

**ACQUISITION OF NEGATION IN
JAPANESE
BY ENGLISH AND KOREAN SPEAKERS**

by
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A Thesis Submitted to the Faculty of
the Department of East Asian Studies
In Partial Fulfillment of the
Requirements for the Degree of
MASTER OF ARTS
In the Graduate College
THE UNIVERSITY OF ARIZONA

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STATEMENT BY AUTHOR

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LIST OF ABBREVIATIONS

A, Adj	Adjective
Aux	Auxiliary verb
Conf-M	Confirmation marker
Cop	Copula
Cop-D	This Copula only marks Distal.
Dist	Distal
Eng	English
Int	This signals Intention.
Inv	Invitation
Jpn	Japanese
Krn	Korean
M	Marker
N	Noun
Neg	Negative
P	Present tense
Pa	Past tense
Q-M	Question Marker
S	Subject
Tent-cop	Tentative copula
V	Verb

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ABSTRACT

In this paper, the acquisition of early Japanese syntax of negation by college students of English and Korean speakers has been studied. Previous research on acquisition of negation concentrated on European languages until Kanagy (1991) carried out an empirical study to investigate the developmental sequences of negation by Japanese L2 learners. Kanagy concluded among other things that: 1) from fewer to more negation patterns were used over a given period, and 2) the acquisition of negation of adjectives came after that of verbs and nouns.

Analyses of data indicate that in addition to Kanagy's: 1) first language transfer on their interlanguage is not a significant factor on the acquisition of negation except a slight advantage of Korean in nouns, 2) recurring mistakes in verb, noun, and adjective negations are consistent for both groups, and 3) introduction of negation in the present tense does not always help formulate that in past tense.

1. Introduction

The purpose of this paper is to provide a fuller description of the acquisition of negation in Japanese as a second language (L2) by college-level students of different first language backgrounds (L1) and also to try to give useful suggestions for teaching negation. I initially got interested in the topic by observing the students' difficulties to respond to the negative questions in class. The fact that not only the structures of negation are fairly complicated but also the answering systems to the negative questions are different from English which makes them hard to acquire. First, let us look at the underlying concepts, such as the interlanguage theory, first language transfer, and at the previous research in this area.

1.1. Interlanguage Theory

Selinker(1975) coined the term "interlanguage" to refer to separate linguistic systems, 'the interim grammars' produced by second-language learners as they try to approximate the target language. He explained that an interlanguage is an outcome of cognitive processes including language transfer and overgeneralization.

Selinker studied a French immersion case in Canada. The children used French throughout school hours but avoided it outside that environment. The children's speech proved that there was systematicity in their interlanguage. By analyzing

the errors they made, he concluded that the children focused on three areas to achieve communication: language transfer, overgeneralization, and simplification.

The interlanguage differs from both the native language and the target language. Adjemian (1973) who also assisted Selinker with his studies stressed the flexibility or "permeability" of interlanguage. Through the description of the changes in the interlanguage that the learner possesses at given times, one can predict what kind of developments and changes occur in their interlanguage.

The majority of researchers in second language learning acknowledge the theories viewed by Selinker and Adjemian as stated above; interlanguage is separate linguistic systems that act just like other natural languages with rules, and interlanguage is processed through the knowledge the second language learners possess at given times and it is permeable. How can one measure the systematicity of interlanguage or how can one develop the interlanguage efficiently?

Style-shifting in speech was observed by Tarone (1979) in English morphology and syntax among Arab and Japanese L1 speakers. Her study showed that the English utterances by both groups showed the systematic variability related to the contexts and elicitation tasks in some morphological and grammatical forms. In some cases grammatical proficiency excelled more in informal speech in the familiar contexts than in rather formal settings. Felix (1977) also states

that the second language learners make more mistakes when they pay more attention to what they utter.

Interlanguage, as contrastive analyses suggest, develops on the foundation of the previous language knowledge, in most cases, the first language. In the next section, I would like to talk about the influence of the first language upon second language learning.

1.2. First Language Transfer

Generally speaking, language transfer refers to cross-linguistic influence. Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously acquired. Kellerman (1979, 1983) stated that transfer tended to occur when the perceived similarity between the two languages was great and when the structures involved were unmarked. In other words, transferability increases when L1 and L2 are close and when a feature is frequent, regular, semantically or structurally perceptible.

When transfer occurs, it acts as a facilitator or an interference. Odlin (1989) claimed that transfer could be either positive or negative. He characterized positive transfer as which enabled the speaker to produce target-like utterances due to the typological similarity of languages involved. Negative transfer, on the other hand, is featured by underproduction (i.e. avoidance), overproduction (i.e.

simple sentence making as a consequence of the underproduction of more complex sentences), and production errors (i.e. substitutions, alterations, and hypercorrection).

Odlin also explained that misinterpretation was predicted to occur when word-order patterns differed, misperceptions of target language sounds took place, and cultural assumptions differed.

It may be safe to say that reliance on the first language is the starting point of second language learning. However, there is still no consensus about the nature or the significance of the first language transfer in second language learning. Wode (1978) investigated the nature of the reliance on the prior first language knowledge, German in his study, on the acquisition of English negation in naturalistic settings. He described the early development of acquisition of negation into stages and investigated if they were derived from the first language transfer.

By Wode, it is suggested that the first language transfer is fairly systematic in that the specific conditions or understandings have to be met within the learner's development of the second language acquisition before he can rely on his first language.

1.3. Acquisition of Negation

Previous research on the acquisition of negation by second language learners concentrated on the European languages. (English: Wode [1983] and Takashima [1989]; Swedish: Hyltenstam [1977]; German: Weinert [1994])

Wode (1983) investigated the developmental stages for English L2 negation by German L1 speakers in naturalistic settings. The data were collected from his four children whose ages were 4 to 9 years old by taping or taking notes during their daily routines. He found the systematic developmental paths from the children. He categorized their development into four stages.

1) Anaphoric negation involving 'no'

Negative relationship does not hold negation (Neg) and the items with which it occurs in the structure.

Examples: no.

no, John

Kenny, no

2) Non-anaphoric negation 'no' placed externally

Negative relationship holds between Neg and the items with which it occurs in the structure.

Examples: no milk

no cold

no play ball

3) sentences with internal placement of Neg

Copula structures are constructed with no or not.

Examples: that's no right

you not dummy

4) sentences with internal placement of Neg

Verb structures are constructed with no or not.

Examples: I'm not go

me no close the window.

Wode finds that L1 reliance is systematic in that specific conditions have to be met within the learner's L2 development, the stages described above.

Hyltenstam (1977) studied to see if there was a regularity in the acquisition of Swedish negation syntax with 160 subjects with different L1 backgrounds. He concluded that there was a highly regular route to get to the acquisition of Swedish negation. The learners first placed the negation before the finite verb in all cases. Soon after the learners found out that native speakers did not place the negation that way all the time, they tried out to place negation after the finite verb to meet the norm in some cases. Sometime later, after they noticed the rules of negation, they applied the negation in accordance with the standards. That is, in main clauses, the negation is placed after the finite verbs, while in subordinate clauses, it is placed right before the finite verb.

Some of the previous research show that the developmental path of acquisition by the second language learners in the naturalistic settings are very similar to

that of the first language acquisition by the children. Weinert (1994) conducted a study to see if there were any differences in the acquisition of German negation between naturalistic and classroom learning. The data were drawn through form-focused practice activities. Some of his findings were that the classroom learners were able to produce early complex target-like negation through memorization of complex forms in the controlled linguistic contexts and that the emphasis on correct target-like production made the learners reluctant to use communicative negative forms.

Takashima (1989) looked into how the Japanese L1 speakers answer English negative yes/no questions. He carried out a study with questionnaire containing such negative questions as 'Don't you like English?' or 'Don't you dislike English?' The subjects were college students. Although the results were skewed by the students having misunderstood the meanings of the questions in some cases, the difficulties in answering these negative answers derived due from the dissimilarity in structures. In English, 'yes' and 'no' indicate agreement (affirmation) or disagreement (negation) regardless of the form of the statement, while in Japanese 'hai' and 'iie' indicate agreement or disagreement with the statement. (See section 1.4. for a discussion of this difference.)

He concluded that the first language influenced the results by interfering with the interlanguages the students had. Structural differences in answering negative questions between the languages caused problems.

Kanagy (1991) carried out an empirical study to investigate the development of negation in Japanese L2 learners of college age. Some of her findings among other things were that: 1) the ability to use different negative forms increased as lessons progressed; and 2) the acquisition of negation of adjectives came after that of verbs and nouns. While Kanagy offers an important perspective on the acquisition of negation by Japanese L2 learners, she did not take into account the influence of L1. Neither did she look further in relation to other distinctions, such as tense.

Based on Kanagy's study and the findings by other researchers in second language learning, I will focus on the following questions.

- 1) Do L1 patterns of negation affect acquisition of negation in L2 Japanese? L1 here includes English and Korean.
- 2) Is there any order of difficulty in the acquisition of negation of nouns, adjectives, and verbs?
- 3) What are commonly recurring mistakes in the course of acquisition in each word category?
- 4) Can L2 learners pay attention to other features (e.g., tense) at the same time as negation?

The hypothesis for each question above is as follows:

- 1) If similar patterns of negation exist in L1, students should acquire Japanese negation quickly and accurately.
- 2) Since adjective negation is relatively complicated, acquisition of adjective negation comes after that of nouns and verbs.
- 3) Common mistakes exist and vary between students with different L1 backgrounds.
- 4) The need to consider other features besides negation makes it harder to use negative forms correctly.

It is hoped that this study will further the understanding of acquisition of Japanese L2 negation and will shed light on second language teaching.

1.4. Negation in Japanese, Korean, and English

In this section, I first summarize the structures of the affirmative and negative forms of verbs, nouns, and adjectives in each language to see if there is any similarity (or dissimilarity).

1) Verbs

The following table shows how the verb 'use' changes in present and past affirmative.

Table 1.1. Verb/Affirmative, 'use'

	<u>present</u>	<u>past</u>
[English]	I use.	I used.
[Korean]	<i>Ssu-pnita.</i>	<i>Sseo-ssupnita.</i>
	use-Dist P	use-Dist Pa
[Japanese]	<i>Tukaimasu.</i>	<i>Tukaimasita.</i>
	use-Dist P	use-Dist Pa

Note: Dist = distal
P = present tense
Pa = past tense

The example above indicates that in both Korean and Japanese, a subject is not necessary in general. Therefore, a verb which is indispensable, can be a sentence itself. Korean uses an infix, -ss (-ass, -ess) to mark past tense as in *ssupnita*. Japanese uses a suffix *-masita*. In English, a suffix -ed is used to mark past tense although there are also irregular verbs. The next table shows the negative forms of the verb, 'use'.

Table 1.2. Verb/Negative, 'use'

	<u>present</u>	<u>past</u>
[Eng]	I do not use.	I did not use.
[Krn]	1) <i>An-ssu-pnita.</i>	<i>An-sseo-ssupnita.</i>
	Neg-use-Dist P	Neg-use-Dist Pa
	2) <i>Ssu-cian-supnita.</i>	<i>Sseo-cian-assupnita.</i>
	use-Neg-Dist P	use-Neg-Dist Pa
[Jpn]	<i>Tukaimasen.</i>	<i>Tukaimasendesita</i>
	use-Dist-Neg	use-Dist-Neg-Pa

Note: Neg = negative

In Korean, there are two ways to negate verbs in both the present and past tense. One is similar to English, with a negative marker 'an' in front of the verb, and the other is more like Japanese, with a negative marker 'cian' after the verb. In Japanese, to make a past tense negative form, the inflected form of *desu*, *desita* is added to the ending of the negative present form, *tukaimasen*.

The following table summarizes negation in verbs.

Table 1.3. Verb/Negation Summary

	<u>present</u>	<u>past</u>
[Eng]	S + Aux (P) not + V	S + Aux (Pa) not + V
[Krn]	1) <i>an</i> + V + tense M	<i>an</i> + V + tense M
	2) V + <i>cian</i> + tense M	V + <i>cian</i> + tense M
[Jpn]	V + <i>masen</i>	V + <i>masen</i> + <i>desita</i>

Note: S = subject
 Aux (P) = auxiliary verb, do
 Aux (Pa) = auxiliary verb, did
 V = verb
 tense M = tense marker

2) Nouns

The following table shows how the sentences with the noun 'book' change in present and past affirmative.

Table 1.4. Noun/Affirmative, 'book'

	<u>Present</u>	<u>Past</u>
[Eng]	It is a book.	It was a book.
[Krn]	<i>Chayk-ipnita.</i>	<i>Chayk-iessupnita.</i>
	book Cop-P-Dist	book Cop-Pa-Dist
[Jpn]	<i>Hon desu.</i>	<i>Hon desita.</i>
	book Cop-P-Dist	book Cop-Pa-Dist

Note: Cop = copula

Tense markers in Korean and Japanese come after nouns, while in English they come before nouns. Note that the structures in Korean and Japanese are identical.

Table 1.5. Noun/Negative, 'book'

	<u>present</u>	<u>past</u>
[Eng]	It is not a book.	It was not a book.
[Krn]	<i>Chayki-an-ipnita.</i>	<i>Chayki-an-iessupnita.</i>
	book Neg Cop-P	book Neg Cop-Pa
[Jpn]	1) <i>Hon zya nai desu.</i>	1) <i>Hon zya nakatta desu.</i>
	book Cop Neg-P Dist	book Cop Neg-Pa Dist-P
	2) <i>Hon zya arimasen.</i>	2) <i>Hon zya arimasen desita.</i>
	book Cop Neg-P-Dist	book Cop Neg-P Dist-pa

Note: *zya* = colloquial form of *de wa*

There is only one way to negate nouns in English and Korean. In Korean, the negative marker, *an*, does the work, as does the negative marker 'not' in English. However, in Japanese there are two negative forms, with *-nai desu* and *arimasen*. With *-nai* form in the past, interestingly, inflection occurs in negation itself into *nakatta desu* instead of *-nai desita*. In addition, either *de wa* or its contracted and more colloquial form, *zya*, is necessary after nouns.

Negative markers in Korean and Japanese come after nouns while in English they come before nouns. The following table summarizes negation in nouns.

Table 1.6. Noun/Negation Summary

	<u>present</u>	<u>past</u>
[Eng]	S + Cop-P + not + N	S + Cop-Pa + not + N
[krn]	N + <i>an</i> + Cop-P	N + <i>an</i> + Cop-Pa
[Jpn]	N + <i>zya nai desu</i>	N + <i>zya nakatta desu</i>
	N + <i>zya arimasen</i>	N + <i>zya arimasen desita</i>

It should be noted here again that Japanese and Korean sentences are less specific about the subjects and the speakers seldom use pronouns such as "I" or "you" in the conversation.

3) Adjectives

Adjectives in Korean do not correspond to English or Japanese adjectives (Martin, 1969). According to Martin, they are classified as descriptive verbs in Korean and inflect as other verbs, processive verbs. An example shows how similar adjectives and verbs are in Korean.

Example:

Adjective (descriptive verb): *Pissa-pnita.*

expensive Dist-P

'It is expensive.'

Verb (processive verb): *Sa-pnita.*

Buy Dist-P

'I buy.'

The following table demonstrates adjectives (by English and Japanese conventions) in present and past affirmative.

Table 1.7. Adjective/Affirmative, 'expensive'

	<u>present</u>	<u>past</u>
[Eng]	It is expensive.	It was expensive.
[Krn]	<i>pissa-pnita.</i>	<i>Pissa-ssupnita.</i>
	expensive Dist-P	expensive Dist-Pa
[Jpn]	<i>Takai desu.</i>	<i>Takakatta desu.</i>
	expensive Cop-D	expensive-Pa Cop-D

Note: Cop-D = This copula only marks distal.

Adjectives in Korean and Japanese are similar in that: 1) the word orders are the same, 2) copula is used only to signal distal in Japanese as in *pnita* in Korean, 3) inflection for past tense occurs in the middle of the phrase, though in Korean, the inflection occurs at the beginning of the final word while in Japanese, it takes place at the end of the adjective. On the other hand, English differs from Japanese in that negation comes before adjectives, and adjectives themselves are not inflected.

The following table shows adjective 'expensive' in present and past negative.

Table 1.8. Adjective/Negative

		<u>Present</u>	<u>Past</u>
[Eng]		It is not expensive.	It was not expensive.
[Krn]	1)	<i>An pissa-pnita.</i>	<i>An pissa-ssupnita.</i>
		Neg expensive Dist	Neg expensive Dist-Pa
	2)	<i>Pissa-cian-supnita.</i>	<i>Pissa-cian-assupnita.</i>
		expensive Neg Dist	expensive Neg Dist-Pa
[Jpn]	1)	<i>Takaku nai desu.</i>	<i>Takaku nakatta desu.</i>
		expensive Neg Cop-D	expensive Neg-Pa Cop-D
	2)	<i>Takaku arimasen.</i>	<i>Takaku arimasen desita.</i>
		expensive Neg Dist	expensive Neg Cop-D-Pa

In Korean, there are two negative forms for both adjectives and verbs while there is only one form for nouns. There are two types of negation in both Korean and Japanese. In Korean, one form is similar to English in that the negative marker *an*, comes before adjectives. The other form is similar to the *-ku nai desu* form in Japanese because negation occurs midway through a sentence. Unlike Japanese, however, the adjective itself does not inflect. In Japanese, from affirmative to negative, *-i* form has to be changed to *-ku* form. In addition, in past tense negation, one inflection takes place in *-nai* to *-nakatta* followed by *desu* and the other by adding the past tense copula, *desita* to the negative, *arimasen*.

1.4.1. Answering Negative Questions.

As long as the questions are affirmative, answering with yes/no is the same in English, Korean, and Japanese. However, answering negative questions in Korean and Japanese is quite different from English.

There are three types of negative questions introduced during this study. I call them inquiry, courtesy, and invitation. Let us look at the examples.

Inquiry

Context: Asking if the concert is not expensive.

[Eng] Isn't it expensive?

A. Yes, it is expensive.

B. No, it is not expensive.

[Krn] *Pissa-cian supnika?*

expensive Neg Dist-Int

'Isn't it expensive?'

A. *Yey, pissa-cian-supnita.*

Yes expensive-Neg-Dist

"Yes, it is not expensive."

B. *Aniyo, pissa-pnita.*

no expensive-Dist

"No, it is expensive."

[Jpn] *Takaku nai desu ka?*
 expensive Neg Cop Int
 "Isn't it expensive?"

- A. *Ee, takaku nai desu yo.*
 yes expensive Neg Dist
 "Yes, it is not expensive."
- B. *Ie, takai desu yo.*
 no expensive Cop-D
 "No, it is expensive."

In answering a negative question in Korean and Japanese, "yes" is used to agree with the negative polarity of the statement whereas "no" is used to disagree with the negative polarity. The outcome is the opposite from English. On the other hand, the next two types of negative questions operate the same as in English.

Courtesy

A speaker who assumes the affirmative is true, but at the same time wants to check on the possibility of the truth of the negative, may use a negative question.

Context: A speaker believes the person just passed by was Mr. Sato but asks a hearer about the possibility of the person not being Mr. Sato.

[Eng] Isn't it Mr. Sato?
 A. Yes, it is Mr. Sato.

B. No, it is not Mr. Sato.

[Krn] *Sato sensayng an-ipunika?*

Sato Mr. Neg Dist-Cop

"Isn't it Mr. Sato?"

A. *Yey, Sato sensayng ipnita.*

yes Sato Mr. Dist-Cop

"Yes, it is Mr. Sato."

B. *Aniyo, Sato sensayng an-ipunita.*

no Sato Mr. Neg Dist-Cop

"No, it is not Mr. Sato."

[Jpn] *Satoo-san zya nai desu ka?*

Sato Mr. Cop Neg Dist Q-M

"Isn't it Mr. Sato?"

A. *Ee, Sato-san desu.*

yes Sato Mr. Cop

"Yes, it is Mr. Sato."

B. *Ie, Sato-san zya nai desu yo.*

no Sato Mr. Cop Neg Cop-D

"No, it is not Mr. Sato."

Invitation

Another form of negative question is used as an invitation.

[Eng] Won't you eat?

A. (Yes), thank you. (will eat)

B. No, thank you. (will not eat)

[Krn] *Mek cian-kes-supnika?*

eat Neg Int Dist

"Won't you eat?"

A. *Kamsa hapnita. Mek kes-supnita.*

Thank you eat Int Dist

"Thank you. I will eat."

B. *Aniyo, mek-cian-kes-supnita.*

No eat Neg Int Dist

"No, I won't eat."

Note: 'I will eat.' is explicitly uttered and it is culturally correct in Korean.

[Jpn] *Tabemasen ka?*

eat Neg Q-M

"Won't you eat?"

A. *Arigatoo gozaimasu. Itadakimasu.*

thank you (polite) eat (humble)

"Thank you. I will eat."

B. *Ie, tyotto.*

no bit

"No, I'm afraid not."

Note: *Itadakimasu* is a humble polite form of 'tabemasu' and culturally an appropriate answer to invitation rather than *tabemasu* although the meanings are the same.

In English, all three types of negative questions are answered the same way. For negative answers to 'courtesy' and 'invitation' questions, English, Korean, and Japanese

behave the same. In Korean and Japanese, 'inquiry' questions, however, the negativeness of question is applied to the whole sentence, therefore, 'yes' or 'no' answers do not agree with the predicate.

As for the forms of the questions themselves, in Korean 'invitation' questions an additional morpheme, *kes*, is prefixed to the final word. Therefore in Korean, one can differentiate 'inquiry' from 'invitation.' Context helps distinguish 'inquiry' from 'courtesy' questions, and intonation and gestures also help.

On the other hand, the three types of negative question are all the same form in Japanese. Unless the context is clear and the utterances are heard, it is difficult to identify the type of question and to respond correctly 'yes' or 'no'.

In summary, Korean is similar to Japanese in that: 1) the basic word orders are the same, 2) the subject or topic need not be explicitly mentioned and a predicate itself can be a sentence, and 3) answering an 'inquiry' type of negative question with 'yes' or 'no' is to agree or disagree with the negativeness of the statement, while for the 'courtesy' and 'invitation' questions, yes or no means agreement with the affirmative answer or disagreement with the negative answer.

In addition, Korean and Japanese noun negation are very similar, whereas one of the forms in both verbs and adjectives in Korean acts like that of English, in that the

negative marker comes before verbs or adjectives. As for adjectives, Korean adjectives do not inflect as well as verbs, unlike Japanese. Moreover, the 'invitation' type in Korean takes a different morpheme prefixed to the final words, so that one can differentiate 'invitation' from 'courtesy' or 'inquiry'.

On the other hand, English is dissimilar to Japanese in that: 1) the word orders are different, 2) subject or topic is essential, and 3) 'yes' or 'no' means agreement (affirmation) or disagreement (negation) regardless of question type, 4) a negative marker comes before verbs, nouns, and adjectives, and 5) words do not inflect.

Given the information above, the following revised predictions are made:

- 1) The Korean L1 group has more advantages in acquisition of negation due to similarity in the negative forms, especially in nouns. In addition, since negative questions are answered similarly, the Korean L1 group should score higher in the comprehension level.
- 2) Since adjective negation is relatively complicated, acquisition of adjective negation should take longer than that of nouns and verbs.
- 3) Common mistakes exist and vary between students with different L1 backgrounds.

4) The need to consider other features (i.e. tense, type of question) besides negation makes it harder to use negation correctly.

2. Method

2.1. Subjects

25 college students who were enrolled in first-semester Japanese at an American university served as the subjects.

Table 2.1. Subjects

	English L1	Korean L1	Total
Section A	9	3	12
Section B	9	4	13
Total:	18	7	25

Their ages ranged from 17 to 22 years old. Most students had never taken a Japanese class before. There were two exceptions: one English L1 student in Section A previously had 4 years of high school Japanese, and another English L1 student in Section A practiced Japanese with his mother from age of 8 through 10. These students, however, self-rated their Japanese language proficiency near poor, and the test scores and grades also showed that the effect of their previous learning was minimal.

As for the students with Korean L1 background, although they came to this country at different times and were proficient enough in English to take college courses, they continued to speak Korean as a means of communication with their family and friends.

Class instruction was conducted for 50 minutes per day, 5 days a week, in Japanese with a minimal use of English to ensure the understanding of the lessons. Video tapes and audio tapes were provided to aid listening and speaking as well as appropriateness of social discourse. Visual aids were often used as a means of comprehensible input (Krashen, 1981) to enable the students to produce grammatically and culturally appropriate utterances in a given context in Japanese. In addition, there was a heavy emphasis on memorization by drills.

As a result, the students shared some of the following characteristics of foreign language learning in a classroom setting:

- 1) they had few opportunities to speak with native speakers,
- 2) Japanese was used mostly in an academic context, and
- 3) class instructions were followed in conjunction with the syllabus.

2.2. Data

Both written and oral data were collected in the fall of 1994. Written data consist of check-up quizzes and one Reading & Writing Quiz 2, collected in the beginning of Spring 1995. Oral data consist of class observations and interviews from midterm and final exams.

3. Results and Discussion

3.1. Check-up Quiz

A "check-up quiz" was administered at the end of each chapter to check on the grammatical points after a discussion of most important structural features covered in the chapter. Jordan (1987) stresses that knowing about the language is totally different from ability to produce language proficiency, however, it helps speed up the process toward accuracy and successful language learning.

Four check-up quizzes (3 to 6: Appendix A to D) that were given on 9/27, 10/11, 11/15, and 12/1/94 were collected. Only the first part of each quiz was used for the purpose of this study. The first three check-up quizzes were to determine, among other things, if the students were able to produce both affirmative and negative past tense forms for nouns and adjectives. The last check-up quiz included the negative forms in both present and past tense for nouns and adjectives. On all the check-up quizzes, an affirmative present tense sentence was given for both nouns and adjectives.

The following tables were compiled to determine the rates of accurate production in each category. Please note the first column such as 3a represents the quiz number plus the category. Refer to the appendices. (For example, 3a means Quiz 3 and the perfective in noun.) In the result column, the numerator indicates the number of accurate

responses and the denominator is the number of respondents in each group.

Table 3.1. Check-up Quiz Result (Nouns)

	<u>Nouns</u>	<u>English</u>	<u>Korean</u>
9/27/94			
3a	<i>Zenbu desita.</i> `It was all.'	14/17(82.4%)	7/7(100%)
3b	<i>Zenbu zya nakatta desu.</i> `It was not all'	11/17(47.1%)	3/7(42.9%)
3c	<i>Zenbu zya arimasen desita.</i> `It was not all.'	8/17(47.1%)	6/7(85.7%)
	Average:	58.87%	76.20%
10/11/94			
4a	<i>Hurosiki desita.</i> `It was a wrapping cloth.'	15/17(88.2%)	5/6(83.3%)
4b	<i>Hurosiki zya nakatta desu.</i> `It was not a wrapping cloth.'	12/17(70.6%)	3/6(50%)
4c	<i>Hurosiki zya arimasen desita.</i> `It was not a wrapping cloth.'	15/17(88.2%)	4/6(66.7%)
	Average:	82.33%	66.67%

(continued from previous page)

11/15/94

5a	<i>Kami desita.</i> `It was a paper.'	16/17(94.1%)	6/6(100%)
5b	<i>Kami zya nakatta desu.</i> `It was not a paper.'	12/17(70.6%)	4/6(66.7%)
5c	<i>Kami zya arimasen desita.</i> `It was not a paper.'	16/17(94.1%)	5/6(83.3%)
Average:		86.27%	83.33%

Table 3.2. Check-up Quiz Result (Adjectives)

<u>Adjectives</u>	<u>English</u>	<u>Korean</u>
9/27/94		
3d	<i>Muzukasikatta desu.</i> `It was difficult.'	11/17(64.7%) 1/7(14.3%)
3e	<i>Muzukasiku nakatta desu.</i> `It was not difficult.'	11/17(64.7%) 3/7(42.9%)
3f	<i>Muzukasiku arimasen desita.</i> `It was not difficult.'	9/17(52.9%) 2/7(28.6%)
Average:		60.77% 28.60%

(continued from previous page)

10/11/94

4d	<i>Hurukatta desu.</i>	13/17(76.5%)	3/6(50%)
	`It was old.'		
4e	<i>Huruku nakatta desu.</i>	14/17(82.4%)	6/6(100%)
	`It was not old.'		
4f	<i>Huruku arimasen desita.</i>	11/17(64.7%)	2/6(33.3%)
	`It was not old.'		
	Average:	74.53%	61.10%

11/15/94

5d	<i>Oisikatta desu.</i>	11/17(64.7%)	1/6(16.7%)
	`It was tasty.'		
5e	<i>Oisiku nakatta desu.</i>	12/17(70.6%)	3/6(50%)
	`It was not tasty.'		
5f	<i>Oisiku arimasen desita.</i>	10/17(58.8%)	2/6(33.3%)
	`It was not tasty.'		
	Average:	64.70%	33.33%

The following is a compiled list of the wrong forms of the same type (3-5a, 3-5b, and 3-5c) produced by the groups on the three separate dates (9/27/94, 10/11/94, and 11/15/94) for nouns and adjectives. The wrong forms are preceded by asterisk. It should be noted that the list is not exhaustive. E stands for the English L1 group and K for the

Korean L1 group. I would like to discuss the causes of the mistakes for each type.

Table 3.3. Wrong Forms/Check-up Quiz (Nouns)

Type:	- <i>desita.</i>		Group
9/27/94	3a	* <i>Zenbu katta desu.</i>	E
10/11/94	4a	* <i>Hurosi katta.</i>	E

The subjects misconceptualized the word category as adjectives.

Type: - *zya nakatta desu.*

9/27/94	3b	* <i>Zenbu nakatta desu.</i>	E
		* <i>Zenbu nai desita.</i>	E
		* <i>Zenbu zya nakatta desita.</i>	E
		* <i>Zenbu ku nakatta desu.</i>	K
10/11/94	4b	* <i>Hurosiki zya nai desita.</i>	E, K
11/15/94	5b	* <i>Kami zya nai desita.</i>	E, K
		* <i>Kami zya nakatta desita.</i>	E
		* <i>Kami ku nakatta desu.</i>	K

These students missed 'zya' or added 'ku' by misconception of word category as well as changing the tense in wrong places.

Type: - *zya arimasen desita.*

9/27/94	3c	* <i>Zenbu arimasen desita.</i>	E
	4c	* <i>Hurosiki arimasen desita.</i>	E

'Zya' was missed out. There is a possibility that *zenbu* was mistaken for adjective because of its ending sound.

The patterns of errors for nouns are common throughout the course. Although the variations of wrong forms for nouns are less for Korean L1 group, they are caused by misconception. Let us look at the list for adjectives.

Table 3.4. Wrong Forms/Check-up Quiz (Adjectives)

Type: - <i>katta desu.</i>		Group
9/27/94	3d	<i>*Muzukasii desita.</i> E, K
		<i>*Muzukasii katta desu.</i> E, K
10/11/94	4d	<i>*Hurui desita.</i> E, K
		<i>*Hurui katta desu.</i> E
		<i>*Hurukatta desita.</i> E
11/15/94	5d	<i>*Oisii desita.</i> K
		<i>*Oisii katta desu.</i> E
		<i>*Oisikatta desita.</i> E

For adjective affirmative in past tense, these students did not change adjectives *-i* to *-katta*, and/or changed distal copula to make a past tense.

Type: - *ku nakatta desu.*

9/27/94	3e	<i>*Muzukasii ku nakatta desu.</i> E, K
		<i>*Muzukasi nakatta desu.</i> E
		<i>*Muzukasi zya nai desita.</i> K
		<i>*Muzukasii zya nakatta desu.</i> K

(continued from previous page)

10/11/94	4e	*Huruku nai desita.	E, K
		*Hurui ku nai desita.	E
		*Hurui ku nakatta desu.	E
11/15/94	5e	*Oisii ku nakatta desu.	E, K
		*Oisiku nai desita.	E, K
		*Oisiku nakatta desita.	E

These students left the adjectives unchanged, changed the tense in wrong place, and/or inserted 'zya'.

Type: - ku arimasen desita.

9/27/94	3f	*Muzukasii zya arimasen desita.	E, K
		*Muzukasii ku arimasen desita.	K
10/11/94	4f	*Huruku zya arimasen desita.	E
11/15/94	5f	*Oisii zya arimasen desita.	E, K
		*Oisii ku arimasen desita.	E, K
		*Oisiku zya arimasen desita.	E

The students left adjectives unchanged, and/or inserted 'zya' although the past tense was done correctly.

In summary, more variations appeared from both groups in adjectives than in nouns. The errors were caused when adjectives were left unchanged, 'zya' was inserted, and/or changed distal copula to past tense when not appropriate. They recurred throughout the semester in both groups. In

other words, their interlanguage seems unaffected by their first language. The overall results show that:

- 1) Both English and Korean speakers scored considerably better in nouns than in adjectives. However, note that Korean speakers scored poorly on adjectives and their difficulties in producing adjectival forms persisted towards the end.
- 2) Recurring mistakes are found consistently throughout the semester in both groups.

The fourth check-up quiz done on 12/1/94 allows us to investigate whether the introduction of negation in present tense helps produce negation in past tense. The following table shows the result.

Table 3.5. Check-up Quiz 6 Result

	<u>Nouns</u>	English	Korean
6g	<i>Hidari zya nai desu.</i> 'It is not left.'	15/17(88.2%)	5/7(71.4%)
6h	<i>Hidari zya arimasen.</i> 'It is not left.'	11/17(64.7%)	3/7(42.9%)
6b	<i>Hidari zya nakatta desu.</i> 'It was not left.'	12/17(70.6%)	5/7(71.4%)
6c	<i>Hidari zya arimasen desita.</i> 'It was not left.'	15/17(88.2%)	5/7(71.4%)
	Average (6b and 6c):	79.4%	71.4%

(continued from previous page)

	<u>Adjectives</u>	English	Korean
6i	<i>Omosiroku nai desu.</i> `It is not fun.'	13/17(76.5%)	5/7(71.4%)
6j	<i>Omosiroku arimasen.</i> `It is not fun.'	9/17(52.9%)	3/7(42.9%)
6e	<i>Omosiroku nakatta desu.</i> `It was not fun.'	13/17(76.5%)	5/7(71.4%)
6f	<i>Omosiroku arimasen desita.</i> `It was not fun.'	11/17(64.7%)	4/7(57.1%)
	Average (6e and 6f):	70.6%	64.3%

The result of the fourth check-up quiz may indicate that an introduction of negation in present tense before that in past tense is not significant to systematically produce accuracy. Some of the precedent scores of 4c and 5c for nouns, and 4e for adjectives were higher than those average scores above. It does not seem, therefore, that the students are using the negative present form as a base.

Let us look at the production errors in negation made by both groups (E for English L1 and K for Korean L1). '*Hidari desu*' and '*Omosiroi desu*' were given.

Table 3.6. Check-up Quiz 6 Production Errors

Date: 12/1/94

Noun

6g	- <i>zya nai desu.</i>	Group
	* <i>Hidari ku nai desu.</i>	E
	* <i>Hidari nai desu.</i>	E
6b	- <i>zya nakatta desu.</i>	
	* <i>Hidari zya nai desita.</i>	E, K

Adjective

6i	- <i>ku nai desu.</i>	
	* <i>Omosiroi ku nai desu.</i>	E
	* <i>Omosiroi zya nai desu.</i>	E, K
6e	- <i>ku nakatta desu.</i>	
	* <i>Omosiroi ku nakatta desu.</i>	E, K
	* <i>Omosiroi zya nakatta desu.</i>	K
6j	- <i>ku arimasen.</i>	
	* <i>Omosiroi ku arimasen.</i>	E
6f	- <i>ku arimasen desita.</i>	
	* <i>Omosiroi ku arimasen desita.</i>	E, K
	* <i>Omosiroku zya arimasen desita.</i>	E

As the previous check-up quizzes indicate, the last check-up quiz shares not only the common errors for both nouns and adjectives but also the causes.

3.2. Reading & Writing Quiz 2

The latter half of the quiz (Appendix E) consists of *desyoo*, the predicate called tentatives of Copula, *desu* which indicates probability, lack of certainty, and/or indirectness. (Jordan) Although the ending of the predicate is different from this study, I feel the quiz is appropriate because the students know the patterns. In addition, it contains negative forms of both nouns and adjectives, two of the three categories with which we are concerned.

This quiz took place about 7 weeks after the completion of Fall 1994. I was curious to find out about retention or attrition of negation. 16 of the original 25 subjects (10 English speakers and 6 Koreans) took the quiz.

The following set of example was given as an instructional model.

Question: *Sugu desu ka?*

soon Cop Q-M

"Is it very soon?"

Answer: *Iya, sugu zya nai desyoo.*

no soon Cop Neg Tent-cop

"It is probably not soon."

Note: Tent-cop = tentative copula

Two nouns (*kiree*, *massugu*) and three adjectives (*mazui*, *ii*, *oisii*) were tested.

1. Question: *Kiree dusu kav*

pretty Cop Q-M

"Is it pretty?"

Answer: *Iya, kiree zya nai desyoo.*

no pretty Cop Neg Tent-cop

"It is probably not pretty."

2. Question: *Massugu desu kav*

straight Cop Q-M

"Is it straight?"

Answer: *Iya, massugu zya nai desyoo.*

no straight Cop Neg Tent-cop

"No, It is probably not straight."

3. Question: *Mazui desu kav*

not-tasty Cop Q-M

"Is it not tasty?"

Answer: *Mazuku nai desyoo.*

not-tasty Neg Tent-cop

"It is probably tasty."

4. Question: *Ii desu kav*

good Cop-D Q-M

"Is it good?"

Answer: *Iya, yoku nai desyoo.*

no good Neg Tent-cop

"It is probably not good."

5. Question: *Oisii desu ka*

tasty Cop-D Q-M

"Is it tasty?"

Answer: *Oisiku nai desyoo.*

tasty Neg Tent-cop

"It is probably not tasty."

The following table shows the results.

Table 3.7. Reading & Writing Quiz 2 Result

Nouns

# of correct answers	English(n=10)	Korean(n=6)
2	9(90%)	4(66.67%)
1	1(10%)	2(33.33%)
0	0	0

Adjectives

# of correct answers	English(n=10)	Korean(n=6)
3	7(70%)	3(50%)
2	2(20%)	1(16.67%)
1	1(10%)	1(16.67%)
0	0	1(16.66%)

The percentage of accuracy was higher for questions involving nouns than for adjectives for both English speakers and Koreans. This may indicate that adjective negation is more difficult to retain than noun negation. English speakers scored better both in nouns and adjectives than Korean speakers. Therefore, it may be premature to conclude that similarity in syntax between L1 and L2 assures acquisition. It should be noted that the number of Korean speakers in particular is very small, so the differences in accuracy rate may well not be significant.

In the forms, the following errors were found.

Table 3.8. Reading & Writing Quiz 2 Production Errors

<u>Nouns</u>	English	Korean
<i>*Kirei ku nai desyoo.</i>	1	0
<i>*Massugu nai desyoo.</i>	0	2
<u>Adjectives</u>	English	Korean
<i>*Mazui ku nai desyoo.</i>	1	1
<i>*Mazui zya nai desyoo.</i>	0	2
<i>*Ii ku nai desyoo.</i>	0	1
<i>*Ii zya nai desyoo.</i>	1	1
<i>*Oisii ku nai desyoo.</i>	2	1

The errors in nouns are derived from misconception (*kiree* was mistakenly understood to be an adjective) and

oversimplification (*nai* is treated as a general negation form). The errors in adjectives are made for similar reasons (*mazui* and *ii* are treated as nouns, and *-ku nai* as a negator). Although there look to be more variant answers for adjectives (3 in English and 5 in Korean) than for nouns, the actual types of errors for adjectives are two types: A- *ku nai* and A- *zya nai* forms. For this matter, it can be said that the students have difficulty in distinguishing between nouns and adjectives. Recurring mistakes by both English and Korean speakers are more frequent for adjectives as well.

The fourth question regarding how other features such as past tense affect acquisition of negation is not answered by this particular quiz.

3.3. Class Observation

Interactions initiated by the teachers' input were recorded in order to obtain data spoken spontaneously by the students. While the task did not involve natural conversation, the data would offer the helpful basis for further investigation in informal natural conversation because the performance of natural conversation to a certain degree reflects class performance. The students were informed casually that the recording was necessary only for teaching purposes. The entire class hour was recorded each time although the data chosen for this study usually took place in the latter part of the class hour.

Most of the time, the teachers' input at this beginning level was supplemented with visual aids for the appropriate contexts. The materials for the day's elicitation were constructed from the vocabulary previously learned and newly introduced so that the patterns of elicitation each day were not all the same. The students were required to speak in complete sentences. Corrections were made by the teacher calling on the next person for the correct answer and having the person who previously made the error repeat the answer. The first answer was counted for the data as a correct or incorrect answer.

For this study, the recordings on three different dates (9/13, 10/4, and 11/29/94) in the third, sixth, and 14th weeks respectively of learning, were investigated to see any regularities in the longitudinal development of acquisition. It should be noted that although noun negation had not yet been introduced for 9/13, the rest of the data for adjective and verb negation for that day were considered for the study. The same subjects of 18 English L1 speakers (72% of the class) and 7 Korean L1 speakers (28% of the class) were studied.

The types of errors illustrated with some examples are categorized as follows:

1) comprehension

eg. Teacher: *Tabemasen ka?*

eat-Dist-Neg Q-M

"Won't you eat?"

Student: **Ie, ookikatta desu.*

No big-Pa Cop-D

"No, it was big."

Correct Answer: *Arigatoo gozaimasu. Itadakimasu.*

"Thank you." or

Ie, tyotto. "No, thank you."

The answer "No, it was big." was derived from the lack of comprehension. The student did not recognize the question as an invitation. The correct answer would be either 'yes' to accept or 'no' to decline the offer.

2) Yes/No

eg. T: *Wakarimasen ka?*

understand-Dist-Neg Q-M

"Don't you understand?"

S: **Hai, wakarimasu.*

yes understand-Dist

"Yes, I understand."

Correct Answer: *Ie, wakarimasu.*

no understand-Dist

"No, I understand."

The student forgot to apply the answering systems for the negative questions. Although this type of error can be categorized under 'comprehension,' it is observed as a separate yes/no classification since the error is made strictly from yes/no confusion.

3) Tense

e.g. T: *Dekimasen desita ne.*

can-do-Neg Dist-Pa Conf-M

"You could not do, right?"

S: **Ie, dekimasu.*

no can do Dist

"No, I can do."

Correct Answer: *Ie, dekimasita.*

no can-do Dist-Pa

"No, I could do."

The confusion of tense led to a greater inaccuracy.

4) Form

e.g. T: *Yasasii desu ka?*

easy Cop-D Q-M

"Is it easy?"

S: **Yasasii zya nai desu.*

Correct Answer: *Ie, Yasasiku nai desu.*

no easy Neg Cop-D

"No, it is not easy."

The student did not respond in the form of adjective negation. He instead applied noun negation.

Certainly, combinations of the factors illustrated above are also possible. They will be mentioned when appropriate.

Let us first look at verb negation. Examine the number of errors produced by each group in relation to the total number of utterances.

Table 3.9. Class Observation Error Rate (Verb Negation)

English L1

Date	9/13	10/4	11/29
Utterances	84(76.36%)	23(65.71%)	46(74.19%)
Errors	17(20.24%)	1(4.35%)	8(17.39%)

Korean L1

Date	9/13	10/4	11/29
Utterances	26(23.64%)	12(34.29%)	16(25.81%)
Errors	3(11.54%)	0	2(12.50%)

The data above indicate the following.

- 1) Except on the second occasion, the English L1 group had slightly more chances to speak than the Korean L1 group compared with the ratio of the students.
- 2) The number of errors did not decrease in time although on the second occasion the number of errors decreased

dramatically. It should be noted that on the second occasion, not only previously learned verbs (i.e. *wakarimasu*, *ikimasu*, *kimasu*, *tukaimasu*) were used, but also the total utterances were significantly less than the other two occasions.

3) The Korean L1 group did slightly better than the English L1 group on all occasions.

Next, let us examine what kind of errors frequently occurred. The following table details the classifications stated above.

Table 3.10. Class Observation Error Classifications (Verbs)

Date	9/13		10/4		11/29	
	E	K	E	K	E	K
Comprehension	7*	1	1	0	2	0
Yes/no	3	2	0	0	1	2
Tense	6	0	0	0	4	0
Form	1	0	0	0	1	0
Others	0	0	0	0	0	0
Total errors	17	3	1	0	8	2

Note: * Three of seven comprehension errors on 9/13 resulted because the students did not recognize the invitation questions.

The Table 3.10 shows that in verb negation:

- 1) The problems with comprehension and tense predominated over the other problems for the English L1 group while 'yes/no' problem weighed more for the Korean L1 group.
- 2) The errors in form were minimal.

Production errors in form were as follows:

(9/13) T: *Wakarimasita ka*

understand-Pa Quest M.

"Did you understand?"

S: **Wakarimasu desita.*

Correct answer: *Ie, wakarimasen desita.*

no understand Neg Dist-Pa

"No, I did not understand."

The teacher flashed the card with a complicated math equation while she asked a question. The student did not apply verb negation in the past tense, '*masen desita.*'

(11/29) T: *Oturi wa arimasita ka*

change Part there was Quest M

"Was there any change?"

S: **Oturi wa arima...*

Correct answer: *Ie, oturi wa arimasen desita.*

no change Part there was Neg Dist-Pa

"No, there was no change."

The teacher asked the question after the shopping was done. The student did not recall the negative form of *arimasita*.

Let us next examine noun negation. The data come from two dates (10/4, 11/29).

Table 3.11. Class Observation Error Rate (Noun Negation)

English L1

Date	10/4	11/29
Utterances	56(75.68%)	14(82.35%)
Errors	11(19.64%)	4(28.57%)

Korean L1

Utterances	18(24.32%)	3(17.65%)
Errors	0	0

The table above indicates the following:

- 1) The English L1 group had slightly more chances to speak than the Korean L1 group although the numbers of total utterances were fewer than those for verb negation.
- 2) The percentage of errors compared to the total utterances did not decrease in time for the English L1 group.
- 3) The Korean L1 group scored perfectly on both occasions.

The following table shows what type of errors occurred in noun negation.

Table 3.12. Class Observation Error Classification (Nouns)

Date	10/4		11/29	
	E	K	E	K
Group (E or K)				
Comprehension	7*	0	0	0
Yes/No	1	0	3	0
Tense	1	0	1	0
Form	1	0	0	0
Others	1**	0	0	0
Total Errors	11	0	4	0

Note: * Five of seven comprehension problems involved no answers because the students did not understand the nouns.

** The error was a combination of comprehension and tense.

The table above indicates that in noun negation:

- 1) The Korean L1 group made no errors on either occasion.
- 2) The frequent errors were caused by comprehension and yes/no problems.
- 3) The errors that three English L1 speakers made on 11/29 with yes/no problems were due to that the students did not recognize the assumption type of negative question.
- 4) With form, there was only one error as following.

(10/4) T: *Tyuugokugo desu ka*

Chinese Cop Quest M

"Is it Chinese?"

S: **Tyuugokugo arimasen.*

Correct answer: *Tyuugokugo zya arimasen.*

Chinese Cop Dist Neg

"It is not Chinese."

The student did not apply noun negation, '-*zya arimasen*' fully but overgeneralized negation with *arimasen* or *nai desu* instead.

Let us consider adjective negation now. The data were collected on three dates. (9/13, 10/4, and 11/29)

Table 3.13. Class Observation Error Rate (Adj. Negation)

English L1

Date	9/13	10/4	11/29
Utterances	58(82.86%)	69(80.23%)	17(62.96%)
Errors	12(20.69%)	24(34.78%)	4(23.53%)

Korean L1

Date	9/13	10/4	11/29
Utterances	12(17.14%)	17(19.77%)	10(37.04%)
Errors	1(8.33%)	4(23.53%)	3(30.00%)

The table above indicates the following:

- 1) The English L1 group had slightly more chances to speak on two occasions (9/13 and 10/4) than the Korean L1 group.
- 2) Errors did not decrease in time. The rate of error for the latter two occasions were higher than that of the first.
- 3) Compared to verb and noun negation, the rate of error in adjective negation stayed highest for both groups, except that the rate of 15.38% for verb negation on 9/13 was higher than 8.33% for adjective negation by the Korean L1 group.

Let us now look at the types of errors in adjective negation.

Table 3.14. Class Observation Error Classification (Adj)

Date	9/13		10/4		11/29	
	E	K	E	K	E	K
Comprehension	1	0	9*	2	2	2
Yes/no	4	0	1	0	0	0
Tense	2	0	1	0	1	0
Form	5	1	12	2	1	1
Others	0	0	1**	0	0	0
Total Errors	12	1	24	4	4	3

Note: * Four of nine involved no answers.

** The error was a combination of form and comprehension.

The Table 3.14 indicates the following:

- 1) A greater variety of errors were evident in adjective negation than in verb or noun negation for the English L1 group, while comprehension and form problems were causes for errors for the Korean L1 group.
- 2) More form errors occurred in adjective negation than in verb or noun negation.

Examine some of the form errors in adjectives.

(9/13) T: *Omosiroku nakatta desu ka?*

interesting Neg Pa Dist Quest M

"Was it not interesting?"

S: **Iie, omosiroi...* (did not complete the sentence)

Correct answer: *Iie, omosirokatta desu.*

no interesting-Pa Dist

"No, it was interesting."

The teacher asked the question to a student who had gone to the football game, which was a very close game. The student failed to change the adjective to the affirmative past form.

(9/13) T: *Huruku nai desu ne.*

old Neg Dist

"It is not old, is it?"

S: **Ie, huru desu.*

Correct Answer: *Ie, hurui desu.*

no old Dist

"No, it is old."

The visual aid was a picture of a computer made in 1981. The student did not produce the root form of the adjective.

(10/4) T: *Yasasii desu ka*

easy Dist Quest M

"Is it easy?"

S: **Yasasii zya nai desu*.

Correct answer: *Yasasiku nai desu*.

easy Neg Dist

"It is not easy."

The teacher showed a picture of an old computer with a 'not user-friendly' memo attached to it. The error occurred by simplification in applying noun negation '-*zya nai desu*' to the adjective. Another student answered the same question in the following way:

(10/4) S: **Yasasiiku nai desu*.

This student remembered adjective negation as '-*ku nai desu*', however, she did not inflect the adjective at all.

(10/4) T: *Muzukasikatta desu ka*

difficult-Pa Dist Quest M

"Was it difficult?"

S: **Muzukasikatta desita*.

Correct answer: *Muzukasikatta desu*.

difficult-Pa Dist

"It was difficult."

The teacher had said, "*Tukaimasita*," pointing to the computer mentioned above. The student did not give a correct past tense with the adjective even though the teacher provided it in the question. Instead, he responded in the past tense both in adjective and distal ending.

(10/4) T: *Muzukasii Nihongo desita ka*✓

difficult Japanese Cop-Pa Quest M

"Was it difficult Japanese?"

S: **Muzukasiku nakatta desu*.

Correct: *Ie, muzukasiku nakatta desu*.

no difficult Neg-Pa Dist

"No, it was not difficult."

The teacher showed the words written in *Katakana* which the students had already learned. The student again added adjective negation in past, '*-ku nakatta desu*' to the adjective without inflecting the adjective.

(11/29) T: *Doo desita ka*✓

How Dist-Pa Quest M

"How was it?"

S: **Ii desita*.

Correct answer: *Yokatta desu*.

good-Pa Dist

"It was good."

The teacher asked the student how well she did on the quiz. The student unsuccessfully changed tense with the distal ending instead of with the adjective.

In summary, the class interaction data did not show the regularities as clearly as I had expected. Similar structures were grouped together for the learners to be able to see the patterns. The teachers' input was also restricted by a syllabus organized around grammar and functions. However, the data which were spontaneously spoken have significance to answer the initial questions.

1) Although Korean L1 speakers had fewer chances to talk overall, it may be safe to say that they have an advantage in noun negation acquisition as the analysis shows no errors in that category.

2) Acquisition of adjectives seems to come after verbs and nouns. The highest rate of error for the day was with adjectives. Although the rate of error with nouns rose at Time III to 28.57% for English L1 group, there were no problems with form.

3) Common mistakes were apparent in class observation as found in the written data regardless of the L1 backgrounds. In the early acquisition process, simplification technique by overgeneralizing the rules seems to take place and works in the same way with students from different L1 backgrounds. The same error patterns were evident for both groups on the different occasions. For

instance, learners' confusion of the rules with noun and adjective negation caused errors throughout the period of this study.

4) Problems with tense do not seem to be significant except for verbs. Comprehension and judgment of yes/no were more important with nouns. However, problems with form along with comprehension persisted with adjectives.

3.4. Interview

Two individual interviews with each student were recorded: one at the midterm, about two months after the semester began and the other at the final exam, two months after midterm. The classroom teacher administered the interviews with each subject, acting as a third-person and recorded it for grading purposes. Each interview was about five to seven minutes long.

The scripts of both interviews were compiled with the familiar contexts to which the subjects were introduced and practiced in class at least once. The interviews were not specifically designed for this study, however, the situations where either the stimulus or the expected response involved negation were excerpted to check their ability to comprehend or to produce negative forms.

3.4.1. Midterm Interview

Of the 5 situations, 2 involved verbs (1 invitation), 1 involved a noun, and 2 involved adjectives. Let us first look at the verb situations.

V1. T: *Ikimasu ka?*

"Do you go?"

S: *Watasi desu ka? Ie, ikimasen.*

"Do I? No, I don't go."

(Context: T asks S if s/he will go to a meeting which is not only expensive but also uninteresting.) The actual responses are:

Table 3.15. V1 Responses

Responses	English(n=18)		Korean(n=7)	
<i>Ie, ikimasen</i>	10(3)	55.56%	4(1)	57.14%
<i>*Ee, ikimasu.</i>	7	38.89%	0	
N/A	1	5.55%	3	42.86%

The asterisk suggests wrong responses and N/A indicates that these students were not asked the question in the interview. Numbers in parentheses show that subjects who self-corrected immediately after their first incorrect responses. Those incorrect forms included *Ikimasen desita* (2 occurrences), *Ikimasen desu* (1), and *Ikimasen ka?* (1). The correction was made quickly enough to be considered as

correct answers so those numbers were included in the total. Since nearly half of the Korean L1 students were not asked the question, it is not wise to make a comparison between the groups. However, it may be safe to say that the Korean L1 group answered more appropriately in the given context since there was no affirmative answer. The reason why half of the English L1 group uttered *Hai, ikimasu* is probably that the students avoided making negation by simply repeating the teacher's stimulus. It should be noted, if we were to focus on the forms themselves, only one ungrammatical form was produced as *ikimassen desu*. The second example is the following:

- V2. T: ---san, nomimassen ka[∇] (or tabemassen ka[∇])
 "(student's name), won't you drink? (or eat?)"
- S: *Nan desu ka[∇]*
 "What is it?"
- T: *Koohii desu yo!* (or *Keeki desu yo!*)
 "It is coffee. (or It is a cake.)"
- S: *Ariqatoo gozaimasu.* (or *Sumimassen, tyotto.*)
 "Thank you. (or No, thank you.)"

The following shows the percentage of appropriateness.

Table 3.16. V2 Appropriateness

English(n=18)	Korean(n=7)
8 (44.44%)	6(85.71%)

In Question V2, some students in the English L1 group answered inappropriately, such as *Hai, tabemasu* (Yes, I eat.) or *Hai, nomimasu* (Yes, I drink.) Only one Korean L1 speaker responded in such a way and that person quickly made a self-correction. These students interpreted the question as a "yes-no" question rather than as an invitation. There were no negative forms made in this case by either group.

There was only one example of a noun which involved negation.

N3. T: *Doozo.* (Offering a non-working pen)
"Please."

S: *Sumimasen. Dame zya nai desu ka?*
"Excuse me. Isn't it bad?"

For this situation, not only *Dame zya nai desu ka?* but also *Yoku nai desu* "It is not good," *Dame desu nee* "It is bad, isn't it," and *Daizyoobu zya nai desu* "It is not all right." were considered to be correct. Let us look at how many students used a negative question in order to be non-confrontational.

Table 3.17. N3 Negative Question

English	Korean
5(27.78%)	4(57.14%)

A factor in socio-linguistics may be involved here because in this kind of situation, English L1 might say straight-forwardly without asking a negative question, "Oh, this does not work." When the other acceptable utterances above are also counted, the score changes impressively.

Table 3.18. N3' Acceptable Utterances

English	Korean
15(83.33%)	7(100%)

Three students in the English L1 group, however, responded inappropriately, saying *Ii desu yo* "It is good." or *Tigaimasu* "It is wrong." No ungrammatical forms were found, however.

Let us turn now to adjectives.

A4: T: (Offering some old milk)

Doozo.

"Please."

S: (Looking at the expiration date)

Tyotto huruku nai desu ka'

"Isn't it a little too old?"

The following is the summary of the responses.

Table 3.19. A4 Responses

<u>Responses</u>	English	Korean
<i>Huruku nai desu ka</i> ✓	1(5.56%)	1(14.29%)
<i>Hurui desu yo.</i>	7(38.89%)	1(14.29%)
* <i>Hurui zya nai desu ka</i> ✓	6(33.33%)	5(71.42%)
<i>Hurui desu ka</i> ✓	3(16.66%)	0
No response	1(5.56%)	0
Total:	18	7

As the table above shows, the most appropriate form of *Huruku nai desu ka*✓ was used by only two students. The affirmative statement of *Hurui desu yo* was used by seven of English L1 group and only one Korean L1. Without a teacher's negative form as a stimulus, it seems to have been difficult for the students to produce a negative question.

An ungrammatical form of *Hurui zya nai desu ka*✓ was uttered by a surprisingly large total of 11 students. This form was used by the majority of the Korean L1 speakers (5 of 7). The negation form for nouns, *-zya nai desu* was applied here to the adjective root by overgeneralization by both groups.

Let us look at another adjective example.

A5. T: (Pointing at an expensive computer with a
"user friendly" label on it)

Muzukasikunai desu ka

"Isn't it difficult?"

S: *Iya, muzukasikunai desu yo. Yasasii desu.*

"No, it isn't difficult. It is easy."

This seems to have been the most difficult of the three questions involving adjectives. It brought about 10 different responses, some affirmative and some negative. The following table shows the results.

Table 3.20. A5 Responses

<u>Responses</u>	English	Korean
<i>Ie, muzukasikunai desu.</i>	9	4
<i>*Hai, muzukasiku nai desu.</i>	0	1
<i>*Ie, muzukasiku zya nai desu.</i>	1	1
<i>*Ie, muzukasiku nakatta desu.</i>	0	1
<i>*Muzukasiku nai desu ka</i>	1	0
<i>*Yasasii zya arimasen ka</i>	2	0
<i>*Yasasii zya nai desu.</i>	1	0
N/A	4	0
Total:	18	7

Note: N/A represents those student who were not asked the question.

Many variations are probably due to the fact that the stimulus by the teacher was a negative question. The forms given in **Ie, muzukasiku zya nai desu*, **Yasasii zya arimasen ka*✓, **Yasasii zya nai desu* are not only inappropriate answers, but are also ungrammatical in form. Again, the negative form for nouns, *-zya nai desu/-zya arimasen* was applied to the adjectives in both root and the inflected form.

As a summary of the midterm interview, the following suggestions are made:

- 1) The Korean L1 group scored higher in comprehension in the verbs and the noun. In the invitation question, all but one Korean L1 comprehended appropriately while more than half of English L1 interpreted as a "yes-no" question. In the noun question, both groups scored highest with a perfect score for the Korean L1 group.
- 2) Adjectives brought the variety of answers. The students avoided using negative questions as a non-confrontational tool. Without a negative stimulus, it seems more difficult for them to produce adjective negative expressions compared to noun as seen in the example, A4 and N3.
- 3) As far as the forms are concerned from the oral data, no ungrammatical errors in verbs and nouns were found except one

in V1 with *ikimasendesu*, although the respondent quickly corrected the answer. The common mistakes in adjectives are due to overgeneralization of negation system as predicted before. Both the English L1 and Korean L1 groups applied the negative form for nouns, *-zya nai desu/-zya arimasen*, to both adjective roots and *-ku* forms.

4) Although only present tense was involved in the data, the consideration of type of question appears to make it difficult to produce correct responses.

3.4.2. Final Interview

The final interview concentrates on the areas of location, direction, classifier and particle among other things. Negation itself was not stressed as much as the other areas stated above for the preparation of the interview. In other words, we might expect near-natural conversation as far as negation is concerned.

Since the interview was not specifically designed for this study, only six cases were thought to be relevant: two verbs; two adjectives; one example which involves a verb, an adjective and a negative question; and one invitation. The model answers for the examples are underlined. I would like to focus on the errors without listing all the responses from the students this time.

Let us first examine the verbs.

V/1. T: (after asking if tapes were used for class)

Zisyo mo yoku tukaimasita ka?

dictionary too very often use-Pa Quest M

"Did you use a dictionary very often, too?"

S: *Zisyo wa zenzen tukaimasen desita.*

dictionary at all use Neg Dist-Pa

"I did not use a dictionary at all."

The following table shows the result.

Table 3.21. V/1 Response Error Classification

<u>Types of errors</u>	English(n=18)	Korean(n=7)
Comprehension	6(33.33%)	2(28.57%)
Tense	3(16.67%)	3(42.86%)
Form	0	0
Total:	9(50.00%)	5(71.43%)

Some of the comprehension problems include:

1. *Hai, tukaimasita.* "Yes, I used it."
2. *Wakarimasen.* "I do not know."
3. No response

Some of the tense problems include:

1. *Tukaimasu.* "I use it."
2. *Tukaimasen.* "I do not use it."

The Table 3.21. indicates:

- 1) Total rate of errors is high for both groups, with higher tense problems for the Korean L1 group.
- 2) In comprehension, some students did not understand the word *zisyo*, "dictionary". Some other students indicated that they had thought a vocabulary list in the textbook was also a dictionary.
- 3) In tense, some students might have answered in the present tense since the class had not finished the final written exam at the time of the interview.

The next example is:

V/2. T: (after asking if we need other things for the party)

Napukin mo irimasu ka?

napkins too need Quest M

"Do we need napkins, too?"

S: (enough napkins laid on the table)

Napukin wa irimasen.

napkins need Neg

"We do not need napkins."

Besides *irimasen*, other possibilities are:

1. *Ie, takusan arimasu yo.* "No, there are a lot of napkins."
2. *Daizyobu desu.* "That is all right."

There were no production errors observed, except for one student in the English L1 group who gave no answer. However,

two English L1 students and one Korean L1 student were asked with a modified, negative question as follows.

T: *Napukin wa irimasen ka?*
 napkins need Neg Quest M
 "Do we not need napkins?"

S: *Ee, irimasen.*
 yes need Neg
 "Yes, we do not need them."

Two students from the English L1 group answered as **Ie, irimasen* with a wrong yes/no judgment in comprehension.

Overall, the result shows the following:

- 1) Only one English L1 student had trouble understanding and gave no answer.
- 2) Two English L1 students answered incorrectly with a yes/no by English interference.

Now, turn to adjectives. Look at the example, A/1.

A/1 T: (asking objectively)
Nihongo wa muzukasii desyoo? (in rising intonation)
 Japanese difficult Tent-Dist
 "Japanese is difficult, isn't it?"

S: *Ee, muzukasii desu.*
 yes difficult Dist
 "Yes, it is difficult."

Some students were asked as follows, instead.

A/2. T: *Nihongo wa yuasai desyoo?* (in rising intonation)

Japanese easy Tent-Dist

"Japanese is easy, isn't it?"

S: *Ie, yasasiku nai desu.*

no easy Neg Dist

"No, it is not easy." Another possibility is:

S: *Ie, muzukasii desu.*

no difficult Dist

"No, it is difficult."

The purpose of the question was to check the usage of *desu* and *desyoo*. *Desyoo* is the tentative equivalent of *desu*. When it is used in rising intonation, it seeks confirmation from the person addressed. This example was considered for this study because the answer could be given in a negative form such as *yasasiku nai desu*, or *muzukasiku nai desu* although the latter answer never occurred. The result is the following:

Table 3.22. A/1, A/2 Response Errors

Types of Errors	English(n=18)	Korean(n=7)
Comprehension	4(22.22%)	2(28.57%)
Tense	0	0
Form	0	1(14.29%)
Total:	4(22.22%)	3(42.86%)

In comprehension, one English L1 student and one Korean L1 student mixed up the word *yasui* "inexpensive", and *yasasii* "easy". Two English L1 students and one Korean L1 student used *-desyoo* in the meaning of "It must be". In form, there was one incorrect answer given by the Korean L1 student as follows.

**Muzukasiku sii desu.*

Although the interviewer frowned by saying, "Haa?" (What?), the student did not realize the error. He probably did not remember what he had said. Nonetheless, it is a new kind of error and disappointing to hear it at the end of semester.

The Table 3.22. indicates:

- 1) The overall rate of errors for both groups was lower than that of verbs, with a slightly higher rate for the Korean L1 group.
- 2) While there were errors in tense and no errors in form with verbs, there was one error in form with adjectives.

Let us examine the next example which involves a verb, an adjective and possibly a negative question.

VA/1. S: (All the cakes shown were too expensive.)

Motto yasui keeki wa arimasen ka✓

more inexpensive cake have Qest M

"Don't you have a more inexpensive cake?"

Some of the other possibilities are:

Motto yasui no arimasen ka "Don't you have a more
inexpensive one?"

Yasuku dekimasen ka "Can't you make it cheaper?"

Besides these, statements without negation are also acceptable, as follows:

Motto yasui keeki wa arimasu ka "Do you have a more
inexpensive cake?"

Motto yasui no wa arimasu ka "Do you have a more
inexpensive one?"

Yasuku dekimasu ka "Can you make it cheaper?"

In addition, Motto yasui no ga irimasu "I need a more
inexpensive one.", Kore dake desu ka "Is this all you
have?" are also considered to be appropriate.

The result is as follows.

Table 3.23. VA/1 Response Errors

Type of Errors	English	Korean
Comprehension	1(5.6%)	2(28.57%)
Tense	0	0
Form	0	0
Total:	1(5.6%)	2(28.57%)

In comprehension, the English L1 student did not give an answer and one of the Korean L1 students used *yasasii* "easy" and the other *tiisai* "small." While this example is problematic considering *motto/moo*, nominal *no*, and particles besides negation, no tense or form problems arose. The table above shows:

- 1) Despite a seemingly difficult structure, the total rate of errors for both groups was low. This is probably due to the students' memorization of such a structure.
- 2) There were no tense or form errors from either group.

In reference to the indirect questions with negation, the table below shows how many students of each group were able to express themselves in such ways.

Table 3.24. VA/1 Indirect Questions

Types	English(n=18)	Korean(n=7)
<i>(Motto) yasui no arimasen ka</i>	0	1(14.29%)
<i>Yasuku dekimasen ka</i>	3(16.67%)	0

The percentage is relatively low for both groups. It proves that without a stimulus with negation, it is difficult for the students to begin a question with negation.

The last example is an invitation. Recall the midterm interview with *Nomimasen ka* "Won't you drink?" Some

1. The rate of errors in verbs and adjectives was considerably lower than that of the midterm interview for both groups.
2. Comprehension is generally the most common cause for errors. The problems with tense often arise in verbs while in adjectives form adds to the confusion.
3. Difficulties in answering yes/no appropriately to negative questions and in asking indirect questions with negation persisted until the end of semester.

4. Conclusion

As you can see, the above account is far from complete. The number of languages and the total number of subjects studied are limited. The results provide only a quantitatively weak basis for universal conclusions. We need many more detailed studies, preferably more complex than this one.

Moreover, this summary merely covers rather grossly the early development of negation in class-room settings. Some problems with such a formal setting are: 1) subjects are able to memorize and/or imitate the speech given by a teacher and other subjects, especially in drill sessions; 2) Given rules by textbooks and stimuli, subjects can produce more target-like utterances; and 3) The pace of the class is organized around the syllabus and it may not fit an individual student's needs. In addition, materials covered in a day may be overloaded for some students.

The results of this investigation suggest the following on the acquisition of negation in Japanese L2 among Korean L1 and English L1 groups.

1) L1 transfer operates positively for the Korean L1 group in noun negation because of the grammatical similarity; however, likeness of grammar may not be a significant factor on acquisition of negation in general.

2) Adjective negation is more difficult than noun or verb negation for both groups; inflection and word order are crucial variables.

3) Common error paths take place for both groups throughout this study. These errors are rather systematic in that they do not appear in a random way. The misconception of word category produced errors for nouns and adjectives. A simplification strategy seemed the logical explanation. The negation form for nouns, '*- zya nai desu*' was applied to both adjective roots and *-ku* forms. Conversely, the form for adjectives, '*- ku nai desu*' was used for noun negation.

4) Whether the need to consider other features besides negation affects the accuracy is not determined clearly in this study. Tense and different types of negative questions are examined. Tense may not be a significant factor. However, both groups had difficulty determining the type of negative question, hindering both comprehension and production.

Further speculation on the acquisition of negation is noted as follows:

1) When L1 and L2 are significantly distant, that is to say the languages are different in sound system, structure, and/or concepts, first language transfer or interference may not take a significant role on acquisition of negation. The cumulative knowledge of L2 would act as the learner's first language toward the target language.

2) As long as the learner's interlanguage is in a state of flux, the rate of errors would also fluctuate.

4.1. Application for Pedagogy

Every student proceeds differently. But then a question arises. Why do basically the same errors recur with many students? They examine each structural property one step at a time, which are integrated again one by one, via the learner's interlanguage system towards the target structure. In doing so, they make errors. It is not detouring but rather developmental. L1 transfer errors are necessary in this sense.

Through error analyses of this study, we have seen regularities in the early development of acquisition of negation. These insights appear to offer great opportunities for a teacher to develop more adequate error prognoses and methods for error correction. A teacher should know what to expect so that s/he can organize activities accordingly. Outside the classroom, the learners should listen to the tapes of native speakers that are structured, and programmed. The learners should then practice speaking for self-monitoring and evaluating. Fillmore (1985) suggests, among other things, that in the ideal classroom, there are predictable lesson structures: repetition and routine; fair turn opportunity; and attention to individual needs. In addition, she encourages interaction with native speakers.

4.2. Suggestions for Future Research

Suggestions for future research include:

- 1) to what extent elicited data provide a different picture of the speech development from spontaneous utterances.
- 2) knowing that common errors exist, what methods of error correction are available and can be effectively used, and what activities should be organized in the classroom.
- 3) computer assisted programs to help acquire negation systems.

Appendix A

9/27/94

Check-up Quiz 3 (through Lesson 3B) 10 points

Name: _____

Fill in the blanks based on the information in your textbook, Japanese: The Spoken Language.

1. Contrast the perfective equivalents and the negative perfective equivalents of **muzukasii desu** and **zenbu desu**. Check your answers carefully--no partial credit! (4 points)

	perfective	negative perfective (give 2 options for each)
muzukasii desu	(3d)	(3e) (3f)
zenbu desu	(3a)	(3b) (3c)

- ~~2. To which word-class do **kono**, **sono**, **ano**, and **dono** belong? (1 point) _____
To which word-class do **kore**, **sore**, **are**, and **dore** belong? (1 point) _____~~
- ~~3. Circle each of the following phrases in which the nominal cannot be replaced with **no**? (2 points)~~
~~a) ii hon b) kono hurui purin c) dono sinbun d) sono eewa-ziten~~
- ~~4. The book gives a warning relating to the use of the new particle **to**, learned in 3b. Based on that warning, circle all of the following which are correct sentences. (2 points)~~
~~a) Kore to ano sinbun desu ne! b) Omosiroi to kiree desu.
c) Sensee to Suzuki-san desu yo. d) Ikimasu to simasu.~~

Appendix B

10/11/94

Check-up Quiz 4 (through Lesson 4B)

10 points

Name: _____

Fill in the blanks based on the information in your textbook, Japanese: The Spoken Language.

1. Contrast the perfective equivalents and the negative perfective equivalents of **hurui desu** and **hurosiki desu**. Check your answers carefully--no partial credit! (4 points)

	perfective	negative perfective (give 2 options for each)
hurui desu	(4d)	(4e) (4f)
hurosiki desu	(4a)	(4b) (4c)

~~2. Fill in the blank before each Japanese phrase with the letter of its English equivalent (3 points).~~

- ~~a. How about a wrapping cloth? _____ Hurosiki desu ka ✓
 b. This is coffee. _____ Tomodati o tukaimasita.
 c. My friend used (it). _____ Koohii desu.
 d. Do you mean a wrapping cloth? _____ Tomodati ga tukaimasita.
 e. (I) used my friend. _____ Hurosiki wa?
 f. There is coffee. _____ Koohii arimasu.~~

~~3. Circle the gerund forms which do **not** occur in request forms. (2 points)~~

- ~~a) tukatte b) dekite c) tigatte d) itte~~

~~4. Give the English equivalents of the following phrases (1 point):~~

- ~~a. kono hon _____ b. konna hon _____~~

Appendix C

11/15/94

Check-up Quiz 5 (through Lesson 5B)

10 points

Name: _____

Fill in the blanks based on the information in your textbook, Japanese: The Spoken Language.

1. Contrast the perfective equivalents and the negative perfective equivalents of **oisii desu** and **kami desu**. Check your answers carefully--no partial credit! (2 points)

	perfective	negative perfective (give 2 options for each)
oisii desu	(5d)	(5e) (5f)
kami desu	(5a)	(5b) (5c)

2. When the nominal **hon** 'book' is replaced by **no** 'one' in the following sentences, what sequences result? (3 points)

Kuroi hon desu. --> _____

Watasi no hon desu. --> _____

Kiree na hon desu. --> _____

3. Fill in the blanks below with the particle which will make a correct phrase in Japanese. Choose from the following particles: **no**, **na**, and **o** (no particle). (3 points)

a. **kiree** _____ **kuruma** b. **akai** _____ **kuruma** c. **kuroi** _____ **kuruma**

d. **midori** _____ **kuruma** e. **onazi** _____ **kuruma** f. **guree** _____ **kuruma**

4. Fill in the blank before each Japanese phrase with the letter of its English equivalent (2 points):

- a. Do you have only *expensive* big ones? _____ **Zisyo wa ookii no dake desu ka?**
- b. Are these the *only* bags? _____ **Ookii no wa zisyo dake desu ka?**
- c. Do you have only big dictionaries? _____ **Ookii no wa takai no dake desu ka?**
- d. Are all the big ones dictionaries? _____ **Kaban wa kore dake desu ka?**

Appendix D

12/1/94

Check-up Quiz 6 (through Lesson 6B)

10 points

Name: _____

Fill in the blanks based on the information in your textbook, Japanese: The Spoken Language.

1. Contrast the negative equivalents and the negative perfective equivalents of **hidari desu** and **omosiroi desu**. Check your answers carefully--no partial credit! (4 points)

	NEGATIVE (give 2 options for each)	negative perfective (give 2 options for each)
hidari desu	(6g) (6h)	(6b) (6c)
omosiroi desu	(6i) (6j)	(6e) (6f)

2. Fill in the blank before each Japanese phrase with the letter of its English equivalent (6 points).
Hint: the italicized words provide new information.

- a. where in the book? _____ **Denwa wa usiro ni mo arimasu.**
- b. Telephones are *in back, too*. (in addition to other places) _____ **doko no hon**
- c. *In back*, there's a telephone. _____ **Denwa wa usiro ni arimasu.**
- d. *Telephones* are in back *too*. (in addition to other things) _____ **Usiro ni denwa ga arimasu.**
- e. the book which is where? _____ **Denwa mo usiro ni arimasu.**
- f. The telephone is *in back*. _____ **hon no doko**

Appendix E

Japanese 102, Spring 1995
Reading & Writing Quiz 2

Name _____

/10pts

~~X~~ Provide the following sentences English equivalents.

For readers:

The following romanization and translation for part 2 are added for your convenience.

- | | |
|---------------------------|--------------------|
| 1. <i>Kiree desu ka</i> | "Is it pretty?" |
| 2. <i>Massugu desu ka</i> | "Is it straight?" |
| 3. <i>Mazui desu ka</i> | "Is it not tasty?" |
| 4. <i>Ii desu ka</i> | "Is it good?" |
| 5. <i>Oisii desu ka</i> | "Is it tasty?" |

2. Write responses to the questions. Follow the pattern shown in the model.

- | | |
|-------------------|-------------------------|
| <u>すくですか。</u> | → <u>いや、すくじゃないでしょう。</u> |
| 1 <u>きれいですか。</u> | → _____ |
| 2 <u>まっすくですか。</u> | → _____ |
| 3 <u>ますいですか。</u> | → _____ |
| 4 <u>いいですか。</u> | → _____ |
| 5 <u>おいしいですか。</u> | → _____ |

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