There aren't any seats left. You'll have to stand.

Not: There aren't some seats left.

41-Tell them I don't want to see anyone.

Not: Tell them I don't want to see someone.

After verbs with a negative meaning like decline or refuse, we use anything rather than something:

42-They refused to tell us anything about it. (preferred to They refused to tell us something about it.)

Negation in non-finite clauses

Non-finite clauses are clauses without a subject, where the main verb is in the to-infinitive form, the -ing form or the -ed form. To make the negative of a non-finite clause, we can use not.

43-To have given up such a good job would have been foolish.

In negative it becomes :

44-Not to have invited James to our little party would have been impolite.

In non-finite clauses with a to-infinitive verb, we can use not after to.

However, many speakers consider such ‘split infinitives’ (where something comes between to and the verb) to be bad style:

45-To not realise what was happening was stupid. She should have noticed something was wrong. (or Not to realise what was happening ...)

46-I was thinking it would be nice to not have to go out and just stay in and watch TV. (or ... it would be nice not to have to go out ...)

Negative prefixes and suffixes

We use these prefixes most commonly in negation: de-, dis-, il-/im-/in-/ir, mis-, non-, un-:

47-What he said was very impolite.

48-There was a misunderstanding about who should sign the contract.

49-The refugees also need non-food items such as tents and blankets.
(items which are not food)

-less is the most common suffix for negation:

50-Too many people are homeless in this city.

51-We just have endless meetings at work – they're so boring.

Negative adverbs: hardly, seldom, etc. Some adverbs (e.g. hardly, little, never, only, scarcely and seldom) have a negative meaning. When we use these at the beginning of the clause, we invert the subject and verb:

52-Hardly had we left the hotel when it started to pour with rain.

Not: Hardly we had left the hotel ...

53-Little did we know that we would never meet again.

Only in spring do we see these lovely little flowers.

We also invert the subject and verb after not + a prepositional phrase or not + a clause in front position:

54-Not for a moment did I think I would be offered the job, so I was amazed when I got it.

55-Not till I got home did I realise my wallet was missing.

Negation: emphasising

When we want to emphasise something negative, we often use at all. We normally use at all immediately after the word or phrase we are emphasising:

56-There's nothing at all left in the fridge.

57-I'd rather not be here at all.

58-We had no rain at all this summer and now we have floods!

59-Not at all can come before an adjective:

60-She was not at all happy with the result.

We can also use whatsoever for emphasis after no + noun, nobody, no one, none and nothing. Its meaning is similar to at all, but it is stronger. We can use whatsoever to add emphasis to any negative noun phrase:

61-No food or drink whatsoever must be brought into the classroom.

62-A:Did any of her family go to the wedding?

B:No. None whatsoever.

We can also use not a bit, a little bit, one bit, in the least, the least bit to emphasise negatives:

63-Setting off the alarm was supposed to be a joke but no one found it one bit funny.

64-We suggested going to the cinema but they didn't seem the least bit interested, so we just took them shopping instead.

We often add emphasis to negation to make what we say more polite.

When someone makes a request using the phrase Do you mind if or Would you mind if, instead of replying with No (I don't mind) we often say not at all or not in the least when we reply:

65-A:Do you mind if I sit here?

B:Not at all.

66-A:Would you mind if I check my emails on your computer?

B:Not in the least.

When someone says thanks or thank you, we often reply not at all:

67-A:Thanks so much for lunch, Rachel.

B:Not at all. It was my pleasure.

Negation of think, believe, suppose, hope

When we use verbs like think, believe, suppose (mental process verbs) to express uncertainty about something, we usually use not with the mental process verb rather than with the verb in the following clause:

I don't think I'm going to pass my exams. (preferred to I think I'm not going to pass my exams.)

However, we don't normally use a negative with hope and wish:

68-I hope I'm not going to fail.

Not: I don't hope I'm going to fail.

69-I wish I hadn't sent that email to Joan.

Not: I don't wish I had sent ...

Section Three

The Test

3.1 Definitions of the Test

It is a tool that measured the students' performance in the target language, the following test is designed to assess the learners' performance in using negation. The test aims at investigating whether or not Iraqi EFL learners are able to recognize and produce such sentences.

The items cover the whole of what has been mentioned in the theoretical part of the Study. 3.2 Test Design

The test consists of two questions that design to measure the students' performance in using negation , each question includes ten items; the students should recognize and produce the correct negative sentence .

3.3 The Results of the Test

Item number	Correct Answers	Percentage	Incorrect Answers	Percentage
1	11	33%	19	67%
2	9	27%	21	73%
3	17	51%	13	49%
4	10	30%	20	70%
5	10	30%	20	70%
6	9	27%	21	73%
7	7	21%	23	79%
8	2	6%	28	72%
9	11	33%	19	67%
10	9	27%	21	73%
Total	76	228%	224	672%

The results of the test of the question at the recognition level denote that Iraqi EFL face difficulties in recognize the correct words of negation from other types of words since the total number of the correct answers is 76 while the incorrect responses is 224.

Item number 1 and 9 : 11 students answer correctly and 19 students recognize the wrong answers .

Item number 2,6, and 10:9 students who have an information about negation so they know how to recognize the correct answers, and 21 students do the wrong answers.

Item number 3: 17 students answer rightly while 13 students face difficulty in recognize the right answers so they do the incorrect answers.

Item number 4 and 5: 10 students who are familiar with transferring negation answered correctly and those who are unfamiliar with the subject who are 20 students answered incorrectly.

Item number 7:7 students who answer correctly while the other who answer incorrectly are 23.

Item number 8: only two students who are familiar with the subject are able to recognize the right answers and 28 students answer incorrectly.

3.4 Results of question 2

Item number	Correct Answers	Percentage	Incorrect Answers	Percentage
1	4	12%	26	88%
2	9	27%	21	73%
3	13	39%	17	61%

4	8	24%	22	76%
5	5	15%	25	85%
6	4	12%	24	88%
7	1	3%	29	71%
8	6	9%	24	91%
9	4	12%	26	88%
10	13	39%	17	61%
Total	67	201%	233	699

The results of the test of Question two at the production level denote that Iraqi EFL face difficulties in construction sentence that has negation, since the total number of the correct answers is 67 while the incorrect responses is 233.

Item number 1,6 and 9 : only 4 students answer correctly and 26 students construct wrong answers.

Item number 2: students who are 9 were able to construct the correct answers while 21 students face difficulty in making the right answers.

Item number 3 and 10:only 13 students who have an information about how to form negation were able to construct the correct answers, and 17 students give wrong sentences.

Item number 4: only 8 students answer rightly while 22 students face difficulty in giving the right answers so they construct the incorrect answers.

Item number 5: students who are familiar with transferring negation who are 5, they answered correctly and those who are unfamiliar with the subject who are 20 students answered incorrectly.

Item number 7: just one student who answers correctly while the other who answer incorrectly are 29.

Item number 8: only 6 students who are familiar with the subject are able to doing the right answers and 28 students give wrong answers.

Section Four

Conclusion

Negative clauses and sentences commonly include the negative particle not or the contracted negative n't. Other negative words

include no, none, nothing, nobody, nowhere, and never. In many cases, a negative word can be formed by adding the prefix un- to the positive form of a word (as in unhappy and undecided). Other negative affixes (called negators) include a-, de-, dis-, in-, -less, and mis-.

Iraqi EFL learners face difficulties in transferring negation in English since the results of the test at the recognition and production levels denote that Iraqi EFL face difficulties in recognize and produce the correct answers .

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Appendix 1

Question// Choose the right answers:

1. What he said was very

)a. impolite. b. not polite)

2. a meeting of the union yesterday.

(a. Did not have b. Did not had)

3. I sent that email to Joan .

(a. Wish I hadn't. b. don't wish I had(

4. James his head shaved at the temple.

(a. Didn't shaved b. Didn't shave)

5. I..... A bath before dinner every day.

(a. Didn't have b. Hadn't have)

6. The sun move round the earth.

(a. Do not b. Does not)

7. You..... a good time.

(a. Hadn't b. Didn't have)

8. I..... going to fail .

(a. Hope I'm not b. Don't hope I'm

9. I..... be very late tonight .

(a. shouldn't imagine I'll. b. shouldn't imagine I won't(

10. I Money.

)a. had no. b. hadn't)

Question 2 / Exemplify the Following:

1. Negative question
2. Negative clauses with any
3. Negation in non-finite clauses
4. Negative prefixes
5. Exclamative Sentence Negation
6. Emphasis something negative
7. Negative imperatives

8. Negation in non-finite clauses

9. Negative suffix

10. Negative question

Appendix 2

Answers of the Question 1

1. A
2. A
3. A

4. B
5. A
6. B
7. B
8. A
9. A
- 10.A

Answers of question 2

1. Why you didn't tell Linda?
2. They refused to tell us anything about it .
3. Not to have invited James to our little party would have been impolite.
4. What he said was very impolite .
5. Al and Hilary are married, my eye,
6. I'd rather not be here at all.
7. Do not open until instructed.
8. Not to realise what was happening was stupid. She should have noticed something was wrong
9. Too many people are homeless in this city.
10. Won't we be able to see the film?