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Acquisition of English "Wh" Questions by Native Haitian Creole Speakers: Evidence for a Rule Governed Interlanguage

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ACQUISITION OF ENGLISH "WH" QUESTIONS BY NATIVE HAITIAN CREOLE SPEAKERS:

EVIDENCE FOR A RULE GOVERNED INTERLANGUAGE

by

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Submitted in Partial Fulfillment

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Abstract:

   The study uses the concept of Interlanguage to investigate the

process of language acquisition of fourteen adult Haitian Creole speakers

learning English as a second language. The research is focused upon the

acquisition of predicate based and embedded "WH" questions. An analysis

of the data is presented that suggests that the subjects are using two

learning strategies: overgeneralization and simplification. There is

also data patterning that indicates that the introduction of the negative

into a question is a significant factor in the subjects' interlanguages.

The findings from the research tend to emphasize the utility of approach-

ing language acquisition from the perspective of a rule governed inter-

language. Suggestions are made as to how the results of this study can

be exploited in the language classroom.

ERIC Descriptors: Applied Linguistics, Language Research, Error Analysis,

Second Language Learning, Second Language Instruction, TEFL, EFL, ESL

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I.

INTRODUCTION

The learning strategies used by second language learners are of

great interest to both researchers in applied linguistics and educators

directly involved in the language classroom. This paper will explore the

nature of these learning strategies by presenting an analysis of the

acquisition of English "WH" questions by native Haitian Creole speakers.

Specific suggestions about the ways in which this analysis can be utilized

in the areas of language testing and error correction will then be

introduced.

Interlanguage

The term "interlanguage" (IL) as introduced by Selinker (1972) refers

to the linguistic system that a second language learner uses when attempt-

ing to communicate in the target language. This IL is distinct from both

the learner's native language and the target language as it is spoken by

native speakers.

IL will be treated in this paper as the product of an attempt by the

language learner to formulate a small set of rules with which to generate

an infinite number of sentences. It should be emphasized that this process

will be treated as a creative process in which the language learner active-

ly utilizes various learning strategies in order to formulate a viable

system with which to communicate.

The formation of IL can be viewed as a process of hypothesis testing.

At any given stage of language development, the language learner has a

working hypothesis about the nature of the target language. This view-point provides a picture of the language learning process as a series of overlapping stages in which the language learner creates, refines or discards hypotheses as he works toward a grammar that is identical to that of native speakers.[1]

It has been suggested by Selinker (1972) that it is possible to isolate the general types of learning strategies that combine to form a particular IL. Two of these strategies that have been much discussed in the literature on second language acquisition are "simplification" and "overgeneralization."

Simplification is the process in which the language learner system-atically reduces the complexity of the target language's grammar either by eliminating a grammar rule or reducing the scope of a grammar rule. An example of the former would be the complete omission of articles in the English noun phrase while an example of the latter would entail a failure to provide for a complete accounting of subject/verb agreement in English.

Overgeneralization is the process in which the language learner form-ulates a rule for a particular structure in the target language and then extrapolates this rule to a similar but grammatically distinct structure. An example of this type of process is when the language learner generalizes a rule for the past tense morpheme "ed" so that it applies to the class of strong verbs. For example, a language learner who had produced the past tense verb "ate" for several weeks might suddenly start producing "eated."

[1]Selinker (1972) suggests that only 5% of all language learners actually achieve native-like competency.

While it seems clear that the learner has never heard or seen that form of the verb modeled, he has produced it by extending a productive rule to a class of verbs which are outside the scope of the rule for native speakers of the target language.

Learner's Errors

One's perspective on learners' "errors" is altered drastically if one adopts the view that language learning is a creative process which utilizes a systematic application of rules, strategies, and hypotheses to form a linguistic system with which to communicate in a foreign language. Corder (1967) stated that he believed that errors were evidence that such a system does exist for language learners and furthermore that these errors were themselves systematic.

Adopting this viewpoint forces one to see language errors as an integral part of language acquisition. They are empirical evidence of the underlying rule system which the learner has created in order to produce novel utterances in the target language. It would seem quite reasonable to argue that the systematic "errors" produced by a language learner are not truly errors at all, but rather the part of the learner's productive rule system which deviates from the rule system of native speakers. From this perspective, the learner's rule system can no more be considered in "error" than the rule system of a regional dialect can be considered in "error" when compared to the rule system of the standard dialect.

This view of learners' errors provides a clear alternative to the behavioral approach to language learning that has dominated the field of language teaching since the 1940's and is currently the theoretical con-

struct used by many texts. The behaviorists view the language learner as a creature that must be trained to perform new linguistic tasks. This training is done through the operant conditioning model of stimulus-response-reinforcement. Pillet (1974) notes that this method uses the practice of overlearning so that the stimulus-response becomes automatic.

This approach treats an error as an artifact of the training procedures and something that must be extinguished as quickly as possible before it becomes habit. Corder (1967) noted that the behaviorists believe that if a perfect method of language teaching could be achieved, then the language learner would never produce any errors.

Treating errors as positive evidence that learning is taking place is a marked departure from the behavioral approach. The validity of this approach can be seen if one looks at an example in which the language learner discards a hypothesis about a particular structure in the target language and adopts a new hypothesis which appears to native speakers to be an alarming step away from the target language. It is precisely in this situation that the concept of a rule governed IL is able to provide a constructive viewpoint with which to analyze the learner's progress.

Let us return to the example used above of the learner who had generalized the productive past tense ending "ed" to apply to all verbs in English. While some might view the production of "eated" as a sign of regression in the speaker's understanding of English grammar, it can more reasonably be treated as a major stride forward in his mastery of the language. The learner's current hypothesis, while not identical to that of an adult speaker, is much more sophisticated and productive now that it includes a rule for forming the past tense. All that remains is for

him to work out the details of the class of strong verbs. In fact, the learner's illuminating error is a clear example of the hypothesis testing nature of language learning.

Fossilization

While the general trend in language learning is progress toward the target language, it is obvious that many language learners never achieve native-like fluency in the target language. "Fossilization" is the process in which the language learner reaches a plateau with his IL and fails to advance from this point. This process may affect either particular linguistic constructions or the learner's entire IL. Certain syntactic constructions may be more prone to fossilization by a learner than other constructions.[2]

Richards (1973) suggests that there is a real need for research into which types of syntactic structures are likely candidates for fossilization. With this type of knowledge, it would be possible for language teachers to encourage those types of constructions that indicate progress in language development and to discourage those constructions that are most likely to become fossilized.

Goals of the Study

The goals of this study are twofold. First, the process of acquiring "WH" questions in English is studied by analyzing data collected from

[2]Selinker (1972) notes that fossilizable constructions that are thought to be eradicated tend to reemerge in the productive performance of many language learners.

three distinct proficiency levels of adult language learners. These data are analyzed so as to reveal the rule systems thát underlie each learner's IL. Evidence is gathered as to the nature of the learner's IL and the possible learning strategies that are employed in its creation. Question types that are most prone to fossilization are also noted.

Secondly, the implications that the concept of IL has for the language classroom are discussed. Specific suggestions are presented on how the results of this study can be utilized in the language classroom. Particular attention is paid to the critical areas of "error correction" and "language testing."

II.

STUDY DESIGN

Focus on WH Questions

This study has focused on the use of "WH" questions by ESL learners. This topic was chosen because of the importance of the use of "WH" constructions for ESL learners and the relatively high error rate evident in their use by language learners. The two types of "WH" questions that have been studied are:

    A. Predicate Based

    B. Embedded

A. Predicate Based "WH" Questions

A predicate based "WH" question is one in which what is being questioned is presupposed in the predicate.

    1. Whom was Bob talking to?

The putative underlying structure for this sentence is:

    2. Bob was [talking to whom]
                VP

             Predicate

"WH" Movement moves the "WH" word into the COMP position at the front of the sentence as outlined by Chomsky (1977). There is an obligatory Subject/Auxiliary (S/Aux) Inversion which fronts the Tense and first element of the auxiliary to the immediate left of the subject noun phrase (NP).

This inversion of the auxiliary verb will be the focal point of the investigation into the acquisition of predicate based questions. It should be noted that this study is not concerned with subject based "WH" questions.

3. Who has eaten the food?

Sentence (3) does not show the S/Aux Inversion that is evident in predicate based questions.

For the purposes of this study, the auxiliary is analyzed as having the following elements:

Aux $\longrightarrow$ Tense Modal   Have + EN   Be[1] + ING

The transformation that inverts the Tense and first auxiliary verb will operate as follows (the problem of DO will be ignored for the moment):

S/Aux Inversion Transformation

SD: X   NP   Tense $\begin{Bmatrix} \text{Modal} \\ \text{Have} \\ \text{Be} \end{Bmatrix}$ Y

      1   2   3   4   5

SC: 1   34   2 $\emptyset$ 5

This transformation is obligatory in predicate based questions. When the sentence has only Tense in the AUX and BE in the VP, then this main verb must also be inverted.[2]

4. What is his name?

---

[1]Be is used to indicate an auxiliary verb and BE is used to indicate a main verb.

[2]Presumably there is a restructuring rule that allows BE to become part of the AUX as outlined by Akmajian et al. (1979).

Other than the main verb BE (and the main verb HAVE in British usage), the main verb can never be inverted in questions.

5. *What say Bob?[3]

When there is a main verb that cannot be fronted, then there is an obligatory DO Insertion that applies after S/Aux Inversion.

DO Insertion Transformation[4]

SD: X   TENSE

     1   2

SC: 1 do   2

Condition: X $\neq$ Modal or Verb

An example of a sentence that has undergone DO Insertion can be seen in (6).

6. Where did Bob walk?

The negation of a predicate based question adds a slight complication to S/Aux Inversion. Only a contracted negative can be inverted.

7. Why didn't he go?

8. Why did he not go?

9. *Why did not he go?

B. Embedded Questions

The salient characteristic of the embedded "WH" question is a lack of S/Aux Inversion.

10. Do you know what he has done?

11. *Do you know what has he done?

---

[3]"*" signifies an ungrammatical sentence

[4]As presented by Akmajian and Heny (1980)

Subjects Used in Study

The study attempted to elicit a variety of "WH" questions from four-teen native Creole speakers studying English at the Haitian-American Institute in Port-au-Prince, Haiti. The students were all native speakers of Haitian Creole and fluent speakers of French. They all, with the exception of one, had received instruction in English in high school. This first exposure was minimal and thought by the students to be in-effectual, and speaking and testing evaluations at the Institute would seem to verify this assessment. Most students entering the Institute start at the beginning level 1 in the text New Horizons which is generally thought appropriate for students that have had no or absolutely minimal exposure to English.

The fourteen research subjects were chosen from three levels of speaking proficiency: beginning, intermediate, and advanced.[5] All the students were adults ranging from eighteen to thirty-five years of age. The group was equally divided between males and females.

Students from the three proficiency levels were read a statement asking for volunteers to meet outside of class with an American teacher to help with a research project. They were told that there would be three one-hour meetings. The students used in the study were completely self-selecting.

[5]As placed by the Institute in language classes

Data Collection

The three one-hour interviews all took place on the grounds of the Institute. The sessions were all recorded with a Panasonic-Slim Line tape recorder. The subjects were interviewed individually and for each subject, within one week of the initial interview, the other two interviews were completed.

The study needed data from the oral and written modalities of the subjects. In order to elicit "WH" questions orally, the researcher devised the following three techniques.

A. Oral Tasks

1. Reporter

The first one-hour session started with a short discussion about the job of a newspaper reporter. The subjects were all asked to interview the researcher as if the subject were from a local newspaper. Hints were given about possible topics that might be appropriate (e.g. job, education, nationality, travel plans).

2. Twenty Questions

This game progressed in two steps. First, the general rules of the game were introduced and if necessary a brief demonstration of the game was shown. The rules for the first session were:

1. Researcher places something in bag before the session begins.

2. The subject has twenty questions he can ask in order to discover what is in the bag.

3. Whenever the subject believes that he knows what is in the bag, he may state what he thinks it is.

4. If the subject can identify the object correctly before he has used up all his questions, then he has "won" the game.

It was almost always necessary for the researcher to play the part of the questioner at the game's introduction in order to make the subjects understand the nature of the game. These introductory demonstrations were always brief. In the second and third hour sessions, the rules of the game were altered so that the subjects were restricted to asking only "WH" questions. This was presented as being an additional rule that would make the game more difficult to play. This game produced the bulk of the questions produced in the oral modality.

3. Picture Descriptions

The final elicitation task used in this portion of the study was to ask the subjects to guess what picture the researcher was looking at (picture of a local scene) by asking him a series of questions. No restrictions were placed on the type of acceptable questions.

The use of the "Reporter" technique was restricted to the first session. The other two techniques were used in all three sessions.

The following elicitation techniques were used to collect data for the written modality.

B. Written Tasks

1. Grammatical Discrimination and Re-Write Task

A list of sentences was presented to the subjects in each session. They were instructed to mark each sentence as being "Correct" or "Incorrect." If the sentence was ungrammatical for them, they were to re-write

it so that it was grammatical. In the list of sentences were a variety

of grammatical and ungrammatical "WH" questions as well as distractors.

Below is a sample list of the sentences used in the first hour session.[6]

> Direction: Mark each of the sentences below either "Correct" (C)
> or "Incorrect" (I). If "Incorrect", write it so that
> it is correct.

1. John studied English last night.
2. What they did say about me?
3. Who has torn my coat?
4. The cat crawled down the curtain.
5. Did he ask what had I given him?
6. They didn't need any money?
7. She are my youngest sister.
8. Why it is that I never see you?
9. Do you know why Tom left?
10. Why Harry not go to school last week?

2. Scrambled Sentences

A second task was for the subjects to "unscramble" a written set of

"WH" questions. The words of each sentence were mixed in a random fashion

and the subjects were instructed to place the words in the proper linear

order. The following sentences were presented to all the subjects.[7]

> Direction: Put these words into the correct order to make a good
> sentence.

1. it much did cost how year last?
2. was who the man?
3. Bob didn't why go home?

---

[6]A comprehensive list of all the sentences used for this task appear
in the Appendix A.

[7]The advanced group was presented with a slightly expanded list as
time permitted their introduction. See Appendix A.

3. Free Production

The final task of the third session was for each subject to write

five questions using the following five "WH" words: how, what, where,

when, and why. This was only done as the last task of the final session

as the object of the research was not revealed to the subjects and this

is the only task in which particular "WH" words were specifically in-

structed to be used by the subjects.

Analysis

This study is interested solely in the syntactic acquisition of "WH"

questions. The focus is on the presence or absence of S/Aux Inversion.

The purpose of the analysis is to reveal the hypothesis of each research

subject with regard to "WH" questions. What is of interest is what rules

the subjects have formulated for "WH" questions, how these rules seem to

change as a function of exposure to English, and what conditions seem to

affect the subjects' rule choice.

The research data have been analyzed in such a way as to reveal the

rules for constructing "WH" questions devised by each subject. The first

step in this process was to write a grammar that would account for the

relevant data for each subject. All the sentences that were used in this

study were divided into two general categories: predicate based "WH"

questions and embedded "WH" questions.

These questions were then divided as to whether they had been col-

lected from an oral or written elicitation task. Within each of these

categories, each question was grouped according to whether it had under-

gone S/Aux Inversion or not. The next step was to isolate particular

elements in the auxiliary of the group which had not undergone S/Aux Inversion in order to determine why S/Aux Inversion was suppressed. This was done by grouping sentences by the type of verb that could possibly be involved in inversion: <u>modal</u>, <u>DO</u>,[8] <u>Have</u>, <u>Be</u>, <u>BE</u>, and any other <u>main verb</u>. The final classification was whether or not there was a negative in the sentences and if so, whether the negative was contracted or not.

The following sentences[9] are listed to provide an example of how the data were analyzed.

Sample Data (Oral Task)

1. Why did you buy it?   (Predicate Based)

    (1) has undergone S/Aux Inversion with <u>DO</u> Insertion.

2. Where are you buy it?   (Predicate Based)

    (2) has undergone S/Aux Inversion with <u>Be</u>. It should be noted that since the study is only interested in the syntax of "WH" questions with regards to S/Aux Inversion, (2) is judged grammatical. Semantic or other syntactic considerations do not play a part.

3. *What it is?   (Predicate Based)

    (3) shows no S/Aux Inversion for <u>BE</u>.

4. Do you know what it is?   (Embedded)

    (4) shows no S/Aux Inversion with <u>BE</u>. It should be noted that
    (4) is grammatical while (3) is not because the latter is a predicate based "WH" question which must undergo S/Aux Inversion.

---

[8] Actually inserted after the inversion of <u>Tense</u>.

[9] Data collected from the subject designated as B-1.

III

ANALYSIS OF DATA

This chapter will present a detailed analysis of all the data collected for this study from the fourteen research subjects. In order to ensure the anonymity of the research subjects, a letter (representative of one of the three levels of proficiency) and a number will be used in place of each of their names. This will be done in the following manner.

Level	Letter	Numbers
Beginning	B	1-5
Intermediate	I	1-4
Advanced	A	1-5

The elicited questions have been grouped according to the following criteria:

Type of task: oral or written

Type of question: predicate based or embedded

Level: Beginning, Intermediate or Advanced

Presence or absence of S/Aux Inversion

Type of morpheme in the auxiliary: Modal, have, Be, or BE

Presence of DO or not in question

The analysis of the data using these criteria will indicate the hypothesis for each subject in relation to the type of question being used and how that hypothesis is affected by the nature of the task and the elements that are involved in inversion.

Predicate Based Questions

The predicate based questions can be divided into two groups: oral and written. The questions produced by the subjects show numerous examples of "WH" questions that deviate from those of native speakers. The focus of this study will be on those questions that take the form of No S/Aux Inversion. Examples of this type of question are:

1. * What it is?

2. * How many people there are in this picture?

The predominant pattern for all fourteen subjects is to have S/Aux Inversion. However, Table 1 clearly shows that for most of the subjects their hypothesis about predicate based "WH" questions is in a state of flux. The subjects that exhibit this state of flux can be assumed to have two possible rules for producing these questions.

A) Place "WH" word in front of sentence and perform S/Aux Inv.

B) Place "WH" word in front of sentence.[1]

It is interesting to note that although hypothesis (B) is clearly a deviation from the data that the subjects had been exposed to (none of them would have heard or seen this type of construction modeled for them), most of them have formulated this hypothesis. This would seem to be an example of what is thought to be a universal learning strategy: simplification.

[1] Hypothesis (B) has been noted in children acquiring English as a first language.

Table 1 is a tabulation of all the predicate based questions collected for this study. It identifies the number of questions which either did or did not undergo S/Aux Inversion. The table treats as distinct those questions collected from oral and written elicitation tasks. The oral questions include all the questions that were produced by the subjects as a result of the three oral elicitation tasks, but also include those questions that they found to be grammatical in the discrimination task.[2] For example, if a subject marked (3) as grammatical, then it was counted as an example of No S/Aux Inversion.

3. What they did say about me?

If the subject marked the sentence as ungrammatical, then the researcher would look to see how the sentence had been re-written by the subject. Re-written sentence (4) would be counted as No S/Aux Inversion while (5) would be counted as showing Inversion.

4. What they are saying about me?

5. What did they say about me?

[2]See Data Collection, p. 12-13.

TABLE 1

Number of predicate based "WH" questions showing
S/Aux Inversion and No S/Aux Inversion with
Percentages (%) of each for
Oral & Written Tasks

Subject	B-1	B-2	B-3	B-4	B-5
			Oral		
S/Aux Inv. (%)	24 (86)	28 (93)	32 (100)	24 (80)	43 (100)
No S/Aux Inv. (%)	4 (14)	2 (7)	0 (0)	6 (20)	0 (0)
			Written		
S/Aux Inv. (%)	7 (70)	13 (87)	18 (100)	10 (71)	8 (89)
No S/Aux Inv. (%)	3 (30)	2 (13)	0 (0)	4 (29)	1 (11)

Subject	I-1	I-2	I-3	I-4
			Oral	
S/Aux Inv. (%)	52 (100)	29 (85)	48 (92)	40 (98)
No S/Aux Inv. (%)	0 (0)	5 (15)	4 (8)	1 (2)
			Written	
S/Aux Inv. (%)	16 (89)	15 (94)	10 (71)	9 (82)
No S/Aux Inv. (%)	2 (11)	1 (6)	4 (29)	2 (18)

Subject	A-1	A-2	A-3	A-4	A-5
			Oral		
S/Aux Inv. (%)	44 (94)	30 (100)	25 (100)	24 (92)	18 (100)
No S/Aux Inv. (%)	3 (6)	0 (0)	0 (0)	2 (8)	0 (0)
			Written		
S/Aux Inv. (%)	12 (92)	10 (71)	18 (90)	15 (88)	18 (90)
No S/Aux Inv. (%)	1 (8)	4 (29)	2 (10)	2 (12)	2 (10)

Table 1 reveals that the predominant hypothesis for forming predicate based "WH" questions is the same one used by native speakers: hypothesis (A). What is of interest to this study is what the sentences that exhibit hypothesis (B) reveal about the process of acquiring a relatively complicated structure like English "WH" questions. One of the interesting things to notice is the pervasiveness of the latter hypothesis. All of the subjects except (B-3) have examples of hypothesis (B) in oral and/or written tasks.

While there is a trend for the rate of S/Aux Inversion to increase as a function of exposure to English as evidenced by comparing the means of the three proficiency levels for oral tasks (Inv. Rate = Beginning: 92%, Intermediate: 94%, and Advanced: 97%) and written tasks (Inv. Rate = Beginning: 83%, Intermediate: 84%, and Advanced: 87%), the difference is not statistically significant ($F=.81$ $p \gg .05$). More research may show this to be a result of small sample size or it may be an indication of how resistant to eradication hypothesis (B) is. This is suggestive of the fact that hypothesis (B) may be a reasonable candidate for fossilization for a significant percentage of language learners.

The next thing to notice is that the data for the written tasks have a lower rate of S/Aux Inversion than the questions for the oral tasks. It may be tempting to attribute this fact to some aspect of the Monitor Theory as developed by Krashen (1977), due to its prediction that the less monitored oral production should show a more systematic patterning of rules than the heavily monitored tasks. However, it would be misleading to attribute the lower inversion rate to this cause.

The cause of this decrease in S/Aux Inversion for written data can be

attributed to the introduction of the negative into some of the questions. It appears that the modality of the task does not play a part in the S/Aux Inversion rate.

The questions that contain a negative for written tasks were all elicited from tasks in which the subjects were asked to manipulate the syntax of a given sentence. The researcher introduced the negative and it is responsible for the lower S/Aux Inversion rate. This leads to the interesting and surprising conclusion that negation fosters suppression of S/Aux Inversion.

Table 2 is presented to show that the inversion rate is significantly lower (t=3.03 p.$<$ .01) when the negative questions are included in the written data as compared with the written data that have only affirmative questions.

TABLE 2

S/Aux Inv. Rate (%)
For Affirmative Questions (Aff.) and
Affirmative Plus Negative Questions (Aff. + Ng.)

Subject	B-1	B-2	B-3	B-4	B-5
Aff. (%)	75	100	100	89	100
Aff. + Ng. (%)	70	87	100	80	89

Subject	I-1	I-2	I-3	I-4	
Aff. (%)	100	100	100	89	
Aff. + Ng. (%)	89	94	71	82	

Subject	A-1	A-2	A-3	A-4	A-5
Aff. (%)	89	100	100	100	100
Aff. + Ng. (%)	92	73	90	88	90

FIGURE 1

S/Aux Inversion Rates (%) for Affirmative (+) & Negative (-) Written "WH" Questions
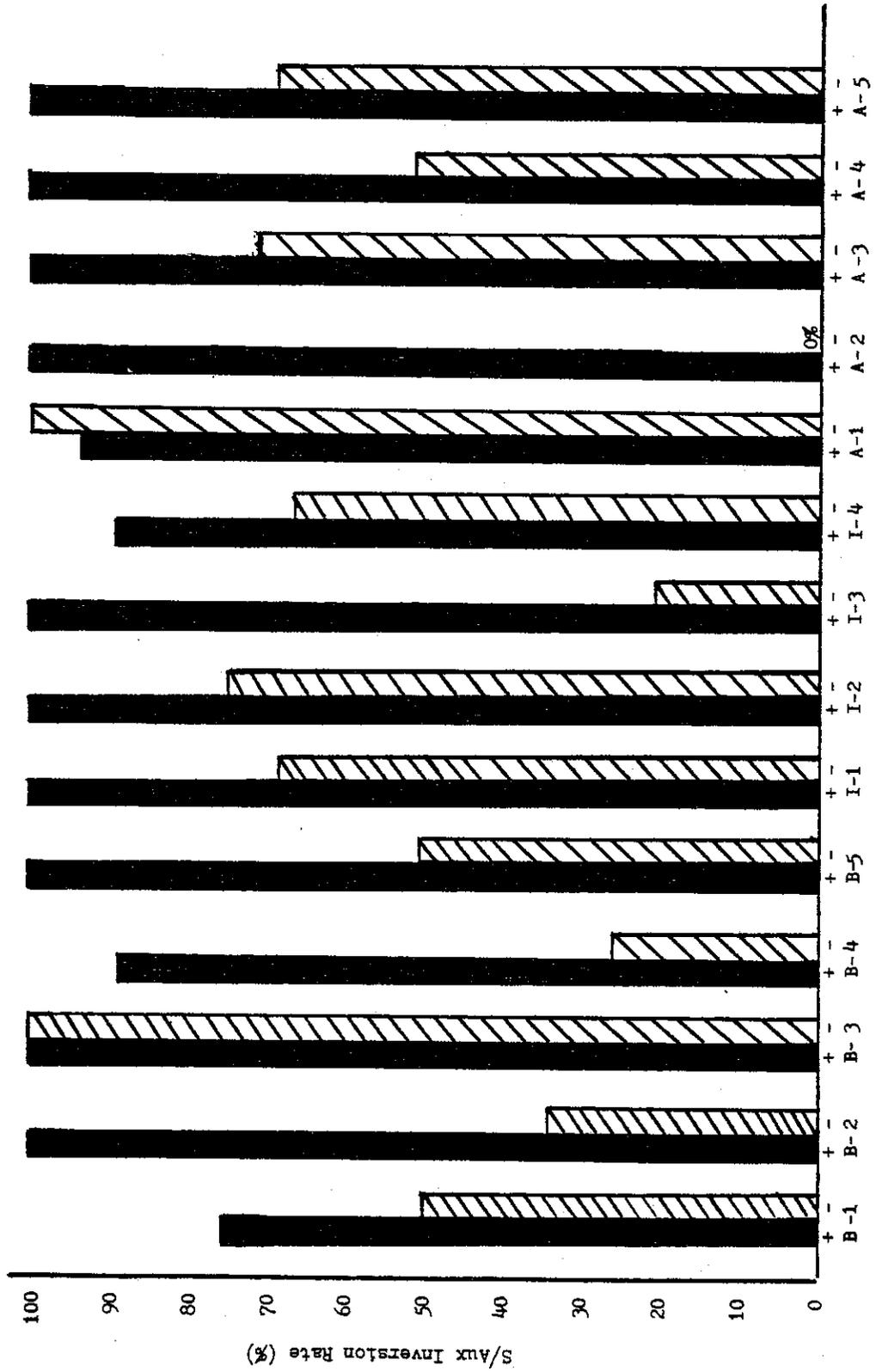
Figure 1 shows that with the exception of subjects (B-3) and (A-1) the inversion rates for questions with a negative are clearly lower than the inversion rates for affirmative written questions. If one looks at the effect of introducing a negative into a predicate based question by looking at the three proficiency levels, the results are equally conclusive.

Beginning Level: 10 examples of No S/Aux Inversion - 7 negative

Intermediate Level: 9 examples of No S/Aux Inversion - 8 negative

Advanced Level: 11 examples of No S/Aux Inversion - 10 negative

It is clear that the negative element is a significant factor in selecting hypothesis (B) for the vast majority of subjects. The implications of this finding will be discussed later.

The only other morphemes that play a significant role in the selection of hypothesis (B) are the verbs BE and Be. For purposes of analysis these two verbs are being collapsed into one category which can be called "$\overline{BE}$" (Be bar). This new category would seem to be a rather natural one as it is not surprising that language learners might treat main verb BE and auxiliary verb Be as non-distinct when forming a rule of S/Aux Inversion. Furthermore, these two categories are not statistically distinct (paired t = .95 p$\gg$.05) for the subjects that show examples of No S/Aux Inversion in oral tasks.

A comparison of the inversion rates of questions with "$\overline{BE}$" for subjects that have errors with oral tasks show that "$\overline{BE}$" is involved in a disproportionate percentage of No S/Aux Inversion.

Table 3 shows a comparison of the eight subjects that have examples
of No S/Aux Inversion for oral tasks. The rates for no inversion are
given for questions that contain "$\overline{\text{BE}}$" and those that contain all other
categories of verbs (Modal, Have, DO, Main Verb). It appears that "$\overline{\text{BE}}$"
plays a significant role in the selection of hypothesis (B) for the eight
subjects in Table 3 (paired t = 2.49 p < .05). However, the great
variability in the data and the fact that subjects (I-3) and (I-4) have
an inversion rate of 93% or greater indicates that the results should be
interpreted with caution.

TABLE 3

Rate of No S/Aux Inversion for
$\overline{\text{BE}}$ and All Other Categories in Oral Production

Categories	$\overline{\text{BE}}$	All Other
Subjects	No S/Aux Inv. (%)	No S/Aux Inv. (%)
B-1	4/22 (18)	0/6 (0)
B-2	2/17 (12)	0/13 (0)
B-4	6/11 (55)	0/19 (0)
I-2	4/20 (20)	1/14 (7)
I-3	2/28 (7)	2/24 (8)
I-4	1/34 (3)	0/7 (0)
A-1	2/23 (9)	1/24 (4)
A-4	2/11 (18)	0/15 (0)

It should also be noted that several subjects[3] produced oral questions that suggest a "prefabricated pattern"[4] for questions using a subject pronoun "it" and the third person singular verb <u>BE</u>. This pattern seems to have fossilized the No S/Aux Inversion. (6) is representative of this type of question.

6. What it is?

This type of question pattern suggests that the language learners have fossilized a particular "chunk" of their interlanguages. The fact that examples of this pattern are found in all three proficiency levels, suggests that this form is resistant to extinction. This pattern would seem to be a good candidate for particular attention in the language classroom.

<u>Embedded Questions</u>

The data collected on embedded questions are limited but revealing. The embedded question has the potential to indicate whether or not a particular subject has formulated a rule for S/Aux Inversion for the frequently encountered predicate based questions and then overgeneralizes this rule to apply inappropriately to embedded questions.

The most striking example of this process of overgeneralization can be seen in the written production of subject (B-3). He had a hypothesis

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[3]Subjects: B-1, B-4, I-2, I-3, A-1, A-4

[4]As suggested by Diane Larsen-Freeman (Personal communication).

that was identical to native speakers for predicate based questions. He
had a 100% inversion rate for all predicate based questions in both oral
and written tasks. However, when attempting to construct embedded ques-
tions, he incorrectly inverted the auxiliary on all four attempts. The
following are those four questions:

6. Did she tell you what has she done?

7. Do you know why is Bob ill?

8. Do you know what did she with the money?

9. Do you know what has he in the box?

These questions produced by (B-3) strongly suggest that the subject
has formulated a rule for one type of question and has then applied it in-
appropriately to a distinct question type. (B-3) is the most striking
example of a subject overgeneralizing a rule because of the certainty
that we have about the nature of the rule that he has formulated for
predicate based questions. However, there are other data that strongly
suggest that the same process is operating for several other subjects.

Table 4 shows the number of embedded questions for each subject
that have undergone S/Aux Inversion and the number that have not. It
should be noted that the number of questions without S/Aux Inversion is
listed first in keeping with the pattern of presenting the native-like
grammar on the first line of the tables.

TABLE 4

Number of Embedded Questions Showing
S/Aux Inv. and No S/Aux Inv. for
Written Tasks

Subjects	B-1	B-2	B-3	B-4	B-5
No S/Aux Inv.	1	0	0	3	0
S/Aux Inv.	1	2	4	0	0

Subjects	I-1	I-2	I-3	I-4	
No S/Aux Inv.	2	1	1	0	
S/Aux Inv.	0	0	0	2	

Subjects	A-1	A-2	A-3	A-4	A-5
No S/Aux Inv.	1	2	1	1	3
S/Aux Inv.	0	0	2	1	1

Table 4 provides data that bear upon the issue of the postulated learning strategy of overgeneralization. Utilizing the information about embedded questions with what is known from the data collected on predicate based questions allows us to see how this process of overgeneralizing a rule manifests itself in learners' errors.

Subject (A-3) shows evidence of having utilized this learning strategy in embedded questions. He shows S/Aux Inversion in two out of three attempts for written tasks and his hypothesis about predicate based questions is well demonstrated: obligatory S/Aux Inversion for both oral and affirmative written questions (all embedded questions are affirmative). It is important that we are able to feel certain about the hypothesis of the predicate based questions before postulating an overgeneralization of that hypothesis to another structure. In the cases of (B-3) and (A-3), the evidence indicates that such a conclusion is justified.

It is highly likely that subjects (I-4) and (B-2) have also utilized this learning strategy. They both have high inversion rates for oral and affirmative written tasks and they both have inversion for the two embedded questions that they attempted.

It is interesting to note that subject (B-4) who has the lowest overall inversion rate for predicate based questions has not inverted the auxiliary in his three embedded questions. While it is certainly not clear what should be made of this, it is possible that B-4 has utilized his rule that calls for No S/Aux Inversion for some predicate based questions and generalizes this rule to embedded questions.

SUMMARY

The results of this study can be summarized as the following:

- Two frequent hypotheses used by language learners to construct predicate based "WH" questions are:

    A. Place "WH" word at the front of sentence and invert first auxiliary verb

                or

    B. Place "WH" word at front of sentence.

- Hypothesis (B) may be prone to fossilization in predicate based questions.

- For several subjects, Hypothesis (B) has become fossilized in oral production of a prefabricated pattern in predicate based "WH" questions (e.g. What it is?).

- Negation of a predicate based "WH" question significantly increases the chance that a learner will use Hypothesis (B).

- Main verb BE and auxiliary verb Be appear for some learners to play a significant role in the selection of Hypothesis (B).

- For some subjects, Hypothesis (A) is overgeneralized to embedded questions.

The concept of interlanguage focuses attention upon the rule governed nature of language acquisition. Observing language learning from this perspective compels one to look for rules that a learner has formulated and how to observe these rules change with increasing amounts of exposure to the language.

The utility of looking at the language learning process from this perspective can be seen in this study's treatment of the variability of subjects choosing Hypothesis (A) and (B) for predicate based questions. Once the rules that the subjects were using were understood by the researcher, it was possible to look for factors in the questions that might

affect these rules. One of those factors turned out to be the negative

The realization that negation was a factor in the language learners'

grammars was a direct consequence of this approach to language acquisition.

The utility of collecting data from elicitation tasks is also ap-
parent. The introduction by the researcher of the negative and embedded
questions allowed collection of data that have implications for language
learning strategies such as simplification and overgeneralization. The
elicitation tasks proved to be a valuable tool for this research study.

Data Tabulation

The implications of these findings will be discussed in the next
chapter. The conclusion of this chapter will give the complete breakdown
of all the data collected from the fourteen subjects used in this study.
The data is divided into the following categories:

1. Predicate based and Embedded questions

2. Inversion and No Inversion

3. Auxiliary Inversion and Main Verb Inversion

4. Types of elements Inverted or not Inverted

5. Presence or Absence of Negation

There is one example question for each category of question produced
by the research subject. The comprehensive list of all the questions pro-
duced by the research subjects for this study are listed in the Appendix
B.

DATA TABULATION

Subject: B-1   Predicate Based

	S/Aux Inv.								MV Inv.				No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP	5		1				3		15												4			
WP	1	1					2		3				1							1	1			

Embedded

	S/Aux Inv.								MV Inv.				No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP					1												1							

Examples

ORAL PRODUCTION

A.   Predicate based with Inversion

     1.   When did you buy it?
     2.   What game can they play?
     3.   Where are you going?
     4.   How old are they?

B.   Predicate based with No Inversion

     1.   What it is?

WRITTEN PRODUCTION

A.   Predicate based with Inversion

     1.   Why did you go to school this morning?
     2.   Why didn't Bob go home?
     3.   When are you going to the theater?
     4.   What color are your shoes?

B.   Predicate based with No Inversion

     1.   How much it does cost this year?
     2.   Why it is that I didn't said you yesterday?
     3.   When you are not go to be busy?

C.   Embedded questions with Inversion

     1.   Did she ask what have they eat?

D.   Embedded questions with No Inversion

     1.   Did she said you what he has done?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af   = Affirmative
ng   = Negative

Subject: B-2   Predicate Based

S/Aux Inv. / MV Inv.

	Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	BE af	BE ng	Other af	Other ng
OP	12		1				2		13			
WP	3	1					3		6			

No S/Aux Inv. / No MV Inv.

	Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	BE af	BE ng	Other af	Other ng
OP									2			
WP		2										

Embedded

S/Aux Inv. / MV Inv.

	Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	BE af	BE ng	Other af	Other ng
WP					1				1			

No S/Aux Inv. / No MV Inv.

	Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	BE af	BE ng	Other af	Other ng
WP												

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

    1. Why do you invite me?
    2. What game can they play?
    3. What are they wearing?
    4. How old are they?

B. Predicate based with No Inversion

    1. How many people there are in this picture?

WRITTEN PRODUCTION

A. Predicate based with Inversion

    1. When did he arrive in the city?
    2. Why don't you talk with him?
    3. Where is he sitting?
    4. How is he?

B. Predicate based with No Inversion

    1. Why I didn't see you yesterday?

C. Embedded with S/Aux Inversion

    1. Did he ask what had I given him?
    2. Can you tell me who is applicant?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af   = Affirmative
ng   = Negative

Subject: B-3   Predicate Based

	S/Aux Inv.								MV Inv.				No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP	15		2				2		13																
WP	6	5					2	1	4																

Embedded

	S/Aux Inv.								MV Inv.				No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP					1				1		2														

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

1. Why did you buy that?
2. What can I read there?
3. What are you thinking?
4. What is the length of this thing?

WRITTEN PRODUCTION

A. Predicate based with Inversion

1. Where do you live?
2. Why didn't Tom peel the apple?
3. What are they doing?
4. When are not you going to be busy?
5. Who are they with the blue pants?

C. Embedded questions with Inversion

1. Did she tell you what has he done?
2. Do you know why is Bob ill?
3. Do you know what did she with the money?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af   = Affirmative
ng   = Negative

DATA TABULATION

Subject: B-4   Predicate Based

	S/Aux Inv. Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	MV Inv. BE af	BE ng	Other af	Other ng
OP	19								5			
WP	4	1					3		2			

	No S/Aux Inv. Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	No MV Inv. BE af	BE ng	Other af	Other ng
OP									6			
WP		3							1			

Embedded

	S/Aux Inv. Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	MV Inv. BE af	BE ng	Other af	Other ng
WP												

	No S/Aux Inv. Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	No MV Inv. BE af	BE ng	Other af	Other ng
WP					1						2	

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

    1. What do you have in it?
    2. What color is it?

B. Predicate based with No Inversion

    1. What size it is?

WRITTEN PRODUCTION

A. Predicate based with Inversion

    1. What did they say about me?
    2. Why do you not go downtown?
    3. What are they doing?
    4. What's your name?

B. Predicate based with No Inversion

    1. Why Harry did not go to school last week?
    2. If Sue and Diane went home, at what time they were in bed?

D. Embedded questions with No Inversion

    1. Did she tell you what she has done?
    2. Did he ask what I give him?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af = Affirmative
ng = Negative

DATA TABULATION

Subject: B-5   Predicate Based

	S/Aux Inv.								MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP	11						13		19			
WP							2	1	5			

	No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP												
WP		1										

Embedded

	S/Aux Inv.								MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP												

	No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP												

Examples

ORAL PRODUCTION

A.   Predicate based with Inversion

     1.   Where do you live?
     2.   When are you going America?
     3.   What width is it?

WRITTEN PRODUCTION

A.   Predicate based with Inversion

     1.   What are they doing?
     2.   When aren't you going to be busy?
     3.   How many lamps are there?

B.   Predicate based with No Inversion

     1.   Why Bob didn't go home?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af   = Affirmative
ng   = Negative

DATA TABULATION

Subject: I-1   **Predicate Based**

	S/Aux Inv.								MV Inv.				No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP	31		1				1		19																
WP	6	3					1	1	5					2											

Embedded

	S/Aux Inv.								MV Inv.				No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP																	2							

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

    1. Where did you buy it?
    2. What can you do with it?
    3. What are they doing?
    4. How long inches is it?

WRITTEN PRODUCTION

A. Predicate based with Inversion

    1. What did he say in the meeting last night?
    2. Why didn't Sue go to school?
    3. What are they doing?
    4. When are you not going to be busy?
    5. Where was she born?

B. Predicate based with No Inversion

    1. Why Bob didn't go home?

D. Embedded questions with No Inversion

    1. Did she ask what she has eaten?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af = Affirmative
ng = Negative

Subject: I-2   Predicate Based

	S/Aux Inv.								MV Inv.				No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP	13						2		14								1		2		2			
WP	5	2					2	1	5					1										

Embedded

	S/Aux Inv.								MV Inv.				No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP																	1							

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

   1. How do you feel in Haiti?
   2. What are they wearing?
   3. What long is it?

B. Predicate based with No Inversion

   1. Why you can't use it now?
   2. When you are going to use it?
   3. What long it is?

WRITTEN PRODUCTION

A. Predicate based with Inversion

   1. When did you arrive in Haiti?
   2. Why didn't you come to the movies last night?
   3. What is he doing?
   4. When aren't you going to be busy?
   5. Who is this man?

B. Predicate based with No Inversion

   1. Why Bob didn't go home?

D. Embedded questions with No Inversion

   1. Did he ask what I had given him?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af   = Affirmative
ng   = Negative

Subject: I-3   Predicate Based

		S/Aux Inv.								MV Inv.				No S/Aux Inv.										No MV Inv.			
		Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other			
		af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng		
OP		21		1				3		23					1	1					1	1					
WP		6	1					1		2				4													

Embedded

		S/Aux Inv.								MV Inv.				No S/Aux Inv.										No MV Inv.			
		Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other			
		af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng		
WP																						1					

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

    1. When do think to marry her?
    2. What will you do with the result?
    3. What are they wearing?
    4. What length is it?

B. Predicate based with No Inversion

    1. Why you do not want to stay?
    2. What information you can find?
    3. What it is used for?
    4. What it is weight?

WRITTEN PRODUCTION

A. Predicate based with Inversion

    1. Where do you think to go after passage in our country?
    2. Why didn't you spend more months in Haiti?
    3. What are they doing?
    4. Who are they with the blue pants?

B. Predicate based with No Inversion

    1. Why Tom didn't peel the apple?

D. Embedded questions with No Inversion

    1. Can you tell me what "applicant" is?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af = Affirmative
ng = Negative

DATA TABULATION

Subject: I-4   Predicate Based

OP/WP	S/Aux Inv. Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	MV Inv. BE af	BE ng	Other af	Other ng	No S/Aux Inv. Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	No MV Inv. BE af	BE ng	Other af	Other ng
OP	7						8		25												1			
WP	2	2	1				1		3				1	1										

Embedded

WP	S/Aux Inv. Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	MV Inv. BE af	BE ng	Other af	Other ng	No S/Aux Inv. Do af	Do ng	Modal af	Modal ng	Have af	Have ng	Be af	Be ng	No MV Inv. BE af	BE ng	Other af	Other ng
WP	1				1																			

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

    1. How do they sing?
    2. Where are they standing?
    3. What's your name family?

B. Predicate based with No Inversion

    1. Where they are?

WRITTEN PRODUCTION

A. Predicate based with Inversion

    1. What did she said about us?
    2. Why did Tom not felt the apple?
    3. Where will you go this summer?
    4. What are they doing?
    5. Who was the man?

B. Predicate based with No Inversion

    1. What they did say about me?
    2. Why Bob didn't go home?

C. Embedded questions with Inversion

    1. Do you know when did she die?
    2. Did he ask what had I given him?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af   = Affirmative
ng   = Negative

Subject: A-1   Predicate Based

	S/Aux Inv.								MV Inv.				No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP	19			4			3		18												2			
WP	6	2					1	1	2												1			

                                                    Embedded

	S/Aux Inv.								MV Inv.				No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP																	1							

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

    1. What do you think of him?
    2. What will we talking about?
    3. Where are they standing?
    4. How wide is it?

B. Predicate based with No Inversion

    1. In what profession, you know, after making your research
        you will be specializing yourself?
    2. What kind of thing it is?

WRITTEN PRODUCTION

A. Predicate based with Inversion

    1. Where do you live in the United States?
    2. Why didn't you come last time to the movie?
    3. Where are you going tonight?
    4. When are you going not to be tired?
    5. Who are you?

B. Predicate based with No Inversion

    1. Why it is that I never seeing you?

D. Embedded questions with No Inversion

    1. Did he ask him what I had given?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af   = Affirmative
ng   = Negative

Subject: A-2   Predicate Based

	S/Aux Inv.								MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP	16	1	3				1		8		1	
WP	4						3					

	No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP												
WP		2						2				

Embedded

	S/Aux Inv.								MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP												

	No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP											2	

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

1. What do you have in your bag?
2. Why don't you ever lend it to your sister?
3. What will you do today?
4. When are you going to put it on in your radio?
5. How length is it?
6. Where did you when you buy it?

WRITTEN PRODUCTION

A. Predicate based with Inversion

1. Why do you want to go alone with her?
2. When are you going to be retired?
3. Where is the party?

B. Predicate based with No Inversion

1. Why Bob didn't go home?
2. Who Sue wasn't see in school yesterday?

D. Embedded questions with No Inversion

1. Is that why I never see her?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af   = Affirmative
ng   = Negative

DATA TABULATION

Subject: A-3

Predicate Based

	S/Aux Inv.										MV Inv.				No S/Aux Inv.										No MV Inv.				
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP	-7		1	1			4		12															
WP	4	4			1		3	1	5				2											

Embedded

	S/Aux Inv.										MV Inv.				No S/Aux Inv.										No MV Inv.				
	Do		Modal		Have		Be		BE		Other		Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP					1				1								1							

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

    1. Where did you buy it?
    2. How can it used?
    3. Why can't I stay with Claudette on Friday?
    4. What are they doing?
    5. What's your nationality?

WRITTEN PRODUCTION

A. Predicate based with Inversion

    1. Where did he meet you?
    2. Why didn't you come last night?
    3. What have you done this morning?
    4. What are they doing?
    5. When are you not going to be busy?
    6. Who are they with the large blue hats?

B. Predicate based with No Inversion

    1. Why Harry didn't go to school last week?

C. Embedded questions with Inversion

    1. Did she ask what have they eaten?
    2. Can you tell me who is the applicant?

D. Embedded questions with No Inversion

    1. Did he ask what I had given him?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af = Affirmative
ng = Negative

Subject: A-4   Predicate Based

	S/Aux Inv.								MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP	14				1		3		6			
WP	5	2						2	6			

	No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
OP									2			
WP			1					1				

Embedded

	S/Aux Inv.								MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP					1							

	No S/Aux Inv.								No MV Inv.			
	Do		Modal		Have		Be		BE		Other	
	af	ng	af	ng	af	ng	af	ng	af	ng	af	ng
WP						1						

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

    1. How do you like the country?
    2. How long have you been here in Haiti?
    3. What are you studying?
    4. What's your occupation?

B. Predicate based with No Inversion

    1. How it is?

WRITTEN PRODUCTION

A. Predicate based with Inversion

    1. What did they say about me?
    2. Why didn't Tom peel the apple?
    3. When are you leaving?
    4. What is the man name?

B. Predicate based with No Inversion

    1. Why Harry didn't go to school last week?
    2. When Sue is not going to church?

C. Embedded questions with Inversion

    1. Did he ask what had I given him?

D. Embedded questions with No Inversion

    1. Did I ask him what I had given?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af = Affirmative
ng = Negative

Subject: A-5   Predicate Based

	S/Aux Inv.				MV Inv.			No S/Aux Inv.				No MV Inv.	
	Do af ng	Modal af ng	Have af ng	Be af ng	BE af ng	Other af ng		Do af ng	Modal af ng	Have af ng	Be af ng	BE af ng	Other af ng
OP	7	2			7								
WP	4 3	2		4 1	4			2					

Embedded

	S/Aux Inv.				MV Inv.			No S/Aux Inv.				No MV Inv.	
	Do af ng	Modal af ng	Have af ng	Be af ng	BE af ng	Other af ng		Do af ng	Modal af ng	Have af ng	Be af ng	BE af ng	Other af ng
WP			1							2	1		

Examples

ORAL PRODUCTION

A. Predicate based with Inversion

    1. What do you like in Haiti?
    2. What can you do with it?
    3. When had you come to Haiti?
    4. What is that?

WRITTEN PRODUCTION

A. Predicate based with Inversion

    1. Who did you see yesterday?
    2. Why didn't Bob go home?
    3. When will you come at home?
    4. Where are you going tonight?
    5. When aren't you going to be busy?
    6. Who was the man?

B. Predicate based with No Inversion

    1. Who Sue didn't see in school yesterday?

C. Embedded questions with Inversion

    1. Did he ask what had I given him?

D. Embedded questions with No Inversion

    1. Did she ask what they have eaten?
    2. Can you tell me what an "applicant" is?

Key

OP = Oral Production
WP = Written Production
S/Aux Inv. = Subject/Auxiliary Inversion

MV Inv. = Main Verb Inversion
af   = Affirmative
ng   = Negative

IV

IMPLICATIONS OF DATA ANALYSIS

The view of language acquisition has undergone some major revisions in the last twenty years. It has become the focus of not only applied linguistics but also theoretical linguistics. This interest in the language learner and the nature of the acquisition process has the potential to not only advance our knowledge about the nature of language but also aid educators in helping students learn a second language.

It is hoped that this study will aid in the understanding of the mechanics of the acquisition of "WH" questions in English and will also be able to contribute to the broader questions on the fundamental processes involved in learning a second language. An understanding of these processes will ultimately allow educators to better meet the needs of their students. This final chapter will discuss the insights that this study has for second language acquisition and the implications that it has for language educators.

Interlanguage

Language acquisition has been presented as a process in which the language learner discovers a small set of rules that can generate an infinite number of grammatical sentences. In formulating these rules, the language learner often has initial hypotheses about the target language that are not identical with the grammar of a native speaker of the language. This concept of IL makes certain predictions about the nature of these hypotheses and how they might change as the learner is exposed to

a larger set of data and has more time to internalize the rules that he has formulated. If this view of language is capable of providing insight into the language learning process, then it should be possible to discover if the processes and strategies discussed in Chapter One are evident in a set of carefully collected data from a variety of language learners.

This study has attempted to show that this view of language acquisition does have explanatory power for the set of data collected for this study. It has been shown that the research subjects have a small set of rules with which they are capable of generating a large set of questions. Using the hypothesis testing nature of language acquisition as the conceptual framework with which to analyze those data proved to be most useful. It provided a coherent account for the data in which the subjects had overgeneralized a rule for inversion and applied it to embedded questions.

The concept of overgeneralization of a rule so that it applies to inappropriate constructions is a very useful tool for evaluating errors in sentences produced by language learners. Eventually, the language learner must revise his hypothesis in an attempt to account for all the data of a language. This revising of rules is one of the salient characteristics of an IL.

It should be noted that this permeability sets it apart from other natural languages as suggested by Tarone (1979).[1] In fact, in the initial stages of learning a language, a student's IL is in a near constant state of flux. It is the process of hypothesis testing that is responsible for

[1]This is likely to be a quantitative difference rather than a qualitative one.

a significant percentage of the number of learners' errors.

It has been clearly shown that learners are capable of applying two different rules to what appears to native speakers to be an identical structure. This is evident in numerous examples in the data collected in this study. A subject may apply S/Aux Inversion to a predicate based question and then later not apply S/Aux Inversion to a similarly constructed sentence. What is the nature and cause of this type of variability?

A partial answer to this question can be inferred from the data presented in Chapter Three. By looking at the rule governed nature of the subjects' IL's, it is possible to explain the nature of many of these apparent random fluctuations.

This study has shown that part of the variability exhibited by the subjects for predicate based questions can be understood by looking at the syntactic environments that can affect the application of the rules. It appears that many of the subjects have two rules for predicate based questions. One rule deals predominantly with affirmative questions and the other with negative questions. The rule for the negative questions results in questions with No S/Aux Inversion.[2] However, for native speakers of English there is only one rule that applies for both affirmative and negative questions.

This is a clear example that language learners not only formulate rules that are too general but they also make rules that miss important generalizations. They treat structures that are non-distinct in a native speaker's grammar as distinct constituents that have separate rules within

___

[2]
It should be noted that this rule for the negative also showed variability for some subjects.

their IL. This process might be referred to as "undergeneralization" and should be considered an example of the learning strategy of simplification.

By looking at the rules formulated by the language learner, what may at first glance appear to be random variation of rules for what are identical structures in the native speakers' grammar, can be seen to be rule governed behavior from the perspective of the language learner. The language learner has simply analyzed the structure in question in a markedly different fashion than the way it has been analyzed by native speakers.

It is this aspect of looking at learners' IL's that may prove to be more useful for accounting for learners' errors. The focus of the analysis is shifted away from the native speakers' grammar and towards the grammar formulated by the language learner. While this approach will certainly not be able to account for all the errors exhibited by a learner,[3] it will be able to provide an explanation for a significant percentage of those errors.

If permeability is a fundamental aspect of IL, then so is the reverse process: fossilization. This is the process in which the language learner reaches a plateau of language proficiency and then seems to make no further gains in mastering the language. This may affect the overall language ability or one or more specific areas. They have ceased to make progress towards a language competency that is commensurate with that of a native speaker.

[3]
It has been pointed out by Selinker (1972) that the psychological states of the learner may also be an important factor in explaining the variability of rules in a learner's IL.

The reasons for this fossilization may vary from learner to learner. However, what is important for this study is that certain structures are more prone to fossilization than others. It would be highly desirable to be able to identify these structures.

It has been shown in the discussion of negation in "WH" questions in Chapter Three that there was very little improvement in the S/Aux Inversion rate among the three levels of students. It is this type of evidence that may indicate a particular structure is a likely candidate for learners to fossilize.

Language Learning Strategies

This study has focused upon two postulated language learning strategies: Overgeneralization and simplification. The analysis presented in Chapter Three indicates that either one or both strategies are evident for all of the subjects in the study. On this basis, it would seem reasonable to state that these learning strategies play an important role in the evolution of language learners' IL's.

An understanding of the fundamental learning strategies that are involved in the formation of the learners' IL's is an important step toward understanding the characteristics and parameters of possible learners' IL's. If it is possible to isolate these learning strategies, then it will also be possible to develop an educational curriculum that takes into account what is known about these learning strategies.

It should also be noted that the presence of these two learning strategies are positive evidence for the concept of a rule governed IL as outlined in Chapter One. The fact that certain learning strategies can

be isolated for each language learner provides some insight into how the IL of a language learner comes to be markedly different from the grammar of native speakers of the target language. The strategies are utilized to reduce the complexity of a natural language to a managable level and as has been shown in this study, the result is a rule governed IL.

It is clear that more research is needed in order to determine whether simplification and overgeneralization are a subset of a class of universal learning strategies. Clearly it will require research into a wide variety of language backgrounds (native and target languages), teaching situations, and individual variation. This study may contribute to this goal in as much as it provides data that suggest that certain learning strategies are evident in speakers whose native language is Haitian Creole.

Interlanguage in the ESL Classroom

The implication of the concept of IL is that the language learner is not the creature that he was once thought to be. The most important change that this hypothesis on IL can have for the language educator is how he views the language learner. The step of accepting the rule governed nature of language acquisition is a revolutionary one for educators. Once this idea is understood, it should significantly alter the way they approach the language classroom.

A. Error Correction

Error correction in the language classroom is of importance to all instructors. Questions about the types of errors that should be corrected, the most efficient method of correcting errors and even the need to overtly correct errors at all, are all important and much debated questions for language instructors.

Using the approach outlined in this study allows us to view errors from a unique position. Systematic errors are viewed as clear evidence that the learner is making progress in the language. This is certainly one of the most interesting and intriguing ideas to come out of this line of thought. It is also a major deviation from the position held by the behaviorists.

The fact that errors are seen as an integral part of language learning alters significantly the use of error correction by the language instructor. It obviates the idea that errors must be extinguished at the first encounter lest they be reinforced and become habit. Using this approach, it would seem quite reasonable to assume that errors in rule formation are simply transitory hypotheses which the learner is experimenting with and that they will be revised when he has internalized a sufficient amoutn of data so that he realizes the deficiency of his current hypothesis.

Accepting this view of errors and the acquisition process compels the language instructor to construct the language class around providing the learner with enough language data so that the learner can continue to induce ever more sophisticated hypotheses. Equally important, the language learner must have time to experiment with his newly formed hypotheses in

an environment where he can receive immediate feedback.

The role of the instructor is not only to provide the environment for experimenting but also to focus attention on constructions that have a high tendency to fossilize. For example, the results of this study show that the rules for negative predicate based questions and embedded questions are particularly prone to cause errors not only in the beginning language learner but also in the more advanced. It would seem reasonable for the language instructor to focus attention upon this type of construction. Modeling correct examples, providing feedback on sentences that exhibit "errors" and even direct use of lectures on the mechanics of English syntax may be of use in helping the learner revise his hypothesis.

B. Examinations

The ideas presented in this study have important implications for language testing. A simple example from the data used in this study will help to illustrate this point. An English language proficiency exam asks the following questions.

Directions: Mark the following sentences as grammatical (G) or ungrammatical (UG).

_____1. What is the name of the boy walking home?

_____2. Do you know what Bob is doing?

_____3. Where Tom has gone?

_____4. Do you know what has Bob done?

We have the following answers for these questions from three students.

Students	1	2	3	Native Speaker
Questions				
1.	UG	G	G	G
2.	G	UG	G	G
3.	G	UG	UG	UG
4.	UG	G	UG	UG

These questions are testing the knowledge of two types of "WH" questions: predicate based and embedded. It is clear that student (3) shows evidence of being an advanced student (in regard to "WH" questions) as his intuitions about these structures match those of a native speaker. The other two students may be viewed as having the same level of proficiency as they both have made "errors" on two of the four questions. However, as has been shown in this study, this conclusion would be incorrect.

Simply counting the number of incorrect responses is not enough to reveal the hypotheses of these two students. Only by looking at the patterning of their responses can one understand the rule system(s) the students have internalized.

The first student has a hypothesis that "WH" questions are formed by placing a "WH" word in front of a sentence. The second student has a rule for "WH" questions that calls for an obligatory S/Aux Inversion. The important point for this discussion is that the second student has already made that important step of formulating a rule of inversion. He needs now to revise this hypothesis so that it does not apply to embedded

questions.

Student (1) has yet to make that essential step and so has a less native-like hypothesis than student (2). The fact that the two students have both missed two out of four questions obscures the crucial fact that the second student should be considered to have a more sophisticated hypothesis than student (1).

This illustrates the importance of designing exams that are capable of revealing the level of sophistication of each language learner's hypothesis. Exams should be designed to reveal the "core" of rules that the learner has formulated and in what structures these have been over and under generalized.

Concluding Remarks

This study has attempted to investigate the process of language acquisition by focusing upon the use of "WH" questions by language learners of contrasting levels of proficiency. The concept of a rule governed IL has been the model used as the theoretical framework for the analysis of these questions.

Looking at the language acquisition process from this perspective has been useful for several reasons. It provides a "model" with which to analyze the process of acquiring a language by focusing upon the rule governed nature of language. This in turn allows a systematic study of the nature of the rules formulated by the learners and how these rules change as a function of exposure to the target language.

The implicit assumption behind this line of investigation is that if one knows the input that the learner has been exposed to (natives' grammar) and the output of the learner (IL), then it is possible to deduce a set of generalizations about the language processing mechanism inside the learner's head. It was with this assumption in mind that this study was conceived.

An understanding of the learning strategies employed by a language learner is an important step towards formulating some clear guidelines with which to guide educators in their quest to improve the quality of classroom language instruction. It is hoped that this study has made a contribution to that goal.

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APPENDIXES

A. ELICITATION TASKS FOR WRITTEN PRODUCTION

Below is a comprehensive list of sentences used in collecting the Written Production Data.[1]

1. Re-Write Task

Mark each of these sentences as being correct (C) or incorrect (I). If the sentence is incorrect, write the sentence so that it is correct.

SESSION ONE

1. John studied English last night.
2. What they did say about me?
3. Who has torn my coat?
4. The cat crawled down the curtain?
5. Did he ask what had I given him?
6. They didn't need any money?
7. She are my youngest sister.
8. Why it is that I never see you?
9. Do you know why Tom left?
10. Tom rode the bus home last night.
11. Why Harry not go to school last week?
12. What to Bob happened yesterday?
13. The man put the gun on the table.
14. Do you know what she did with the money?
15. When you are not going to be busy?

SESSION TWO

1. Bob is unhappy in school.
2. When Sue not go to school?
3. What they are doing?
4. Do you know why did she die?
5. The dog ate all the food.
6. Did she tell you what he has done.
7. Do you know why Larry is ill?
8. The box fell off the truck.
9. How much it does cost this year?
10. Who is the man with the long black hair?
11. The paper costs two dollars.
12. What is the man's name?
13. Who they are with the large blue hats?
14. John and Bill walk to school everyday.

[1]All questions written by the subjects are presented in Appendix B exactly as written.

SESSION THREE

1. Did she ask what have they eaten?
2. Who Sue not see in school yesterday?
3. Do you know what he has in the box?
4. What mean "shape"?
5. Why did Tom not peel the apple?
6. Can you tell me what is applicant?
7. If Sue and Diane went home, what time they were in bed?
8. What did she say about us?

2. Scrambled Sentences

Put these words into the correct order to make a good
sentence.

1. it much did cost how much year last?
2. was who the man?
3. Bob didn't why go home?
4. is that never why see it I her?   (Advanced group only)
5. him ask he did what I given had?   (Advanced group only)
6. tired to are when not be going you?   (Advanced group only)

3. Free Production

Write five sentences using the following words:

1. What
2. Where
3. Why
4. How
5. When

B. COMPREHENSIVE LISTING OF "WH" QUESTIONS

Subject B-1

Oral Production

A. Predicate based questions with S/Aux Inversion

1. What's your nationality?
2. How old are you?
3. How much children do you have?
4. What color is your bag?
5. What thing is your bag?
6. What thing is it?
7. When are you buy it?
8. When did you buy it?
9. How many dollars did you buy?
10. Where are you going?
11. Where do you buy your thing?
12. What color is it?
13. Where are you buy it?
14. What is the thing?
15. What is it?
16. What color is your bag?
17. Where did you buy it?
18. What's that?
19. What's they nationality?
20. How old are they?
21. What game can they play?
22. What game is it?
23. What's their name?
24. What's their occupation?

B. Predicate based questions with No S/Aux Inversion

1. What it is?
2. What thing it is?
3. What it is?
4. What it is?

Written Production

A. Predicate based questions with S/Aux Inversion

1) Re-Write Task

None

2) <u>Scrambled Sentences</u>

    1. Why didn't Bob go home?
    2. Who was the man?

3) <u>Free Production</u>

    1. What color are your shoes?
    2. Where are you going?
    3. Why did you go to school this morning?
    4. How many windows are here?
    5. When are you going to the theater?

B. Predicate based questions with No S/Aux Inversion

    1) <u>Re-Write Task</u>

        1. How much it does cost this year?
        2. Why it is that I didn't said you yesterday?
        3. When you are not go to be busy?

    2) <u>Scrambled Sentences</u>

        None

    3) <u>Free Production</u>

        None

C. Embedded Questions with S/Aux Inversion

    1) <u>Re-Write Task</u>

        1. Did she ask what have they eat?

    2) <u>Scrambled Sentences</u>

        None

    3) <u>Free Production</u>

        None

D. Embedded Questions with No S/Aux Inversion

    1) <u>Re-Write Task</u>

        1. Did she said you what he has done?

2) <u>Scrambled Sentences</u>

None

3) <u>Free Production</u>

None

<u>Subject B-2</u>

<u>Oral Production</u>

A. Predicate based questions with S/Aux Inversion

1. How old are you?
2. Why do you invite me?
3. Why do you want help me?
4. How do you write master's?
5. What do you think about the language?
6. What do you think about the pronunciation?
7. What color is it?
8. How long is it?
9. What are they wearing?
10. Where are they?
11. What game can they play?
12. How many people are there in the picture?
13. What are they doing?
14. How old are they?
15. Where are they?
16. What color is it?
17. Where do you use it?
18. Why do you show it?
19. How long is it?
20. Where do you buy it?
21. Whose thing is it?
22. How many do you have?
23. What is function?
24. Where do you use it?
25. How long is it?
26. What color is it?
27. Where do you use it?
28. Why do you put it in your bag?

B. Predicate based questions with No S/Aux Inversion

1. What it is?
2. How many people there are in this picture?

Written Production

A. Predicate based questions with S/Aux Inversion

    1) Re-Write Task

        1. What are they doing?
        2. How much did it cost last year?
        3. Who is the man with the long black hair?
        4. Who are they with the long blue pants?
        5. If Diane and Sue went home, at what time were they in bed?

    2) Scrambled Sentences

        1. Who was the man?
        2. How much did it cost last year?

    3) Free Production

        1. Who is the man over there?
        2. What's he wearing?
        3. Where is he sitting?
        4. Why don't you talk with him?
        5. How is he?
        6. When did he arrive in the city?

B. Predicate based questions with No S/Aux Inversion

    1) Re-Write Task

        1. Why I didn't see you yesterday?

    2) Scrambled Sentences

        1. Why Bob didn't go home?

    3) Free Production

        None

C. Embedded Questions with S/Aux Inversion

    1) Re-Write Task

        1. Did he ask what had I given him?
        2. Can you tell me who is applicant?

    2) Scrambled Sentences

        None

3) Free Production

      None

D. Embedded questions with No S/Aux Inversion

      None

Subject: B-3

Oral Production

A. Predicate based questions with S/Aux Inversion

   1. How are you?
   2. How old are you?
   3. What's your name?
   4. What's your mother's name?
   5. How many sisters do you have?
   6. What's your father like?
   7. What's your girlfriend's name?
   8. Why did you buy that?
   9. How do you say purse or boose?
  10. What are you thinking?
  11. What color would you like to buy?
  12. Why do you want to buy a car?
  13. When did you buy that thing?
  14. Where did you buy it?
  15. What color is it?
  16. How much did it cost?
  17. When are you writing with that thing?
  18. Where do you put your money?
  19. Why did you buy?
  20. What is the function of your bag?
  21. Why did you buy that?
  22. When did you need it?
  23. What is the weight of the blackboard behind you?
  24. What color is your radio?
  25. What color is the window?
  26. What's the function?
  27. What can I read there?
  28. How much does it cost?
  29. What is the length of this thing?
  30. When do you use that?
  31. Why do I use it?
  32. Where did you buy it?

B. Predicate based question with No S/Aux Inversion

    None

Written Production

A. Predicate based questions with S/Aux Inversion

    1) Re-Write Task

        1. When doesn't Sue go to school?
        2. What are they doing?
        3. How much does it cost this year?
        4. Who are they with the blue pants?
        5. What did they say about me?
        6. Why is it that I didn't see you yesterday?
        7. Why didn't Harry go to school last week?
        8. Who doesn't Sue see in school yesterday?
        9. Why didn't Tom peel the apple?
        10. If Sue and Diane went home, what time were they in bed?
        11. When are not you going to be busy?

    2) Scrambled Sentences

        1. Why didn't Bob go home?
        2. Who was the man?
        3. How much did it cost last year?

    3) Free Production

        1. Where do you live?
        2. Why do you choice it?
        3. How many days did you stay in New York?
        4. When is she wearing her blue pants?

B. Predicate based questions with No S/Aux Inversion
        None

C. Embedded questions with S/Aux Inversion

    1) Re-Write Task

        1. Did she tell you what has he done?
        2. Do you know why is Bob ill?
        3. Do you know what did she with the money?
        4. Do you know what has he in the box?

    2) Scrambled Sentences

        None

3) <u>Free Production</u>

None

D. Embedded questions with No S/Aux Inversion

None

<u>Subject: B-4</u>

<u>Oral Production</u>

A. Predicate based questions with S/Aux Inversion

1. How many year do you have in this country?
2. Where do you live here?
3. How many brother and sister do you have?
4. Where do you come from?
5. How old are you?
6. What do you have in it?
7. What color is your bag?
8. What do you do with that?
9. What color is it?
10. Where do you put it when you use it?
11. Why do you use this bag?
12. How many things do you have in this bag?
13. What do you usually do with it?
14. What color is it?
15. When do you use it?
16. Where do you put it?
17. When do you take off it in your bag?
18. How do you say that in English?
19. What do you have in your pocket?
20. What is the shape?
21. What do you usually do with it?
22. What do you usually keep in your home?
23. When do you use it?
24. Why do you use it?

B. Predicate based questions with No S/Aux Inversion

1. What size it is?
2. What size it is?
3. What shape it is?
4. What color it is?
5. What size it is?
6. What shape it is?

Written Production

A. Predicate based questions with S/Aux Inversion

1) Re-Write Task

1. What are they doing?
2. How much does it cost this year?
3. What did they say about me?

2) Scrambled Sentences

1. Who was the man?
2. How much did it cost last year?

3) Free Production

1. What's your name?
2. Where are you going after class?
3. Why do you not go downtown?
4. How many pens do you have in your handbag?
5. When are you going to Petionville?

B. Predicate based questions with No S/Aux Inversion

1) Re-Write Task

1. Why Harry did not go to school last week?
2. Why Tom did not peel the apple?
3. If Sue and Diane went home, at what time they were in bed?

2) Scrambled Sentences

1. Why Bob didn't do?

3) Free Production

None

C. Embedded questions with No S/Aux Inversion

None

D. Embedded questions with No S/Aux Inversion

1) Re-Write Task

1. Did she tell you what she has done?
2. Did he ask what I give him?
3. Did she ask what they eat?

2) Scrambled Sentences

    None

3) Free Production

    None

Subject: B-5

Oral Production

A. Predicate based questions with S/Aux Inversion

1. What's your occupation?
2. Where do you live?
3. What do you live?
4. What do you do with your bag?
5. What color is your thing in your bag?
6. When do you do with your thing?
7. When do you buy?
8. Why do you buy it?
9. How much is that?
10. Where are you buy your?
11. When are you buy your thing?
12. What color is your thing?
13. How many is your thing?
14. Why do you buy your thing?
15. When are you going with your thing?
16. When are you going America?
17. What do you do with your thing?
18. What country do you visit with your thing?
19. Where is the Post Office?
20. When are you buy another thing?
21. Where are you buy it?
22. Why do you like the Post Office for buying your thing?
23. What do you buy your thing?
24. What color is your thing?
25. What length is it?
26. What width is your thing?
27. What function is your thing?
28. What shape is your thing?
29. What address is the store?
30. Why are you buy your thing?
31. When are you buy your?
32. Why are you buy your thing in December?
33. What function is your thing?
34. What size is your thing?
35. What length is your thing?

36. What width is it?
37. When are you going to dance in your thing?
38. When are you going to dance with your thing?
39. Who is your interpret at this store?
40. What's this?
41. When are you buy your thing?
42. Where are you buy your thing?
43. What's your interpret?

B. Predicate based questions with No S/Aux Inversion

    None

Written Production

A. Predicate based questions with S/Aux Inversion

    1) Re-Write Task

        1. What are they doing?
        2. Who are they with the blue pants?
        3. Why is it that I didn't see you yesterday?
        4. When aren't you going to be busy?
        5. What is it?

    2) Scrambled Sentences

        1. Who was the man?

    3) Free Production

        1. How many lamps are there?
        2. When are you going to Los Angeles?

B. Predicate based questions with No S/Aux Inversion

    1) Re-Write Task

        None

    2) Scrambled Sentences

        1. Why Bob didn't go home?

    3) Free Production

        None

C. Embedded questions with S/Aux Inversion

    None

D. Embedded questions with No S/Aux Inversion

   None

Subject: I-1

Oral Production

A. Predicate based questions with S/Aux Inversion

   1. What's your nationality?
   2. What do you come to do in Haiti?
   3. What did you do at the United States?
   4. What do you do for a living?
   5. How many brother do you have?
   6. What do they do?
   7. Where are your parents?
   8. How many bucks do you have in your bag?
   9. What can you do with it?
   10. What color is it?
   11. Where did you buy it?
   12. Where did she buy it?
   13. How many did she pay it?
   14. Where are you going to put it?
   15. When did your girlfriend give it to you?
   16. When did she buy it?
   17. What picture is it?
   18. What picture is it?
   19. What color is the house?
   20. How many person do they live in?
   21. How many doors is it?
   22. Why do you organize this meeting with the other pupils at
       the institute?
   23. What color is it?
   24. How long inches is it?
   25. Where did you buy it?
   26. When did you recieve it?
   27. Why did you choose it?
   28. How did you bring it?
   29. How does it cost?
   30. Why did you buy it?
   31. What color is it?
   32. Where did you find it?
   33. Where did you buy it?
   34. Why did you buy it?
   35. What is it?
   36. How long inches is it?
   37. What color is the picture?
   38. What are they doing?

39. Where do they sit?
40. What clothes do they wear?
41. Where do they come from?
42. What color is the picture?
43. What's its size?
44. Where did you buy it?
45. How many does it cost?
46. How much does it cost?
47. Why did you choose this picture?
48. What three are they?
49. What color is her dress?
50. What color is it?
51. What do they do?
52. What do they sell?

B. Predicate based questions with No S/Aux Inversion

   None

Written Production

A. Predicate based questions with S/Aux Inversion

   1) Re-Write Task

      1. Why didn't Sue go to school?
      2. What are they doing?
      3. How much does it cost this year?
      4. Who are they with the blue pants?
      5. If sue and Diane went home, at what time were they in bed?
      6. What did he say about me?
      7. Why is it that I didn't see you yesterday?
      8. Why didn't Harry go to school last week?
      9. When are you not going to be busy?

   2) Scrambled Sentences

      1. Who was the man?
      2. How much did it cost last year?

   3) Free Production

      1. What did he say in the meeting last night?
      2. Where was she born?
      3. Why didn't you come to school yesterday?
      4. How do you go to work?
      5. When do you travel to Canada?

B.   Predicate based questions with No S/Aux Inversion

   1) Re-Write Task

       1. Who sue didn't see in school yesterday?

   2) Scrambled Sentences

       1. Why Bob didn't go home?

   3) Free Production

          None

C.   Embedded questions with S/Aux Inversion

          None

D.   Embedded questions with No S/Aux Inversion

   1) Re-Write Task

       1. Did she tell you what she has done?
       2. Did she ask what she has eaten?

   2) Scrambled Sentences

          None

   3) Free Production

          None

Subject: I-2

Oral Production

A.   Predicate based questions with S/Aux Inversion

    1. How do you feel in Haiti?
    2. How are the American people?
    3. What do you do here?
    4. What do you have in your bag?
    5. Where do you buy it?
    6. What color is it?
    7. What do you think about the store?
    8. What do you have in your bag?
    9. What do you have?
   10. What's your carry?

11. Where do you buy it?
12. How do you feel when he give you it?
13. Why did he give you it?
14. What color is it?
15. What long is it?
16. What is its wide?
17. How do you think calendar?
18. What's the meaning of tall?
19. What color are the trees?
20. What are they wearing?
21. What color are their dresses?
22. What do you found with it?
23. What color is it?
24. When is its going to enter in function?
25. What is a sandwhich?
26. Where did you buy it?
27. What is its shape?
28. What color is it?
29. What's foot?

B. Predicate based questions with No S/Aux Inversion

1. When you are going to use it?
2. Why you can't use it now?
3. What it is a chocolate?
4. When you are going to use it?
5. What long it is?

Written Production

A. Predicate based questions with S/Aux Inversion

1) Re-Write Task

1. What are they doing?
2. Who are they with the blue pants?
3. If Sue and Diane went home, What time did they go on bed?
4. What did they say about me?
5. Why is it that I didn't see you yesterday?
6. Why didn't Harry go to school last week?
7. When aren't you going to be busy?

3) Scrambled Sentences

1. Who was the man?
2. How much did it cost last year?

3) Free Production

1. Who is this man?
2. What is he doing?
3. Where were you last night?
4. Why didn't you come to the movies last night?
5. How do you feel this afternoon?
6. When did you arrive in Haiti?

B. Predicate based questions with No S/Aux Inversion

1) Re-Write Task

None

2) Scrambled Sentences

1. Why Bob didn't go home?

3) Free Production

None

C. Embedded questions with No S/Aux Inversion

None

D. Embedded questions with No S/Aux Inversion

1) Re-Write Task

1. Did he ask what I had given him?

2) Scrambled Sentences

None

3) Free Production

None

Subject: I-3

Oral Production

A. Predicate based questions with S/Aux Inversion

1. What do you do with it?
2. How wide is it?

3. When do you read it?
4. Why do you read it?
5. What color is it?
6. What kind is it?
7. How is it?
8. How is your thing?
9. Where do you buy it?
10. How is it?
11. What is it made of?
12. What will you do with the result?
13. How many did you buy?
14. What do you think to do after your Master?
15. Where do you want to teach?
16. How do you live?
17. What's your girlfriend's occupation?
18. When do you think to marry her?
19. What do you think about the way of teaching in the Institute?
20. What countries did you visit?
21. When you visit these countries, how many months did you spend?
22. What does he do?
23. What color is it?
24. What shape is it?
25. Where did you buy it?
26. Why do you use it?
27. What kind is it?
28. What color is their shirt?
29. What color is their eyes?
30. Where are they?
31. What are they wearing?
32. What color is the shirt?
33. Where are they?
34. What do you see in the postcard?
35. What are they doing?
36. Where do you think they are standing?
37. What are they wearing?
38. What color is their dress?
39. What color is their eyes?
40. What color is it?
41. What length is it?
42. Where do you buy it?
43. What's its weight?
44. When do you use it?
45. What color is it?
46. When do you use it?
47. What shape is it?
48. Where did you buy it?

B. Predicate based questions with No S/Aux Inversion

1. What information you can find?
2. Why you do not want to stay?

3. What it is used for?
4. What it is weight?

Written Production

A. Predicate based questions with S/Aux Inversion

   1) Re-Write Task

      1. What are they doing?
      2. How much does it cost this year?
      3. Who are they with the blue pants?
      4. What did they say about me?

   2) Scrambled Sentences

      1. Who was the man?
      2. How much did it cost last year?

   3) Free Production

      1. Why didn't you spend more months in Haiti?
      2. Where do you think to go after passage in our country?
      3. How do you think about the tourism in Haiti?
      4. When do you hope to come back in Haiti?

B. Predicate based questions with No S/Aux Inversion

   1) Re-Write Task

      1. Who Sue didn't see in school yesterday?
      2. Why Tom didn't peel the apple?
      3. Why Harry didn't go to school last week?

   2) Scrambled Sentences

      1. Why Bob didn't go home?

   3) Free Production

      None

C. Embedded questions with S/Aux Inversion

      None

D. Embedded questions with No S/Aux Inversion

   1) Re-Write Task

      1. Can you tell me what "applicant" is?

2) Scrambled Sentences

None

3) Free Production

None

Subject: I-4

Oral Production

A. Predicate based questions with S/Aux Inversion

1. Where are you from?
2. What's your name family?
3. What's your name?
4. What's your occupation?
5. What color is it?
6. How long is it?
7. Where did you buy it?
8. What kind is it?
9. What is it used for?
10. Where did you buy it?
11. When did he give it?
12. What color is it?
13. What do you use it for?
14. Whose wallet is it?
15. What color is it?
16. How long is it?
17. Where do you buy it?
18. How long is it?
19. What do you use for?
20. Where are they?
21. What are they doing?
22. How do they sing?
23. How many bed are there?
24. What are they have a good time?
25. What are they having a good time?
26. What picture are you have in your hand?
27. What are they doing?
28. Whaere are they standing?
29. What are they wearing?
30. What color are they?
31. What wide is it?
32. What width is it?
33. What length is it?
34. What is it function?
35. What color is it?

36. What is it?
37. What is shape?
38. What color is it?
39. What was function?
40. What function is it?

B. Predicate based questions with No S/Aux Inversion

   1. Where they are?

Subject: I-4

Written Production

A. Predicate based questions with S/Aux Inversion

   1) Re-Write Task

      1. What are they doing?
      2. What is the man name?
      3. Why did Tom not felt the apple?
      4. What did she said about us?

   2) Scrambled Sentences

      1. Who was the man?
      2. How much did it cost last year?

   3) Free Production

      1. Where will you go this summer?
      2. Why didn't you come to school?
      3. How many children are you?

B. Predicate based questions with No S/Aux Inversion

   1) Re-Write Task

      1. What they did say about me?

   2) Scrambled Sentences

      1. Why Bob didn't go home?

   3) Free Production

         None

C. Embedded questions with S/Aux Inversion

   1) Re-Write Task

      1. Did he asked what had I given him?
      2. Do you know when did she die?

   2) Scrambled Sentences

      None

   3) Free Production

      None

D. Embedded questions with No S/Aux Inversion

      None

Subject: A-1

Oral Production

A. Predicate based questions with S/Aux Inversion

   1. What will we talking about?
   2. What state of the United States do you come from?
   3. How many brothers and sisters do you have?
   4. Where did you study when you were in the United States?
   5. What will you do?
   6. When will you count to finish with this program of research?
   7. What else can I ask you to complete our interview?
   8. What do you think about negotiation of United States between Iran for freedom of the ostages?
   9. What did you think about the past President of the United States?
  10. What do you think of him?
  11. How long is it?
  12. How large is it?
  13. How wide is it?
  14. What's the color?
  15. Why do you put it in the bag?
  16. What do you think of my English?
  17. Where do you buy it?
  18. Why did you buy it?
  19. What is function?
  20. What is shape?
  21. How much is wide?
  22. What is function?
  23. How much is weight?

24. Where do you buy it?
25. Where did you buy it?
26. If you put things in it you don't need anymore, why do you buy it?
27. Why do you keep them?
28. What's it good for?
29. What kind of materials is it made of?
30. How do you call it?
31. Why do you put matched in?
32. What did you do with the sheet of paper?
33. What did you do with them?
34. What's the color of the paper?
35. How do they dress?
36. What's the color of the person in the picture.
37. What is that picture?
38. What is this picture?
39. What is you have in that picture?
40. What is this picture?
41. Where are they standing?
42. What kind of person are they?
43. What are they talking about?
44. What are they wearing?

B. Predicate based questions with No S/Aux Inversion

1. In what profession, you know, after making your research you will be specializing yourself?
2. What kind of thing it is?
3. What it is?

Written Production

A. Predicate based questions with S/Aux Inversion

1) Re-Write Task

    None

2) Scrambled Sentences

    1. Why didn't Bob go home?
    2. When are you going not to be tired?
    3. Who was the man?
    4. How much did it cost last year?

3) Free Production

    1. Who are you?
    2. What do you think about it?
    3. Where are you going tonight?

XXIV.

        4. Why didn't you come last time to the movie?
        5. How do you spell "do" in French?
        6. When did your brother come?
        7. Where do you live in the United States?
        8. Why do you choose a place like Haiti to do something like
            that?

B. Predicate based questions with No S/Aux Inversion

    1) Re-Write Task

        1. Why it is that I never seeing you?

    2) Scrambled Sentences

            None

    3) Free Production

            None

C. Embedded questions with S/Aux Inversion

            None

D. Embedded questions with No S/Aux Inversion

    1) Re-Write Task

        1. Did he ask him what I had given?

    2) Scrambled Sentences

            None

    3) Free Production

            None

Subject: A-2

Oral Production

A. Predicate based questions with S/Aux Inversion

    1. What do you have in your bag?
    2. What color is it?
    3. How long is it?
    4. Why do you use it?

XXV.

5. What do you do with it?
6. What do you write with it?
7. Why do you use it?
8. Where do you bought it?
9. What kind of thing is it?
10. What will you do today?
11. What will you do?
12. What's your nationality?
13. How old are you?
14. Why do you left your last job?
15. How many sisters and brothers do you have?
16. What's your mother's occupation?
17. Where were you last night?
18. Where do you find that thing?
19. Why do you buy it?
20. Why did you buy it?
21. Where did you pay?
22. Where did you when you buy it?
23. Where can I find it if I want to have?
24. Why don't you ever lend it to your sister?
25. When are you going to put it on, in your radio?
26. How do you carry it?
27. How length is it?
28. What do you see in this picture?
29. How do they like?
30. How do they like if they are thin or fat?

B. Predicate based with No S/Aux Inversion

     None

Written Production

A. Predicate based questions with S/Aux Inversion

  1) Re-Write Task

     1. What is that?
     2. What are they doing?
     3. How much does it cost this year?

  2) Scrambled Sentences

     1. When are you going to be retired?
     2. Who was the man?
     3. How much did it cost last year?

  3) Free Production

     1. Where is the party?
     2. Why do you want to go alone with her?

3. When are you come back home?
4. How much money do you have?

B. Predicate based questions with No S/Aux Inversion

    1) <u>Re-Write Task</u>

        1. Why Harry didn't go to school last week?
        2. Why Sue is not going to school?
        3. Who Sue wasn't see in school yesterday?

    2) <u>Scrambled Sentences</u>

        1. Why Bob didn't go home?

    3) <u>Free Production</u>

        None

C. Embedded questions with S/Aux Inversion

        None

D. Embedded questions with No S/Aux Inversion

    1) <u>Re-Write Task</u>

        1. Did she tell you what she done?

    2) <u>Scrambled Sentences</u>

        1. Is that why I never see her?

    3) <u>Free Production</u>

        None

<u>Subject: A-3</u>

<u>Oral Production</u>

A. Predicate based questions with S/Aux Inversion

    1. What's your nationality?
    2. How old are you?
    3. Where is your girlfriend?
    4. What color is it?
    5. How much did you pay for it?
    6. What color is it?
    7. Where did you buy it?

8. When did you buy it?
9. How much do you pay for it?
10. What's function?
12. How can it used?
13. When did you use it?
14. How big is it?
15. What shape is it?
16. How long is it?
17. Why can't I stay with Claudette on Friday?
18. What are they carrying?
19. What are they wearing?
20. What color are their dresses?
21. How do you spell that?
22. What are they doing?
23. What are they wearing?
24. Who are they?
25. Where did you buy it?

B. Predicate based questions with No S/Aux Inversion

   None

Written Production

A. Predicate based questions with S/Aux Inversion

   1) Re-Write Task

      1. What did they say about me?
      2. Where were you when I never see you?
      3. When are you not going to be busy?
      4. Why doesn't Sue go to church?
      5. What are they doing?
      6. Who are they with the large blue hats?
      7. Why didn't Tom peel the apple?

   2) Scrambled Sentences

      1. Why didn't Bob go home?
      2. When are you not going to be tired?
      3. Who was the man?
      4. How much did it cost last year?

   3) Free Production

      1. Who is your best friend?
      2. What have you done this morning?
      3. Where did he meet you?
      4. Why didn't you come last night?
      5. How's the rest of your family?
      6. When are you going to the party?

7. How much money do you have?

B. Predicate based with No S/Aux Inversion

1) Re-Write Task

    1. Why Harry didn't go to school last week?
    2. Who Sue didn't see in school yesterday?

2) Scrambled Sentences

    None

3) Free Production

    None

C. Embedded questions with S/Aux Inversion

1) Re-Write Task

    1. Did she ask what have they eaten?
    2. Can you tell me who is the applicant?

2) Scrambled Sentences

    None

3) Free Production

    None

D. Embedded questions with No S/Aux Inversion

1) Re-Write Task

    None

2) Scrambled Sentences

    1. Did he ask what I had given him?

3) Free Production

    None

Subject: A-4

Oral Production

A. Predicate based questions with S/Aux Inversion

1. How long have you been here in Haiti?
2. How do you like the country?
3. What are you studying?
4. What are you doing?
5. What's your occupation?
6. How long did it take you to finish your college and university?
7. What's the color of that thing?
8. What's the color?
9. What does it look like?
10. What did they do with it?
11. What does picture one tell you about the man?
12. What does the man is doing?
13. What does the man in picture three telling to George?
14. What is the man getting in the trunk of the car?
15. When did he empty the bag?
16. What do you mean by that?
17. What did that picture tell you?
18. What did the picture tell to her?
19. What did she think about the picture?
20. When did you buy it?
21. How much did you buy?
22. Where is that thing located?
23. What is the size of that box?
24. Who's Norma?

B. Predicate based questions with No S/Aux Inversion

1. What it is?
2. How it is?

Written Production

A. Predicate based questions with S/Aux Inversion

1) Re-Write Task

1. What did they say about me?
2. What are they doing?
3. How much does it cost this year?
4. What is the man name?
5. Why didn't Tom peel the apple?

2) <u>Scrambled Sentences</u>

   1. Why is it that I never see her?
   2. Why didn't Bob go home?
   3. When are you going to be tired?
   4. Who was the man?
   5. How much did it cost you last year?

3) <u>Free Production</u>

   1. What are you going to do when you'll be home?
   2. Where are you going to sleep tonight?
   3. How much did you pay for it last year?
   4. Why did the baby cry last night?
   5. When are you leaving?

B. Predicate based questions with No S/Aux Inversion

1) <u>Re-Write Task</u>

   1. Why Harry didn't go to school last week?
   2. When Sue is not going to church?

2) <u>Scrambled Sentences</u>

   None

3) <u>Free Production</u>

   None

C. Embedded questions with S/Aux Inversion

1) <u>Re-Write Task</u>

   1. Did he ask what had I given him?

2) <u>Scrambled Sentences</u>

   None

3) <u>Free Production</u>

   None

D. Embedded questions with No S/Aux Inversion

1) <u>Re-Write Task</u>

   None

2) Scrambled Sentences

    1. Did I ask him what I had given?

3) Free Production

    None

Subject: A-5

Oral Production

A. Predicate based questions with S/Aux Inversion

    1. When had you come to Haiti?
    2. What age are you?
    3. What do you like in Haiti?
    4. What is that?
    5. What color is it?
    6. What is its weight?
    7. What do you think about my English?
    8. Where have you come with it?
    9. How do you like it?
   10. How much does it cost?
   11. What can you do with it?
   12. Where did you buy it?
   13. Where do you take it from Haiti?
   14. What can you do with it?
   15. What's this word?
   16. What's the singular?
   17. What do you have in this picture?
   18. Where are they?

B. Predicate based questions with No S/Aux Inversion

    None

Written Production

A. Predicate based questions with S/Aux Inversion

1) Re-Write Task

    1. What did they say about me?
    2. Why is it that I never see you?
    3. When aren't you going to be busy?
    4. When doesn't Sue go to school?
    5. Who are they with the large blue hats?
    6. What does "shape" mean?

7. Why didn't Tom peel the apple?
8. If Sue and Diane went home, what time would they be in bed?

2) Scrambled Sentences

1. Why didn't Bob go home?
2. When are you going to be not tired?
3. Who was the man?
4. How much did it cost last year?

3) Free Production

1. Who did you see yesterday?
2. What are you doing?
3. Where are you going tonight?
4. Why are you growling at me?
5. How powerful is your motorcycle?
6. When will you come at home?

B. Predicate based questions with No S/Aux Inversion

1) Re-Write Task

1. Why Harry didn't go to school last week?
2. Who Sue didn't see in school yesterday?

2) Scrambled Sentences

None

3) Free Production

None

C. Embedded questions with S/Aux Inversion

1) Re-Write Task

1. Did he ask what had I given him?

2) Scrambled Sentences

None

3) Free Production

None

D. Embedded questions with No S/Aux Inversion

   1) <u>Re-Write Task</u>

      1. Did she ask what they have eaten?
      2. Can you tell me what an applicant is?

   2) <u>Scrambled Sentences</u>

      1. Did he ask him what I had given?

   3) <u>Free Production</u>

      None