The effects of learning a second language on the first: The case of increased metalinguistic awareness

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Abstract

The present study aims to test if Turkish L2 users of English judge the grammaticality of generic/habitual real conditionals in Turkish differently compared to Turkish monolinguals. Bassetti and Cook (2011) and Bialystok (2001) claim that one of the outcomes of being a bilingual is an increase in metalinguistic awareness. Accordingly, this study investigates if Turkish L2 users have an increased metalinguistic awareness. 20 grammaticality judgment tasks are analysed in data analysis. The participants are university-graduate 15 Turkish monolinguals and 15 Turkish L2 users of English. The responses are evaluated via both descriptive statistics and also SPSS. The analysis indicates that the difference between the monolinguals and L2 users in the judgement of Turkish conditionals is a statistically significant one. This result suggests that learning an L2 has an effect on the L1 of L2 users. This implies that L2 users are a distinctive group of people with regard to their language knowledge.

Keywords: Metalinguistic awareness; bilingualism; multi-competence theory; grammaticality judgement tasks; habitual conditionals

1. Introduction

1.1. Theoretical background and justification

There are many studies in the literature which focus on the effects of learning another language. However, the studies of cross-linguistic influence have generally studied the effects of the first language (L1) on the second language (L2) and there are so few studies on the effects of L2 on L1 (Altmisdort, 2016; Liu and Ni, 2016; Pinto, 2014; Van Hell and Djikstra, 2002). So, this area needs much more research and this study will be a contribution to this literature. Cook (2003) mentions four distinctive characteristics of L2 users1 compared to the monolinguals. The third suggestion, which is the focus of this study, states that L2 users' L1 is in some ways not the same as that of a monolingual

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[1] The term 'L2 user', in accordance with Cook's (2003) idea of 'users', puts the focus on a bilingual's ability to use his/her L2 in daily life without any significant difficulty unlike traditional definitions of L2 learner which see the language knowledge of beginner or intermediate learners as incomplete.

(section 2.2). This proposition of Multi-Competence Theory (hereafter MCT) suggests that L2 users' first language knowledge is not the same as the knowledge of monolinguals. The reason is learning another language has effects on the L1 just like the L1 has effects on an L2 (e.g. Cook et al., 2003; Hartsuiker et al., 2004). One significant effect of learning an L2 on the L1 L2 users is the increase in metalinguistic awareness (Bassetti and Cook, 2011; Bialystok, 2001). Learning another language increases the 'awareness' of a speaker of his/her L1 as learning an L2 also requires reflecting upon one's mother tongue.

To conclude, the L2 influence on L1 has been studied extensively. However, there is a need in more studies to understand nature of L2 effect on L1. Accordingly, this study set out to test if the judgment of Turkish generic/habitual real conditionals in Turkish by monolingual and Turkish L2 users of English differs in order to understand if there is a difference in their metalinguistic awareness. The results of this study will be a contribution to the studies focusing on the effects of L2 on L1, specifically with regard to metalinguistic awareness and the effects of bilingualism.

1.2. Research questions

The main purpose of this study is to find an answer to the following research question:

"Do Turkish L2 users of English judge the grammaticality of Turkish generic/habitual real conditionals differently compared to monolingual Turkish speakers?"

This study also has a secondary research question:

"Do Turkish monolingual speakers judge the grammaticality of present tenses in generic/habitual real conditionals as described in prescriptive Turkish grammar books?"

The first research question aims to test if L2 users have an increased metalinguistic awareness in accordance with Cook's MCT (2003) which suggests that L2 also has an effect on L1 and one of these effects is increased metalinguistic awareness. The second research question is also important in that, to my knowledge, other than prescriptive grammar books (e.g. Kerslake and Goksel, 2005; Lewis, 2000), there are not any studies on the properties of Turkish generic/habitual real conditionals as judged by the monolingual speakers. Therefore, it would be a good contribution to study what monolingual speakers really think of the grammaticality of generic/habitual real conditionals which would enable the researcher to compare and contrast it with the descriptions in the prescriptive grammar books.

1.3. Review of the Relevant Literature

1.3.1. Multi-competence theory

The term multi-competence is used to indicate the knowledge of the two or more languages in a bilingual's mind (Cook, 1991). MCT argues that a bilingual's L1 and L2 are processed by the same mind. Consequently, the two languages form a super-system and these languages affect each other. MCT, accordingly, argues that L2 users' L1 knowledge is different than the monolingual native speakers' knowledge. The reason is an L2 user already has a language in his/her mind and this naturally affects the acquisition of other languages and also learning another language has some effects on L1 just like L1 has effects on L2. This means that the languages of an L2 user affect each other and consequently, L2 users have a unique knowledge of their L1 and L2 compared to monolinguals.

The L2 influence on L1 is less obvious and it is more difficult to detect compared to the effects of L1 on L2 (Cook, 2003). However, the examples of the studies that support MCT show that L2 effect on L1 exists (Altmisdort, 2016; Laufer, 2003; Liu and Ni, 2016; Pinto, 2014; Van Hell and Djikstra, 2002). This feature of L2 users is one of the main focuses of MCT and in fact, it is MCT which is one

of the few models/theories that has a systematic and focused approach to study the L2 influence on L1. Kecskes and Papp's (2002) Common Underlying Conceptual Base and Jessner's (2003) Dynamic Model of Multilingualism also focus on L2 influence on L1, but they are more concerned about cognitive and psychological aspects of bilingualism unlike MCT which aims to study the L2 effects on L1 in terms of second language acquisition.

1.3.2. Characteristics of L2 users and metalinguistic awareness

MCT sees L2 users as distinct people in their own right. In the seminal book *Portraits of the L2 User* edited by Cook (2002), it is suggested that L2 users have a different language system and neither their L1 nor their L2 is like the monolinguals of those languages. Therefore, some characteristics of L2 users will be discussed below.

Firstly, L2 users have other uses of languages compared to monolinguals. Knowing two different languages enables L2 users to perform some specific activities that monolinguals cannot. One obvious example is code-switching (Cook, 2002). Code-switching may have many uses for a bilingual such as structuring talk, showing social-group membership, checking understanding and using one of his/her languages to supplement the other in case of a communication breakdown (Akkaya and Atar, 2015; Cromdal, 2001; Macaro, 2005). In this respect, code-switching is a significant gain of an L2 user. Similarly, translation is another ability of L2 users. L2 users can read something in their L2 and translate it into their L1 or they can listen to something in their L1 and translate it to another person who speaks his/her L2. So, it can be argued that L2 users have some advantages and different abilities thanks to being bilinguals.

Another distinctive characteristic of L2 users is that they have different and unique knowledge about their L1 compared to monolinguals. Acquiring another language causes cognitive changes in L2 users' minds and this gives way to increased metalinguistic awareness. Metalinguistic awareness is knowing and reflecting upon the use of language. It is the awareness which requires realizing that languages have a certain structure and that there may be correct or incorrect uses of languages (Bialystok, 2001). In the literature, metalinguistic awareness is assessed generally via phonological awareness and syntactic awareness (e.g. Mcguiness, 2005). While phonological awareness focuses on knowledge about sounds, syntactic awareness is related to the form and grammaticality of utterances.

Bilinguals tend to have a higher level of metalinguistic awareness as they have to focus on both their mother tongue and also the target language to learn a new language (Chen et al., 2004). For instance, Kesckes and Papp (2000) have shown that bilingual Hungarian children use more complex sentences syntactically compared to monolingual Hungarian children. Furthermore, Cook (2002) suggests that L2 users think more flexibly and they have better communication skills in their L1. On the other hand, some researchers claim that being a bilingual changes the cognitive system, but in a negative way. For example, Makarec and Persinger (1993) claim that male bilinguals had some memory deficiencies compared to monolinguals. In the same vein Magiste (1986) and Randsdell and Fischler (1987) also claim that L2 users have some cognitive deficits compared to monolingual native speakers. However, these are relatively older studies and most of the recent studies argue that L2 users do not have deficit rather, they have their own unique systems (see Cook, 2003 for details). Some other studies which claim that learning an L2 has negative effects on L1 focus on issues such as language attrition or language loss (e.g. Laufer, 2003; Porte, 2003) rather than the direct effect of learning an L2. However, language attrition and language loss is more related to the socio-cultural conditions of a person. For instance, a person may have a weaker command of his/her L1 or s/he may even lose it when s/he is submersed into an environment where his/her L1 is rarely used.

To sum up, in the literature there are some studies focusing on the negative effects of learning another language, but these are more focused on the L1 of migrants or international workers whose L1

is negatively affected by the scare exposure to their L1. Therefore, it may be concluded here that most of the studies in the literature argues that metalinguistic awareness is a positive effect and it has certain benefits for the L1 of bilinguals. To my knowledge, the focus of this study, the grammaticality judgement of Turkish conditionals by monolingual Turkish speakers and Turkish L2 users of English with regard to metalinguistic awareness, has not been studied previously. Consequently, this study sets out to test if there is a difference between monolingual Turkish speakers and Turkish L2 users of English with regard to Turkish conditionals. In this sense, this study will be a contribution to both metalinguistic awareness studies and also the studies on bilingualism generally.

1.3.3. Habitual/generic real conditionals in Turkish

Habitual/generic real conditionals are the conditional structures which are used in cases which are almost certain to happen under certain circumstances (Lewis, 2000). Unlike the 'unreal' conditionals, they make an assumption about a 'real' possibility. As for their morphological properties in Turkish, firstly, and most importantly, as an agglutinative language Turkish expresses conditionals with a conditional suffix -(y)sA[†] added to an inflected verb unlike English (Kerslake and Goksel, 2005). In English the conditional conjunction 'if' itself and the tenses used in the main and conditional clauses determine the type of the conditional while in Turkish the conditional suffix and tense markers are added to the verb of the conditional clause.

In Turkish habitual/generic real conditionals the aorist marker, which is the present tense equivalent of English which denotes a habitual meaning, followed by the conditional suffix is used. To exemplify:

Turkish: (Eğer) suyu   ısıtır**sa**n,   kaynamaya   başlar.

    If   water   heat (you)   boil   (it) starts

(Simple present tense+**Conditional**+2nd person singular) (Simple present tense+3rd person singular)

Meaning: If you heat water, it starts boiling (habitual, general time)

To conclude, in Turkish generic/habitual conditionals present tenses followed by conditional suffix is used to express conditional status. This is similar to English in that present tenses are used in the conditional clause, but Turkish also utilizes the conditional suffix.

2. Method

2.1. Sample / Participants

While choosing participants for a study which aims at seeing the effect of learning an L2 on the L1, it is really important to contrast two similar groups, the only difference being the topic of the research (Cook, 2003). Consequently, two similar sample groups are designed in order to ensure that the only variable is their proficiency in English. Sampling is a very complex process. One of the most important things in a research is to balance the sampling method and the objective of the study. Regarding the difficulty of finding participants of the same background, convenience sampling (Atar, Erdem and Koçyiğit, 2017) is used to find the participants. As the study has already defined the properties of the participants –university graduate monolinguals (or those who have a very low level

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[†] A is capitalized in the conditional suffix to show its variation between 'a' and 'e' depending on vowel harmony in Turkish.

of proficiency and no regular contact with English) or bilinguals- convenience sampling provided participant groups quickly and efficiently in accordance with the study aims. The monolingual participants are 15 teachers from two schools in Turkey and bilingual participants are 15 Turkish people who lives in the UK. All the bilingual participants actively 'use' English in their daily life and they are L2 'users' (Cook, 2003) while monolinguals have almost no contact with English as concluded from the Biodata form that they have filled prior to the study (Appendix A).

However, one flaw of convenience sampling is that the participants are not generalizable to all monolingual or bilingual Turkish speakers because they represent only a restricted number of speakers who have a specific socio-economic and education background. However as explained above, in order to choose similar groups which are appropriate for this study, convenience sampling provided appropriate and comparable groups of 15 monolingual and bilingual speakers. Indeed, it is necessary to do some convenience sampling and case-control matching in linguistic studies as the nature of this research requires it (Ross et al., 2012).

2.2. Instruments and data collection procedures

The instrument of this study is 20 Grammaticality Judgment Tasks (GJT) which provide 3 options for each context. The options either include a present tense usage (the grammatical one) or a future tense usage (the ungrammatical one) or they may have an irrelevant condition. The participants are expected to judge and rate the grammaticality of the tense usages in accordance with the contexts.

GJTs are very useful in linguistic studies and they give precious information about the comprehension of a speaker (Guasti 2004; Han, 2000; Sorace, 1996). GJTs are the appropriate method for this study to find out how the L1 of Turkish L2 users of English has changed. In addition, GJTs are really good at assessing an L2 learner's current grammar level, and the patterns obtained by GJTs provide very useful insights about participants' interlanguage and linguistic system (Schütze, 1996). GJTs may be criticized as they do not require production and they do not allow the researchers to obtain natural language data. However, the position of this paper is that GJTs provide information about one's language aspects such as knowing what is grammatical or not which cannot easily be deduced by production tasks. In this way, GJTs provide negative evidence on certain aspects of grammar that cannot be found in the natural language (Golato, 2003).

However, even if GJTs are the appropriate research instruments for this study, regarding the nature of the hypothesis of this study, it was essential that some contexts were added to GJTs. GJTs are typically made up of a single sentence and participants judge its grammaticality. However, as this study focuses on generic/habitual conditionals which are really difficult to distinguish from predictive conditionals without a very clear context (Kerslake and Goksel, 2005), this study took up an original design and accordingly context paragraphs are added to each of the 20 tasks to clarify the contexts. The contexts in all tasks have three following sentences (which were ensured to contain a habitual reading by using the references Kerslake and Goksel, 2005; Lewis, 2000) to be judged and a scale from 1 to 6 is provided for each of the sentences. However, instead of giving numbers, some expressions are assigned for the scale. Very bad is for 1, bad for 2, sounds bad but, it may be used for 3, sounds weird but it is used for 4, sounds good for 5 and very good for 6. The reason for using words rather than numbers is that, as this is a GJT, it is very important to find out what the participants think about the structures. Using expressions like 'sounds bad but, it may be used' helps the participants express how they judge the option better (Sorace and Keller, 2005; Tremblay, 2005). In case of giving numbers, they are more open to subjective interpretation unlike verbal expressions, because while 3 may be a low point for a participant, it may mean fine for another participant. One more point to mention about the contexts is that as the focus of this study is directly related to tense usage, modals

are deliberately excluded in the tasks because they are finite structures and thus they cannot have tense inflection (Aarts, 2011).

The tasks analysed in this study consist of two groups: tasks about generic/habitual real conditionals in Turkish and tasks on relative clauses.

The first group includes the contexts which focus on real conditionals and these tasks aim to test the use of present tenses in the conditional clauses. The aim here is to see if there is a difference in monolinguals' and L2 users' rating regarding the use of present tenses (the grammatical one) and future tense (the ungrammatical option). The results of these two groups give the researcher the chance to compare the two groups in terms of the processing of generic/habitual conditionals which is the main research question of this study. The results of these tasks will also realize the secondary aim: Although conditionals are described thoroughly in prescriptive Turkish grammar books, there is no empirical data which tests how Turkish speakers judge these structures. The second group of tasks is ten distracters whose aim is to prevent participants from understanding that the tasks are trying to assess the use of conditionals. They test the acceptability of the relative clauses in Turkish and these tasks are not analysed in this study.

In the implementation process of the tasks, the participants were given information about what a GJT is and how they are going to do the tasks. How the tasks are going to be done was demonstrated by one example on blackboard to ensure that the participants really understand what was expected from them (for the monolinguals). The bilinguals completed the tasks online. Specifically, the fact that they should evaluate the sentences 'only' in accordance with the given context is emphasized several times. The reason for this is that in GJTs participants may easily come up with imaginary situations and this may affect the reliability of their answers (Tremblay, 2005)

2.3. Data analysis

This study is a hypothetical-deductive one as a hypothesis stemming from MCT will be tested. The data consist of quantitative data. Consequently, descriptive statistics and Statistical Package for Social Sciences (SPSS) are used to show the difference between the grammaticality judgement of monolinguals and L2 users.

Table 1. Research questions and the instruments used

The research questions	The instruments used
Do Turkish L2 users of English judge the grammaticality of Turkish generic/habitual real conditionals differently compared to monolingual Turkish speakers?	Both monolinguals' and bilinguals' results will be compared and contrasted.
Do Turkish monolingual speakers use present tenses in real conditionals as described in traditional prescriptive Turkish grammar books?	Monolinguals' judgement of generic/habitual real conditionals will be compared and contrasted with regard to prescriptive grammar books.

In the data analysis firstly the mean, median and the standard deviation of the task results will be calculated. The results of the monolinguals and L2 users will be compared and contrasted in accordance with the research questions. Then, SPSS will be used to see whether the difference between monolinguals' and L2 users' grammaticality judgements for present and future tense usage in Turkish generic/habitual real conditionals is significant or not. SPSS can tell whether the difference

between the two groups are a genuine or an incidental one (Paltridge and Phakiti, 2010). Hence, SPSS will be used to justify the significance of the study results in this paper. Finally, for the second research question, the results of only the monolinguals are analysed and it is compared to the prescriptive grammar rules which are reviewed in section 2.3.

2.4. Validity and Reliability

The validity and reliability aspects of any data collection method are of great significance to the findings of any scientific research (Dornyei, 2007). Validity and reliability issues serve as guarantees of the results of the participants' performances. Consequently, this study takes reliability and validity into consideration throughout the research process.

Validity is the extent to which the research instrument actually measures what it is to measure (Paltridge and Phakiti, 2010). The validity of a research suggests that inferences, interpretations and actions in a test are accurate on the basis of the data. In this study, in order to increase the validity of the tasks, a very detailed literature review was done. Having checked the literature on real conditionals in Turkish, the important points were checked and unrelated parts were excluded in the data collection instrument. In this study, in order to increase the validity of the tasks, a very detailed literature review was done. Having checked the literature on real conditionals in English and Turkish, the important points about generic/habitual and predictive conditionals were checked and unrelated parts were excluded. For example, in Turkish firstly it was made sure that future tenses are not used in the main clauses of predictive conditionals. Then it was found out that in Turkish future tenses are only possible when there is a meaning of certainty or deduction. So, it was made sure that these types of context were excluded to test the correct point about conditionals. In this way, the study measured what it intended to measure: the predictive conditionals with real possible contexts.

Reliability, which is defined as the consistency of test items and ratings (Ross et al., 2012), is also taken into consideration. In order to increase the reliability of the tasks, it was made sure that the contexts in the tasks were prepared accurately so that they yield the same responses in case of replication. The contexts were prepared as precise as possible and every detail about real conditionals in Turkish was taken into consideration to guarantee that unrelated issues do not cause the tasks to be rated lower or higher by chance. Also, a pilot study was undertaken before the main data collection. Considering the pilot study results, two of the tasks were changed. The reason is that the first task had a problem with its contextual clarity. As it is explained in the literature review part, in order to avoid future tense usage in the main clauses of predictive Turkish conditionals, any context which implies at a high possibility or some form of evidence has to be avoided because this would put the validity of the tasks at risk. The other task lacked providing a clear generic/habitual condition. It was about daily habits of a person, but as some of the pilot participants saw it also as a real possibility, it was suspected that its context is not clear enough to show a habitual/generic condition and consequently it was also replaced by another task. In addition, after the pilot study, the researcher of the study decided to add prompt sentences to most of the tasks wherever it is necessary. To explain, a context is given and participants are expected to rate it in tasks. In order to make the context much more clear, sentences like 'according to this general truth, the following sentences are said: ..' or 'in this context the speaker A says to B the following sentence: ..'. The aim of these prompts is to lead participants' focus on the condition by making the relationships in the context more precise and clear.

Another issue to be discussed in this section is external reliability. External reliability is concerned with checking if the results of a study can be generalized to other situations or participants (Paltridge and Phakiti, 2010). External validity is then about results' being consistent regardless of participants and settings. In this study, as convenience sampling is used and as only university-graduate

participants are chosen, it may seem that external reliability is a bit weak as this group of participants cannot be the representative of all the Turkish speakers. However, the participant characteristic, only university graduates, are decided from the initial stages of this study and this study does not claim that its results are generalizable to all bilingual Turkish speakers. Moreover, as Dornyei (2007) suggests, 15 participants is an enough number for a quantitative study and as long as they are representatives of 'their own' groups, a study does not have to provide results which can be generalized to the whole population. Taking all these points into consideration, it seems that the external validity of this research is robust as 15 participants can give reliable results for a population of the same background. Moreover, information about both the monolinguals and L2 users' exposure to English, the frequency of using English daily and knowing other languages are checked carefully in order to form comparable groups whose comparison yields quite reliable results (Appendix A).

Finally, as White (2003) explains, GJTs can easily be influenced by performance factors as both processing a grammatical structure and also dealing with a context at the same time substantially decrease their processing. In accordance with White's warning, the contexts of the tasks in the study were made as precise as possible to avoid filling participants' short term memory with too long contexts. This is an important factor for reliability and validity issues because if performance factors affect participants' performance, this will affect the results of the study.

3. Results

3.1. Monolinguals

The results of the monolinguals show that the average point for the grammaticality judgement of present tenses in habitual/generic contexts, the grammatical option, is 4,99 while it is 2,92 when future tenses, the ungrammatical options, are used (Chart 1). The standard deviation of the judgements of the use of present tenses is 0,44 and it is 0,59 for the usage of future tenses. The median for the present tense usage is 5 while it is around 2,8 for the usage of future tenses.
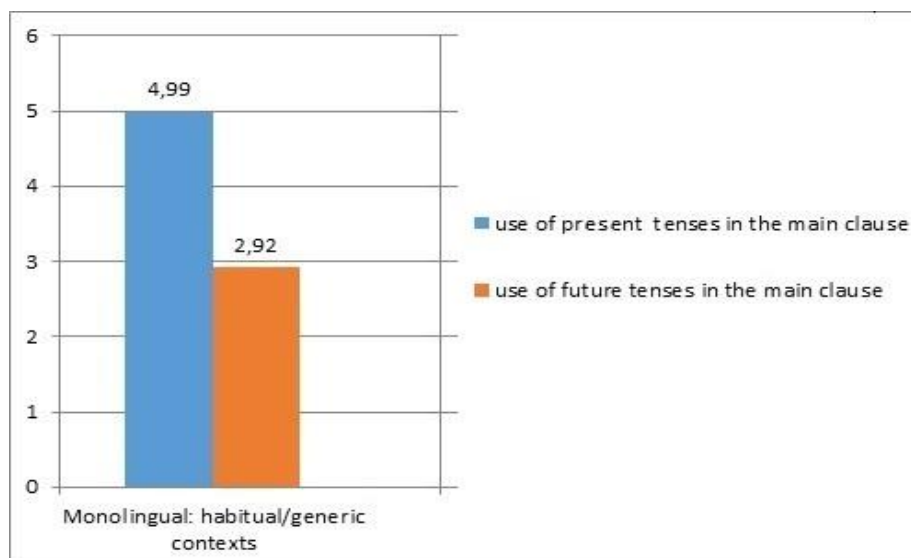

Chart 1. The results of monolinguals

As for the SPSS paired sample test results, as seen in SPSS Analysis 1 below, the significance of the difference between the acceptability of present and future tense usage is .000 at (p<0.05). The t-score is calculated as -9.039 which is higher than the 95% confidence interval.

SPSS Analysis 1. The difference between the grammaticality judgement of present and future tenses for monolinguals

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	Lower	Upper	t	df	
Pair 1	VAR1 – VAR2	-2.05333	.87983	.22717	-2.54057	-1.56610	-9.039	14	.000

The results of the monolinguals presented in this section will be discussed in section 5 for both comparing it to the L2 users to see if there is a difference (the first research question) and also these results will be used to answer the second research question which aims at comparing the judgements of the monolinguals to prescriptive grammar books.

3.2. Bilinguals

As for the results for the bilinguals, as seen in Chart 2, the average acceptability rate of present tenses is 5,43 but, it is only 2.53 for future usage. The standard deviation is calculated as 0,34 for the present tense usage and 0,67 for future tenses. The median for present tenses is 5,4 and it is around 2,4 for future tenses.
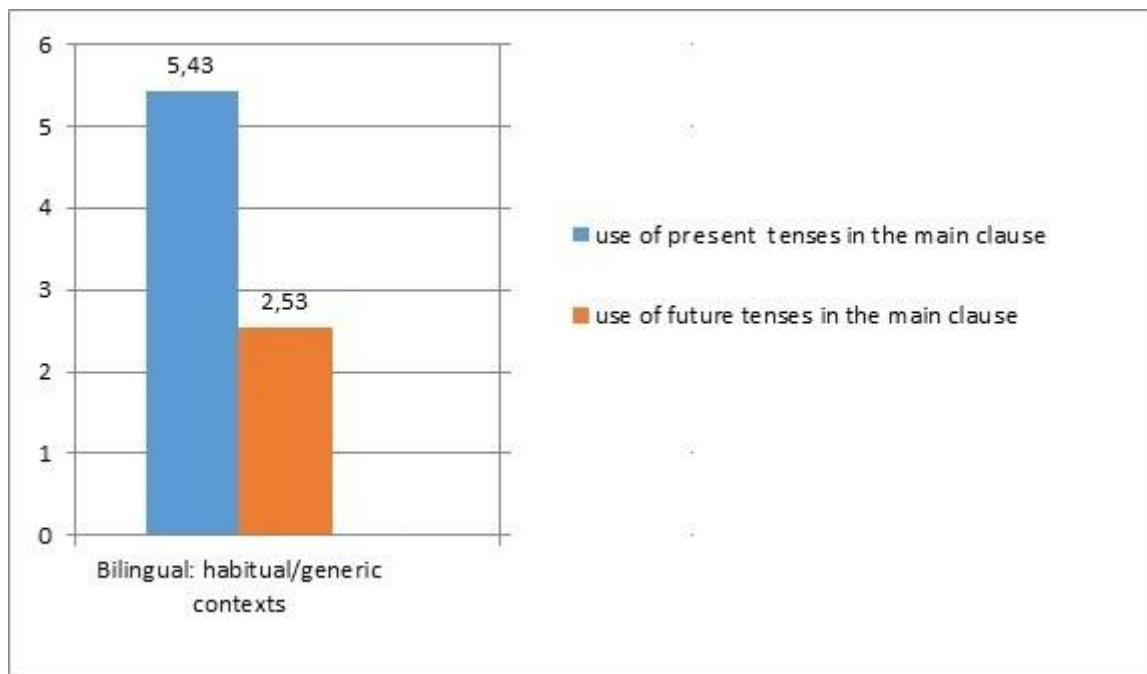

Chart 2. The results of Turkish L2 users of English

As for the SPSS results, the results in SPSS Analysis 2 show that the difference between the acceptability of present tense usage and future tense usage is significant at .000 (p< 0.05). The t-score is calculated as 11.910.

SPPS Analysis 2. The difference between the grammaticality judgement of present and future tenses for bilinguals

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	VAR1 – VAR2	2.82667	.91921	.23734	2.31762	3.33571	11.910	14	.000

3.3. The comparison of the monolinguals and the bilinguals

The findings above suggest that monolinguals and Turkish L2 users rate the acceptability of present tenses with much higher points compared to future tenses in habitual/generic conditionals and this difference has been shown to be significant. This finding is in accordance with the descriptions of Turkish generic/habitual conditionals in the literature (second research question). In Turkish, present tenses are the grammatical structure in the main clauses of habitual/generic conditionals and the study results show that the participants judge the grammaticality as Turkish grammar books suggest. However, although both groups accept the grammaticality of present tense usage and reject future tense usage, it is observed in the comparison of the results of monolinguals and L2 users that L2 users give higher points for the grammatical present tense structure and lower points for the ungrammatical future tense structure compared to monolinguals. For example, the average rating of monolinguals for present tenses is 4.99 (Chart 1) but, it is 5.43 (Chart 2) for L2 users. In the same vein, the average rating of monolinguals for future tenses, which is ungrammatical, is 2.92 and it is 2.53 for the L2 users. These differences show that L2 users give more points for the grammatical present tense structures and lower points for the ungrammatical future tenses. This observation supports the claims of Bassetti and Cook (2011) and Bialystok (2001) about the metalinguistic awareness issue. Bassetti and Cook (2011) and Bialystok (2001) claim that one of the outcomes of being bilingual is an increase in metalinguistic awareness. However, it must be ensured that this difference between the monolinguals and L2 users is also statistically significant as the differences above alone cannot be interpreted as a significant difference. In order to have a clearer idea about this observation, two further SPSS tests are conducted to see if this difference is statistically significant.

SPSS Analysis 3. The comparison of monolinguals and Turkish L2 users of English for the judgement of present tenses

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of VAR00002 is the same across categories of VAR00003.	Independent-Samples Mann-Whitney U Test	.002[1]	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

[1] Exact significance is displayed for this test.

SPSS Analysis 4. The comparison of monolinguals and Turkish L2 users of English for the judgement of future tenses

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of VAR00001 is the same across categories of VAR00002.	Independent-Samples Mann-Whitney U Test	.023[1]	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

[1]Exact significance is displayed for this test.

The results of the two Mann-Whitney tests above show that the difference between monolinguals and L2 users is indeed significant. Consequently, the results of this study show that the bilinguals in this study are more sensitive while judging the grammaticality of Turkish habitual/generic real conditional structures and this confirm the hypothesis of this study.

4. Discussion

4.1. The evaluation of the results

The aim of this study is to test a hypothesis. The main research question aims at seeing if there is a difference between monolinguals and L2 users in terms of the judgement of the grammatical and ungrammatical tense usages in the main clauses of Turkish generic/habitual real conditionals. The secondary research question aims at seeing if the monolingual Turkish speakers judge generic/habitual real conditionals in Turkish as suggested in prescriptive grammar books. The previous Results section has provided valuable descriptive analysis and SPSS results by which the research questions will be answered in the following sub-sections.

4.1.1. The evaluation of the monolinguals' results

The secondary question of this study is "Do Turkish monolingual speakers judge the grammaticality of present tenses in generic/habitual real conditionals as described in prescriptive Turkish grammar books?". As explained in section 2.3, Turkish always uses present tenses in habitual/generic real conditionals. As a result, the second research question aims to see how Turkish speakers really judge this structure which gives this study the chance to compare the judgments of Turkish monolinguals to the assumptions in the grammar books.

Looking at the results about the monolinguals, it seems that monolinguals distinguish between present (the grammatical tense) and future tenses (ungrammatical tense) in habitual/generic contexts. The descriptive statistics and the SPSS results show that monolinguals confirm the grammaticality of present tenses while they reject the future tenses as grammatical structures. Much more importantly, the difference between present tense and future tense usage is significant at .000 ($p < 0.05$).

Consequently, it can be argued that monolinguals' present tense usage in habitual/generic conditional main clauses is statistically different than future tense usage and this is in accordance with the descriptions in the prescriptive grammar books (e.g. Kerslake and Goksel, 2005; Lewis, 2000).

One more observation in the results of the monolinguals is that the acceptance rates of future tenses are not really low although it is an ungrammatical usage. It is 2.92 for habitual/generic contexts. One explanation for this is that some of the generic/habitual contexts may have been interpreted as a real possibility probably due to making up imaginary contexts. As discussed in the Methodology section, one flaw of the GJTs is that when the participants are asked about the grammaticality of a structure, although they know that that structure is ungrammatical, they think that this structure may be possible in some contexts although it sounds weird. One more possibility which I find more plausible is that both in Turkish and English, real and unreal conditionals are distinguished by the participants very clearly (Huddleston and Pullum, 2002; Lewis, 2000). However, as habitual/generic and predictive conditionals are both real conditionals, they are very similar in many respects (see Kerslake and Goksel, 2005; Lewis, 2000 for more details). Therefore, they are non-parametric in nature and they are not the opposite of each other. Consequently, the participants may have simply abstained from giving very low grades for the usage of future tenses, which is observed in predictive real conditionals, although they know that future tense usage sounds bad.

To sum up the argument about the monolinguals, the results in Chart 1 show that monolinguals indeed use present tenses in Turkish conditionals as described by the prescriptive grammar books although future tense usage is also not very low. However, this may be due to the reasons explained above and much more importantly the results show that Turkish monolinguals overwhelmingly prefer present tenses compared to future tenses and this difference is proven to be statistically significant with SPPS analysis.

4.1.2. The evaluation of the L2 user's results
The results of the L2 users show that the ratings of the acceptability of present tenses are generally in line with the monolinguals' rating. The mean difference for present tenses and future tenses in habitual/generic contexts is 2.90 (out of 6) which is 48% out of 100. It can be argued that this high difference is evidence for the difference of acceptability, thus of grammaticality, between present tense and future tense usage in habitual/generic real conditionals. In addition, SPSS results indicate that this quantitative difference is also statistically significant at a .000 (p< 0.05) significance level. Hence, these results have shown that present tense usage is the acceptable tense for generic/habitual contexts for the L2 users and the standard deviation of 0.34 show that the participants rate this structure in a very consistent way. Then, these results suggest that L2 users behave like monolinguals and accept the present tense usage in habitual/generic conditionals the only difference being the higher ratings of L2 users for both grammatical present tense and ungrammatical future tense usage which is the focus of the next sub-section.

4.1.3. The comparison of the monolinguals and the L2 users and the evaluation of the main research question
The findings in section 4.3 have shown that bilingual Turkish speakers of English have an increased metalinguistic awareness in that they confirm the grammatical present tense structures with higher points and also, they rate the ungrammatical future tense structures with lower points. The SPSS analysis has confirmed that the difference between the monolinguals and the L2 users is a significant one which confirms that Turkish L2 users of English have a higher sensitivity and metalinguistic awareness towards grammar structures in this specific context. Considering the fact that the only significant difference between the two groups in the study is their proficiency level in English (see section 3.1), it is reasonable to argue that learning an L2 indeed has an effect on an L2 user's L1 which is an increased metalinguistic awareness in this context.

The results of this study support the claims of Bassetti and Cook (2011) and Bialystok (2001) regarding the metalinguistic awareness issue. Bassetti and Cook (2011) and Bialystok (2001) claim that one of the outcomes of being bilingual is an increase in metalinguistic awareness. This study has also shown that Turkish L2 users of English have the ability to rate a grammatical structure with much higher confidence. This is also a clear supporting evidence for MCT of Cook (2003) in that not only the L2 (here English) of an L2 user is different than its native speakers, but also the L1 (here Turkish) of an L2 user is different than the native speakers of his/her mother tongue. This is a good evidence of 'multi' competence and one of the positive outcomes of this is a higher metalinguistic awareness as argued in this paper.

4.2. Implications of the study

In accordance with Cook's (1991; 2002; 2003; 2011) claim that L2 users are not two monolinguals in one mind, the results of this study imply that L2 users have both similarities and differences compared to the monolinguals. They rate present tense usage in generic/habitual conditionals as grammatical just like monolinguals. However, at the same time they rate the grammaticality of present tenses and future tenses with higher ratings compared to monolinguals. This finding supports the suggestion of Cook (2002) for judging L2 users in their own terms as they have a different knowledge of languages compared to monolinguals. This finding also supports the rejection of seeing bilinguals as people who have the knowledge of two monolinguals. The reason is, as the results of this study suggest, L2 users divert from monolingual norms in some respects (here metalinguistic awareness) while they also share some aspects with them (e.g. they both judge present tenses as a grammatical usage). This implies that L2 users should not be compared to monolinguals with regard to both their L1 and L2. L2 users are unique people and the pedagogy of L2 teaching and learning should consider this aspect. This implies that L2 users' L2 capacity should not be compared to native speakers, too and in this sense L2 teaching should not target native level proficiency. Rather, the target must be to focus on achieving a 'user' role (Cook, 2003) and achieving a proficiency level which merely depends on the goals of an individual.

The L2 user concept suggested in this paper also alters the perspective of SLA research. As discussed in the Literature Review section, MCT sees L2 users as distinctive people with their own specific characteristics. The results of this study support this claim and it has been demonstrated that L2 users divert from monolingual norms. Therefore, SLA research should not consider them as failures as they cannot reach native-like proficiency. Rather the SLA research should acknowledge that L2 users have some distinctive features and their own unique language system.

5. Conclusion

The purpose of this study is to see if there is a difference in the ratings of grammatical structures (present tenses) and ungrammatical structures (future tenses) in Turkish generic/habitual real conditionals by Turkish monolinguals and Turkish L2 users of English. The findings confirm the significant difference between monolinguals and L2 users and it has been shown that L2 users have an increased metalinguistic awareness regarding the focus of this study (the generic/habitual real conditionals). There is not only a big difference quantitatively but, the difference has also been shown to be significant via the SPSS analysis. The second research question aims to understand if monolingual Turkish speakers judge the present tense and future tense usage in habitual/generic conditionals as prescribed in grammar books. Findings in section 4.1 have shown that monolinguals generally judge the grammaticality habitual/generic real conditionals as prescribed in grammar books.

There is a relatively higher average rating for the acceptance of future tenses, but the seemingly high acceptance of future tenses in the main clauses of habitual/generic conditionals is not valid as the average and median scores as well as SPSS results show that the difference between the grammaticality judgement of present and future tense usage for monolinguals is statistically significant.

There are some limitations in this study. Firstly, the representativeness of this study is restricted. The participants are university graduates and as a result, the results of this study may not be valid for people from different socio-economic and educational backgrounds. Moreover, as rating the GJTs is time consuming, which would lead to cognitive overload (see the discussion in section 3.4), participants have been asked to judge only 20 tasks. Therefore, the implications of this paper may be restricted only to this context and the study may be replicated with more tasks in the future.

Although GJTs are considered as a useful research instrument, they solely require the participants to write some answers. Therefore, the responses of the participants include only written data and there is no spoken data. One more issue with the GJTs in this study is that no matter how often the participants are instructed about rating the sentences 'only' according to the given contexts, it is very difficult to make it sure that they do not make up some imaginary contexts in which some of the sentences may possibly be true. One good example of this problem is in the 15th context (Appendix B) in the tasks. In this task, the context is about the Critical Age Hypothesis and it basically says that if students start learning a language before the age of 7, they will be more successful. In the third option about this context, the sentence says (in Turkish): "If students started learning a language before the age of 7, they would learn it better." As an unreal present conditional, this sentence is grammatically wrong for this context. However, because of the prior knowledge of the Turkish participants about the fact that students start learning English at the age of 10 in Turkey, they see the proposition 'If students start learning a language before the age of 7' as an unreal one because of their prior knowledge. Hence, while preparing GJTs and tasks requiring contexts, researchers should be very careful about these kinds of issues.

Finally, as mentioned in the previous paragraph, GJTs ask participants only to judge the grammaticality of some sentences. Therefore, it only focuses on receptive skills and there is no production involved. However, production is also an essential part of the knowledge of a language. In this sense, a further study may focus on the study from a production perspective.

Acknowledgements

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Appendix A .

Questionnaire and permission form

What's your name?	
In which university did you have your education? *If you are still a student, at which university are you studying?*	
How old were you when you started learning English?	
How many years have you been using English for?	
How much English did you hear outside school, if any (eg films, pop music, English clubs)?	1 = <2 hours per week 2 = 2- 5 hours per week 3 = 5-10 hours per week 4 =more than 10 hours a week
Have you ever been to the UK or any other countries where English is the native language? How long have you been in the UK (or a country where English is the native language)?	1 = No, I have not 2 = < 3 months 3 = 3-12 months 4 = more than 1 year
How much English are you using at the moment?	1 = < 1 hour a day 2 = 1-3 hours a day 3 = more than 3 hours a day
Have you ever taken an English test such as TOEFL, IELTS, KPDS? What was your latest score, and what year was it?	Total: Year:
Do you speak any other languages? If so, please list them and state your level.	
Thank you for taking part in this research project for Newcastle University. This information is confidential and your name will not be used. Please sign below to show that you are happy for your data to be published for research purposes. *Signature:* *Date:*	

Appendix B. The tasks used in the study

15. Bilim adamları yaptıkları çalışmalar sonucunda 'Kritik Yaş' teorisini ortaya atmışlardır ve bu teorinin doğru olduğu birçok araştırma tarafından ispatlanmıştır. Bu teoriye göre 7 yaşından sonra yabancı dil öğrenmeye başlayan bir öğrencinin o yabancı dili tam olarak öğrenme ihtimali 7 yaşından önce başlayanlardan çok daha düşüktür. Yani 7 yaşından önce yabancı dil öğrenmeye başlamak kesin olarak olmasa bile daha iyi bir yabancı dil öğrenimi sağlar.Yabancı dil öğrenimiyle ilgili bu teoriyle ilgili olarak:

A) Öğrenciler 7 yaşından önce dil öğrenmeye başlarlarsa o dili daha kolay öğrenirler.

Çok kötü	kötü	kötü ama belki olabilir	biraz garip ama kullanılır	doğru	kesinlikle doğru

B) Öğrenciler 7 yaşından önce dil öğrenmeye başlarlarsa o dili daha kolay öğrenecekler.

Çok kötü	kötü	kötü ama belki olabilir	biraz garip ama kullanılır	doğru	kesinlikle doğru

C) Öğrenciler 7 yaşından önce dil öğrenmeye başlasalardı o dili daha kolay öğrenirlerdi.

Çok kötü	kötü	kötü ama belki olabilir	biraz garip ama kullanılır	doğru	kesinlikle doğru

İkinci bir dil öğrenmenin birinci dil üzerine etkisi: Artan üst dilbilimsel farkındalık örneği

Öz

Bu çalışma iki dilli Türklerin genel şart cümlelerinin dil bilgisi olarak doğruluğunu tek dilli Türklerden farklı olarak değerlendirip değerlendirmediğini test etmeyi amaçlamaktadır. Bassetti ve Cook (2011) ve Bialystok (2001) iki dilli olmanın getirilerinden birisinin üst dilbilimsel farkındalıkta artma olduğunu iddia ederler. Buna uygun olarak, bu çalışma iki dilli Türklerin üst dilbilimsel farkındalığının artmış olup olmadığını araştırmaktadır. 20 dil bilgisi değerlendirme görevi veri toplama aracı olarak kullanılmıştır. Katılımcılar üniversite mezunu 15 tek dilli Türk ve İngilizce konuşan 15 iki dilli Türk'tür. Katılımcıların cevapları hem betimleyici istatistiklerle hem de SPSS ile değerlendirilmiştir. Analizler göstermiştir ki tek dilli ve iki dilli Türkler arasında Türkçe koşullu cümle yapılarını değerlendirme açısından önemli derecede fark vardır. Bu sonuç ikinci bir dil öğrenmenin iki dilli kişilerin birinci dili üzerinde etkisi olduğunu göstermektedir. Bu, iki dilli kişilerin dil bilgisi açısından kendine özgü bir grup olduğuna işaret eder.

AUTHOR BIODATA

Cihat ATAR, PhD, has graduated from Newcastle University, the UK. His research interests are Conversation Analysis for SLA, the repair mechanism in L2 classrooms and L2 teacher trainee training.