

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
SOCIAL SCIENCES INSTITUTE
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**AN INVESTIGATION INTO THE ACQUISITION OF MODAL VERBS BY
MONOLINGUAL AND BILINGUAL LEARNERS OF ENGLISH**

Murat ÇELİK

MASTER THESIS

ADANA / 2019

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**Supervisor : Prof.Dr. Hatice SOFU
Jury member: Prof.Dr. Zuhall OKAN
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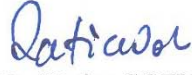
MASTER THESIS

ADANA / 2019

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To the Directorship of the Institute of Social Sciences, Çukurova University

We certify that this dissertation is satisfactory for the award of the degree of Master Dissertation in the Department of English Language Teaching.



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 - Bu tezde sunduğum çalışmanın özgün olduğunu,
- bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim.

23 / 10 / 2019

Murat ÇELİK

ABSTRACT**AN INVESTIGATION INTO THE ACQUISITION OF MODAL VERBS BY
MONOLINGUAL AND BILINGUAL LEARNERS OF ENGLISH****Murat ÇELİK****Master Thesis, Department of English Language Teaching****Supervisor: Prof. Dr. Hatice SOFU****October 2019, 104 pages**

Language acquisition is defined as the process by which human beings acquire the capacity to perceive and understand language as well as to produce and use words and sentences. Modals constitute one of the most important grammatical areas in the English language. This master's thesis aims to examine the process of acquiring the English modal units of monolingual and bilingual individuals.

The universe of the research consists of 9th grade students studying in Anatolian high schools in Batman. The research method has quantitative characteristics. The sample of the study consists of 80 students who are selected equally. Half of the selected participants are monolingual and the rest are bilingual.

In this study, a test was used to measure the students' recognition and use of modal units. The test consists of two versions, which include the participants' recognition and production items that reveal the modal units. Each test consists of twenty-four items. Both tests were administered to participants who took the English course according to the curriculum of the Ministry of National Education for five years.

SPSS 17 was used for data analysis. Data analysis was performed with crosstables, one way Anova, The Mann Whitney U test and Mean tests based on the responses of the participants with the mean of SPSS 17. This study is expected to show whether monolingual and bilingual students differ in learning modal units, which modal units are more challenging for individuals. Moreover, this study is expected to shed light on the role of the first language transfer on the acquisition of English modal units.

Keywords: Monolingual, bilingual, language acquisition, acquisition of modal units, English as a foreign language

ÖZET

İNGİLİZCE ÖĞRENEN TEK VE İKİ DİLLİ ÖĞRENCİLERİN KİPLİK BİRİMLERİ EDİNİMİNİN ARAŞTIRILMASI

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Dil edinimi, insanoğlunun kelimeleri ve cümleleri üretmek ve kullanmanın yanında dili algılama ve anlama kapasitesini kazanma süreci olarak tanımlanmaktadır. Kiplik Birimleri İngiliz dilindeki en önemli dilbilgisel alanlardan birini oluşturmaktadır. Bu yüksek lisans tezi de tek dilli ve iki dilli bireylerin İngilizce kiplik birimlerini edinme süreçlerini incelemeyi amaçlamaktadır.

Araştırmanın evrenini Batman ilinde Anadolu liselerinde eğitim gören 9.sınıf öğrencileri oluşturmaktadır. Araştırma yöntemi nicel özellikler taşımaktadır. Araştırmanın örneklemini eşit oranlı olarak seçilen 80 öğrenci oluşturmaktadır. Seçilen katılımcıların yarısı tek dil bilen, geri kalanlar ise iki dil bilen öğrencilerden oluşmaktadır.

Bu araştırmada öğrencilerin kiplik birimlerini tanıma ve kullanma düzeylerini ölçen bir anket kullanılmıştır. Ölçek katılımcıların Kiplik birimlerini ortaya koyan tanıma ve üretme maddelerini içeren iki versiyondan oluşmaktadır. Her ölçek yirmi dört maddeden oluşmaktadır. Her iki ölçek İngilizce dersini beş yıl boyunca Milli Eğitim Bakanlığı müfredatına göre alan katılımcılara uygulanmıştır.

Veri analizi için SPSS 17 kullanılmıştır. SPSS 17 yardımıyla katılımcıların yanıtlarından yola çıkarak crosstabler, one way Anova, Mann Whitney U testi ve Mean testlerle veri analizleri yapılmıştır. Bu araştırmanın tek dilli ve iki dilli öğrencilerin kiplik birimlerinin öğreniminde farklılık gösterip göstermedikleri, hangi kiplik birimlerinin bireyler için daha zor olduğunu ortaya koyması beklenmektedir. Ayrıca, bu çalışmanın birinci dilden yapılan aktarımın İngilizce kiplik birimlerinin edinimi üzerindeki rolüne ışık tutması beklenmektedir.

Anahtar kelimeler: Tek dilli birey, iki dilli birey, dil edinimi, kiplik birimlerinin edinimi, yabancı dil olarak İngilizce

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ABBREVIATIONS

BL	: Bilingual Learner
CEFR	: Common European Framework of Reference for Languages
HSEE	: High School Entrance Exam
EFL	: English as a foreign language
FLE	: Foreign Language Exam
IL	: Interlanguage
L1	: First language-mother language
LAD	: language Acquisition Device
ML	: Monolingual Learner
MV	: Modal Verb
PV	: Production Version
RV	: Recognition Version
SLA	: Second Language Acquisition
SPSS	: Statistical Package for the Social Sciences
UG	: Universal Grammar
ZPD	: Zone of proximal Development

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Oxford Advanced Learner's Dictionary (2000: 721) defines language as "the system of communication in speech and writing that is used by people of a particular country". In Merriam Webster Dictionary, the language means the words, their pronunciation, and the methods of combining them used and understood by a community. According to Finocchioro (1984), a language is a system of arbitrary, vocal symbols that allows all people in a given culture to communicate or to interact. Yule (2006) defines the language as a system for communication in a context.

Language is primarily spoken, although it can be transferred to other types of media, such as writing. This implies that people acquire a language to express their thoughts and needs and to understand what other people's utterances convey. Chomsky (1965) claims that human beings are born with a language faculty and have a capacity to acquire a language through this faculty. Klein (1986:39) also calls this capacity language processor, by which he means "those parts of the human brain that are tuned to processing language."

One of the areas that language research is primarily concerned with is the acquisition of languages. A number of researchers (Piaget, 1926; Thorndike, 1937; Vygotsky, 1962; Chomsky, 1965; Krashen, 1978) went to great lengths trying to explain the processes involved in the acquisition of a first language. According to them, on surface in the case of the acquisition of first language, children start acquiring their first language shortly after birth. They are surrounded by people speaking the language on an everyday basis and, step by step, start to understand what is being said, use their first words, then combine them to make short sentences, which, later, become more complex and meaningful.

How and when languages are acquired is discussed by these linguists and as a result of this discussion, theories and methods have been put forward so as to reveal acquisition phenomenon. The theories used in language learning are Behaviourism, Cognitivism, and Constructivism. As the implementation of these theories, methods such as Audiolingualism, Direct Method, Silent Way, Desuggestopedia, Communicative Language Teaching, Community Language Learning, Computer

assisted Language Learning and Natural approach have been used in language learning/teaching.

Behaviourist theory is a theory of native language learning, advanced in part as a reaction to traditional grammar. The supporters of this theory are Leonard Bloomfield, O.N. Mowrer, B.F. Skinner, and A.W. Staats. Behaviourism was advanced in America as a new approach to psychology in the early decades of the 20th-century by making a particular emphasis on the importance of verbal behaviour, and received a considerable trust from the educational world of 1950s.

The major principle of the behaviourist theory rests on the analyses of human behaviour in observable stimulus-response interaction and the association between them. E.L.T. Thorndike was the first behaviourist to explore the area that learning is the establishment of associations on particular process of behaviour and consequences of that behaviour. Basically, "the behaviourist theory of stimulus-response learning, particularly as developed in the operant conditioning model of Skinner, considers all learning to be the establishment of habits as a result of reinforcement and reward" (Wilga Rivers, 1968, 73). Behaviourist theory stresses the fact that "human and animal learning is a process of habit." A highly complex learning task, according to this theory may be learned by being broken' down into small habits. These are formed correct or incorrect responses, are rewarded or punished, respectively'. (Hubbard Jones and Thomson Wheeler, 1983, p.326). Thus it is clear that the acquisition of learning in infancy is governed by the acquisition of other habits. In short, Behaviourist approach claims that language is learned by imitation, reinforcement, practice and feedback, habit formation, stimulus-response and mimic-memorisation.

On the other hand, Cognitivist Piaget (1950) believed that acquisition of knowledge/language is a process of self-construction. A learner discovers knowledge and as the learner develops and interacts with the environment, he continues to invent knowledge. Learning occurs when the learners is involved in construction of meaning actively.

Additionally, Vygotsky (as cited in Lightbown and Spada) dealt with mechanism of development to the exclusion of distinguishable developmental stages. Language is acquired in a social atmosphere by modelling others. Besides, Vygotsky focused on social activity unlike Piaget. He supports the idea of negotiation of meaning. Vygotsky also claims that learning takes place through social contact and learning is the result of

collaboration, especially between adults and children, which is highlighted as ZPD in language pedagogy.

Ausubel (1968) supported a cognitive approach to learning. However, his ideas differed from Piaget's ideas in that Ausubel focused on conceptual rather than operative forms of knowledge. Ausubel claimed that meaning occurs when learners actively interpreted their experiences using certain cognitive operations that cause learning. He proposed a theory of meaningful reception learning. Ausubel proposed "anchoring ideas" which are specific, relevant ideas in the learners' cognitive structure and supply entry points for new information. They enable the learner to construct meaning from new information and experiences. In order to acquire meaningful learning, cognitive structure and anchoring ideas in the cognitive structure are important regarding integration of new knowledge.

In the case of the acquisition of first language, the first Cognitivist Chomsky states that learners acquire a universal grammatical flow while uttering or producing sentences calling it Universal Grammar. Chomsky claims that children are born with a predisposition to learn language, like they learn walking. Children have a Language Acquisition Device (LAD). Moreover, people and children have a predisposition to apply grammar rules, use words, create sentences and learn meanings. Since there are Universal Grammars, the learners are acquiring languages using LAD and UG.

Within language acquisition capacity, human beings are also able to acquire/learn other languages. This process has taken many forms in the history of humankind. Recently, due to the increase of mobility and international communication learning/teaching different languages have been an important issue. One of the languages learned and taught widely is English. English is seen as a lingua franca and international language used in today's global world. Travel has become more common in the last decades; different cultures are in constant contact and use of English as an international language "involves crossing borders literally and figuratively" (McKay, 2002, p. 81). English is also used mostly as the language of science and technology. In order to share their ideas and culture with other people from different cultures and countries, our learners need to use English actively, productively, and communicatively.

In Turkey, where this study was conducted, English has been learned/taught as a foreign language for over a century. The instruction is planned to be systematic in formal language settings. This systematicity refers to the route that is the nature of all the stages all learners go through are the same when learning a second language. The

instruction is designed according to this sequence and implemented in the EFL classrooms by teachers. However, the acquisition is variable in formal language settings. The learners differentiate in terms of output. In some circumstances, it can be observed that speed of learning and range of outcomes are very variable from learner to learner. That is, some do better and much more quickly than others. There might be lots of reasons behind this difference. In the literature (e.g. Skehan, 1991; Saville-Troike, 2006), we see discussions of age, sex, aptitude, personality, learning styles, and strategies as reasons for differences in the process of acquiring a second language. All these discussions assume a homogeneous group of students. However, in addition to these factors, the number and type of first languages is also an important factor affecting the learning process. All these differences and varieties are significant segments in language acquisition/learning. One of the hypotheses that examine these differences and varieties together is Dynamic System Hypothesis. Dynamic System Hypothesis suggests that language is a dynamic not static instrument. Because language is a dynamic system, there are lots of cogs/particles that affect language acquisition/learning process. Now that there are lots of cogs/particles in language system, learners' language acquisition/learning is affected by a variety of factors such as L1, language aptitude, learner motivation, learner strategy, age, gender, setting, and etc.

1.2. Statement of the Problem

In teaching languages, a syllabus prepared by the Ministry of Education for all schools all over the country is used. The assumption behind this application is that students who are in the same classroom are homogeneous. However, in addition to differences in characteristics of learners regarding personality, motivation, aptitude, gender, etc., they may have differences in the number of typology of the first language/languages they speak. Although Turkish is the official language spoken by the majority of the citizens, there are a lot of heredity languages from different typological backgrounds spoken at home. For this reason, comparison of the mother tongue and the target language, which is an important source learners refer to may yield different results depending on the specific first language or languages.

For example, in the area where the researcher works approximately half of the students are Turkish monolingual and the others are Kurdish-Turkish bilinguals. The three languages that the learners use are English, Kurdish and Turkish. English and

Kurdish languages are derived from the same language family. That is, English and Kurdish lie in two subcategories of Indo-European Language Family whereas Turkish lies in the Turkic subcategory of Uralic Altaic Language Family.

There are three Kurdish languages. These three Kurdish languages are Kurmanji (Northern Kurdish), Sorani (Central Kurdish), and Southern Kurdish (Pawani or Xwarig/Xwarîn). Bilingual learners of this study are speaking Kurmanji. On the origin of Kurdish, Ludwig Paul states that Kurdish seems to be a North-western Iranian language, but acknowledges that it shares many traits with South-western Iranian languages like Persian, apparently due to longstanding and intense historical contacts. P. Tedesco (1921: 255) regarding the common phonetic isoglosses shared by Kurdish, Persian, and Baluchi, Mackenzie concluded that the speakers of these three languages may once have been in closer contact.

When compared with Kurdish, Turkish belongs in the Turkic subcategory of Uralic Altaic Language Family and Turkish is the westernmost of the Turkic languages spoken across Central Asia and is normally classified as a member of the South-West group, also known as the Oguz group. There are other Turkic languages such as Azerbaijani (Azeri), Kazakh, Kyrgyz, Tatar, Turkmen, Uighur, Uzbek, and many others spoken from the Balkans to China and southern Siberia.

On the other hand, English is a member of the Germanic Language Family. Germanic is a branch of the Indo-European language family. Besides, there are many other varieties of English, including American English, Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English around the world.

These three languages English-Kurdish-Turkish have similarities and differences. Such similarities and differences in terms of typology can be observed in modality. Therefore, equivalents, morphologic and semantic relations among these three languages are illustrated.

Modal Verbs in Turkish Language in terms of Typology

The English equivalent for ability “can” is “-abilmek–ebilmek”

The English equivalent for advice “should” is “-meli-malı”

The English equivalent for prohibition “must” is “-meli-malı”

The English equivalent for prohibition “have to” is “-mak zorunda-mek zorunda”

The English equivalent for possibility “may” is “-abilmek–ebilmek”

The English equivalent for permission “may” is “-abilmek–ebilmek”

The English equivalent for request “could” “-abilmek–ebilmek”

The English equivalent for request “would” is “...-mak ister misiniz?”

Modal Verbs in Kurdish Language in terms of Typology

The English equivalent for “ability can” is “*Karanin*”

The English equivalent for “advice should” is “*Divê*” (with Stress and Intonation and context of the event)

The English equivalent for “prohibition must” is “*Divê*” (with Stress and Intonation and context of the event)

The English equivalent for “prohibition have to” is “*Divê*” (with Stress and Intonation and context of the event)

The English equivalent for “possibility may” is “*Dibe ku*”

The English equivalent for “permission may” is “*Destûr heye*”

The English equivalent for “request could” is “*Dikare*” * deriving from “*Karanin*”

The English equivalent for “request would” is “*Dixazê*”

Table 1.

Comparison of Functions of Modals in Three Languages

Function	English	Kurdish	Turkish
Ability	Can	<i>Karanin</i>	-abilmek–ebilmek
Possibility	May	<i>Dibe ku</i>	-abilmek–ebilmek
Permission	May	<i>Destûr heye</i>	-abilmek–ebilmek
Request	Could	<i>Dikare</i>	-abilmek–ebilmek
Request	Would	<i>Dixazê / Dikare</i>	-mak ister misiniz?
Advice	Should	<i>Divê</i>	-meli-malı
Prohibition	Must	<i>Divê</i>	-meli-malı
Prohibition	Have to	<i>Divê</i>	-mak zorunda -mek zorunda

Table 1 displays comparison of functions of eight modal verbs in English, Kurdish and Turkish. When English and Kurdish are compared with each other, ability *can* refers to *Karanin*, possibility *may* refers to *Dibe ku* and permission *may* refer to *Destûr heye*. Request *could* refers to *Dikare* while request *would* refers to *Dixazê / Dikare*. Advice *should*, prohibitions *must* and *have to* refer to *Divê*. These three functions are expressed with *Divê* in Kurdish, which can be difficult in distinguishing each function by bilingual learners.

On the other hand, When English and Turkish are compared with each other, ability *can*, possibility *may*, permission *may* and request *could* refer to *-abilmek–ebilmek*, which is highly complex for Turkish speaking monolinguals. Contrary to request could *-abilmek–ebilmek* in Turkish, request *would* refers to *-mak ister misiniz?* Advice *should* and prohibitions *must* refer to *-meli-malı*. The two functions are expressed with *-meli, -malı* in Turkish, which can be difficult in distinguishing each function by Turkish speaking monolinguals. Besides, prohibition *have to* refers to *-mak zorunda, -mek zorunda* in Turkish.

Modal verbs in Turkish are different from Kurdish and English modal verbs in terms of morphology. Morphology is the study of word formation. It has two features: Prefix and Suffix. When English, Kurdish and Turkish modals are analysed, Turkish modals are morphemes while English and Kurdish modal verbs are not evaluated as morphemes. *-abilmek–ebilmek, -meli-malı, -mak zorunda* and *-mak ister misiniz?* are suffixes that are attached to verbs.

In addition to equivalents in these three languages, there are distinctions in the syntax of these languages. To indicate the each function in examples for English, Kurdish, and Turkish languages respectively in terms syntax;

Example 1: Can Ability

I *can* study Maths.

Ez *karanin* bîşixulim /bixebitem matematîkê.

Ben matematik çalış*abilirim*.

Example 2: May Possibility

I *may* study Maths.

Ez *dibe ku* matematîkê bixebitem.

Ben matematik çalış*abilirim*.

Example 3: May Permission

May I study Maths?

Destûr heye go ez bixebitem matematîkê?

Ben matematik çalış*abilir* miyim?

Example 4: Could Request

Could you study Maths?

Dikare T1 bixebite matematîkê?

Matematik çalış*abilir* misin?

Example 5: Would Request

Would you like to study Maths?

Dixazê Tî li vê derê dersê xwe bixebitim? or

Dikarim ez li vê derê dersê xwe bixebitim?

Matematik çalışmak ister misin?

Example 6: Should Advice

I *should* study Maths.

Ez *Divê* matematîkê bixebite.

Ben matematik çalışmalıyım.

Example 7: Must Prohibition

I *must* study Maths.

Ez *divê* matematîkê bixebite.

Ben matematik çalışmalıyım.

Example 8: Have to Prohibition

I *have to* study Maths.

Ez *divê* matematîkê bixebite.

Ben matematik çalışmak zorundayım.

It can be said in terms of syntax that the modal verb in English occupies the first position in verb phrase, coming before any other auxiliary verb (like do or be) and the main lexical verb. These are can, ought to, could, has/have (got) to, may, be able to, might, shall, should, will, would, need to. Likewise, It can be said in terms of syntax that the modal verb in Kurdish occupies the first position in verb phrase, coming before any other auxiliary verb (like do or be) and the main lexical verb. These are “*Dikare*”, “*Dixazê*”, “*Destûr heye*”, “*Dibe ku*”, “*Divê*”, and “*Karanin*”.

Yet, It can be said in terms of syntax that the modal verb in Turkish occupies the last position in verb phrase, coming after any other auxiliary verb (like do or be) and the main lexical verb. These are -abilmek–ebilmek, -meli- malı, -mak zorunda -mek zorunda, -mak ister- mek ister.

Some differences and similarities have been shown in terms of syntax and equivalents between languages in the acquisition process of the learners. However, the Acquisition of modal auxiliaries by monolinguals and bilinguals cannot be fully explained with syntax and morphology. The modal auxiliaries semantics relations in these three languages (English-Turkish-Kurdish) need to be explored since there is much in meaning in the words, phrases and sentences, which is called as semantics.

For instance, the function of ability is expressed by “*can*” “*-abilmek–ebilmek*” “*Karanin*” in three languages (English-Turkish-Kurdish) respectively. In order to uncover the meaning of “*can*” “*-abilmek–ebilmek*” “*Karanin*” in a sentence: Let’s examine these sentences: I *can* study Maths. Ben matematik çalış*abilirim*. Ez *karanin* bîşîxulim matematîkê. The meaning in these sentences is that someone has ability. Therefore, s/he is able perform a task or duty with this ability inside him/her. The fact that s/he does not need anybody’s assistance in studying English shows her/his ability.

Let’s examine another example in the same sentence with a modal verb. The function of possibility is expressed by “*may*” “*-abilmek–ebilmek*” “*Dibe ku*”. In order to uncover the meaning of “*may*” “*-abilmek–ebilmek*” “*Dibe ku*” in a sentence: Let’s examine these sentences: I *may* study Maths. Ben matematik çalış*abilirim*. Ez *dibe ku* matematîkê bixebitim. The meaning in these sentences is that there is a possibility of studying Maths but this is just a possibility, Tomorrow, I might change my mind not choose studying. Instead, I might choose studying English or another lesson. Even though, the same phrase “*-abilmek–ebilmek*” is used, this does not mention ability. The learner should decide which meaning is desired by the interlocutor. This leads to confusion in meaning for learners.

Let’s examine another example in the same sentence with another modal verb. The function of permission is expressed by “*may*” “*-abilmek–ebilmek*” “*Destûr heye*”. In order to uncover the meaning of “*may*” “*-abilmek–ebilmek*” “*Dibe ku*” in a sentence: Let’s examine these sentences: *May* I study Maths? Ben matematik çalış*abilirmiyim*? *Destûr heye* go ez bixebitim matematîkê? The meaning in these sentences is that there is a need of taking permission to do something. Actually, the interlocutor does not asking a question. Also, s/he does not implying the ability. There is an intention of studying and there is a need. In order to realise this intention, s/he kindly asks a request, not a question. This leads to confusion in meaning for some learners as can, may, and could address the same phrase “*-abilmek–ebilmek*”.

Let’s examine another example in the same sentence with another modal verb. The function of request is expressed by “*would*” “*...-mak ister misiniz?*” “*Dixazê*”. In order to uncover the meaning of “*would*” “*...-mak ister misiniz?*” “*Dixazê*”. in a sentence: Let’s examine these sentences: Would you like to study Maths? Matematik çalış*mak ister* misin? *Dixazê* Tî li vê derê dersê xwe bixebitim? The meaning in these sentences is that the person is given with a choice. S/he has the right to accept and decline. In either cases if the person accepts or declines, s/he is not facing any

punishment. This is partly an advice/enjoyment. At the end of the action, there is no adverse side of not accepting. Compared to request could, this is not so challenging and confusing since could has a meaning overlapping with can ability, may permission and possibility.

Let's examine another example in the same sentence with another modal verb. The function of advice is expressed by "*should*" "*-meli-malı*" "*Divê*". In order to uncover the meaning of "*should*" "*-meli-malı*" "*Divê*" in a sentence Let's examine these sentences: I should study Maths. Ben matematik çalışmalım. Ez *Divê* matematikê bixebite. The meaning in these sentences is that there is an advice and this advice self oriented. Perhaps, this advice is for individual concerns.

Let's examine another example in the same sentence with another modal verb. The function of prohibition is expressed by "*must*" "*-meli-malı*" "*Divê*". In order to uncover the meaning of "*should*" "*-meli-malı*" "*Divê*" in a sentence: Let's examine these sentences: I must study Maths. Ben matematik çalışmalım. Ez *Divê* matematikê bixebite. The meaning in these sentences is that there is advice and this advice is not just self oriented. If he does not study he might fail and pass the class. As a result of this situation, the person's family might face financial problems. In the case of should and must, Turkish and Kurdish equivalents are the same for each modal: "*-meli-malı*" and "*Divê*". This causes challenge in the meaning therefore the learners should consider the context and intonation in these situations. The speaker's utterances determine the meaning. That is, the learners should consider each function and perceive the intended meaning.

On the other hand, the function of prohibition is expressed by "*have to*" "*-mak zorunda-mek zorunda*" "*Divê*" as well. In order to differentiate the meaning of "*have to*" with "*must*", the learners face with a degree of prohibition. This prohibition is strong and governed by an authority in "*have to*" "*-mak zorunda-mek zorunda*" "*Divê*". This prohibition is generally punished. But, in "*must*" "*-meli-malı*" "*Divê*" it is not punished. Therefore the person might choose not to do the activity. The learners might not face any challenge in using "*must*" "*-meli-malı*" and "*have to*" "*-mak zorunda-mek zorunda*" as they are totally different in the meaning.

To summarise, the learners both monolingual and bilinguals face a challenge in semantics due to the fact that the sentences might have profound meanings apart from just Modal Auxiliaries. These deep and versatile meanings constitute challenge not just understanding but also in acquisition phase.

Learners of EFL need to acquire English modal auxiliaries since acquiring modals, their forms and functions, is essential in the process of learning English. Some of these functions can be listed as obligation, asking for and giving permission, disapproval, advising, logical deduction, ability, possibility, necessity, absence of necessity and so on. However, some English learners acquire modals more efficiently compared to other English learners who are not bilingual even though they have both been instructed with the same theory. Foreign language learners of English who learn modals show different results in exams and in learning phase. Bilingual and monolingual learners acquiring modals of English vary in terms of learning accuracy. Moreover, bilingual learners learning English as a foreign language in Turkey indicate less difficulty in modal acquisition process as opposed to monolingual learners learning English as a foreign language. Consequently, this study aims to investigate:

- Why do some learners acquire modal auxiliaries easier and faster than the others?
- Which modal auxiliary verbs are more challenging for monolingual and bilingual EFL learners?
- the role of L1 transfer in the acquisition of English modal auxiliary verbs by EFL learners.
- Whether the languages students already know have any effect on the process of acquisition or not.

1.3 Significance of the Problem

This study is significant in some ways. First, the problem is not that bilingual learners learning English as a foreign language in Turkey indicate less difficulty in modal acquisition process as opposed to monolingual learners learning English as a foreign language but that monolingual learners learning English as a foreign language in Turkey does not indicate less difficulty in modal acquisition process as opposed to bilingual learners learning English as a foreign language. Therefore, this study will cast light on what makes modal acquisition easier in bilingual learners than monolingual learners even though they both have been instructed through the same language theory or techniques and methods. Second, the research conducted related to modals have attempted a thorough account of modality, delineating the various uses of modal verbs

and the kind of modality expressed by these verbs i.e. epistemic modality and deontic modality. Epistemic modality deals with the degree of speaker commitment to the truth of the proposition embedded under the modal. Deontic modality deals with necessity or possibility of acts performed by the speaker. Other studies have attempted a detailed account of the uses of each modal verb in contextualized situations. A number of studies have been carried out on Arabic EFL learners and Persian learners for adults. However, there has been little research related to EFL monolingual and bilingual learners on the acquisition of modal auxiliaries for young learners. And, the results of this study will cast light on young learners' acquisition process of English modal auxiliary verbs and L1 influence on acquisition of modal.

1.4. Research Questions

This study looks into five questions:

- 1) Do bilingual learners acquire modals more easily than monolingual learners?
- 2) Which modal auxiliary verbs are more challenging for monolingual EFL learners?
- 3) Which modal auxiliary verbs are more challenging for bilingual EFL learners?
- 4) Which modal auxiliary verbs are challenging for both monolingual and bilingual EFL learners?
- 5) What is the role of L1 transfer in the acquisition of English modal auxiliary verbs by EFL learners?

1.5. Organisation of the thesis

This thesis consists of two tests measuring the acquisition of English modal verbs by monolingual and bilingual learners of English as a foreign language. Chapter I explains the problem statement and the significance of the research in addition to research questions that will be investigated. Chapter II discusses the existing literature on modals, brief information on English modals and curriculums in Turkey that are the learners are instructed. Chapter III will focus on methodology and Chapter IV will focus on data analysis and finding. In chapter V, discussion about the research question will be. In the final chapter VI, recommendation for further studies will be given.

1.6. Definitions

Acquisition: the gradual development of ability in a first or second language by using it naturally in communicative situations.

Auxiliary verb (Aux): a verb such as *will* used with another verb.

Bilingual: a term used to describe a native speaker of two languages or a country with two official languages, in contrast to monolingual.

Bilingualism: the state of having two languages.

Cognate: If a word in one language (e.g. English) is a word in another language (e.g. Turkish) that has a similar form and is or is used with a similar meaning.

Communicative approaches: approaches to language teaching that are based on learning through using language rather than learning about language

Communicative competence: the general ability to use language accurately, appropriately and flexibly

Crosstab analysis: an analysis showing the relationship between two or more variables.

Curriculum: the subjects comprising a course of study in a school or college.

Constructivism: a theory that is based on observation and scientific study about how people learn through experiencing things and reflecting on those experiences.

First Language Acquisition: the process whereby children acquire their first languages.

Foreign Language: an acquired language after the first language which is people's voluntarily chooses but not a vital means of communication with other people living in their homeland or a country they moved to.

Gender: a term used in three ways: (1) a biological distinction between male and female, also called natural gender; (2) a distinction between classes of nouns as masculine, feminine (or neuter), also called grammatical gender; (3) a distinction between the social roles of men and women, also called social gender.

Grammatical competence: the ability to use words and structures accurately as part of communicative competence.

Input: the language that an acquirer/learner is exposed to, in contrast to output.

Language: the method of expressing ideas and emotions in the form of signs and symbols.

Learning: the acquisition of knowledge or skills through study, experience, or education.

L1: first language, acquired as a child.

L2: second language.

Modal Verbs: a verb (such as *can*, *could*, *shall*, *should*, *ought to*, *will*, or *would*) that is usually used with another verb to express ideas such as possibility, necessity, and permission

Monolingual: having, or being able to use, only one language, in contrast to bilingual

Negative transfer: the use of a feature from the L1 (that is really different from the L2) while performing in the L2, in contrast to positive transfer

Positive transfer: the use of a feature from the L1 that is similar to the L2 while performing in the L2, in contrast to negative transfer

One way Anova Analysis: an analysis to compare two means from two independent (unrelated) groups using the F-distribution.

Second Language Acquisition: the process of developing ability in another language, after L1 acquisition

Scaffolding: a teaching method that helps students learn more by working with a teacher or a more advanced student to achieve their learning goals.

Semantics: the study of meaning in a word, phrase and sentence.

Sociolinguistic competence: the ability to use language appropriately according to the social context as part of communicative competence

Strategic competence: the ability to use language to organize effective messages and to overcome potential communication problems as part of communicative competence

Syllabus: the subjects in a course of study, lesson or teaching.

Syntax (syntactic structures): (the analysis of) the structure of phrases and sentences

Transfer: using sounds, expressions and structures from the L1 while performing in an L2

Zone of Proximal Development: the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer

CHAPTER II

LITERATURE REVIEW

2.1. Introduction to First Language and Second Language Acquisition

To start with defining the first language acquisition, as defined by Saville-Troike (2003) it is the language which is acquired/picked up during early childhood, which normally starts before the age of three. First language can be called as native language, primary language or mother tongue. That is, these can be treated as synonymous terms. Yet, Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language.

Language acquisition is divided into first language and second language acquisition in the literature. As a result of this division, there are some differences in L1 and L2. One of basic distinctions is that as stated by V.J. Cook, J. Long and S. McDonough (1979), the settings of L1 learning may be rather different from those of L2 learning. Besides, the type of exposure to the language varies; in L2 learning it may range from accidental or even random to highly structured, while in L1 learning it is limited by the ways in which children are grown in a particular culture and by the adult's beliefs. The settings in which L2 learning takes place are more varied than for L1 learning.

As well as settings, another important difference is the learner. Second languages are learnt later than first languages and therefore L2 learners are usually older than L1 learners. Though this may seem an obvious point, nevertheless it needs stating that characteristics associated with growing older, such as more mature cognitive and emotional development, must inevitably be expected to affect L2 learning. It has often been suggested by Krashen (1977), for instance, that teenagers and adults can use more conscious mental processing than the intuitive processing of the child. In addition L2 learners have rather different motivations and attitudes from L1 learners, even if it is hard to say exactly what motivates a child to learn his first language. Finally, L2 learners have often learnt to read and write in their first language and this causes them to approach language learning in a different way.

According to Krashen and Terrell (1983), individuals learning a second language move through five predictable stages: Preproduction, Early Production, Speech

Emergence, Intermediate Fluency, and Advanced Fluency. How quickly students progress through the stages depends on many factors, including level of formal education, family background, and length of time spent in the country. In addition to this sequence of these stages, Skehan(1991) outlines that age, gender, aptitude, personality, learning styles, and strategies as reasons for differences in route and rate of acquiring a second language.

2.2. Research on Second Language Acquisition

There are various studies on the second language acquisition in the literature. Some of them are concentrating on the acquisition of bilinguals. One of them (Saville-Troike, Pan, and Dutkova 1995) is an example of utterances from three children, who were just beginning to acquire English. As it is seen this is also an example of Interlanguage and language transfer. As this study stresses, learners rely on L1 in terms of vocabulary and syntax in acquiring a second language and producing the target language using transfers from L1 even though they are from different backgrounds.

Chinese L1: *Zheige delicious. 'This is delicious.'*

Navajo L1: *Birthday cake deed, a, a'. 'We ate a birthday cake.'*

Czech L1: *Yili sme bowling. 'We went bowling.'*

Some of the studies are concentrating on the individual differences. Among these studies some of them handle motivation in second/foreign language learning. In one study, Tatar (2017) presents the learner motivation in second/foreign language with references to the studies on motivation that have been made by Gardner, Schumann and Dörnyei. She outlines a general view of the studies carried out on motivation. Contrary to them, she focuses on L2 ideal self which is the mental picture or selfie of a learner as a user of language. When these second language studies analysed, L1 factor has not been perceived as an inner motivational factor to foster language acquisition.

In another study on individual differences and language independence Castilla, Restrepo and Perez (2009) found that grammatical and semantic measures in the first language predicted grammatical and semantic measures in the second language. In their research, they took forty nine Spanish speaking children who attend English classes in

kindergarten. They found out and suggested that native language skills predict the success in second language acquisition.

Another study that tackles individual differences is musical ability of EFL learners in second language acquisition by Slevin and Miyake (2016). Their study examines the relationship between musical ability and second language proficiency in adult learners. The results of the study show that musical skills can supplement the acquisition of L2 sound structure and find evidence to link the language and music. However, this study is limited with those who have a sense of musical intelligence. And, the results are merely for phonetics.

Some of the studies are concentrating on the learners studying abroad in acquiring second language. They are researching aspects such as the development of intercultural competence and the influence of extra-linguistic factors during their experiences. One of these studies is conducted by Segalowitz and Freed (2004). They studied the correlation between psychological and contextual factors and their impact on oral expression. In their research, they analyzed oral production skills and cognitive abilities of forty students out of which eighteen studied Spanish for a semester at a university in the United States and twenty-two in Spain. The results of this research highlighted that the students of the study abroad program showed important progress in speaking skills.

Another study on studying abroad was carried out by Freed, Segalowitz, and Dewey (2004) in immersion programs. They explored the effect of immersion programs in their research about the influence of the learning context in the second language acquisition processes. The results of this study, carried out among twenty-eight American students of French. The results of their study showed that the students who studied in immersion programs significantly improved their fluency in speaking.

In another study on studying abroad, Isabelli and Nishida (2005) focused on grammar use not speaking skills. Isabelli and Nishida studied the acquisition of the null subject (omission of the grammatical subject). The research was conducted among thirty-one students of Spanish of intermediate level who studied in Spain. And, they found that students who studied abroad had significantly improved their knowledge and use of grammar.

2.3. Research on Modal Auxiliaries

Of the first examples of studies exploring modals in the literature are including Halliday (1970), Quirk and Greenbaum (1973), Lyons (1977), Leech (1987), Kreidler (1999). Some of these studies have attempted a thorough account of modality, delineating the various uses of modal verbs and the kind of modality expressed by these verbs i.e. epistemic modality, deontic modality, etc. (see Lyons, 1977 and Kreidler, 1999, for instance). Other studies have attempted a detailed account of the uses of each modal verb in contextualized situations. Other related investigations include S. Choi's (1995) study of epistemic modals in cognitive development and H. Han's research on functional categories in generative grammar.

In their study of young children's comprehension of modal expressions, Byrnes and Duff (1989) assessed children's knowledge of how speakers use modal auxiliaries such as *might* and *have to* to indicate their degree of belief in the truth of their statements (epistemic modality), and to socially regulate behaviour (deontic modality). For the study, children aged 3 to 5 years were given two tasks. According to their results, even 3-year-old kids comprehend partial aspects of meaning of epistemic expressions. These results indicate metacognitive and social cognition ability not usually attributed to preschoolers.

Another study in applied linguistics by Gibbs (1990) illustrated a plateau effect which was noted in the performance of the secondary school subjects between four and six years of exposure to English. In the study seventy-five Panjabi-speaking pupils were assessed on their expression of the English modal auxiliaries *can*, *could*, *may*, and *might*.

Arabic EFL learners' acquisition of modals study by Saeed (2009) attempted to investigate the extent to which Arab EFL learners, who have studied English for as many as 12-14 years, have mastered the use of modals. The results of the study show that the performance of the students in both forms of the measuring instrument is remarkably low. The findings of the analysis revealed that Arab EFL learners encounter in recognizing and/or producing modals.

Researchers Lee (2012) and Palmer (2012) have been interested in the question of when different mood and modal elements are acquired in early childhood in different languages. This interest has stimulated discussion of theoretical issues regarding

pragmatic, semantic and syntactic processes in different developmental stages of child language.

Lee (2012) concerned with how early mood/modal elements, along with temporal/aspectual and other functional elements, are acquired in Korean. His study investigates in what order these mood/modality indicators are acquired and what aspects of cognitive and linguistic development the data illuminate.

Palmer (2012) stated that the modal systems describe a number of features, not only in the systems themselves, but also, for many languages, in the use of modal verbs and the association with possibility and necessity.

Palmer (2001) also classified modality in modal systems by examining modals in terms of Epistemic and Evidential and Deontic and Dynamic systems. The essential difference between these two types was that with epistemic modality speakers express their judgments about the factual status of the proposition, whereas with evidential modality they indicate the evidence they have for its factual status. The English examples the author put forward were of three kinds of (epistemic) judgment - speculative, deductive and assumptive. They may be regarded as examples of the typological categories Speculative, Deductive and Assumptive in English. Deontic and Dynamic are the two main types of Event modality. In the simplest terms the difference between them is that with deontic modality the conditioning factors are external to the relevant individual, whereas with dynamic modality they are internal. Thus deontic modality relates to obligation or permission, emanating from an external source, whereas dynamic modality relates to ability or willingness, which comes from the individual concerned.

Batchelor and Pountain (2012) studied over modal auxiliaries comparing English modal auxiliaries and Spanish modal auxiliaries. They indicate that English has a relatively large number of auxiliary verbs (eg will, would, may, might, shall, should, must, ought) and verbal expressions (to be to: 'we were to arrive at nine'; to have to: 'we had to go'). Their main function is to express intentions or opinions (commands, possibility, etc). There is no straightforward match between these and their Spanish equivalents: Spanish has a rather smaller number of auxiliary verbs (eg deber, poder, querer) and verbal expressions (tener que hacer algo, haber de hacer algo).

Jary and Kissine (2014) researched on the uses of modals and declared that modal verbs such as must and can have a number of possible uses. For example, must can express both obligation and certainty. These are not the only uses that these verbs

have. A large number of uses and uses in contexts have been identified for each of them, and for the other modals.

Hoye (2014) presented a descriptive study of the way modal adverbs are used in conjunction with modal auxiliary verbs. Different from other researchers studying on epistemic and deontic modal systems, he worked on modal-adverb collocations in English. He supports his study with examples in the relationship between modal verbs and their modal adverb collocates (as in 'S/He MAY POSSIBLY be joking') is referred to as that between a 'head' and its 'satellite' respectively. Besides, he examines the meanings of the central modal verbs (i.e. CAN/COULD, MAY/MIGHT, MUST, SHOULD/UGHT TO, WILL/ WOULD and SHALL) in terms of their epistemic/nonepistemic status, and how this influences which modal adverbs they may collocate with.

Some of the recent studies focused on modality in textbooks. One example of those was carried out by Bouhlal, Horst & Martini, (2018). They investigated modality in textbooks designed for learners of English by exploring the frequency and distribution of modal verbs in two corpora – one of authentic native-speaker language and a pedagogical one used by francophone learners of English in Quebec. Their analysis has two parts: the first part investigates distributional frequencies of nine central modals across the two corpora; the second explores and compares the semantics of four selected modal auxiliaries (must, can, may, and should) in the two corpora.

In another study by Imaizumi (2019), he aimed to visualize a conceptual space of “possibility” and its related meanings in English, Chinese, and Japanese, and discuss what scales are necessary to define the concept. The visualization was performed by semantic maps constructed by multi-dimensional scaling based on quantitative data of distance values between parallel clauses collected from a novel and its translations. Through an observation of the distributions on the three-dimensional maps, the three dimensions are interpreted as the scales of “event/speaker-orientation”, “controllability by an agent”, and “immediacy”, respectively. The distribution of the marked forms in each language on the maps shows that in English and Chinese, the dimension of speaker-orientation seems to be important to their semantic continuity, whereas in Japanese, the dimension of controllability is more essential to the semantic continuity.

Some researchers analyzed modal auxiliaries in embodied cognition, whereby ‘the learner [-speaker] could rely on associations between the movements of the body and the context in which words were spoken’. According to their view, Cognitive

Construction Grammar patterns have meanings that are independent from the meaning of main verbs. This has important consequences in that it leads to the assumption that the semantics of simple sentences depends largely on the meaning of argument structure constructions (Goldberg, 2006; Torres-Martínez, 2018).

Torres-Martínez, (2019) who also studies on applied cognitive construction grammar pursued a Construction Grammar characterization of English modal auxiliaries (e.g., can-could, must, have (got) to, should, ought to, need to, will-would) that seeks to add to established lexical approaches. It was argued that Construction Grammar could successfully account for underlying modality patterns in both linguistics and second language acquisition research. To that end, some of the tenets of Construction Grammar were highlighted by the author.

2.4. Defining English Modals

What we infer from Krashen and Terrell (1983), students learning a second language move through five predictable stages: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency. In speech emerge and basic stages, EFL learners have to learn not only vocabulary but also grammar and syntax of target language. One of the most prominent input/structure is auxiliary modals in the target language for EFL learners.

Auxiliary Modals convey different senses, including ability, possibility, request and permission, all of which are of paramount importance in daily communication. While modals tend to have straightforward meanings, they can possess different meanings depending on the context in which they occur. Kreidler (1999) states, “modal verbs have numerous subtleties in what they express in different contexts”. This, in fact, is one of the factors that render mastering modals a challenge for EFL learners.

Modal auxiliaries constitute not only one of the major and key grammatical categories in English but at the same time carry out basic and fundamental functions in communicating in English. The main function of modal verbs is to allow the speaker or writer to express their opinion of, or their attitude to, a situation. These attitudes and situations or contexts can cover a wide range of possibilities including obligation, asking for and giving permission, disapproval, advising, logical deduction, ability, possibility, necessity, absence of necessity and so on. The problem with each modal

verb is that it can have more than one meaning and the interpretation of a particular modal will depend heavily on the context in which it is being used.

A modal can convey more than one meaning. We are to explain in Table 1 and Table 2 English Modal Auxiliaries in order to see each modal verb function:

Table 2.

English Modal Auxiliaries and Their Functions

Function	Can	Could	May	Might	Must	Have to	Shall
Ability	*	*					
Suggesting/ Advising							*
Possibility	*	*	*	*	*		
Permission	*		*				*
Requesting	*	*					*
Prohibition	*				*	*	
Necessity					*		

Table 3.

English Modal Auxiliaries and Their Functions (continue)

Function	Ought to	Should	Would	Be to	able	Used to	Be do	to	Be supposed to do
Ability			*	*		*			
Suggesting/ Advising	*	*	*						
Possibility		*							
Permission			*						
Requesting			*						
Prohibition									
Necessity							*	*	

2.5. English Language Curriculums in Turkey

English language curriculums in Turkey are designed, changed revised in accordance with the general objectives of Turkish National Education as defined in the Basic Law of the National Education No. 1739, along with the Main Principles of Turkish National Education. In this section, two curriculums are presented due to the

fact that the students are instructed with two different curriculums throughout 2002-2018. These are Primary Schools Curriculum and Secondary Schools Curriculum.

2.5.1. 2013-2014 Primary Schools English Curriculum

This curriculum was designed and prepared by the National Education Ministry of Turkey, and was implemented for the 2nd-8th grades in 2013-2014 education and instruction year. The primary school students in Turkey are taught by this curriculum since 2013-2014 education term. And, still this syllabus is in use in the schools in Turkey. The English curriculum aims to develop some key competences such as communicative competences of learners in the target language English. This curriculum provides each grade a level in accordance with the Common European Framework with ten units around interrelated themes.

2.5.2. 2017-2018 Secondary Schools English Curriculum

This curriculum was designed and prepared by the National Education Ministry of Turkey, and was implemented for the 9th and 12th grades in 2017-2018 education and instruction year. The secondary school students in Turkey are taught English by this curriculum since 2017-2018 education term. And, still this curriculum is in use in the high schools in Turkey.

The curriculum has been designed in accordance with the descriptive and pedagogical principals of The Common European Framework of Reference for Languages (CEFR). Therefore, the language proficiency levels are reflected as A1, A2 (Basic Users) and B1, B2 (Independent Users). The target language (English) is seen as a vehicle for communication rather than a lesson to study.

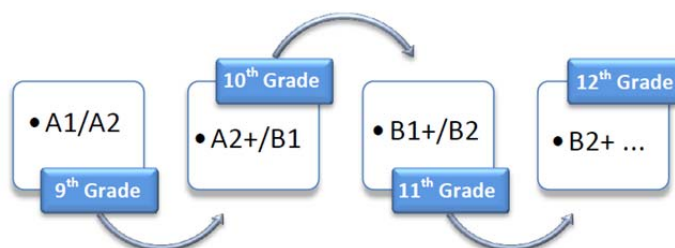


Figure 1. CEFR for the grades in Turkey

Source: taken from mufredat.meb.gov.tr, 2019

The students in Turkey are expected to be at A2 level at the end of 8th Grade according to the 2nd -8th Grade English Curriculum. 9th grade students are starting English classes as A1 level even though they have reached an A2 level in terms of CEFR by the end of 8th grade. There is only one distinction. 9th Grade A1 level can be more advanced in terms of some vocabulary and structures compared to A1 level in 2nd- 8th Grade English Syllabus. Students receive new input while they are revising the functions and themes that they might have been familiar with.

2.5.3. Modal Verbs in the English Curriculums in Turkey

Table 3,4,5,6,7,8 show modal verbs in the English Curriculums by the Turkish Ministry Of National Education for primary and secondary schools. The grades are from 4th to 9th grades corresponding A1 and A2 in CEFR. Modal Verbs stating in the syllabuses are seven English modals which are can, may, must, should, could, have to and would. The modal Verb can is taught in ability. The modal Verb may is taught in two functions: Permission and Possibility. The modal Verb must is taught in prohibition. The modal Verb have to is taught in prohibition. The modal Verb should is taught in advice. The modal Verb could is taught in request. The modal Verb would is taught in request.

Modal Verbs in the Syllabus for Primary and Secondary Schools by Turkish Ministry of National Education is shown in detail with sentences.

Table 4.

Modal Verbs in the Syllabus for grade 4

Grades(A1-A2)	Sample Usage in the Syllabus	Modal Verb
4 th	May I come in?	May(permission)
4 th	This is my guitar, and I can play it	Can(ability)
4 th	Would you like a sandwich?	Would(request)

Table 5.

Modal Verbs in the Syllabus for grade 5

Grades(A1-A2)	Sample Usage in the Syllabus	Modal Verb
5 th	Sorry, could you repeat that, please?	Could(request)
5 th	I must study.	Must(prohibition)
5 th	Can you ride a bicycle? — Yes, I can. — No, I can't, but s/he can.	Can(ability)

Table 6.

Modal Verbs in the Syllabus for grade 6

Grades(A1-A2)	Sample Usage in the Syllabus	Modal Verb
6 th	May I have some cheese?	May(request)
6 th	I don't understand. Could you repeat, please?	Could(request)
6 th	What can you do? — I can make dresses. I can cut.	Can(ability)
6 th	— We should recycle.	Should(advice)

Table 7.

Modal Verbs in the Syllabus for grade 7

Grades(A1-A2)	Sample Usage in the Syllabus	Modal Verb
7 th	She can play basketball well because she is taller than me.	Can(ability)
7 th	Could you give me an example?	Could(request)
7 th	Would you like some cake?	Would(request)
7 th	May I have a word with you?	May(request)
7 th	You should go to the police station if you need help.	Should(advice)
7 th	— We have to start using public transportation.	Have to(prohibition)
7 th	We must stop destroying forests.	Must(prohibition)
7 th	I may get married.	May(possibility)

Table 8.

Modal Verbs in the Syllabus for grade 8

Grades(A1-A2)	Sample Usage in the Syllabus	Modal Verb
8 th	Would you like some fruit juice?	Would(request)
8 th	Could you wait a moment, please?	Could(request)
8 th	Do you have to help around the house? — Well, I must help my mom to take care of my brothers.	Must(prohibition)
8 th	May I speak to...?	May(permission)
8 th	— I'm sorry, I can't follow you.	Can(ability)

Table 9.

Modal Verbs in the Syllabus for grade 9

Grades(A1-A2)	Sample Usage in the Syllabus	Modal Verb
9 th	Can you speak any English?	Can(ability)
9 th	In the event of an earthquake, you should take shelter under a table.	Should(advice)
9 th	You mustn't smoke in this area.	Must(prohibition)
9 th	Would you like to join us after iftar?	Would(request)

2.6. Conclusion

There are various studies on the second language acquisition in the literature. However, the studies focusing on the acquisition of English Modal Auxiliaries by monolinguals and bilinguals are few and any specific study that focus on the acquisition of English Modal Auxiliaries by monolinguals(Turkish) and bilinguals (Kurdish and Turkish) of EFL has not conducted in the literature. Moreover, as explained in the background of the study, any specific study that focus on L1 factor in the acquisition of English Modal Auxiliaries by monolinguals (Turkish) and bilinguals (Kurdish and Turkish) of EFL has not been conducted. This study will fill this gap in the literature. Finally, as this study has pedagogical implications, it will contribute to English Syllabus in Turkey in teaching of English Modal Auxiliaries for primary schools and 9th grade students.

CHAPTER III

METHODOLOGY

3.1. Introduction to Research Design

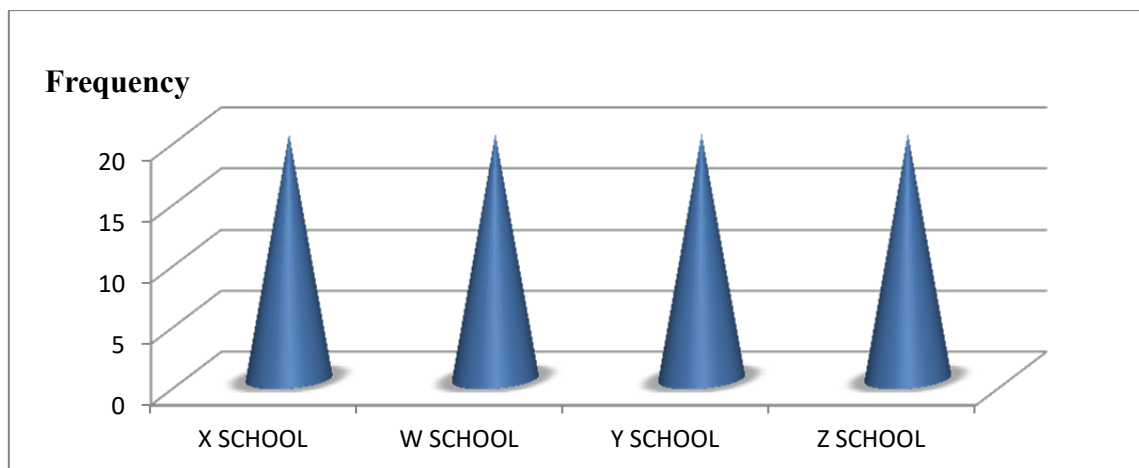
In order to design the research and research tool, the modals have been examined and the usages of them are specified. In the next phase, the English curriculum of National Education Ministry for Turkey was examined for the test with the aim of determining which modals are taught in the primary and secondary programs. Since the target participants are the students in 9th grade, the English syllabus of National Education Ministry for Turkey for the 9th grades was also examined. It has been discovered that the modal verbs used in primary, secondary and 9th grades are the same in terms of objectives. Therefore, 9th grades participants are acquainted with the modals in the questionnaire.

To test the research questions posed in the study the author will design a test that comprises two versions, one assessing student's ability to recognize the use of modals (recognition) and the other evaluating students' ability to use them (production). Production version corresponds to input while production version corresponds to output. This production is a low level production. The recognition part of the test comprised 24 multiple choice items where participants were instructed to choose the best answer. In the production part, the subjects were asked to fill in the gaps with appropriate answers from a list of options written on the top of the test. The 24 contextualized items in each version of the test attempts to test the major functions of modals: prohibition, possibility, ability, permission, requesting, and suggesting /advising. The reason for this is that Modal Verbs by the Turkish Ministry of National Education for primary and secondary schools passing in the syllabuses are seven English modals which are can, may, must, have to, should, could, and would. The modal Verb can is taught in ability. The modal Verb may is taught in two functions: Permission and Possibility. The modal Verb must is taught in prohibition. The modal Verb have to is taught in prohibition. The modal Verb should is taught in advice. The modal Verb could is taught in request. The modal Verb would is taught in request. Therefore, to assess each function, three contextualized items were used in the test.

3.2. Setting and Participants

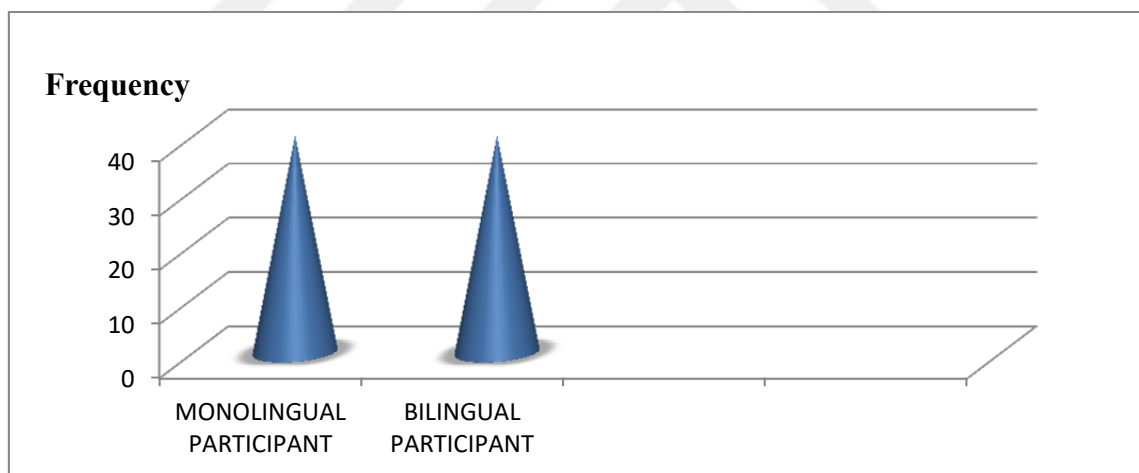
The population of the research is the students in Batman with a number of 170.935. There are eighty participants who are currently at 9th grade in an Anatolian high school in this study, which constitute the research sampling. Forty of the participants are monolingual learners who are learning English as a second language; the other forty participants are bilingual learners who are learning English as a second language. The participants are at the age of fifteen, fourteen, thirteen years old. Monolingual participants can speak Turkish; whereas bilingual participants can speak Turkish and Kurdish. Monolingual participants are exposed to Turkish from birth and bilingual participants are exposed to Kurdish and Turkish from birth. Monolingual participants use Turkish both in indoor and outdoor activities. Bilingual participants use Turkish at school and Kurdish outside school. The participants have been learning English since primary school. However, both monolingual and bilingual participants are not able to use English at home and outside. They are being taught English according to National Education Ministry English Syllabus at school. They take four English lesson hours per a week.

These 80 students were not randomly selected; they were selected from the 9th grade Anatolian High Schools. Two high schools admit students by High School Entrance Exam (HSEE) scores and the others are receiving students without HSEE scores. The participants were given instructions on how to fill in the test and information on the research aim. At the same time, as a warm up the participants were informed on the test procedure. The author gave information on the modals, which they were going to be encountered with. The questions from the participants were replied. When all the participants stated that they were ready, the test forms were delivered to the participants. Participants who were willingly accepted to take part in the study were invited to fill the test. The test had two versions: one writing the modal and the other was choosing the modals. The participants were given enough time and were encouraged to respond to each item in the test. However, some subjects submitted incomplete answers. Totally, eighty students participated in tests used to assess eight English modal verbs. For this study, the school names will be represented by X, W, Y, Z letters. X is Batman Yahya Kemal Beyatlı Anatolian High School, W is İluh Anatolian High School, Y is Türk Telekom Anatolian High School, and Z is Batman Anatolian High School.



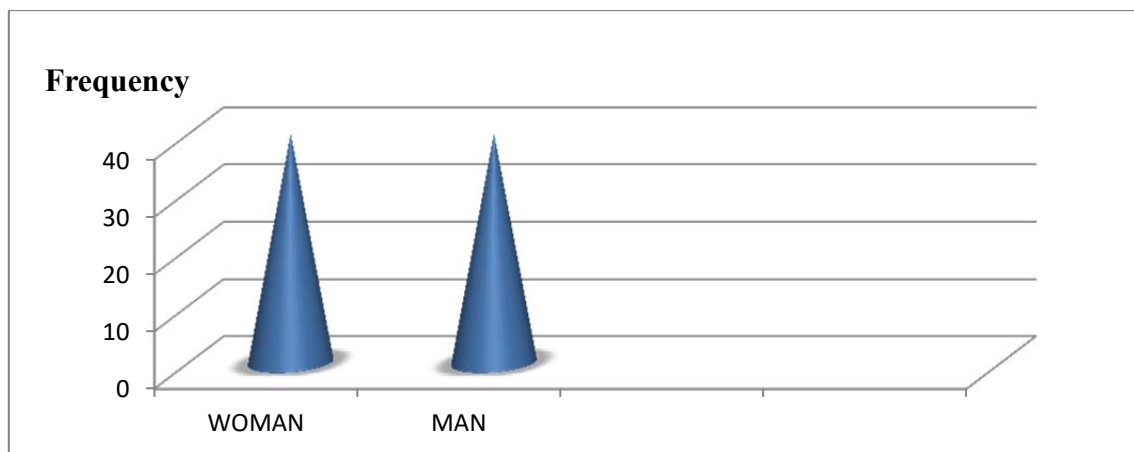
Graphic 1. Students participating in the research according to schools

When Graphic 1 is analyzed, an equal number of twenty students from four different high schools participated in this study. Because of this equality, the success level of all four high schools was not affected by the difference in the number of participants in terms of high schools.



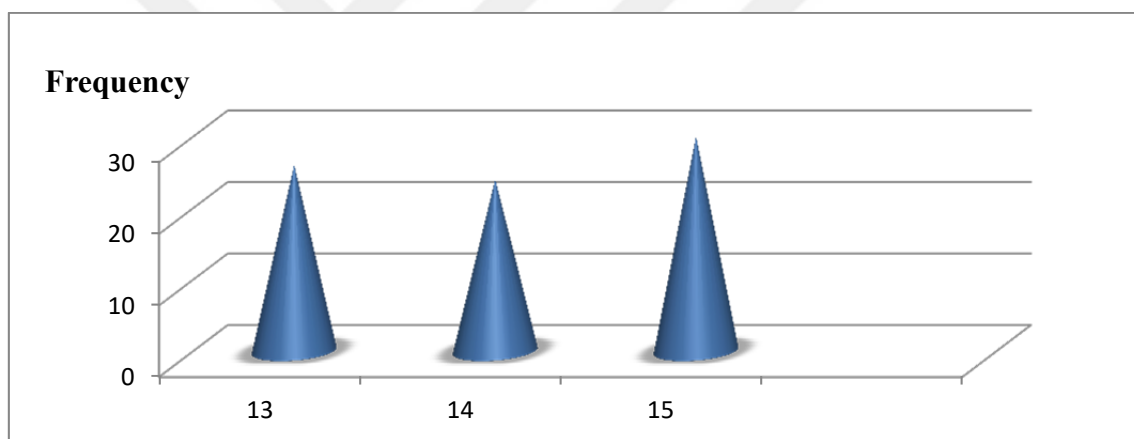
Graphic 2. Participating students according to the number of languages they speak

When Graphic 2 is analyzed, it is seen that forty participants are monolingual and 20 participants are bilingual.



Graphic 3. Students participating in the research according to gender

When Graphic 3 is examined, it is seen that forty participants were women and forty participants were men.



Graphic 4. Age of the students participating in the research

When Graphic 4 is examined, twenty-six participants aged thirteen, twenty-four participants aged fourteen and thirty participants aged fifteen participated in the study.

3.3. Instruments

3.3.1. Survey Test

To test the questions posed in the study the author designed a test that comprises two versions, one assessing student's ability to recognize the use of modals (recognition) and the other gauging students' ability to use them (production). The recognition part of the test comprised 24 multiple choice items where subjects were

instructed to choose the best answer. In the production part, the subjects were asked to fill in the gaps with appropriate answers from a list of options written on the top of the test. The 24 contextualized items in each version of the test attempted to test the major functions of modals: possibility, ability, permission/offering, requesting, and suggesting /advising. Each of these functions of modals is represented/measured by three questions in both tests. As there are eight English modals in the curriculum of Turkey for young learners (A1-A2), all eight modals are represented by twenty four language usages in the tests which delivered to the participants.

The following Table 10 shows the distribution of the eight modals in the test based on their function:

Table 10.

Distribution of the modals and their functions in the tests

Function-Modal	Item Number in the Tests		
Ability -can	6	11	12
Possibility-may	2	8	19
Permission- may	4	17	20
Requesting-could	1	3	24
Request -would	7	16	22
Advising- should	5	13	15
Prohibition- must	9	10	14
Prohibition-have to	18	21	23

The two versions of the test were given to three EFL teachers of English – who has a Foreign Language Exam score over 90 – to comment on the accuracy of the context created for each item. One of these three EFL teachers of English has been teaching English in primary school for seven and the other two for seven years. They also give special courses for the high school entrance exam. They were asked to complete both versions in order to see if there were any items that would allow more than one answer or revision. Their comments were integrated into the test before distributing it to the subjects of the study.

3.4. Data Analysis Procedure

The students' responses were examined and each correct answer in both the recognition and production versions of the test was given a grade of 1. Wrong responses

were given 0. Percentages of the correct responses were calculated and each function was rank ordered based on the position it occupied on the scale of difficulty. Similarly, percentages of responses to the individual modals were calculated and each modal was rank ordered on the scale of difficulty based on the number of correct answers it received. As mentioned above, attempts were made to make sure that the choices in the recognition version of the test were clear and only one option would be the appropriate response given the context tailored for each situation. However, this was rather difficult in the production version. That is, with a group of choices at the top of the test, some subjects filled in the gaps of certain situations with more than one modal. This was mainly due to the overlapping nature of the functions of modals. Let's consider the following example in the curriculum and test:

May I speak to Shelia? and Can I speak to Shelia?

In this instance, both modals May and Can can be used and are accepted as true in this research in multiple question tests in recognition version of the test. Modals May and Can are accepted as true in this research in production version of the test.

Two tests were composed so as to assess learners' English modal verbs acquisition. Data elicited consist of one pre test which was applied prior to modal verbs instruction and one post test which was applied after modal verbs instruction. Next, data were calculated by SPSS 17 program. Crosstabs were utilized so as to retrieve information. Mean scores of the participants were measured and compared. At the same time, one way Anova analysis and The Mann Whitney U test were applied in this study.

3.5. Research Design

This research is a quantitative research. Moreover, it is a comparative study since it compares monolingual and bilingual learners' modal verbs of English acquisition process. In terms of the analysis it gives descriptive analysis. There are variables in studies. Dependent variable is modal and independent variables are gender, bilingualism, age and school in this study. The number of the groups, state of the groups, pre-assumptions and the tests that are to be used are vital in designing research.

Measure (optimal)	One-sample	Two groups		Three or more groups	
		Independent	Related/ matched	Independent	Related/ matched
Interval/ratio	z-test t-test ($n < 30$)	t-tests	t_{related} -test	One-way ANOVA Factorial ANOVA	Randomized block ANOVA ANCOVA (Analysis of covariance)
Ordinal	Kolmogorov–Smirnov test	Kolmogorov–Smirnov test Wilcoxon–Mann–Whitney test	Wilcoxon signed ranks test	Kruskal–Wallis one-way analysis of variance	Freidman two-way analysis of variance by ranks
Nominal	χ^2 -test goodness-of-fit	χ^2 -test, $k \times 2$ table	McNemar change test	χ^2 -test for $m \times k$ tables	Cochran Q-test

Figure 2. Parametric and Non parametric tests

Source: taken from Understanding Social Science Research by Thomas.R.Black, (2002).

Figure 2 displays parametric and non parametric tests. One way anova and Mann Whitney U test were used so as to get data through the test consisting of two versions by these tests.

3.6. Limitations of the Study

The present survey study has a number of limitations. Most importantly, informants were chosen by means of convenience sampling rather than by a randomised selection process. Therefore, the participants were chosen to be half monolingual and the other half as bilingual. In addition, the participants are selected from the 9th grades. The types of the schools are the same (Anatolian High Schools) however two of them are enrolling students by High School Entrance Exam scores, the other two schools do not enrolling students with High School Entrance Exam scores.

Another limitation of the study is that the participants were determined to be monolingual and bilingual. These participants are instructed with two English programs by the National Education Ministry of Turkey. Therefore, the English modals used in the test were limited with these curricula. Owing to this fact, the test possesses eight modals, not all the English modals. The results of the present study might therefore be skewed towards modals in the curriculum mentioned.

CHAPTER IV

FINDINGS

4.1. Introduction to survey's findings and analysis

This study aims to investigate why some learners acquire modal auxiliaries more easily and faster than the others; which modal auxiliary verbs are more challenging for monolingual and bilingual EFL learners; the role of L1 transfer in the acquisition of English modal auxiliary verbs by EFL learners; whether the languages students already know have any effect on the process of acquisition or not. In order to retrieve data, participants' responses for tests exported to SPSS Statistics, Version 17 (2010). SPSS was used to conduct a number of analyses in order to test possible associations between particular items such as the participants' gender, their school type, spoken languages, and age. Crosstabs, one way Anova, The Mann Whitney U test and mean scores were dragged by SPSS to cast light on the acquisition of English Modal Auxiliary Verbs by monolingual and bilingual learners of EFL.

A *crosstab* is a table showing the relationship between two or more variables. Therefore, in this study of acquisition of English Modal Auxiliary Verbs by monolingual and bilingual learners of EFL, a researcher designed a crosstab so as to compare the data. Analyses related to acquisition of English Modal Auxiliary Verbs by monolingual and bilingual learners of EFL have been made below each crosstab.

A one way ANOVA is used to compare three means from two independent (unrelated) groups using the F-distribution. Therefore, in this study of acquisition of English Modal Auxiliary Verbs by monolingual and bilingual learners of EFL, one way Anova is used so as to compare the data. Analyses related to acquisition of English Modal Auxiliary Verbs by monolingual and bilingual learners of EFL have been made below each one way Anova analysis.

The Mann-Whitney U test is the nonparametric equivalent to the independent t-test and the appropriate analysis to compare differences that come from the same population when the dependent variable is ordinal (Morgan, Leech & Barrett, 2007).

4.2. Findings on the Acquisition of Modal Verbs by Monolinguals and Bilinguals

In this subcategory of findings, data on acquisition of modal verbs by monolingual and bilingual learners is illustrated. In addition to this, each table gives information on the type of test, English Auxiliary Verb, the number of monolingual and bilingual learners and their correct and incorrect responses.

Table 11.

Acquisition of Can

Production Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	N	%	N	%	N	%	N	%
6	10	52.6	28	47.5	9	47.4	31	52.5
11	12	63.2	25	43.9	7	36.8	32	56.8
12	11	47.8	26	48.1	12	52.2	28	51.9

When Table 11 is examined, among the answers given to the 6th question of the production version of the test, 10 monolingual participants answered the question incorrectly (52.6%) while 9 bilingual participants answered this question incorrectly (47.4%). While 28 monolingual participants answered the same question correctly (47.5%), 31 bilingual participants answered it correctly (52.5%). According to these results, it can be said that bilingual participants were more successful.

When Table 11 is examined, among the answers given to the 11th question of the production version of the test, 12 monolingual participants answered the question incorrectly (63.2%) while 7 bilingual participants answered this question incorrectly (36.8%). While 25 monolingual participants answered the same question correctly (43.9%), 32 bilingual participants answered it correctly (56.8%). According to these results, bilingual participants were more successful.

When Table 11 is examined, 11 monolingual participants answered the question incorrectly (47.8%) while 12 bilingual participants (52.2%) answered the 12th question of the production version of the test. While 26 monolingual participants answered the same question correctly (48.1%), 28 bilingual participants answered it correctly

(51.9%). According to these results, it can be said that bilingual participants were more successful.

Table 12.

Acquisition of May (possibility)

Production Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	Items/May Possibility	N	%	N	%	N	%	N
2	20	58.8	19	42.2	14	41.2	26	57.8
8	21	52.5	17	44.7	19	47.5	21	55.3
19	16	51.6	21	46.7	15	48.4	24	53.3

When Table 12 is examined, 20 monolingual participants answered the second question in the production version of test incorrectly (58.8%) while 14 bilingual participants answered this question incorrectly (41.2%). While 19 monolingual participants answered the same question correctly (42.2%), 26 bilingual participants answered it correctly (57.8%). According to these results, it can be said that bilingual participants were more successful.

When Table 12 is examined, among the answers given to the 8th question of the production version of the test, 21 monolingual participants answered the question incorrectly (52.5%), while 19 bilingual participants answered this question incorrectly (47.5%). While 17 monolingual participants answered the same question correctly (44.7%), 21 bilingual participants answered it correctly (55.3%). According to these results, it can be said that bilingual participants were more successful.

When Table 12 is examined, among the answers given to the 19th question of the production version of the test, 16 monolingual participants answered the question incorrectly (51.6%), while 15 bilingual participants answered this question incorrectly (48.4%). While 21 monolingual participants answered the same question correctly (46.7%), 24 bilingual participants answered it correctly (53.3%). According to these results, bilingual participants can be said to be more successful.

Table 13.

Acquisition of May (permission)

Production Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	Items/May Permission	N	%	N	%	N	%	N
4	21	47.7	18	51.4	23	52.3	17	48.6
17	12	54.5	24	45.3	10	45.5	29	54.7
20	18	48.6	19	48.7	19	51.4	20	51.3

When Table 13 is examined, while 21 respondents answered the question incorrectly (47.7%) among the answers given to question 4 of the production version of the test (23.6%), 23 participants answered the question incorrectly (52.3%). While 18 monolingual participants answered the same question correctly (51.4%), 17 bilingual participants answered it correctly (48.6%). According to these results, multilingual participants can be said to be more successful. However, this achievement is not a significant difference.

When Table 13 is examined, among the answers given to question 17 of the production version of the test, 12 monolingual participants answered the question incorrectly (54.5%), while 10 bilingual participants answered this question incorrectly (45.5%). While 24 monolingual participants answered the same question correctly (45.3%), 29 bilingual participants answered it correctly (54.7%). According to these results, it can be said that bilingual participants were more successful.

When Table 13 is examined, among the answers given to the 20th question of the production version of the test, 18 monolingual participants answered the question incorrectly (48.6%), while 19 bilingual participants answered this question incorrectly (51.4%). While 19 monolingual participants answered the same question correctly (48.7%), 20 bilingual participants answered it correctly (51.3%). According to these results, it can be said that bilingual participants answered more questions correctly.

Table 14.

Acquisition of Could

Production Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	Items/	Could						
	N	%	N	%	N	%	N	%
1	18	51.4	20	46.5	17	48.6	23	53.5
3	23	57.5	16	41.0	17	42.5	23	59.0
24	18	54.5	19	44.2	15	45.5	24	55.8

When Table 14 is examined, 18 monolingual participants answered the question 1 in the production version of test incorrectly (51.4%), while 17 bilingual participants answered it incorrectly (48.6%). While 20 monolingual participants answered the same question correctly (46.5%), 23 bilingual students answered it correctly (53.5%). According to these results, it can be said that bilingual participants were more successful.

When Table 14 is examined, among the answers given to question 3 of the production version of the test, 23 monolingual participants answered the question incorrectly (57.5%), while 17 bilingual participants answered it incorrectly (42.5%). While 16 monolingual participants answered the same question correctly (41.0%), 23 bilingual participants answered it correctly (59.0%). According to these results, it can be said that bilingual participants were more successful.

When Table 14 is examined, among the answers given to the 24th question of the production version of the test, 18 monolingual participants answered the question incorrectly (54.5%), while 15 bilingual participants answered this question incorrectly (45.5%). While 19 monolingual participants answered the same question correctly (44.2%), 24 bilingual participants answered it correctly (55.8%). According to these results, it can be said that bilingual participants were more successful.

Table 15.

Acquisition of Would

Production Test	Monolingual Learners				Bilingual Learners			
Items/Would	Incorrect		Correct		Incorrect		Correct	
	N	%	N	%	N	%	N	%
7	17	51.5	21	47.7	16	48.5	23	52.3
16	15	48.4	22	48.9	16	51.6	23	51.1
22	17	48.6	20	48.8	18	51.4	21	51.2

When Table 15 is analyzed, among the answers given to the 7th question of the production version of the test, 17 monolingual participants answered the question incorrectly (51.5%), while 16 bilingual participants answered this question incorrectly (48.5%). While 21 monolingual participants answered the same question correctly (47.7%), 23 bilingual participants answered it correctly (52.3%). According to these results, it can be said that bilingual participants were more successful.

When Table 15 is examined, among the answers given to the 16th question of the production version of the test, 15 monolingual participants answered the question incorrectly (48.4%), while 16 bilingual participants answered this question incorrectly (51.6%). While 22 monolingual participants answered the same question correctly (48.9%), 23 bilingual participants answered it correctly (51.1%). According to these results, it can be said that monolingual and bilingual participants are similar in terms of success.

When Table 15 is examined, among the answers given to question 22 of the production version of the test, 17 monolingual participants answered the question incorrectly (48.6%), while 18 bilingual participants answered this question incorrectly (51.4%). While 20 monolingual participants answered the same question correctly (48.8%), 21 bilingual participants answered it correctly (51.2%). According to these results, it can be said that monolingual and bilingual participants were similar in terms of success.

Table 16.

Acquisition of Should

Production Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	N	%	N	%	N	%	N	%
5	13	43.3	25	52.1	17	42.5	23	47.9
13	16	44.4	20	50.0	20	55.6	20	50.0
15	17	45.9	18	48.6	20	54.1	19	51.4

When Table 16 is examined, among the answers given to the 5th question of the production version of the test, 13 monolingual participants answered the question incorrectly (43.3%), while 17 bilingual participants answered this question incorrectly (42.5%). While 25 monolingual participants answered the same question correctly (52.1%), 23 bilingual participants answered it correctly (47.9%). According to these results, monolingual participants can be said to be more successful.

When Table 16 is examined, among the answers given to question 13 of the production version of the test, 16 monolingual participants answered the question incorrectly (44.4%), while 20 bilingual participants answered it incorrectly (55.6%). While 20 monolingual participants answered the same question correctly (50.0%), 20 bilingual participants answered it correctly (50.0%). According to these results, monolingual participants can be said to be more successful.

When Table 16 is examined, among the answers given to the 15th question of the production version of the test, 17 monolingual participants answered the question incorrectly (45.9%), while 20 participants who were bilingual (54.1%) answered this question incorrectly. While 18 monolingual participants answered the same question correctly (48.6%), 19 bilingual participants answered it correctly (51.4%). According to these results, it can be said that both participants were nearly similar in terms of success.

Table 17.

Acquisition of Must

Production Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	N	%	N	%	N	%	N	%
9	18	60	18	40.9	12	40	26	59.1
10	20	52.6	16	42.1	18	47.4	22	57.9
14	21	48.8	16	48.5	22	51.2	17	51.5

When Table 17 is examined, 18 monolingual participants answered the question incorrectly (60%) among the answers given to the 9th question of the production version of the test, while 12 bilingual participants answered the question incorrectly (40%). While 18 monolingual participants answered the same question correctly (40.9%), 26 bilingual participants answered it correctly (59.1%). According to these results, it can be said that bilingual participants were more successful.

When Table 17 is examined, 20 monolingual participants answered the question incorrectly (52.6%) among the answers given to the 10th question of the production version of the test, while 18 bilingual participants answered the question incorrectly (47.4%). While 16 monolingual participants answered the same question correctly (42.1%), 22 bilingual participants answered it correctly (57.9%). According to these results, it can be said that bilingual participants were more successful.

When Table 17 is examined, among the answers given to question 14 of the production version of the test, 21 monolingual participants answered the question incorrectly (48.8%), while 22 bilingual participants answered it incorrectly (51.2%). While 16 monolingual participants answered the same question correctly (48.5%), 17 bilingual participants answered it correctly (51.5%). According to these results, it can be said that both participants were similar in terms of success.

Table 18.

Acquisition of Have to

Production Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	N	%	N	%	N	%	N	%
18	15	41.7	21	53.8	21	58.3	18	46.2
21	18	43.9	18	52.9	23	56.1	16	47.1
23	16	44.4	21	52.5	20	55.6	19	47.5

When Table 18 is examined, among the answers given to the 18th question of the production version of the test, 15 monolingual participants answered the question incorrectly (41.7%), while 21 bilingual participants answered the question incorrectly (58.3%). While 21 monolingual participants answered the same question correctly (53.8%), 18 bilingual participants answered it correctly (46.2%). According to these results, monolingual participants can be said to be more successful.

When Table 18 is analyzed, among the answers given to the 21st question of the production version of the test, 18 monolingual participants answered the question incorrectly (43.9%), while 23 bilingual participants answered it incorrectly (56.1%). While 18 monolingual participants answered the same question correctly (52.9%), 16 bilingual participants answered it correctly (47.1%). According to these results, bilingual participants can be said to be more successful.

When Table 18 is examined, among the answers given to the 23rd question of the production version of the test, 16 monolingual participants answered the question incorrectly (44.4%), while 20 bilingual participants answered it incorrectly (55.6%). While 21 monolingual participants answered the same question correctly (52.5%), 19 bilingual participants answered it correctly (47.5%). According to these results, monolingual participants can be said to be more successful.

Table 19.

Acquisition of Can

Recognition Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	N	%	N	%	N	%	N	%
6	20	54.1	19	46.3	17	45.9	22	53.7
11	11	64.7	29	46.0	6	35.3	34	54.0
12	12	52.2	27	48.2	11	47.8	29	51.8

When Table 19 is examined, among the answers given to the 6th question of the recognition version of the test, 20 monolingual participants answered the question incorrectly (54.1%) and 17 bilingual participants answered it incorrectly (45.9%). While 19 monolingual participants answered the same question correctly (46.3%), 22 bilingual participants answered it correctly (53.7%). According to these results, it can be said that bilingual participants were more successful.

When Table 19 is examined, among the answers given to the 11th question of the recognition version of the test, 11 monolingual participants answered the question incorrectly (64.7%), while 6 bilingual participants answered this question incorrectly (35.3%). While 29 monolingual participants answered the same question correctly (46.0%), 34 bilingual participants answered it correctly (54.0%). According to these results, it can be said that bilingual participants were more successful.

When Table 19 is examined, among the answers given to the 12th question of the recognition version of the test, 12 monolingual participants answered the question incorrectly (52.2%), while 11 bilingual participants answered this question incorrectly (47.8%). While 27 monolingual participants answered the same question correctly (48.2%), 29 bilingual participants answered it correctly (51.8%). According to these results, it can be said that bilingual participants were more successful.

Table 20.

Acquisition of May (possibility)

Recognition Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
Items/May Possibility	N	%	N	%	N	%	N	%
2	20	54.1	18	43.9	17	45.9	23	56.1
8	21	52.5	18	46.2	19	47.5	21	53.8
19	18	50.0	20	47.6	18	50.0	22	52.4

When Table 20 is examined, among the answers given to the 2nd question of the recognition version of the test, 20 monolingual participants answered the question incorrectly (54.1%), while 17 bilingual participants answered it incorrectly (45.9%). While 18 monolingual participants answered the same question correctly (43.9%), 23 bilingual participants answered it correctly (56.1%). According to these results, it can be said that bilingual participants were more successful.

When Table 20 is examined, among the answers given to the 8th question of the recognition version of the test, 21 monolingual participants answered the question incorrectly (52.5%), while 19 bilingual participants answered this question incorrectly (47.5%). While 18 monolingual participants answered the same question correctly (46.2%), 21 bilingual participants answered it correctly (53.8%). According to these results, it can be said that bilingual participants were more successful.

When Table 20 is examined, among the answers given to the 19th question of the recognition version of the test, 18 monolingual participants answered the question incorrectly (50.0%), while 18 bilingual participants answered this question incorrectly (50.0%). While 20 monolingual participants answered the same question correctly (47.6%), 22 bilingual participants answered it correctly (52.4%). According to these results, it can be said that bilingual participants were more successful.

Table 21.

Acquisition of May (permission)

Recognition Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
Items/May Permission	N	%	N	%	N	%	N	%
4	19	45.2	21	58.3	23	54.8	15	41.7
17	18	47.4	21	51.2	20	52.6	20	48.8
20	17	42.5	20	54.1	23	57.5	17	45.9

When Table 21 is examined, among the answers given to question 4 of the recognition version of the test, 19 monolingual participants answered the question incorrectly (45.2%), while 23 bilingual participants answered this question incorrectly (54.8%). While 21 monolingual participants answered the same question correctly (58.3%), 15 bilingual participants answered it correctly (41.7%). According to these results, monolingual participants can be said to be more successful.

When the Table 21 is analyzed, among the answers given to the 17th question of the recognition version of the test, 18 monolingual participants answered the question incorrectly (47.4%), while 20 bilingual participants answered this question incorrectly (52.6%). While 21 monolingual participants answered the same question correctly (51.2%), 20 bilingual participants answered it correctly (48.8%). According to these results, monolingual participants can be said to be more successful.

When Table 21 is examined, among the answers given to the 20th question of the recognition version of the test, 17 monolingual participants answered the question incorrectly (42.5%), while 23 bilingual participants answered this question incorrectly (57.5%). While 20 monolingual participants answered the same question correctly (54.1%), 17 bilingual participants answered it correctly (45.9%). According to these results, monolingual participants can be said to be more successful.

Table 22.

Acquisition of Could

Recognition Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	N	%	N	%	N	%	N	%
1	14	48.3	23	47.9	15	51.7	25	52.1
3	14	46.7	25	51.0	16	53.3	24	49.0
24	22	56.4	16	41.0	17	43.6	23	59.0

When Table 22 is examined, among the answers given to question 1 of the recognition version of the test, 14 monolingual participants answered the question incorrectly (48.3%), while 15 bilingual participants answered the question incorrectly (51.7%). While 23 monolingual participants answered the same question correctly (47.9%), 25 bilingual participants answered it correctly (52.1%). According to these results, it can be said that bilingual participants were more successful.

When Table 22 is examined, among the answers given to the third question of the recognition version of the test, 14 monolingual participants answered the question incorrectly (46.7%), while 16 bilingual participants answered this question incorrectly (53.3%). While 25 monolingual participants answered the same question correctly (51.0%), 24 bilingual participants answered it correctly (49.0%). According to these results, monolingual participants can be said to be more successful.

When Table 22 is examined, 22 monolingual respondents answered the question incorrectly (56.4%) among the answers given to the 24th question of the recognition version of the test, while 17 bilingual respondents answered the question incorrectly (43.6%). While 16 monolingual participants answered the same question correctly (41.0%), 23 bilingual participants answered it correctly (59.0%). According to these results, it can be said that bilingual participants were more successful.

Table 23.

Acquisition of Would

Recognition Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	Items/Would	N	%	N	%	N	%	N
7	14	56.0	24	45.3	11	44.0	29	54.7
16	11	45.8	28	51.9	13	54.2	26	48.1
22	18	51.4	19	46.3	17	48.6	22	53.7

When Table 23 is examined, among the answers given to question 7 of among the answers given to the 5th question of the recognition version of the test, 14 monolingual participants answered the question incorrectly (56.0%) and 11 bilingual participants answered the question incorrectly (44.0%). While 24 monolingual participants answered the same question correctly (45.3%), 29 bilingual participants answered it correctly (54.7%). According to these results, it can be said that bilingual participants were more successful.

When Table 23 is analyzed, among the answers given to the 16th question of the recognition version of the test, 11 monolingual participants answered the question incorrectly (45.8%), while 13 bilingual participants answered it incorrectly (54.2%). While 28 monolingual participants answered the same question correctly (51.9%), 26 bilingual participants answered it correctly (48.1%). According to these results, it can be said that bilingual participants were more successful.

When Table 23 is examined, among the answers given to the 22nd question of the recognition version of the test, 18 monolingual participants answered the question incorrectly (51.4%), while 17 bilingual participants answered it incorrectly (48.6%). While 19 participants answered the same question correctly (46.3%), 22 bilingual participants answered it correctly (53.7%). According to these results, it can be said that bilingual participants were more successful.

Table 24.

Acquisition of Should

Recognition Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	N	%	N	%	N	%	N	%
5	19	59.4	20	43.5	13	40.6	26	56.5
13	20	62.5	18	39.1	12	37.5	28	60.9
15	20	54.1	18	43.9	17	45.9	23	56.1

When Table 24 is examined, among the answers given to the 5th question of the recognition version of the test, 19 monolingual participants answered the question incorrectly (59.4%), while 13 bilingual participants answered this question incorrectly (40.6%). While 20 monolingual participants answered the same question correctly (43.5%), 26 bilingual participants answered it correctly (56.5%). According to these results, it can be said that bilingual participants were more successful.

When Table 24 is examined, among the answers given to the 13th question of the recognition version of the test, 20 monolingual participants answered the question incorrectly (62.5%), while 12 bilingual participants answered this question incorrectly (37.5%). While 18 monolingual participants answered the same question correctly (39.1%), 28 bilingual participants answered it correctly (60.9%). According to these results, it can be said that bilingual participants were more successful.

When Table 24 is examined, among the answers given to the 15th question of the recognition version of the test, 20 monolingual participants answered the question incorrectly (54.1%), while 17 bilingual participants answered this question incorrectly (45.9%). While 18 monolingual participants answered the same question correctly (43.9%), 23 bilingual participants answered it correctly (56.1%). According to these results, it can be said that bilingual participants were more successful.

Table 25.

Acquisition of Must

Recognition Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	N	%	N	%	N	%	N	%
9	17	50	22	50	17	50	22	50
10	15	44.1	23	52.3	19	55.9	21	47.7
14	20	51.3	19	47.5	19	48.7	21	52.5

When Table 25 is analyzed, among the answers given to the 9th question of the recognition version of the test, 17 monolingual participants answered the question incorrectly (50%) and 17 bilingual participants answered this question incorrectly (50%). While 22 monolingual participants answered the same question correctly (50%), 22 bilingual participants answered it correctly (50%). According to these results, the success rates of monolingual and bilingual participants are equal.

When Table 25 was examined, among the answers given to the 10th question of the recognition version of the test, 15 monolingual participants answered the question incorrectly (44.1%), while 19 bilingual participants answered this question incorrectly (55.9%). While 23 monolingual participants answered the same question correctly (52.3%), 21 bilingual participants answered it correctly (47.7%). According to these results, monolingual participants can be said to be more successful.

When Table 25 is examined, among the answers given to the 14th question of the recognition version of the test, 20 monolingual participants answered the question incorrectly (51.3%) while 19 bilingual participants answered this question incorrectly (48.7%). While 19 monolingual participants answered the same question correctly (47.5%), 21 bilingual participants answered it correctly (52.5%). According to these results, it can be said that bilingual participants were more successful.

Table 26.

Acquisition of Have to

Recognition Test	Monolingual Learners				Bilingual Learners			
	Incorrect		Correct		Incorrect		Correct	
	N	%	N	%	N	%	N	%
18	15	40.5	22	55.0	22	59.5	18	45.0
21	17	42.5	20	54.1	23	57.5	17	45.9
23	18	46.2	21	52.5	21	53.8	19	47.5

When Table 26 is examined, among the answers given to the 18th question of the recognition version of the test, 15 monolingual participants answered the question incorrectly (40.5%), while 22 bilingual participants answered this question incorrectly (59.5%). While 22 monolingual participants answered the same question correctly (55.0%), 18 bilingual participants answered it correctly (45.0%). According to these results, monolingual participants can be said to be more successful.

When Table 26 is examined, among the answers given to the 21st question of the recognition version of the test, 17 monolingual participants answered the question incorrectly (42.5%), while 23 bilingual participants answered this question incorrectly (57.5%). While 20 monolingual participants answered the same question correctly (54.1%), 17 bilingual participants answered it correctly (45.9%). According to these results, monolingual participants can be said to be more successful.

When Table 26 is examined, among the answers given to the 23rd question of the recognition version of the test, 18 monolingual participants answered the question incorrectly (46.2%), while 21 bilingual participants answered this question incorrectly (53.8%). While 21 monolingual participants answered the same question correctly (52.5%), 19 bilingual participants answered it correctly (47.5%). According to these results, monolingual participants can be said to be more successful.

4.3. Findings on the Challenge of Modal Verbs by Monolingual Learners

In this subcategory of findings, each table gives information on the type of test, English Auxiliary Verb, the number of monolingual learners and their correct and incorrect responses so as to analyse which English Modal Auxiliary Verbs are

challenging and not challenging for monolingual learners of EFL. Challenging in this research question is a concept used to describe which English modals are difficult to acquire by monolingual learners of EFL. In the literature, there are no specific criteria defining level of difficulty. In this study, the researcher set a level according to the responses within the participants. For example, if average correct rates are over 70, this is easy; if average correct rates are between 60 and 70, this is medium; if average correct rates are below 60, this is accepted as difficult since sixty percentage corresponds to twenty four correct answers by the participants, which is approximately half of the participants. Therefore, if the average of the responses is not able to reach the determined bar, the modal in question is portrayed as challenging in the study.

Table 27.

Challenge of Can

Production Test Recognition Test	Monolingual Learners			
	Incorrect		Correct	
	N	%	N	%
Items/Can				
6	10	25	28	70
11	12	30	25	62.5
12	11	27.5	26	65
6	20	50	19	47.5
11	11	27.5	29	72.5
12	12	30	27	67.5
Average (rounded)	13	32	26	64

According to Table 27 English modal auxiliary Can cannot be described as challenging for monolingual learners of EFL learners. The participants used modal auxiliary Can more correctly than any other modal. English modal auxiliary Can refers to –abilmek, –ebilmek, which are two morphemes in Turkish. In addition, English modal auxiliaries may (possibility and permission) and request could are expressed with the same morphemes –abilmek, –ebilmek, which might lead to challenge for monolingual learners since ability, possibility and permission functions have to be considered simultaneously. When all the answers are evaluated, participants' correct

answers in production and recognition tests are nearly equal. Yet, there is a slight difference in item six although all the items assess ability function.

Table 28.

Challenge of May (possibility)

Production Test		Monolingual Learners			
Recognition Test		Incorrect		Correct	
Items/May Possibility	N	%		N	%
2	20	50		19	47.5
8	21	52.5		17	42.5
19	16	40		21	52.5
2	20	50		18	45
8	21	52.5		18	45
19	18	45		20	50
Average (rounded)	19	48		19	48

According to Table 28, English modal auxiliary May (possibility) can be described as challenging for monolingual learners of EFL learners. English modal auxiliary May (possibility) refers to –abilmek, –ebilmek, which are two morphemes in Turkish. In addition, English modal auxiliaries ability can, may (permission) and request could are expressed with the same morphemes –abilmek, –ebilmek, which might lead to challenge for monolingual learners since ability, request and permission functions have to be considered simultaneously. When all the answers are evaluated, participants' correct answers in production and recognition tests are nearly equal. Yet, English modal auxiliary May (possibility) ranks the most challenging modal with English modal auxiliary verb must with forty six percentages.

Table 29.

Challenge of May (permission)

Production Test		Monolingual Learners			
Recognition Test					
Items/May Permission	N	Incorrect		Correct	
		N	%	N	%
4	21		52.5	18	45
17	12		30	24	60
20	18		45	19	47.5
4	19		47.5	21	52.5
17	18		45	21	52.5
20	17		42.5	20	50
Average(rounded)	18		44	21	51

According to Table 29, English modal auxiliary May (permission) can be described as challenging for monolingual learners of EFL learners due to the fact that average scores given below the criteria in general. English modal auxiliary May (permission) refers to –abilmek, –ebilmek, which are two morphemes in Turkish. In addition, English modal auxiliaries ability can, may (possibility) and request could are expressed with the same morphemes –abilmek, –ebilmek, which might lead to challenge for monolingual learners since ability, request and possibility functions have to be considered simultaneously in terms of semantics. When all the answers are evaluated, participants' correct answers in production and recognition tests are partly higher than may permission. Yet, English modal auxiliary May (permission) ranks the fourth most challenging English modal auxiliary verb with fifty one percentages.

Table 30.

Challenge of Could

Production Test		Monolingual Learners		
Recognition Test		Incorrect		Correct
Items/Could				
	N	%	N	%
1	18	45	20	50
3	23	57.5	16	40
24	18	45	19	47.5
1	14	35	23	57.5
3	14	35	25	62.5
24	22	55	16	40
Average (rounded)	18	45	20	50

According to Table 30, English modal auxiliary *Could* can be described as challenging for monolingual learners of EFL learners. English modal auxiliary *Could* refers to –abilmek, –ebilmek, which are two morphemes in Turkish. In addition, English modal auxiliaries ability can and may (possibility-permission) are expressed with the same morphemes –abilmek, –ebilmek, which might lead to challenge for monolingual learners since ability, possibility and permission functions have to be considered simultaneously in terms of semantics. That is, monolingual learners need to take the context into consideration. When all the answers are evaluated, participants' correct answers in recognition tests are partly higher than production test. According to average scores, English modal auxiliary request *Could* ranks the third most challenging English modal auxiliary verb with fifty percentage. Request *Could* might be interfered with can and may due to contextualisation.

Table 31.

Challenge of Would

Production Test		Monolingual Learners		
Recognition Test		Incorrect		Correct
Items/Would	N	%	N	%
7	17	42.5	21	52.5
16	15	37.5	22	55
22	17	42.5	20	50
7	14	35	24	60
16	11	27.5	28	70
22	18	55	19	47.5
Average (rounded)	15	40	22	56

According to Table 31, English modal auxiliary *Would* can be described as challenging for monolingual learners of EFL learners. English modal auxiliary *Could* refers to –mak,-mek ister misiniz?, which is composed of –mek,-mak morphemes and a verb Turkish. Moreover, English modal auxiliary request *would* have to be considered in terms of semantics. *Would* is used with verb like and *would* is uttered in a question. Still, it is not a question. If all the answers are evaluated, participants' correct answers in recognition tests are partly higher than production test. According to average scores, English modal auxiliary request *would* ranks the fifth most challenging English modal auxiliary verb with fifty-six percentage.

Table 32.

Challenge of Should

Production Test		Monolingual Learners		
Recognition Test		Incorrect		Correct
Items/Should				
	N	%	N	%
5	13	32.5	25	62.5
13	16	40	20	50
15	17	42.5	18	45
5	19	47.5	20	50
13	20	50	18	45
15	20	50	18	45
Average (rounded)	18	44	20	50

According to Table 32, English modal auxiliary *Should* can be described as challenging for monolingual learners of EFL learners since their mean scores are below the criteria set. English modal auxiliary *Should* refers to -meli-malı, which are two morphemes in Turkish. In addition, English modal auxiliary prohibition *must* is expressed with the same morphemes -meli-malı, which might lead to challenge for monolingual learners since prohibition *must* and advice *should* functions have to be considered simultaneously in terms of semantics. The difference between these two modals (*must-should*) is explored in context. The learners need to differentiate the function and associate it with the appropriate modal. When all the answers are evaluated, participants' correct answers in production are higher than recognition. Yet, English modal auxiliary *Should* ranks the second most challenging English modal auxiliary verb with *Could* fifty percentage. Furthermore, as English modal auxiliary prohibition *must* is expressed with the same morphemes, *Should* and *Must* average scores are near to each other respectively forty eight and fifty.

Table 33.

Challenge of Must

Production Test		Monolingual Learners		
Recognition Test		Incorrect		Correct
Items/Must				
	N	%	N	%
9	18	45	18	45
10	20	50	16	40
14	21	52.5	16	40
9	17	42.5	22	55
10	15	37.5	23	57.5
14	20	50	19	47.5
Average (rounded)	18	42	19	48

According to Table 33, English modal auxiliary Must can be described as challenging for monolingual learners of EFL learners. English modal auxiliary Must refers to -meli-malı, which are two morphemes in Turkish. In addition, English modal auxiliary advice should is expressed with the same morphemes -meli-malı, which might lead to challenge for monolingual learners since prohibition must and advice should functions have to be considered simultaneously in terms of semantics. The difference between these two modals (must-should) is explored in context. The learners need to differentiate the function and associate it with the appropriate modal. When all the answers are evaluated, participants' correct answers in recognition are higher than production. Yet, English modal auxiliary Must ranks the most challenging English modal auxiliary verb with May (possibility) by forty eight percentage. Furthermore, as English modal auxiliary advice should is expressed with the same morphemes, Should and Must average scores are near to each other respectively fifty and forty eight.

Table 34.

Challenge of Have to

Production Test		Monolingual Learners		
Recognition Test		Incorrect		Correct
Items/Have to				
	N	%	N	%
18	15	37.5	21	52.5
21	18	45	20	50
23	16	40	21	52.5
18	15	37.5	22	55
21	17	42.5	20	50
23	18	45	21	52.5
Average (rounded)	17	41	21	52

According to Table 34, English modal auxiliary Have to can be described as challenging for monolingual learners of EFL learners. English modal auxiliary Have to refers to -mak zorunda -mek zorunda. -mak,-mek are two morphemes in Turkish and zorunda is a word that means a requirement. Contary to prohibition must, English modal auxiliary have to is expressed with totally different morphemes -mek,-mak zorunda. Prohibition is narrated with must and have to modals. The difference between these two modals (must-have to) is explored in outer or inner prohibition. Learners need to differentiate between outer or inner prohibition contexts. Monolinguals have better scores in have to compared to must. When all the answers are evaluated, participants' correct answers in recognition are slightly higher than production. Finally, English modal auxiliary have to ranks the fourth most challenging English modal auxiliary verb by fifty two percentage.

4.4. Findings on the Challenge of Modal Verbs by Bilingual Learners

In this subcategory of findings, each table gives information on the type of test, English Auxiliary Verb, the number of bilingual learners and their correct and incorrect responses so as to analyse which English Modal Auxiliary Verbs are challenging and not challenging for bilingual learners of EFL. Challenging in this research question is a concept used to describe which English modals are difficult to acquire by bilingual

learners of EFL. There are no specific criteria defining level of difficulty in literature. In this study, the researcher set a level according to the responses within the participants. For example, if average correct rates are over 70, this is easy; if average correct rates are between 60 and 70, this is medium; if average correct rates are below 60, this is accepted as difficult since sixty percentage corresponds to twenty four correct answers by the participants, which is approximately half of the participants. Therefore, if the average of the responses is not able to reach the determined bar, the modal in question is portrayed as challenging for bilingual learners.

Table 35.

Challenge of Can

Production Test Recognition Test	Bilingual Learners			
	Incorrect		Correct	
	Items/Can			
	N	%	N	%
6	9	22.5	31	77.5
11	7	15	32	80
12	12	30	28	70
6	17	42.5	22	55
11	6	15	34	85
12	11	27.5	29	72.5
Average (rounded)	10	25	30	75

According to Table 35, English modal auxiliary Can cannot be described as challenging for bilingual learners of EFL learners. English modal auxiliary Can refers to Karanin, which is a morpheme in Kurdish. In addition, English modal auxiliary ability Can parallels to Karanin. In Kurdish, Karanin is the only phrase expressing ability. Therefore, Karanin does not cause challenge for bilingual learners since prohibition other communication functions do not have to be considered simultaneously in terms of semantics. The focus is on ability and it is conveyed with Karanin. When all the answers are evaluated, participants' correct answers in production are higher than recognition. Yet, this is not very significant as the correct answers are roughly the same. In short, English modal auxiliary Can ranks the easiest English modal auxiliary verb with seventy five percentages for bilinguals.

Table 36.

Challenge of May (possibility)

Production Test		Bilingual Learners			
Recognition Test		Incorrect		Correct	
Items/May Possibility		N	%	N	%
2		14	35	26	65
8		19	47.5	21	52.5
19		15	37.5	24	60
2		17	42.5	23	57.5
8		19	47.5	21	52.5
19		18	45	22	55
Average (rounded)		17	43	23	57

According to Table 36, English modal auxiliary May (possibility) can be described as challenging for bilingual learners of EFL learners. English modal auxiliary May (possibility) refers to Dibe ku, which is the morpheme in Kurdish to express possibility. In addition, English modal auxiliary possibility May parallels to no other modals in Kurdish. In Kurdish, Dibe ku is the only phrase expressing possibility. However, Dibe ku sentences causes challenge for bilingual learners. When all the answers are evaluated, participants' correct answers in recognition are higher than production. Yet, this is not very significant as the correct answers are roughly the same. In short, English modal auxiliary May (possibility) ranks the fourth most challenging English modal auxiliary verb with fifty five percentages for bilinguals.

Table 37.

Challenge of May (permission)

Production Test		Bilingual Learners			
Recognition Test		Incorrect		Correct	
Items/May Permission		N	%	N	%
4		23	57.5	17	42.5
17		10	25	29	72.5
20		19	47.5	20	50
4		23	57.5	15	37.5
17		20	50	20	50
20		23	57.5	17	42.5
Average (rounded)		20	50	20	50

According to Table 37, English modal auxiliary May (permission) can be described as challenging for bilingual learners of EFL learners. English modal auxiliary May (permission) refers to Destûr heye, which is the morpheme in Kurdish to express permission. In addition, English modal auxiliary permission May parallels to no other modals in Kurdish. In Kurdish, Destûr heye is the only phrase expressing permission. However, Destûr heye sentences causes challenge for bilingual learners. When all the answers are evaluated, participants' correct answers in production are higher than recognition. In short, English modal auxiliary May (permission) ranks the second most challenging English modal auxiliary verb with fifty percentages for bilinguals.

Table 38.

Challenge of Could

Production Test Recognition Test	Bilingual Learners			
	Incorrect		Correct	
	Items/Could			
	N	%	N	%
1	17	42.5	23	57.5
3	17	42.5	23	57.5
24	15	37.5	24	60
1	15	37.5	25	62.5
3	16	40	24	60
24	17	42.5	23	57.5
Average (rounded)	16	40	24	60

According to Table 38, English modal auxiliary Could cannot be described as challenging for bilingual learners of EFL learners. English modal auxiliary Could refers to Dikare, which is the morpheme in Kurdish to express request. In Kurdish, Dikare and Dixazê are the two phrases expressing request. However, Dikare sentences do not cause challenge for bilingual learners. Bilingual learners have to consider both Dikare and Dixazê in request cases and the average scores for both Dikare and Dixazê are the same with sixty percentages. When all the answers are evaluated, participants' correct answers in recognition are similar to production. English modal auxiliary Could ranks in the not challenging English modal auxiliary verb category with sixty percentages for bilinguals.

Table 39.

Challenge of Would

Production Test Recognition Test	Bilingual Learners				
	Incorrect		Correct		
	Items/Would	N	%	N	%
7	16	40	23	57.5	
16	16	40	23		57.5
22	18	45	21	52.5	
7	11	27.5	29		72.5
16	13	32.5	26	65	
22	17	42.5	22		55
Average (rounded)	16	40	24	60	

According to Table 39, English modal auxiliary *Would* cannot be described as challenging for bilingual learners of EFL learners. English modal auxiliary *Would* refers to *Dixazê*, which are the morpheme in Kurdish to express request. In Kurdish, *Dikare* and *Dixazê* are the two phrases expressing request. However, *Dixazê* sentences do not cause challenge for bilingual learners. Bilingual learners have to consider both *Dikare* and *Dixazê* in request cases and the average scores for both *Dikare* and *Dixazê* are the same with sixty percentages. When all the answers are evaluated, participants' correct answers in recognition are higher than production. English modal auxiliary *Would* ranks in the not challenging English modal auxiliary verb category with sixty percentages for bilinguals.

Table 40.

Challenge of Should

Production Test Recognition Test	Bilingual Learners			
	Incorrect		Correct	
	Items/Should	N	%	N
5	17	42.5	23	57.5
13	20	50	20	50
15	20	50	19	47.5
5	13	32.5	26	65
13	12	30	28	70
15	17	42.5	23	57.5
Average (rounded)	17	42	23	58

According to Table 40, English modal auxiliary *Should* can be described as challenging for bilingual learners of EFL learners. English modal auxiliary *Should* refers to *Divê*, which is the morpheme in Kurdish to express advice and prohibition. In Kurdish, *Divê* is the phrase expressing not only advice but also prohibition. Therefore, *Divê* sentences cause challenge for bilingual learners. Bilingual learners have to use *Should*, *Must* and *Have to* in different contexts but these modals are expressed merely with *Divê* both in advice and prohibition cases. When all the answers are evaluated, participants' correct answers in recognition are higher than production. English modal auxiliary *Should* ranks in the fifth most challenging English modal auxiliary verb category with fifty six percentages for bilinguals.

Table 41.

Challenge of Must

Production Test Recognition Test	Bilingual Learners			
	Incorrect		Correct	
	Items/Must			
	N	%	N	%
9	12	30	26	65
10	18	45	22	55
14	22	55	17	42.5
9	17	42.5	22	55
10	19	47.5	21	52.5
14	19	47.5	21	52.5
Average (rounded)	18	46	22	54

According to Table 41, English modal auxiliary Must can be described as challenging for bilingual learners of EFL learners. English modal auxiliary Must refers to Divê, which is the morpheme in Kurdish to express advice and prohibition. In Kurdish, Divê is the phrase expressing not only advice but also prohibition. Therefore, Divê sentences cause challenge for bilingual learners. Bilingual learners have to use Must, Should, and Have to in different contexts but these modals are expressed merely with Divê both in advice and prohibition cases. When all the answers are evaluated, participants' correct answers in production are higher than recognition. English modal auxiliary Must ranks in the third most challenging English modal auxiliary verb category with fifty four percentages for bilinguals.

Table 42.

Challenge of Have to

Production Test Recognition Test	Bilingual Learners			
	Incorrect		Correct	
	Items/Have to	N %	N %	
18	21	52.5	18	45
21	23	57.5	16	40
23	20	50	19	47.5
18	22	55	18	45.0
21	23	57.5	17	42.5
23	21	52.5	19	47.5
Average (rounded)	22	54	18	46

According to Table 42, English modal auxiliary Have to can be described as challenging for bilingual learners of EFL learners. English modal auxiliary Have to refers to Divê, which is the morpheme in Kurdish to express advice and prohibition. In Kurdish, Divê is the phrase expressing not only advice but also prohibition. Therefore, Divê sentences cause challenge for bilingual learners in such contexts. Bilingual learners have to use Must, Should, and Have to in different contexts but these modals are expressed merely with Divê both in advice and prohibition cases. When all the answers are evaluated, participants' correct answers in production are roughly the same as in recognition. English modal auxiliary Have to is perceived as the most challenging modal for bilinguals.

Table 43.

Overview of Challenging Modals

According to Mean Scores of Production Test Recognition Test	According to the Challenging Criteria for Monolingual Learners	According to the Challenging Criteria for Bilingual Learners
Can	Not Challenging	Not Challenging
May Possibility	Challenging	Challenging
May Permission	Challenging	Challenging
Could	Challenging	Not Challenging
Would	Challenging	Not Challenging
Should	Challenging	Challenging
Must	Challenging	Challenging
Have to	Challenging	Challenging

To sum up all the challenging tables, English modal auxiliary **Can** cannot be described as challenging for monolingual learners of EFL learners. Nevertheless, English modal auxiliary verbs **May (possibility)**, **May (permission)**, **Could**, **Would**, **Should**, **Must and Have to** can be described as challenging for monolingual learners of EFL learners.

On the other hand, English modal auxiliary **Can**, **Could**, **Would** cannot be described as challenging for bilingual learners of EFL learners. Nevertheless, English modal auxiliaries **May (possibility)**, **May (permission)**, **Should**, **Must and Have to** can be described as challenging for bilingual learners of EFL learners according to the mean scores by the participants. In the light of these findings, it can be proclaimed that bilingual learners of EFL have less difficulty in acquiring English modal verbs compared to monolingual learners. One of the reasons of this consequence can be attributed to L1. In other words, the learners speaking two languages have done better than the learners speaking one language on the acquisition of English Modal Auxiliary Verbs.

4.5. Findings on the Challenge of Modal Verbs by both Bilinguals and Monolinguals

In this subcategory of findings, data on acquisition of modal verbs by both monolingual and bilingual learners is illustrated. There are eight tables that demonstrate information on the two types of test, English Auxiliary Verb, the number of monolingual and bilingual learners and their correct and incorrect responses in total. In order to determine whether an English Auxiliary Verb is challenging or not for both monolingual and bilingual learners, sixty per cent is set as achievement limit. This sixty percents corresponds to forty eight participants in this study.

Table 44.

Challenge of Can

Items/Can	Production Test		Both Monolingual and Bilingual Learners	
	Recognition Test			
	Incorrect N	%	Correct N	%
6	19	24,4	59	75,6
11	19	25,0	57	75,0
12	23	29,9	54	70,1
6	37	47,4	41	52,6
11	17	21,3	63	78,8
12	23	29,1	56	70,9
Average (rounded)	23	30	55	70

English Auxiliary Verb Can cannot be classified as challenging for both monolingual and bilingual learners as all participants correct answers are over the achievement limit. English Auxiliary Verb Can has been produced and recognized by approximately seventy percent of all participants. Item 6 is seen as the most challenging question since approximately half of the participants did incorrectly. Among all the modals Can possesses the highest correct rates. One reason of that might be thanks to the equivalents in both Turkish and Kurdish. These equivalents are -abilmek-ebilmek in Turkish and Karanin in Kurdish. Both monolinguals and bilinguals have better consequences in ability contexts. Moreover, their average achievement rates are evidently higher than may (possibility-permission) and could even though English modals May and Could are expressed with the same morphemes -abilmek-ebilmek in

Turkish. Contrary to Turkish, May and Could are expressed with different morphemes Dibe Ku and Destûr heye in Kurdish.

Table 45.

Challenge of May (possibility)

Items/May Possibility	Both Monolingual and Bilingual Learners			
	Production Test		Recognition Test	
	Incorrect		Correct	
	N	%	N	%
2	34	43,0	45	57,0
8	40	51,3	38	48,7
19	31	40,8	45	59,2
2	37	47,4	41	52,6
8	40	50,6	39	49,4
19	36	46,2	42	53,8
Average (rounded)	36	47	42	53

English Auxiliary Verb May (possibility) can be classified as challenging for both monolingual and bilingual learners as all participants correct answers are under the achievement limit. English Auxiliary Verb May (possibility) has been produced and recognized by fifty three percent of all participants. Among all the modals May (possibility) possesses the third lowest correct rates with Must. One reason of that might be owing to the equivalents in both Turkish and Kurdish. These equivalents are -abilmek–ebilmek in Turkish and Dibe Ku in Kurdish. Both monolinguals and bilinguals face difficulty in possibility contexts and achievement is relatively low in possibility. Furthermore, their average achievement rates are evidently lower than may (permission) and could even though English modals May, Can and Could are expressed with the same morphemes -abilmek–ebilmek in Turkish. That is, May, Can and Could intersect with each other. Contrary to Turkish, May is expressed with different morphemes Dibe Ku and Destûr heye in Kurdish. That is, May permission and possibility do not intersect in Kurdish. However, the achievement level shows that May (possibility) stands as one of the most challenging modal for all participants.

Table 46.

Challenge of May (permission)

Production Test Recognition Test	Both Monolingual and Bilingual Learners				
	Items/May Permission	Incorrect N	%	Correct N	%
4		44	55,7	35	44,3
17		22	29,3	53	70,7
20		37	48,7	39	51,3
4		42	53,8	36	46,2
17		38	48,1	41	51,9
20		40	51,9	37	48,1
Average (rounded)		37	48	40	52

English Auxiliary Verb May (permission) can be classified as challenging for both monolingual and bilingual learners as all participants correct answers are under the achievement limit. English Auxiliary Verb May (permission) has been produced and recognized by fifty two percent of all participants. There is only in one item that the all participants have passed the limit. That is item seventeen. Among all the modals May (permission) possesses the second lowest correct rates. One reason of that might be owing to the equivalents in both Turkish and Kurdish. These equivalents are -abilmek–ebilmek in Turkish and Dibe Ku in Kurdish. Both monolinguals and bilinguals face difficulty in permission contexts and achievement is relatively low in permission. Furthermore, their average achievement rates are evidently lower than may (possibility) and could even though English modals May, Can and Could are expressed with the same morphemes -abilmek–ebilmek in Turkish. That is, both May, Can and Could intersect with each other. Contrary to Turkish, May is expressed with different morphemes Dibe Ku and Destûr heye in Kurdish. That is, May possibility does not intersect in Kurdish. The learners whether monolingual or bilingual need to approach the contexts in terms of semantics. However, the achievement level shows that May (permission) stands as one of the most challenging modal for all participants. This shows that causes challenge for all the participants.

Table 47.

Challenge of Could

Production Test Recognition Test	Both Monolingual and Bilingual Learners			
	Items/Could		Incorrect N %	Correct N %
1			35 44,9	43 55,1
3			40 50,6	39 49,4
24			33 43,4	43 56,6
1			29 37,7	48 62,3
3			30 38,0	49 62,0
24			39 50,0	39 50,0
Average (rounded)			34 44	44 60

English Auxiliary Verb *Could* cannot be classified as challenging for both monolingual and bilingual learners as all participants correct answers are over the achievement limit. English Auxiliary Verb *Could* has been produced and recognized by approximately sixty percent of all participants. *Could* possesses the second highest correct rates along with *Would*. One reason of that might be thanks to the equivalents in both Turkish and Kurdish. These equivalents are *-abilmek–ebilmek* in Turkish and *Dikare* in Kurdish. Both monolinguals and bilinguals have relatively high achievement rates in request contexts. Furthermore, their average achievement rates are equal to request *Would*. Even if English modals *May*, *Can* and *Could* are expressed with the same morphemes *-abilmek–ebilmek* in Turkish, *Could* is expressed with different morphemes *Dikare* and *Dixazê* in Kurdish. In addition, *Would* is uttered with *-mak ister misiniz?* That is, *Could* request do not intersect in Kurdish. But, *Would* has a distinctive expression in speech. The learners whether monolingual or bilingual need to approach the contexts in terms of semantics so as to differentiate between ability, possibility, permission and request. It is shown that request contexts are not very challenging for all the participants.

Table 48.

Challenge of Would

Production Test Recognition Test	Both Monolingual and Bilingual Learners			
	Incorrect		Correct	
Items/Would	N	%	N	%
7	33	42,9	44	57,1
16	31	40,8	45	59,2
22	35	46,1	41	53,9
7	25	32,1	53	67,9
16	24	30,8	54	69,2
22	35	46,1	41	53,9
Average (rounded)	31	39	46	60

English Auxiliary Verb *Would* can be classified as challenging for both monolingual and bilingual learners as all participants correct answers are under the achievement limit. English Auxiliary Verb *Would* has been produced and recognized by approximately sixty percent of all participants. *Would* possesses the second highest correct rates along with *Could*. One reason of that might be thanks to the equivalents in both Turkish and Kurdish. These equivalents are *-mak ister misiniz?* *-mek ister misiniz?* in Turkish and *Dixazê* in Kurdish. Both monolinguals and bilinguals have relatively high achievement rates in request contexts. Furthermore, their average achievement rates are equal to request *Could*. While English modal request *Could* is expressed with *-abilmek-ebilmek* in Turkish, other English modal request *Would* is expressed with *Dixazê* in Kurdish. In addition, *Would* is uttered with *-mak ister misiniz?* in Turkish. *Would* request does not intersect in Kurdish and Turkish. *Would* has a distinctive expression in speech. The learners whether monolingual or bilingual approach the contexts in terms of semantics over request themes. The learners decide on a proposal in the case of *Would*. In short, It is shown that request contexts targeting *Would* are not very challenging for all the participants.

Table 49.

Challenge of Should

Production Test Recognition Test	Both Monolingual and Bilingual Learners			
	Incorrect		Correct	
Items/Should	N	%	N	%
5	30	38,5	48	61,5
13	36	47,4	40	52,6
15	37	50,0	37	50,0
5	32	41,0	46	59,0
13	37	47,4	46	52,6
15	37	47,4	41	52,6
Average (rounded)	35	45	43	55

English Auxiliary Verb *Should* can be classified as challenging for both monolingual and bilingual learners as all participants correct answers are under the achievement limit. English Auxiliary Verb *Should* has been produced and recognized by approximately fifty five percent of all participants. *Should* has the fourth lowest correct rates. One reason of that might be owing to the equivalents in both Turkish and Kurdish among all the modals. These equivalents are *-malı-meli* in Turkish and *Divê* in Kurdish. Both monolinguals and bilinguals face difficulty in advice contexts and achievement is relatively low. Furthermore, English modals *Must* and *Should* are expressed with the same morphemes *-malı-meli* in Turkish. That is, both *Must* and *Should* intersect with each other in terms of meaning. Contrary to Turkish, *Should* is expressed with a different phrase *Divê* in Kurdish. Moreover, *Should*, *Must* and *Have to* are narrated with *Divê* in Kurdish. That is, advice *Should* and prohibition *Must* and *Have to* intersect in Kurdish, which is more complicated for bilinguals. The learners whether monolingual or bilingual need to approach the contexts in terms of semantics so as to find out if the meaning is prohibition or advice. As a result of these intersections, it can be concluded that *Should* stands as one of the most challenging modal for all participants.

Table 50.

Challenge of Must

Production Test Recognition Test	Both Monolingual and Bilingual Learners			
	Items/Must		Incorrect	
			N	%
9			30	40,5
10			38	50,0
14			43	56,6
9			34	43,6
10			34	43,6
14			39	49,4
Average (rounded)			36	47
			41	53

English Auxiliary Verb Must can be classified as challenging for both monolingual and bilingual learners as all participants correct answers are under the achievement limit. English Auxiliary Verb Must has been produced and recognized by fifty three percent of all participants. Must has the third lowest correct rates. One reason of that might be owing to the equivalents in both Turkish and Kurdish among all the modals. These equivalents are -malı-meli in Turkish and Divê in Kurdish. Both monolinguals and bilinguals face difficulty in prohibition contexts. Furthermore, English modals Must and Should are expressed with the same morphemes -malı-meli in Turkish. That is, both Must and Should intersect with each other in terms of meaning. Contrary to Turkish, Should is expressed with a different phrase Divê in Kurdish. Moreover, Should, Must and Have to are narrated with Divê in Kurdish. That is, advice Should and prohibition Must and Have to intersect in Kurdish, which is more complicated for bilinguals. The learners whether monolingual or bilingual need to approach the contexts in terms of semantics so as to find out if the meaning is prohibition or advice. Besides, bilinguals have to differentiate between Must and Have as well. As a result of these intersections, it can be concluded that Must stands as one of the most challenging modal for all participants.

Table 51.

Challenge of Have to

Production Test Recognition Test	Both Monolingual and Bilingual Learners			
	Incorrect		Correct	
Items/Have to	N	%	N	%
18	36	48,0	39	52,0
21	41	54,7	34	45,3
23	36	47,4	40	52,6
18	37	48,1	40	51,9
21	40	51,9	37	48,1
23	39	49,4	40	50,6
Average (rounded)	38	49	38	49

English Auxiliary Verb Have to can be classified as challenging for both monolingual and bilingual learners as all participants correct answers are under the achievement limit. English Auxiliary Verb Have to has been produced and recognized by approximately forty nine percent of all participants. According to this percentage, English Auxiliary Verb Have is the most challenging modal for both monolinguals and bilinguals because Have to has the the lowest correct rates. One reason of that might be owing to the equivalents in both Turkish and Kurdish among all the modals. These equivalents are -malı-meli and -mak zorunda,-mek zorunda in Turkish and Divê in Kurdish. Both monolinguals and bilinguals face difficulty in prohibition contexts. Unlike Turkish, English modals Must and Have to are expressed with different morphemes -malı-meli and -mak zorunda,-mek zorunda in Turkish. That is, both Have to and Must are used in prohibition but the learners need to pay attention if this prohibition is coming from inside or outside. Likewise, Have to is expressed with a different phrase Divê in Kurdish. Moreover, Should, Must and Have to are narrated with Divê in Kurdish. That is, advice Should and prohibition Must and Have to intersect in Kurdish, which is more complicated for bilinguals. The learners whether monolingual or bilingual need to approach the contexts in terms of semantics so as to find out if the meaning is prohibition or advice. Besides, bilinguals have to differentiate between Must and Have as well. As a result of these intersections, it can be concluded that Have to stands as the most challenging modal for all participants.

4.6. One way Anova Analysis Results

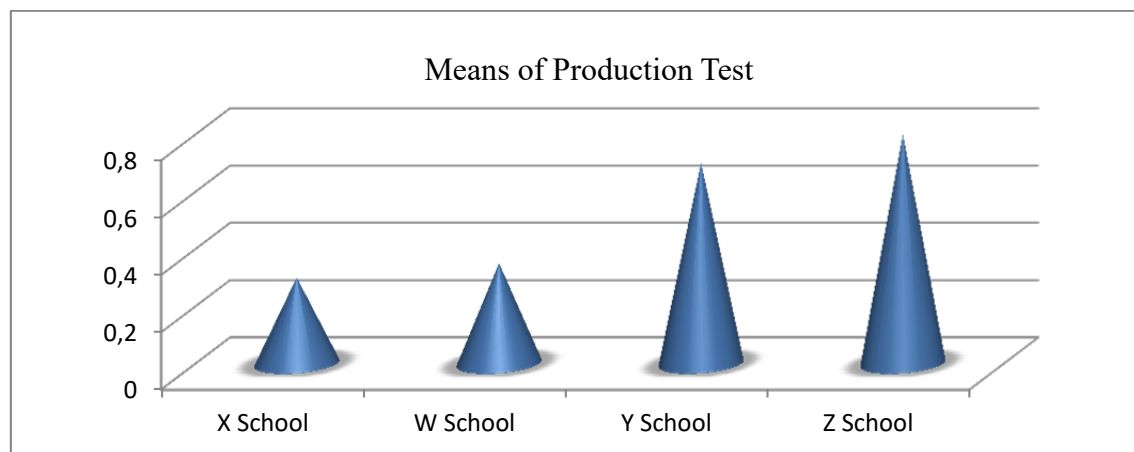
Table 52.

Results of One-Way Anova Analysis

School Type	N	X	SS	F	P
X School	19	,2863	0,257	30.898	,000
W School	20	,3004	0,187		
Z School	20	,8625	0,285		
Y School	20	,7522	0,218		

Table 52 shows that when the average achievement of the participants is compared according to the type of school variable, the highest average belongs to Z School students ($X = ,8625$). Then, respectively, Y School Students ($X = ,7522$), W School Students ($X = ,3004$) and X School ($X = ,2863$) follows.

One-way Anova, which is a parametric test from results of tests, was used to check whether the means of achievement of the participants differed significantly from modality tests. As a result of variance analysis, $F (30.898)$, ($p < 0.05$) a significant difference was calculated.



Graphic 5. Participants' production test average achievements

Graphic 5 shows the direction of the difference between the means of success. The achievement averages of Y School and Z School differ significantly from X and W School. One of the reasons for the difference between these averages is the placement of students in high schools according to their achievement averages. These high schools

are expected to be the highest average Z School given that they take students according to LGS exam. As a matter of fact, Z School, Y School, W School and X School have respectively the highest averages in the research conducted. When these results are taken into consideration, it is observed that the mean scores of students' success in entrance to high schools and the scores they received from modality tests are parallel to each other.

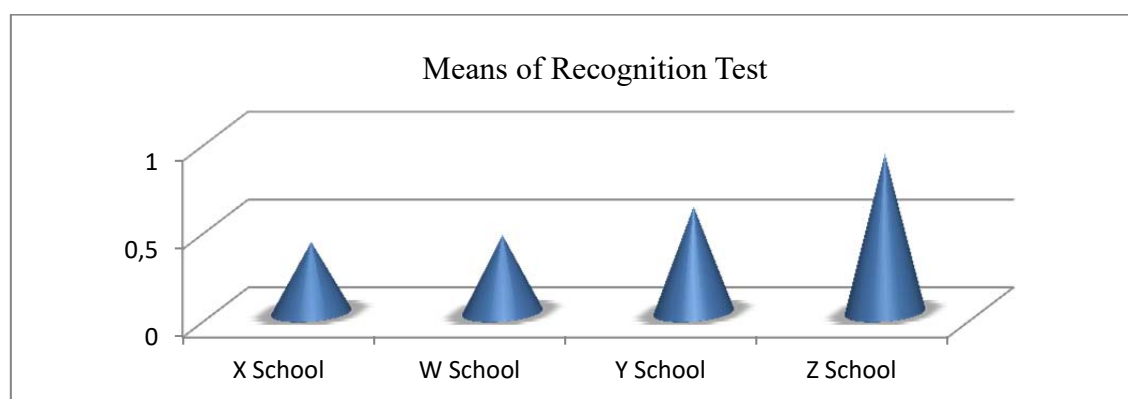
Table 53.

Results of One-Way Anova analysis

School Type	N	X	SS	F	P
X School	20	,3775	0,190	28.653	,000
W School	20	,3784	0,193		
Z School	20	,8875	0,214		
Y School	20	,6337	0,216		

Table 53 shows that when the average achievement of the participants is compared according to the type of school variable, the highest average belongs to Z School students ($X = ,8875$). Then, respectively, Y School Students ($X = ,6337$), W School Students ($X = ,3784$) and X School ($X = ,3775$) follows.

One-way Anova, a parametric test was used to check whether the means of achievement of the participants differed significantly from modality tests. As a result of variance analysis, $F(30.898)$, ($p < 0.05$) a significant difference was calculated.



Graphic 6. Participants' recognition test average achievements

Graphic 6 shows the direction of the difference between the means of success. The achievement averages of Z School and Y Schools differ significantly from X and W Schools. When the success averages are taken as a criterion, it is seen that the success averages of X School and W Schools are very close to each other. Therefore, the significant difference between the averages is higher between Z School and X School.

4.7. Correlations and Analyses

Table 54.

Correlation between age and language

Variable	N	r
Age of participants	80	-,060
Monolingual-bilingual	80	-,060

According to Table 54, a negative, significant relationship was found between the ages of the participants and the number of languages (-, 060; $p < .05$). In other words, there was no significant effect between the ages of the participants and the number of languages they speak.

Table 55.

Gender and total scores

Variable	N	r
Gender of the Participants	68	,032
The production Test Total Scores	68	,032

According to Table 55, there was a positive correlation between age and number of participants. However, this relationship is not significant as it is close to 0.

Table 56.

Gender and total scores

Variable	N	r
Gender of the Participants	80	-,006
The Recognition Test Total Scores	80	-,006

According to Table 56, a negative correlation was found between the ages of the participants and the number of languages they speak. However, this relationship is not significant because it is close to 0.

Table 57.

Gender and test averages

Means	woman			man		
	N	%	$\bar{X}$	N	%	$\bar{X}$
The production Test Mean Scores	40	50,6%	,5718	39	49,4%	,5351
The recognition Test Mean Scores	40	50,0%	,6059	40	50,0%	,5327

According to Table 57, the analysis between gender and the production part averages, the production test average achievement scores of female students (5718) were higher than the production test average achievement scores of male students (5351). According to this result, it can be said that female students were more successful than male students when the first test criteria were taken. Female students recognition test average achievement scores (, 6059), is higher than male students' recognition test average achievement scores (, 5327). According to this result, it can be said that female students are more successful than male students when the recognition test criteria are taken.

Table 58.

Age and test averages

Test averages	Production Test			Recognition Test		
age	N	%	$\bar{X}$	N	%	$\bar{X}$
13	26	29,2%	,4910	26	32,5%	,5450
14	24	30,4%	,6024	24	50,0%	,6264
15	29	36,7%	,5695	30	37,5%	,5447

According to Table 58, in the descriptive analysis between age and production part averages, the production and recognition test average scores of the 13-year-old participants (, 4910) and (, 5450), the production and recognition test average scores of

the 14-year-old participants (, 6024) and (, 6264), 15-year-old participants' production and recognition test average scores is (, 5695) and (, 5447). According to this result, the highest average achievement score of both tests belongs to 14-year-old group.

4.8. The Mann Whitney U Test Results

Table 59.

Mann Whitney Production Test Ranks

	Ranks			
	Spoken Languages	N	Mean Rank	Sum of Ranks
Production Test	Monolinguals	39	38,83	1514,50
	Bilinguals	40	41,14	1645,50
	Total	79		

Table 60.

Mann Whitney Production Test Results

Test Results	
	Average of Production Test
Mann-Whitney U	734,500
Wilcoxon W	1514,500
Z	-,450
Asymp. Sig. (2-tailed)	,652

Table 61.

Mann Whitney Recognition Test Ranks

	Ranks			
	Spoken Languages	N	Mean Rank	Sum of Ranks
Recognition Test	Monolinguals	40	40,14	1605,50
	Bilinguals	40	40,86	1634,50
	Total	80		

Table 62.

Mann Whitney Recognition Test Results

Test Results	
	Average of RecognitionTest
Mann-Whitney U	785,500
Wilcoxon W	1605,500
Z	-,140
Asymp. Sig. (2-tailed)	,889

According to the Mann Whitney U test results, production version test achievement is ,652. As this figure is greater than 0.05, a significant difference between monolinguals and bilinguals in terms of spoken languages has not been found. On the other hand, recognition version test achievement is ,889. As this figure is greater than 0.05, a significant difference between monolinguals and bilinguals in terms of spoken languages has not been found. Even so, there exist a slight difference between monolinguals and bilinguals in terms of test achievements.

CHAPTER V

DISCUSSION

In discussion chapter, findings on five research questions will be illustrated briefly. After this illustration, this study's results will be compared with the studies in the literature. Differences and similarities will be demonstrated.

Prior to discuss the findings with other studies, the focus points of previous studies that are different from this study will be displayed briefly so as to comprehend the characteristics of studies on English modal auxiliary verbs. One of these studies is that by Hoyer (2014). He presented a descriptive study of the way modal adverbs are used in conjunction with modal auxiliary verbs and worked on modal-adverb collocations in English. Some other studies focused on epistemic and deontic modal systems like Palmer (2001, 2012). They approached English modal auxiliary verbs in epistemic and deontic modality. Such examples of (epistemic) are judgment - speculative, deductive and assumptive while deontic modality relates to obligation or permission and willingness. Another study was carried out by Bouhlal, Horst & Martini, (2018) in order to investigate modality in textbooks designed for learners of English by exploring the frequency and distribution of modal verbs in two corpora. In another study by Imaizumi (2019), he aimed to visualize a conceptual space of "possibility" and its related meanings in English, Chinese, and Japanese, and discussed what scales were necessary to define the concept.

5.1. Research Question 1: Do bilingual learners acquire modals more easily than monolingual learners?

One of the main purposes of this study was that bilingual students could learn the modals more easily than monolingual students. Some results were obtained by evaluating the data obtained for this purpose. A total of eighty students were selected from four different schools. Twenty participants from each school were included in the study. The age and sex ratios of the participants were almost the same. The purpose of these variables being the same is to minimize the possibility of affecting the results of the research. When the results obtained were evaluated, the general success average of bilingual learners in the production test was higher in the questions 1, 3, 6, 8, 9, 10, 11, 12, 17, 19, 20 and 24. monolingual participants were found to be more successful in

questions 4, 5, 13, 18, 21 and 23 on the average of the same test. The means of success of the same test in questions 2, 7, 14, 15, 16 and 22 for both bilingual and monolingual participants were similar or identical to each other. In general, it was observed that the bilingual participants were more successful than monolingual learners in terms of the production test averages about modal verbs.

When the results obtained from recognition test were evaluated, bilingual participants were more successful in questions 1, 2, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 19, 22 and 24. Monolingual participants were found to be more successful in questions 3, 4, 10, 17, 18, 20, 21 and 23 on the same test. Mean scores of the same test in question 9 for both bilingual and monolingual participants were similar or identical. In general, it was observed that bilingual participants were more successful than monolingual learners in modality recognition test average. Considering all the questions of this study, it can be said that bilingual participants are more successful than monolingual participants in the acquisition of English modal verbs.

The fact that bilingual participants are more successful than monolingual participants in the acquisition of English modal verbs can be explained with Interlanguage. Selinker (1972) introduced the term Interlanguage (IL) to refer to the intermediate states (or interim grammars) of a learner's language as it moves toward the target L2. Learners do language transfer from L1 to L2 with different cognitive processes. Monolingual learners and bilingual learners might have done this language transfer from L1 to L2 in English modal acquisition process. Although both monolinguals and bilinguals have interlanguage, bilinguals have achieved this language transfer in a positive way analysing the results of production and recognition tests in terms of Interlanguage.

Analysis of comparison of students' overall performances in production tests demonstrated that bilingual participants have better results in some modals such as can, may possibility and permission, and could. Yet, monolinguals have better results in have to. Modals such as would, should and must have similar results by monolinguals and bilinguals. These finding correspond to findings of the studies carried out by Batchelor & Pountain (2012) and Jary & Kissine (2010) since they also indicated that English has a relatively large number of auxiliary verbs whereas Spanish has a rather smaller number of auxiliary verbs. Since there exists no straightforward match between English Auxiliary verbs and their Spanish equivalents, the participants have lower results in modals that do not have Spanish equivalents.

On the other hand, analysis of comparison of students' overall performances in recognition tests demonstrated that bilingual participants have much more better results in modals such as *can*, *may* possibility, *could*, *would*, *should* and *must*. On the other hand, monolinguals have better results in two modals *have to* and *may* permission. These findings parallels with the findings of the study carried out by Restrepo and Perez (2009) in that they found out that grammatical and semantic measures in the first language predicted grammatical and semantic measures in the second language. It can be inferred from these test results that L1 might facilitate second language acquisition and semantic measures in the second language acquisition could be predicted. In this sense, it can be inferred that a variety of English modals can be acquired by bilinguals easier and faster because of semantic ties within languages.

5.2. Research Question 2-3: Which modal auxiliary verbs are more challenging for monolingual and bilingual EFL learners?

English modal auxiliary ***Can*** cannot be described as challenging for monolingual learners of EFL learners. Nevertheless, English modal auxiliary, ***Could***, ***Have to***, ***Would***, ***Must***, ***Should***, ***May (possibility)*** and ***May (permission)*** can be described as challenging for monolingual learners of EFL learners according to the findings in this study.

On the other hand, English modal auxiliary ***Can***, ***Would*** and ***Could*** cannot be described as challenging for bilingual learners of EFL learners. Nevertheless, English modal auxiliaries ***May (permission)***, ***May (possibility)***, ***Should***, ***Must*** and ***Have to*** can be described as challenging for bilingual learners of EFL learners according to the mean scores by the participants. In the light of these findings, it can be proclaimed that bilingual learners of EFL have less difficulty in acquiring English modal verbs compared to monolingual learners. One of the reasons of this consequence can be attributed to L1. In other words, the learners speaking two languages have done better than the learners speaking one language on the acquisition of English Modal Auxiliary Verbs.

One reason why only English modal auxiliary ***Have to*** can be described as challenging for bilingual learners of EFL learners according to the mean scores by the participants can be explained with overgeneralization owing to Interlanguage. Bilinguals frequently used *must* instead of *have to* in the production and recognition tests. The learners overgeneralized the usage of *must* in the tests.

One reason of why **Would** can be described as challenging for monolingual learners of EFL learners can be explained with “formulaic expression” that is stated in the principles of instructed language learning by Ellis (2002). As **Would** is taught as a formulaic expression in the syllabus, monolinguals have acquired it more effectively compared to bilinguals. Another reason of why **Would** cannot be described as challenging for monolingual learners of EFL can be explained with L1 transfer factor as well in that monolinguals have an equivalent in mother tongue. In short, L1 assistance also takes place in **Would**.

Analysing research question 2 and 3, it can be concluded that the results of the this study have similar findings with different aspects in terms of challenge as the study by Saeed (2009) who aimed to investigate the use of modals by Arabic EFL learners’ acquisition of modals. He describes modals as challenging according to incorrect and correct responses with a criterion of forty percent and got a view that modal verbs are confusing and difficult for Arabic EFL learners. Challenging is different and changes according to monolinguals and bilinguals.

As it was shown in the literature, there are differences and varieties in learners and learning. In one of the studies on bilingualism, Bialystok & Hakuta (1994) underlined the question of how two languages coexist in a single mind and pointed out that the bilingual mind must have an organisation that clearly discriminates the two languages while letting interaction between them. When challenging modals are analysed, bilinguals have less challenge compared to monolinguals. It can be inferred that bilinguals use this organisation mentioned by Bialystok & Hakuta (1994).

5.3. Research Question 4: Which modal auxiliary verbs are challenging for both monolingual and bilingual EFL learners?

The issue of Challenging can be subjective in language learning because any subject that is difficult may be easy for anybody else. Therefore, for this study, the researcher set an achievement limit to govern the challenge of Modal Verbs. A sixty percent correction limit was set to govern this challenge among all the responses. According to this achievement limit, English Auxiliary Verb **Can** cannot be classified as challenging for both monolingual and bilingual learners as all participants correct answers are over the achievement limit. On the other side, English Auxiliary Verbs **Could**, **Must**, **Would**, **Have to**, **May** (possibility), **May** (permission), can be classified as

challenging for both monolingual and bilingual learners as all participants correct answers are under the achievement limit.

One reason why English Auxiliary Verbs Could, Must, Would, Have to, May (possibility), May (permission) can be classified as challenging for both monolingual and bilingual learners as all participants can be explained with Lenneberg's Critical Period Hypothesis for language acquisition. Critical Period Hypothesis argues that there is a period of time in which the brain is most ready to receive input. Considering this critical period, the learners have passed in L1. Thus, the learners are facing difficulties in receiving input. Contrary to implicit forms of language, they are instructed on explicit forms of language in language learning settings.

5.4 Research Question 5: What is the role of L1 transfer in the acquisition of English modal auxiliary verbs by EFL learners?

The aim of this master's thesis is to examine the process of acquiring the English modal units of monolingual and bilingual individuals. The bilingual learners have better test results compared to monolingual learners in some of the English Modal Auxiliary verbs. Reviewing the views about the influence of L1 in the process of foreign language learning, two controversial viewpoints appear: Identity Hypothesis and Contrastive Hypothesis.

Identity Hypothesis says that it does not matter whether or not a learner acquired another language before the new target language. The acquisition of first, second or any following language(s) is an identical process controlled by the same rules.

Contrastive Hypothesis claims that acquisition of a foreign language is influenced by the acquired first language. Those structures that are similar (or identical) in both languages are easily acquired "as a result of 'positive transfer'". Those forms that contrast with the newly-acquired in a foreign language cause difficulties produce errors "as a result of 'negative transfer', or 'interference' between the two contrasting languages" (Klein, 1986: 25).

In this study on the acquisition of English Modal Auxiliary verbs by monolingual and bilingual learners of EFL, Identity Hypothesis's claim that the acquisition of first, second or any following language(s) is an identical process controlled by the same rules can be accepted according to the grammar forms now that the modal forms of the English and Kurdish are similar. Bilingual learners in this study

have positively used L1 in the acquisition process, which can be supported by positive transfer as well.

So as to investigate L1 affect in another perspective, common challenging modals by monolinguals and bilinguals need to be underlined in terms of syntax and semantics. When the challenging English Modals are displayed, a common frame of these modals can be discovered. English Modals such as *must*, *should*, *have to* and *may* have been described as challenging for monolinguals and bilinguals. This might stem from L1 transfer in acquisition now that the learners have difficulty in distinguishing between contexts and using right modal in the right context. The findings on challenging in this study address the studies on textbooks. One example of textbooks is by Bouhlal, Horst & Martini, (2018). Since EFL learners are using course books, they worked on modality in textbooks designed for learners of English by exploring the frequency and distribution of modal verbs to explore and compare the semantics of four selected modal auxiliaries (*must*, *can*, *may*, and *should*). The challenging modals by monolinguals and bilinguals contradict with the study of Bouhlal, Horst & Martini, (2018) in that they focused merely on four selected modal auxiliaries. The findings of this study suggest that at least eight English modal auxiliaries need to be inquired as they are taught and used by EFL learners.

Moreover, English and Kurdish languages are derived from the same language family. That is, English and Kurdish lie in two subcategories of Indo-European Language Family whereas Turkish lies in the Turkic subcategory of Uralic Altaic Language Family. Therefore, English and Kurdish share similar syntax and similar structures about modals. Nevertheless, in Turkish, the syntax is substantially different from English and Kurdish. Due to this distinction, the learners rely on similarities between languages they acquired first. The fact that why bilingual learners in this study have done better than monolingual in the test of assessing acquisition of English modal verbs can be explained through L1 factor. Monolingual learners and bilingual learners rely on L1 in language acquisition process. L1 acts like a scaffolding proposed by Vygotsky. In Vygotsky's Scaffolding, the learners are supported with another learner/teacher/tutor above his current level. Yet, this study's proposed L1 Scaffolding is partly different since the scaffolding is learner's own L1. The learners are acquiring a new language or function constructing on his first language, which I call as L1 Scaffolding. Briefly, the learners acquire a second/foreign language by constructing

over his L1. As a result of L1 Scaffolding, bilingual learners did better than monolingual learners in the acquisition of modal verbs.

This study investigated L1 factor in modal acquisition process by monolinguals and bilinguals. The average results of production and recognition tests by monolinguals and bilinguals confirms the claims of Torres–Martínez, (2019) now that it was found that Construction Grammar could successfully account for underlying modality patterns in both linguistics and second language acquisition research.

In this study on the acquisition of English Modal Auxiliary verbs by monolingual and bilingual learners of EFL, Contrastive Hypothesis's claim that those structures that are similar (or identical) in both languages are easily acquired "as a result of 'positive transfer'. Those forms that contrast with the newly-acquired in a foreign language cause difficulties, produce errors "as a result of 'negative transfer', or 'interference' between the two contrasting languages" have been observed. For instance, both bilinguals and monolinguals in this study have acquired modal verb Can easier than other modals as a result of positive transfer. English modal verb Have to has been challenging for bilinguals rather than monolinguals which can be defined as interference or negative transfer. Bilinguals who can speak Turkish and Kurdish have some faced a contrasting situation in the acquisition of English modal have to in turning to L1 or L2. Scholar Sofu (2009) tackled this issue in her study on multilingualism stating that where there are two or more languages in contact, language shift is inevitable. Shift or maintenance occurs at individual or societal levels due to social and psychological conditions in which community members are in. Therefore, it can be claimed that L1 shift/factor conforms to the claims by Sofu.

Analysing the results of one way Anova, we can see that bilinguals have done partly better than monolingual in terms of school type. These data might be supported with two concepts of language learning: Scaffolding of Vygotsky and ZPD of Chomsky. The reason why some two schools have better results can be stemmed from the learners' differences. The participants of these schools act as a scaffolding to other students. Therefore, the average scores of them are higher than other schools. Also, this significant difference can be explained through Zone of Proximal Development since they are at a certain level of language in High School Entrance Exam. These participants are more eager to learn and capable of learning fast compared to their peers.

CHAPTER VI

CONCLUSION

6.1. Conclusion of the study

Some language theories try to explain and clarify first and second language acquisition process of individuals. Some of them (eg, Behaviorism) focus on habit formation, (eg, Innatism) universal grammar rules and language device; the others (eg, Social interactionist) focus on negotiation of meaning, exposure to language input and collaboration in language acquisition. In this study, some of these theories principles and their reflections on the acquisition of English Modal Verbs by monolingual and bilingual learners have been investigated. Interestingly, the findings of this study support a variety of the principles and views of these language acquisition theories since they provide data on the acquisition of English Modal verbs by monolinguals and bilinguals and L1 factor in language acquisition simultaneously.

This study shows monolingual and bilingual students might differ by the acquisition of modal units, which are more challenging for monolingual and bilingual learners of EFL, and the role of the first language transfer on the acquisition of eight English modal verbs. Findings of this study show that bilingual learners of EFL in Turkey have better test results compared to monolingual learners in some of the English Modal Auxiliary verbs. Besides, some of the English modal verbs can be classified into sections as challenging and not challenging based on the overall correct answers of the participants. And lastly, first language already acquired can have a positive influence on the process of foreign language acquisition especially in modal acquisition by learners whose first language is in the same language family. This L1 positive influence cannot be explained just with language families but L1 Scaffolding and Universal Grammar Hypothesis as well. Since the two languages English and Kurdish have similar cognates and syntaxes, the learners connect the target language with their L1 and construct new forms/functions/language sets on their first languages. As a consequence of this connection, bilingual learners have been better in the acquisition of modals compared to monolingual learners, whose first language is Turkish. Since the two languages English and Turkish do not have similar syntaxes, monolingual learners have faced more difficulties in the acquisition of English modals.

When the findings of this study are analysed in the view of Dynamic System Hypothesis, it can be concluded that there is a bond with L1 and L2 in the acquisition of English modal verbs. As Dynamic System Hypothesis suggests, language is a dynamic not static instrument. Because language is a dynamic system, there are lots of cogs/particles that affect language acquisition/learning process. Now that there are lots of cogs/particles in language system, learners' language acquisition/learning is affected by a variety of factors such as L1, language aptitude, learner motivation, learner strategy, age, gender, setting, and etc. As it is indicated in this study, learners whether monolingual or bilingual are affected by this dynamism of language in learning/acquiring a second language. According to the findings of this study, bilingual learners who use dynamism of L1 positively in language acquisition might acquire a second/foreign language easier than monolingual learners.

When the acquisition of English Modal Verbs by monolingual and bilingual learners is evaluated in terms of exposure to language input stated by Krashen, both monolinguals and bilinguals are exposed to input in classrooms. However, according to the findings of this research, it can be observed that monolinguals and bilinguals differ in terms of the output. The means and comparison of production and recognition tests results of the monolinguals and bilinguals are not the same. The bilinguals are better in modals output. One reason for this might be comprehensible input. The language input for modals might have been more comprehensible for bilinguals than monolinguals as the language input for modals is perceived as more comprehensible by bilinguals.

Finally, the acquisition of a second language is influenced by a number of factors. Of these factors, L1 affect needs a special attention now that first language has not been investigated as a parameter of learner differences in the literature. This study underlines L1 affect and its implementation on English Modal Verbs by monolingual and bilinguals.

6.2. Suggestions For Further Research

In this chapter, three suggestions can be proposed. First, it is related to first language factor in learner differences. The researchers focus on various learner differences in language learning/acquisition. Nevertheless, L1 is not investigated as a variable or parameter in language acquisition. Hence, L1 factor awaits a special attention to be inquired. This study is an instance of L1 influence and its

implementation on English Modal Verbs by monolingual and bilinguals and new studies can be conducted on tenses of English by monolingual and bilinguals since some of the tenses do not exist in Turkish language but exist in Kurdish language. Such a study will enable the researchers to compare English modals and tenses by monolingual and bilinguals.

Second, in this study a test was used in assessing the acquisition of English Modal verbs by monolingual and bilingual learners. As an assessment tool, there is not a standard test to assess the English modal verbs by both monolinguals and bilinguals. The test used for this study can be an example if such research is to be made. The test items are arranged according to the English Syllabus in use in Turkey. For similar surveys, for different bilingual learners, other test items might need to be used due to language typologies and learner characteristics.

Third, this study's sample was selected from Anatolian High Schools and all the participants are 9th grade students. Owing to this fact, English modals that were investigated were limited to eight modals. In order to lift this limitation, another research can be carried out with 12th grade students from Anatolian High Schools with more modals and their perfect usages. 9th grade English Syllabus concentrates on A1-A2 level English according to CEFR, while 12th grade English Syllabus concentrates on B2 level English according to CEFR. The acquisition of English Modal Verbs by monolinguals and bilinguals with such a different sampling requires investigation so as to reach a broad conclusion.

6.3. Pedagogical Implications of the Thesis

The findings from this thesis have implications for the acquisition and use of English Modal Auxiliaries in the language classroom. Firstly, the overall findings show that the acquisition/learning of English Modal Auxiliaries in EFL can be challenging for both monolingual learners and bilingual learners. Secondly, one research question gives detailed information on which English Modal Auxiliaries are challenging for monolingual and bilingual learners. The detection of the problem by the learners will guide the teachers about which English Modal Auxiliaries entail special care in language teaching. The teachers might not be aware of this challenging condition in language acquisition as some of the learners perceive the language with their first language. And, the teachers might not be able to speak and know the typology/syntax of

the first language. In this study, a comparison of three languages (Turkish-Kurdish-English) has been given in terms of modal auxiliaries with examples, which will make an understanding of the three languages at the same time.

There are two types of test in this thesis. One is testing the production of eight English Modal Auxiliaries; the other is testing the recognition of eight English Modal Auxiliaries. Results from these two tests indicate that English Modal Auxiliaries are not acquired by all the learners' similarly even in the items assessing the same modal auxiliary verb. On the recognition test, participants overall achieved better than the production test assessing the English Modal Auxiliaries, which stresses the issue of creativity and critical thinking. The participants were able to find correct answers in the crossing test with better scores; however they were not exactly able to find correct answers in the fill in the gap questions compared with recognition test scores. One of the results of this difference, the teachers should focus on different and enriched activities so as to promote the learners creativity and critical thinking in modal auxiliaries activities.

Another implication of this study for the syllabus organizer is that English Modal Auxiliaries in EFL classrooms for the primary schools and 9th grades are numerous. There exists English Modal Auxiliaries with the same function in the syllabus and these English Modal Auxiliaries with the same function are taught in the language classes, which make confusion by both monolingual and bilingual learners. In order to overcome this confusion, could with request function, may with permission and possibility function can be excluded from the syllabus. Their functions might be taught with *can* for both. Such exclusion is also compatible with the principle of "*less is more*". Furthermore, these English Modal Auxiliaries can be instructed in a context oriented basis. The input will be more comprehensible if they are taught in context and contextualization. To summarise, a standard of modals for the primary school grades and 9th grades might be as:

- 1) Can for ability, request, permission, possibility
- 2) Should for advice
- 3) Must for prohibition
- 4) Have to for prohibition (outside obligations)
- 5) Would for request in (would you like phrase)

Another implication of this study for the English teachers in Turkey is that English Modal Auxiliaries in EFL classrooms for the primary schools and 9th grades can be reinforced through *integrated task based contextualized activities*. The English curriculum in practice recommends task based activities and contextualization however these activities are not simultaneously held. The teachers can compose activities based on an integration of task and context. Such an instruction might enhance modal acquisition for monolinguals and bilinguals of EFL in Turkey. Moreover, awareness of language differences/similarities in syntax and semantics among English, Turkish and Kurdish in terms of modals might facilitate acquisition of English modals.

6.4. Original Contributions of the Study

The research presented in this thesis offers a number of original contributions to the field of second language acquisition with the acquisition of English Modal Auxiliaries by monolinguals and bilinguals. Firstly, the comparison of three languages (English-Turkish-Kurdish) in modal verbs were illustrated in syntax and semantics dimensions, the overall evaluation and critic with the examples is unique and might contribute to the acquisition of English modals in the field.

Furthermore, this project investigated the acquisition of English Modal Auxiliaries from the point of view of four different Anatolian High schools participants. There was an equal selection of the participants from four schools, two of them registering students with an exam score. The studies exploring the acquisition of English Modal Auxiliaries by monolinguals and bilinguals are few and this is the first study to explore L1 factor in the Acquisition of English Modal Auxiliaries as a learner difference. Additionally, the current thesis is distinct from existing research in its detailed exploration of acquisition of English Modal Auxiliaries by both monolinguals and bilinguals from different language typologies (English-Turkish-Kurdish). This study is the first study in investigating the English Modal Auxiliaries with these three languages.

Another distinguishing factor is the aspect of the study it focuses. While some of previous studies focused on English modals in deontic and epistemic systems some other studies handled the issue of modal in terms of acquisition. Unlike these, this study handles the issue of acquisition of English modals in terms of challenging that derives from semantics, syntax and morphology simultaneously.

Other distinguishing side of this study is that the all tables permit a comparison of the acquisition of English Modal Auxiliaries by monolinguals and bilinguals. Since the crosstabs and One way Anovas have been used in this study, the differences and similarities in the test results can be clearly seen and observed.

Overall, this thesis contributes to the investigation of acquisition of English Modal Auxiliaries by monolinguals and bilinguals, challenging of English Modal Auxiliaries and L1 factor in language transfer in EFL in terms of syntax and semantics as well.



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APPENDIX

Appendix 1. Test and Answer Key

Correct/Accepted answers of the production Version of the Test

This production version of the test is designed so as to assess students' ability to recognize the use of modals. Due to the fact that the some modals have different functions, in some item (...) various answers were accepted as true.

Complete each of the following sentences with one of the modals in the box below.

should can could may must would have to

1. [A daughter talking with her father on the phone]: There is a lot of noise here. _____ you speak up, please?

Correct/Accepted answers are "Could / Can"

2. [Looking at the cloudy sky]: It _____ be cold tomorrow.

Correct/Accepted answers are "May / Can"

3. [A guest to his host]: _____ you switch on the TV, please? I always watch the 7 o'clock news.

Correct/Accepted answers are "Could / Can"

4. [A student to teacher]: _____ I look at the questions now?

Correct/Accepted answers are "May / Can"

5. You _____ learn English if you would like to have a good career.

Correct/Accepted answer is "have to"

6. A: I need somebody to help me with my Maths homework.

B: I _____ help you. I'm good at Maths.

Correct/Accepted answer is "Can"

7. _____ you like to help the poor?

Correct/Accepted answer is "Would "

8. A: Are you joining the seminar tomorrow?

B: I'm not really sure. I _____ join it.

Correct/Accepted answers are "May/Can"

9. (a notice in a plane): Passengers _____ fasten their seatbelts.

Correct/Accepted answer is "Must "

10. (in a non smoke area): Hey, Sir, You _____ smoke here.

Correct/Accepted answer is “Mustn’t ”

11. I _____ play the piano because I practice the piano every week.

Correct/Accepted answer is “Can ”

12. I _____ speak French.

Correct/Accepted answer is “Can ”

13. Nobody can answer this question. You _____ ask a lawyer.

Correct/Accepted answers are “Should/Can ”

14. A: Do you help your parents at home?

B: Yes, I _____ help them to set the table.

Correct/Accepted answer is “Must ”

15. I think we _____ invest much in Somalia. The situation is not very good.

Correct/Accepted answer is “Shouldn’t ”

16. _____ you like some ice?

Correct/Accepted answer is “Would ”

17. _____ I help you?

Correct/Accepted answers are “May/Can ”

18. [reading the contract details] : We _____ finish this project by tomorrow.

Correct/Accepted answer is “have to ”

19. Take an umbrella. It is sunny, but it _____ rain.

Correct/Accepted answers are “ May/Can”

20. [In an academic seminar]: _____ I ask you a question professor?

Correct/Accepted answers are “May/ Can

21. She _____ be at work at 8.30 a.m because she is a clerk.

Correct/Accepted answer is “Has to”

22. [A man in bakery to woman]: I _____ like a loaf of bread.

Correct/Accepted answer is “Would”

23. [A section in constitution]: Children in Turkey _____ go to school.

Correct/Accepted answer is “Have to”

24. [You kindly ask to a stranger]: _____ you give me a hand please?

Correct/Accepted answers are “Could/Can”

Accepted / correct Answers of Recognition Version of the Test

Here, there is no accepted answer since the Recognition Version of the Test is designed as multiple choices. There is one correct answer for each item. The correct answer is highlighted.

1. (An employee to his senior): There's a lot of noise on the line. _____ you speak up?

a. **Could** b. Should c. Must

2. (Looking at the cloudy sky): hmm. It _____ be cold tomorrow.

a. **may** b. should c. have to

3. [A guest to his host]: _____ you pass the salt, please?

a. Should **b. Could** c. May

4. [A student to teacher]: _____ I look at the questions now?

a. must **b. may** c. should

5. You _____ learn English if you would like to have a good career.

a. should b. must c. may

6. A: I need somebody to give me a ride to the airport.

B: I _____ give you a ride. It will be my pleasure.

a. may b. should **c. can**

7. _____ you like to try this Tshirt?

a. may b. can **c. would**

8. A: Are you going to the party?

B: I'm not really sure. I _____ go.

a. may b. must c. would

9. (a notice in a plane): Passengers _____ fasten their seatbelts.

a. must b. may c. should

10. (in a non smoke area): Hey, Sir, You _____ smoke here.

a. may not **b. mustn't** c. shouldn't

11. I _____ play the piano because I practice the piano every week.

a. must **b. can** c. may

12. I _____ speak French.

a. can b. could c. may

13. I can't answer this question. You _____ ask a lawyer.

a. could **b. should** c. may

14. A: Do you help your parents at home?

B: Yes, I _____ help them to set the table.

a. may B. should C. must

15. A: China has become an attractive market for investors. Let's invest there.

B: I think we _____invest much in China. Nobody knows what is going to happen next year.

a. shouldn't b. mustn't c. couldn't

16. _____ you like some ice?

a. Should b. Would c. Can

17. _____ I help you?

a. May b. Could c. Should

18. We _____finish this project by tomorrow as we have contract with the company.

a. can b. may c. have to

19. Although it looks sunny today, you'd better take an umbrella. It _____rain.

a. may b. must c. should

20. [In an academic seminar]: _____ I ask you a question professor?

a. may b. must c. should

21. She _____be at work at 8.30 a.m because she is a clerk.

a. may b. must c. has to

22. [A man in bakery to woman]: I _____ like a loaf of bread.

a. may b. would c. should

23. [A section in constitution]: Children in Turkey _____go to school.

a. can b. must c. have to

24. [You kindly ask to a stranger]: _____you give me a hand please?

a. Should b. Could c. Would

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